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6

New Get Ahead

ENGLISH

with Teaching Notes



Based on Revised Pakistan National Curriculum

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Contents

Unit	Page
Introduction	iv
Section I: Teaching Strategies	
1 Road Safety	02
2 Different Professions and Managing Crisis	04
3 Celebrating Special Events	06
4 Showing Kindness to Others	08
5 A Memorable Journey	12
6 My Country	14
7 Sportsmanship	18
8. True Accounts of Inventions	20
9 Problem Solving	22
10 Let's Make This World a Better Place to Live In	26
Section II: Answer Keys	28

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

- تعارف کہ کمرہ جماعت میں نیوگیٹ اہیڈ 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 اہیڈ انگلش کی تدریس کیسے کی جائے؟

نیوگیٹ اہیڈ 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 اہیڈ 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 اُستاد کے ساتھ تبادلہ خیال کر سکیں۔
- طلبا کی حوصلہ افزائی کی جائے کہ وہ اپنی رائے یا خیالات کے پس پردہ وجوہ بیان کریں۔
- اُستاد 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۔
- اُستاد 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

Exploring background knowledge	5 minutes
Discussion-based or activity-based learning	25 minutes
Reflection/assessment	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 انکس 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 کھنگالنا 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 کھنگالنا	5 منٹ
آموزش بذریعہ بات چیت یا سرگرمی	25 منٹ
نتیجہ حاصل	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

Road Safety

Unit overview

The unit introduces an instructional text about road safety.

Part 1: Suggestions for teaching strategies

Exploring background knowledge

Students to work in pairs and discuss the following.

Prompts:

- Why do you think your parents hold your hand while crossing the road?
- In your opinion, why is it important to know road safety rules?

Teacher to take responses from students and encourage everyone to speak up.

While you are reading

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

Think-pair-share: Students to work in pairs to explore the pictures on pages 2 and 3 of the book. They need to discuss:

- What do the given pictures represent?
- If given a chance, how can they make these pictures and their messages more convincing?

Students to share their learnings with the entire class.

Group Project: Teacher to explain to the entire class that a flyer is a form of paper advertisement intended for wide distribution and typically posted or distributed in a public place, handed out to individuals, or sent through the mail. Now explain to them what a placard is. A placard is a printed or handwritten notice or sign for public display. Point out the purpose of both. Instruct students to form groups. Each group will be responsible for creating a flyer or a placard about one or two important road safety rules. When students complete their work, all projects will be displayed in school. These flyers or placards can also be displayed in students' neighborhoods as well.

روڈ سیفٹی

باب کا مختصر جائزہ

یہ باب روڈ سیفٹی کے بارے میں ہدایاتی متن پر مشتمل ہے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

طلبا کی معلومات جانچنا

طلبا جوڑیوں میں کام کریں گے۔ انہیں بحث کے لیے مندرجہ ذیل اشارے دیے جائیں گے۔

اشارات

- آپ کے خیال میں سڑک پار کرتے ہوئے والدین آپ کا ہاتھ کیوں تھام لیتے ہیں؟
 - آپ کی رائے میں روڈ سیفٹی کے قوانین کو جاننا کیوں اہم ہے؟
- اُستاد طلبا سے جواب لیں اور ہر طالب علم کی حوصلہ افزائی کریں کہ وہ جواب دے۔

پڑھائی کے دوران

ذیل میں اہم موضوعات اور ان موضوعات کی تدریس کے لیے سفارش کردہ تدریسی حکمت عملیوں کی فہرست دی گئی ہے۔ سوچ بچار جوڑی انظہار: طلبا جوڑیاں بنا کر کتاب کے صفحہ 2 اور 3 پر دی گئی تصاویر کے بارے میں جاننے کی کوشش کریں۔ وہ ان نکات کو زیر بحث لائیں گے:

- دی گئی تصاویر کیا ظاہر کرتی ہیں؟
 - اگر انہیں موقع دیا جائے تو وہ ان تصاویر اور ان کے پیغامات کو مزید قابل یقین کیسے بنا سکتے ہیں؟
- طلبا نے جو کچھ جانا اور سیکھا اس سے پوری کلاس کو آگاہ کریں۔

گروپ پروجیکٹ: اُستاد پوری کلاس کو بتائیں کہ دستی اشتہار کاغذی تشہیر کی ایک قسم ہے جسے وسیع پیمانے پر تقسیم کرنے کے لیے تیار کیا جاتا ہے، اسے خاص طور پر عوامی مقامات پر چسپاں یا تقسیم کیا جاتا ہے، افراد کو انفرادی طور پر دیا جاتا ہے، یا پھر ڈاک کے ذریعے بھیجا جاتا ہے۔ اب انہیں بتائیے کہ پلے کارڈ کیا ہوتا ہے۔ پلے کارڈ چھپا ہوا یا ہاتھ سے لکھا گیا نوٹس یا علامت ہوتا ہے جس کی عام نمائش کی جاتی ہے۔ دونوں کے مقاصد بیان کیجیے۔ طلبا کو گروپ بنانے کی ہدایت کر دیجیے۔ ہر گروپ ایک یا دو اہم حفاظتی قواعد سے متعلق ایک دستی اشتہار یا پلے کارڈ تخلیق کریں گے۔ جب طلبا اپنے کام مکمل کر چکیں تو تمام پروجیکٹس کی اسکول میں نمائش کی جائے گی۔ دستی اشتہاروں یا پلے کارڈز کی نمائش طلبا کے پڑوس میں بھی کی جاسکتی ہے۔

Different Professions and Managing Crisis

Unit overview

In this unit, students will learn about different professions and the reason for choosing these professions.

Part 1: Suggestions for teaching strategies

Guided group discussion

Students will form groups. Every group should have a maximum of four students. Students will discuss basic knowledge about the professions they would like to take up in future.

Prompts

- What would you like to be when you grow up?
- Why do you like this profession?
- In your opinion, what are some useful professions that will always be important?

Ask the students to discuss their ideas with the entire class. Teacher can ask each group to share their ideas one by one.

While you are reading

Describing professions: Students to be divided into groups. Every group to have four students. Teacher will assign one profession to each group. The group will discuss the pros and cons of that profession. Later on, they will present it as a group to the entire class. Teacher will request students to take notes of the important points. Based on these notes, students will decide their favourite professions.

Writing task: After the entire class listens to all presentations, all students will write a paragraph on 'the profession which has changed the world'.

مختلف پیشے اور بحرانی صورت حال پر قابو پانا

باب کا مختصر جائزہ

اس باب میں طلباء مختلف پیشوں اور انہیں منتخب کرنے کی وجوہ کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

منضبط گروہی بحث

طلباء گروپ بنالیں۔ ہر گروپ میں زیادہ سے زیادہ چار طالب علم ہونے چاہئیں۔ طلباء مستقبل میں جو پیشے اپنانا چاہتے ہیں ان سے متعلق بنیادی باتوں کو زیر بحث لائیں۔

اشارات

- بڑے ہو کر آپ کیا بننا چاہیں گے؟
 - آپ کو یہ پیشہ کیوں پسند ہے؟
 - آپ کے خیال میں وہ چند مفید پیشے کون سے ہیں جو ہمیشہ اہم ہوتے ہیں؟
- طلباء سے کہیے کہ اپنے خیالات / جوابات پر پوری کلاس کے ساتھ تبادلہ خیال کریں۔ اُستاد ہر گروپ کو باری باری خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

پیشوں کے بارے میں بیان کرنا: طلباء کو گروپوں میں تقسیم کر دیا جائے۔ ہر گروپ میں چار طالب علم ہونے چاہئیں۔ اُستاد ہر گروپ کو ایک پیشہ تفویض کر دیں۔ گروپ اس پیشے کے مثبت اور منفی پہلوؤں کو زیر بحث لائیں گے۔ بعد ازاں وہ بطور گروپ اس پیشے کو کلاس کے سامنے پیش کریں گے۔ اُستاد طلباء کو ہدایت کر دیں کہ وہ اہم نکات نوٹ کرتے رہیں۔ ان نکات کی بنیاد پر طالب علم اپنے پسندیدہ پیشے کا انتخاب کریں گے۔

لکھائی کا کام: جب کلاس ہر گروپ کی پریزنٹیشن سُن چکی ہو تو پھر تمام طالب علم ”پیشہ، جس نے دنیا بدل دی“ کے عنوان پر ایک پیراگراف تحریر کریں گے۔

Celebrating Special Events

Unit overview

In this unit, students will learn about different events and how they should be celebrated.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students to form pairs. Each pair to discuss the following.

Prompts

- How do you celebrate Eid?
- In your opinion, how can we make Eid more enjoyable?

Ask the students to discuss their ideas with the entire class. Teacher can ask each group to share their ideas one by one.

While you are reading

Introduction to narrative writing: Students to be divided into groups. Every group to have four students. Teacher will assign the task of silently reading the chapter to each group. Each group will trace the sequence of activities that occurred on Eid day in the chapter. Be sure that students follow the sequence correctly. Each group will note down their sequence and share with the entire class.

Teacher will explain that narrative writing talks about personal experiences. Narrative writing explains the experience of a person i.e. when students gather around in lunchtime to talk about what they did at home yesterday, what problems they faced during a certain time, or what they did on their wonderful weekend. What makes a narrative interesting is inclusion of details such as where and when things happened. Personal thoughts enrich a narrative and make it interesting.

Writing task: After the entire class listens to the teacher's presentation, they will write a paragraph on any one of their personal experiences.

خصوصی تہوار منانا

باب کا مختصر جائزہ

اس باب میں طلبا جانیں گے کہ مختلف تہوار کون سے ہیں اور انہیں کیسے منایا جائے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار جوڑی اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل اشاروں / سوالات کو زیر بحث لائے۔

اشارات

- آپ عید کیسے مناتے ہیں؟
 - آپ کے خیال میں ہم عید کو کیسے زیادہ پر لطف بنا سکتے ہیں؟
- طلبا سے کہیے کہ اپنے تصورات / جوابات پر پوری کلاس کے ساتھ تبادلہ خیال کریں۔ اُستاد ہر گروپ کو باری باری تصورات / جوابات بیان کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

بیانیہ تحریر کا تعارف: طلبا کو گروپوں میں تقسیم کر دیا جائے۔ ہر گروپ میں چار طالب علم ہوں گے۔ اُستاد ہر گروپ کو خاموشی کے ساتھ سبق پڑھنے کی ہدایت کر دیں۔ ہر گروپ یہ دیکھے گا کہ سبق میں یوم عید پر سرگرمیاں کس ترتیب سے انجام پا رہی ہیں۔ اس بات کو یقینی بنائیں کہ طلبا سرگرمیوں کے وقوع پذیر ہونے کی ترتیب کا خیال رکھیں۔ ہر گروپ اپنی ترتیب کو تحریری شکل میں لے آئے اور پوری کلاس کو اس سے آگاہ کرے۔

اُستاد واضح کریں کہ بیانیہ تحریر کا تعلق ذاتی تجربات سے ہوتا ہے۔ بیانیہ تحریر ایک فرد کے تجربات کو بیان کرتی ہے، مثلاً جب طلبا کھانے کے وقفے میں جمع ہو کر اس بارے میں گفتگو کرتے ہیں کہ کل گھر پر انہوں نے کیا کیا تھا، کسی مخصوص وقت کے دوران انہیں کن مشکلات کا سامنا رہا، یا پھر وہ اپنے زبردست ویک اینڈ پر کیا کرتے رہے۔ کہاں اور کب کیا ہوا جیسی تفصیلات شامل کرنے سے بیانیہ تحریر دلچسپ ہو جاتی ہے۔ ذاتی خیالات بیانیہ تحریر میں جان ڈال دیتے ہیں اور اسے دلچسپ بناتے ہیں۔

لکھائی کا کام: تمام طلبا اُستاد کی پریزنٹیشن سننے کے بعد اپنے کسی ذاتی تجربے پر ایک پیرا گراف لکھیں گے۔

Showing Kindness to Others

Unit overview

The unit introduces us to stories with morals of helping each other.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students should form pairs. Each pair to discuss the following:

Prompts

- Why is it important to help those who are in need?

Ask the students to discuss their ideas with the entire class. Teacher can ask each group to share their ideas one by one.

While you are reading

Learning idioms: Teachers can do this activity at the end of the lesson. Students will discuss in a group of four the following idioms related to helping each other.

- A helping hand

Meaning: providing assistance with a task, or a person who provides assistance

Usage: Sarim has always been a helping hand to his mother.

- Lend a hand

Meaning: to help someone

Usage: Lend a hand to your mother, Sarim.

- Help out

Meaning: to help someone

Usage: I have to help out someone in need.

- There is no helping

Meaning: some situation which cannot be avoided

Usage: There is no helping the fact that we need to care for each other.

دوسروں کے ساتھ رحم دلی سے پیش آنا

باب کا مختصر جائزہ

یہ باب ان کہانیوں پر مشتمل ہے جو ہمیں ایک دوسرے کے کام آنے کا اخلاقی سبق دیتی ہیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار جوڑی اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل کو زیر بحث لائے:

اشارات

- ضرورت مندوں کی مدد کرنا کیوں اہمیت رکھتا ہے؟
- طلبا سے کہیے کہ اپنے خیالات پر پوری کلاس کے ساتھ گفتگو کریں۔ اُستاد ہر گروپ کو باری باری اپنے خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

- محاورے سیکھنا: اُستاد یہ سرگرمی سبق کے اختتام پر انجام دے سکتے ہیں۔ طلبا چار چار کے گروپ بنا کر ایک دوسرے کے کام آنے سے متعلق ان محاوروں پر گفتگو کر سکتے ہیں۔

• مددگار ہاتھ

معنی: کسی کام میں معاونت کرنا، یا ہاتھ بٹانے والا شخص
استعمال: صارف ہمیشہ اپنی امی کا مددگار ہاتھ ثابت ہوتا ہے۔

• ہاتھ بٹانا

معنی: کسی کی مدد کرنا

استعمال: صارف اپنی امی کا ہاتھ بٹاؤ۔

• معاونت کرنا

معنی: مدد کرنا

استعمال: مجھے کسی ضرورت مند کی معاونت کرنی ہے۔

• کوئی راستہ نہ ہونا

Writing task: Students to work in pairs and discuss situations where they helped someone or received someone's help. Afterwards, they need to describe these situations using the idioms that they have learnt in this lesson.

معنی: کوئی صورت حال جسے نظر انداز نہ کیا جاسکے
استعمال: اس حقیقت کو نظر انداز نہیں کیا جاسکتا کہ ہمیں ایک دوسرے کا خیال رکھنے کی ضرورت ہے۔
لکھائی کا کام: طلباء جوڑیاں بنا کر اس صورت حال پر تبادلہ خیال کریں جب انہوں نے کسی کی مدد کی ہو یا کسی سے مدد لی ہو۔
بعد ازاں وہ اس سبق میں سیکھے گئے محاورات کا استعمال کرتے ہوئے اس صورت حال کو بیان کریں گے۔

A Memorable Journey

Unit overview

In this unit, students will go on a journey with two friends and learn about many interesting places.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students should form pairs. Each pair to discuss the following:

Prompts:

- In your group, has anyone travelled to another city or village?
- In your opinion, what arrangements should be made when travelling from one place to another?

Ask the students to discuss their ideas with the entire class. Teacher can ask each group to share their ideas one by one.

While you are reading

Practicing narrative writing: Students to be divided into groups. Every group to have four students. Teacher will assign the task of silently reading the chapter A Tour of Lahore to each group. Teacher to help students to notice that this narrative story is about Amjad and Aslam with a third person pronoun 'they'. This is also a way narratives can be written.

Writing task: Students to be divided into pairs. Each student will write a paragraph about visiting a particular place. They will need to name the place and give an account of what they want to do in that visit. Each student will share their answer with their partner. Teacher to ensure that each student writes at least one paragraph.

ایک یادگار سفر

باب کا مختصر جائزہ

اس باب میں طلبا دو دوستوں کے ساتھ سفر پر جائیں گے اور بہت سے دلچسپ مقامات کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار جوڑی اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل پر بحث کرے:

اشارات

- کیا آپ کے گروپ میں سے کسی نے دوسرے شہر یا گاؤں کا سفر کیا ہے؟
 - آپ کے خیال میں ایک جگہ سے دوسری جگہ کا سفر کرنے کے لیے کیا تیاریاں کی جانی چاہئیں؟
- طلبا سے کہیے کہ اپنے خیالات پر پوری کلاس کے ساتھ بات چیت کریں۔ اُستاد ہر گروپ کو باری باری اپنے خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

بیانیہ تحریر کی مشق: طلبا کو گروپوں میں بانٹ دیا جائے۔ ہر گروپ میں چار طالب علم ہوں گے۔ اُستاد ہر گروپ کو سبق A Tour of Lahore (لاہور کا سفر) خاموشی سے پڑھنے کی ہدایت کردیں۔ اُستاد یہ غور کرنے میں طلبا کی مدد کریں کہ یہ بیانیہ کہانی امجد اور اسلم کے بارے میں ہے اور اس میں ضمیر غائب they (وہ) کا استعمال کیا گیا ہے۔ بیانیہ تحریر اس انداز سے بھی لکھی جاسکتی ہے۔

لکھائی کا کام: طلبا کی جوڑیاں بنا دی جائیں۔ ہر طالب علم کسی خاص جگہ کے سفر کے بارے میں ایک پیرا گراف لکھے گا۔ طلبا اس جگہ یا مقام کا نام بھی ظاہر کریں گے اور بتائیں گے کہ وہ اس سفر میں کیا کرنا چاہتے ہیں۔ ہر طالب علم اپنے ساتھی کو جواب سے آگاہ کرے گا۔ اُستاد اس بات کو یقینی بنائیں کہ ہر طالب علم کم از کم ایک پیرا گراف تحریر کرے۔

My Country

Unit overview

In this unit, students will learn about the different provinces and locations in Pakistan.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students should form pairs. Each pair to discuss the following:

Prompts

- If you get a chance to travel to any place in Pakistan, what place would it be?

Ask the students to discuss their ideas with the entire class. Teacher can ask each group to share their ideas one by one.

While you are reading

Inferring vocabulary from contextual clues: Students to form pairs. Each pair would read the chapter Pakistan silently. They would be requested to underline all the unfamiliar words and then reread the text focusing on the situation in which that word occurs in the text; students would then play a guessing game to guess the meanings of those words.

For example: Most parts of KPK are covered with snow and surrounded by lofty mountains with glaciers.

Difficult word: lofty

Clues to its meaning: 'mountains with glaciers' is the phrase which gives a clue to the meaning of lofty; i.e. lofty means 'having an imposing height', mountains are high/glaciers are high and since mountains surround KPK, they must be big.

میرا ملک

باب کا مختصر جائزہ

اس باب میں طلبا پاکستان کے مختلف صوبوں اور مقامات کے بارے میں پڑھیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار جوڑی اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل پر بحث کرے:

اشارات

• اگر آپ کو پاکستان میں کسی بھی جگہ کا سفر کرنے کا موقع ملے تو آپ کس جگہ کا انتخاب کریں گے؟
طلبا سے کہیے کہ اپنے خیالات پر پوری کلاس کے ساتھ بات چیت کریں۔ اُستاد ہر گروپ کو باری باری اپنے خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

سیاق و سباق میں موجود اشاروں سے الفاظ کا استخراج: طلبا جوڑیاں بنالیں۔ ہر جوڑی سبق Pakistan خاموشی سے پڑھے۔ طلبا سے کہا جائے گا کہ تمام نامانوس الفاظ کو خط کشیدہ کر دیں اور پھر متن کو دوبارہ پڑھیں اور اس دوران اس صورت حال پر غور کریں جس میں وہ لفظ متن میں موجود ہے؛ بعد ازاں طلبا ان الفاظ کے معانی جاننے کے لیے بوجھنے کا کھیل کھیلیں گے۔ مثال کے طور پر: Most parts of KPK are covered with snow and surrounded by lofty mountains with glaciers. (خیبر پختونخوا کے بیشتر حصے برف سے ڈھکے ہوئے ہیں اور ان کے اطراف سریفلک پہاڑ اور گلشیز ہیں۔)

مشکل لفظ: lofty

اس لفظ کے معنی کے اشارے: mountains with glaciers وہ فقرہ ہے جس سے lofty کے معنی کی طرف اشارہ ملتا ہے؛ یعنی lofty کا مطلب ہوا ”بہت زیادہ اونچائی والا“، پہاڑ بلند و بالا ہوتے ہیں/ گلشیز زبھی اونچے ہوتے ہیں، چون کہ پہاڑ خیبر پختونخوا کو گھیرے ہوئے ہیں لہذا یہ بھی ضرور بالضرور انتہائی بلند ہوں گے۔

Students can use a similar table for inferring the difficult words present within the text.

Words	Clues	Meanings

طلبا متن میں موجود مشکل الفاظ کے معانی استخراج کرنے کے لیے اسی سے مشابہ جدول کا استعمال کر سکتے ہیں۔

معانی	اشارے	الفاظ

Sportsmanship

Unit overview

In this unit, we will get to know about three great athletes of Pakistan.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students should form pairs. Each pair to discuss the following:

Prompts

- Who is your favourite sportsperson?

Ask the students to discuss their responses with the entire class. Teacher can ask each group to share their responses one by one.

While you are reading

Presenting evidence-based opinion: Students to form pairs. Each pair would read information about the three key personalities and underline their important achievements. Students would work on the following:

- Write in their own words all the achievements of the players they have highlighted.
- Discuss their favourite amongst the three athletes. Present reasons for liking him or her.

Every student will do the task individually and then review their task partner's.

اسپورٹس میں شپ

باب کا مختصر جائزہ

اس باب میں ہم پاکستان کے تین عظیم کھلاڑیوں کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار۔ جوڑی۔ اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل پر بحث کرے:

اشارات

• آپ کا پسندیدہ کھلاڑی کون ہے؟

طلبا سے کہیے کہ اپنے خیالات پر پوری کلاس کے ساتھ بات چیت کریں۔ اُستاد ہر گروپ کو باری باری اپنے خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

شواہد پر مبنی رائے پیش کرنا: طلبا جوڑیاں بنالیں۔ ہر جوڑی تین کلیدی شخصیات کے بارے میں معلومات پڑھے گی اور ان کی اہم کامیابیوں اور کارناموں کو خط کشیدہ کرے گی۔ طلبا مندرجہ ذیل پر کام کریں گے۔

- طلبا نے کھلاڑیوں کی جن کامیابیوں کو خط کشیدہ کیا ہے انہیں اپنے الفاظ میں لکھیں۔
 - تینوں میں سے اپنے پسندیدہ کھلاڑی پر گفتگو کریں۔ اس کھلاڑی کو پسند کرنے کی وجوہ بھی بیان کریں۔
- ہر طالب علم انفرادی طور پر یہ کام کرے گا اور پھر اپنے ساتھی کے کام کا جائزہ لے گا۔

True Accounts of Inventions

Unit overview

In this unit, we will learn about inventions that have changed our life.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students should form pairs. Each pair to discuss the following:

Prompts

- In your opinion, which is the greatest invention in history? Television, air conditioner, computer, rocket, airplane, mobile phone or something else?

Ask the students to discuss their responses with the entire class. Teacher can ask each group to share their responses one by one.

While you are reading

Read the text 'An account of camera' and 'My life as a television'. Underline all the details that look important to you and share those details in a group.

Presenting evidence-based opinion: Students to form pairs. Each pair will write information about either camera or television. They will share their information with each other. Later on, each pair will write a paragraph on how this invention affects their life.

Research task: Students to be divided into groups; each group will discuss their ideas about which scientific invention they like best. As a group, they will select one invention to work on. Later on, they will collect information about the chosen invention from the library, newspapers, or the internet.

ایجادات کی سچی کہانیاں

باب کا مختصر جائزہ

اس باب میں ان ایجادات کے بارے میں پڑھیں گے جنہوں نے ہماری زندگیاں بدل دی ہیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

طلبا کی معلومات جانچنا

سوچ بچار۔ جوڑی۔ اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل پر بحث کرے:

اشارات

• آپ کے خیال میں تاریخ کی سب سے اہم ایجاد کون سی ہے؟

ٹیلی ویژن، ایئر کنڈیشنرز، کمپیوٹر، راکٹ، ہوائی جہاز، موبائل فون، یا پھر کوئی اور؟

طلبا سے کہیے کہ اپنے خیالات پر پوری کلاس کے ساتھ بات چیت کریں۔ اُستاد ہر گروپ کو باری باری اپنے خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

متن An account of camera (کیمرے کی داستان) اور My life as a television (میری زندگی بطور ٹیلی ویژن)

پڑھیں۔ ان تمام تفصیلات کو خط کشیدہ کیجیے جو آپ کو اہم معلوم ہوتی ہوں اور پھر ان تفصیلات کو گروپ میں بیان کیجیے۔

شواہد پر مبنی رائے پیش کرنا: طلبا جوڑیاں بنالیں۔ ہر جوڑی کیمرے یا پھر ٹیلی ویژن کے بارے میں معلومات تحریر کرے۔ جوڑی

کے دونوں رکن اپنی معلومات ایک دوسرے کو بتائیں گے۔ بعد ازاں ہر جوڑی اس موضوع پر ایک پیرا گراف تحریر کرے گی کہ یہ ایجاد

کس طرح ہماری زندگی پر اثر انداز ہوتی ہے۔

تحقیقی کام: طلبا کے گروپ بنا دیے جائیں؛ ہر گروپ کے طلبا اس بارے میں اپنے خیالات بیان کریں کہ انہیں کون سی سائنسی ایجاد

سب سے زیادہ پسند ہے۔ گروپ کے طور پر وہ تحقیق کے لیے ایک ایجاد کا انتخاب کریں گے۔ بعد ازاں وہ لائبریری، اخبارات یا

انٹرنیٹ سے اپنی منتخب کردہ ایجاد کے بارے میں معلومات جمع کریں گے۔

Problem Solving

Unit overview

In this unit, we will get to know about inventions that have changed our lives.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students should form pairs. Each pair to discuss the following:

Prompts

- Whom do you get advice from when you are in trouble?
- Why do you go to that person for advice?

Ask the students to discuss their responses with the entire class. Teacher can ask each group to share their responses one by one.

While you are reading

Read the text 'The Children's World'. Underline all words that appear difficult or unfamiliar, and also underline all details that look important to you. Share those details in a group.

Vocabulary: For all difficult words, create a table for inference of meanings. The following table can be replicated.

Words	Clues	Meanings

مسائل کا حل

باب کا مختصر جائزہ

اس باب میں ان ایجادات کے بارے میں پڑھیں گے جنہوں نے ہماری زندگیاں بدل دی ہیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار۔ جوڑی۔ اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل پر بحث کرے:

اشارات

- مشکل میں پڑ جانے پر آپ کس سے مشورہ لیتے ہیں؟
 - آپ مشورے کے لیے اسی شخص کے پاس کیوں جاتے ہیں؟
- طلبا سے کہیے کہ اپنے خیالات پر پوری کلاس کے ساتھ بات چیت کریں۔ اُستاد ہر گروپ کو باری باری اپنے خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

The Children's World کا متن پڑھیں۔ تمام الفاظ کو خط کشیدہ کر دیں جو مشکل یا نامانوس معلوم ہو رہے ہوں، اس کے ساتھ ساتھ ان تمام تفصیلات کو بھی خط کشیدہ کریں جو آپ کو اہم دکھائی دیتی ہوں۔ گروپ میں ان تفصیلات کو بیان کریں۔
ذخیرہ الفاظ: تمام مشکل الفاظ کے معانی استخراج کرنے کے لیے ایک جدول بنائیں۔ ذیل میں دیے گئے جدول کی نقل کی جاسکتی ہے۔

معانی	اشارے	الفاظ

Explaining text structure: Students to form pairs. Each pair would discuss:

- Why are there dialogues in this text?
- Why is there a description of the scene at the beginning?

Students would share their answers with each other and with the teacher.

Teacher to explain the importance of dialogues and scenes in a drama.

متنی ساخت کی وضاحت: طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل پر بحث کرے:

- اس متن میں مکالمات کیوں ہیں؟
 - آغاز میں ایک منظر کیوں بیان کیا گیا ہے؟
- طالب علم اپنے جوابات ایک دوسرے، اور اُستاد کو بتائیں۔ اُستاد ڈرامے میں مکالمات اور مناظر کی اہمیت بیان کریں۔

Let's Make This World a Better Place to Live In

Unit overview

In this unit, we will get to know about public places and our responsibility as a community to care for all public places.

Part 1: Suggestions for teaching strategies

Think-pair-share

Students should form pairs. Each pair to discuss the following:

Prompts

- How do you take care of a place you go to for worship? For example: how do you take care of the mosque?
- Discuss what taking care of a public place means.

Ask the students to discuss their responses with the entire class. Teacher can ask each group to share their responses one by one.

While you are reading

Read the text 'Taking Care of Public Places'. Underline all words that appear difficult or unfamiliar. Also underline all details that look important to you and share those details in a group.

Connections between text and real-world situations: As a group, students to be instructed to share relevant examples of public places and whether they are maintained properly. Teacher to review the examples shared by students.

Extension: Students to form pairs. Each pair would create a write-up on a specific public space, for example, the story of a children's park or the story of a neighbourhood. Instruct students to share what some issues in maintaining public spaces can be and what students should do to maintain such spaces.

Students would share their answers with each other and with the teacher. Teacher to explain the importance of securing public spaces.

آؤ اس دنیا کو رہنے کی بہتر جگہ بنا سئیں

باب کا مختصر جائزہ

اس باب میں ہم عوامی مقامات اور بہ طور کمیونٹی ان کی دیکھ بھال سے متعلق اپنی ذمے داری کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سونچ بچار۔ جوڑی۔ اظہار

طلبا جوڑیاں بنا لیں۔ ہر جوڑی مندرجہ ذیل پر بحث کرے:

اشارات

• آپ عبادت کے لیے جہاں جاتے ہیں اس جگہ کی دیکھ بھال کیسے کرتے ہیں؟ مثال کے طور پر: آپ مسجد کی دیکھ بھال کیسے کرتے ہیں؟

• گفتگو کریں کہ عوامی مقام کی دیکھ بھال سے کیا مراد ہے۔

طلبا سے کہیے کہ اپنے خیالات پر پوری کلاس کے ساتھ بات چیت کریں۔ اُستاد ہر گروپ کو باری باری اپنے خیالات پیش کرنے کی ہدایت کر سکتے ہیں۔

پڑھائی کے دوران

سبق Taking Care of Public Places (عوامی مقامات کی دیکھ بھال) پڑھیں۔ نامانوس یا مشکل نظر آنے والے تمام الفاظ کو خط کشیدہ کر دیں۔ ان تمام تفصیلات کو بھی خط کشیدہ کر دیں جو آپ کو اہم معلوم ہوتی ہو اور پھر ان تفصیلات کو گروپ میں بیان کریں۔ متن اور حقیقی دنیا میں درپیش ہونے والی صورت حال کے مابین ربط: طلبا کے گروپوں کو ہدایت کر دی جائے کہ عوامی مقامات کی مثالیں پیش کریں اور یہ بھی بتائیں کہ ان مقامات کی صحیح طریقے سے دیکھ بھال ہو رہی ہے یا نہیں۔ اُستاد طلبا کی پیش کردہ مثالوں کا جائزہ لیں گے۔

اضافہ/توسیع: طلبا جوڑیاں بنا لیں۔ ہر جوڑی ایک مخصوص عوامی مقام کے بارے میں مختصر مضمون تخلیق کرے گی، مثال کے طور پر بچوں کے پارک یا پھر قرب و جوار کی کہانی۔ طلبا کو ہدایت کر دیجیے کہ بیان کریں عوامی مقامات کی دیکھ بھال کرنے میں کیا مسائل درپیش ہو سکتے ہیں اور ان مقامات کو درست حالت میں رکھنے کے لیے انھیں کیا کرنا چاہیے۔

طلبا اپنے جوابات سے ایک دوسرے، اور اُستاد کو آگاہ کریں۔ اُستاد عوامی مقامات کی حفاظت و دیکھ بھال کی اہمیت بیان کریں۔

Section II: Answer Keys

Unit 1: Road Safety

Part 2: Answer key (Pages 4–9)

Traffic safety rules

Comprehension

1. a. Ask the students to read the ‘dos and don’ts’ given on page 4. Encourage them to write the dos and don’ts in their own words.
- b. Students will give their own answers. Sample answer could be: I agree with the statement because a helmet protects the rider from injuries (if he falls) while he is riding a bike.
- c. Students will answer in their own words. Sample answer could be: We might get hit by vehicles on the road if we are busy on our mobiles while crossing the road. The accident may cause bad injuries.
- d. Help students prepare a role play about traffic safety rules. Help them in writing dialogues.
- e. Climbing on a moving vehicle–Wrong
Racing on the road–Wrong
Roads are to walk on–Wrong
Crossing the road while looking at the right side only.–Wrong
Do not stop once you are crossing the road.–Right
Use the pedestrian bridge or zebra crossing to cross the road.–Right

Vocabulary

2. Students will make their own sentences.
3. Students will carry out the activity in pairs.

Grammar and structure

4. a. It is a busy road.
- b. The ink is spilled on the wall.

- c. The car is red in colour.
 - d. The man is injured.
 - e. There is a line of cars at the petrol pump.
 - f. The boy is riding the bicycle carelessly.
 - g. Fruits are scattered all over the footpath.
 - h. Look at the traffic policeman, who is giving directions.
 - i. Litter is spread all over all the road.
 - j. A manhole is lying open on corner of street.
 - k. Look at the man who is crossing the road at zebra crossing.
 - l. An apple a day keeps the doctor away.
- 5.
- a. Asma likes to jog in the morning.
 - b. It's too cold in winter to run outside.
 - c. She has been working here since 1971.
 - d. Asim is going to quit in August.
 - e. They live in Saudi Arabia.
 - f. Pakistan is a country situated in Asia.
 - g. The train is due at noon.
 - h. My brother's family is coming on Monday.
 - i. We're having a party on the Fourth of July.
 - j. I have been teaching since 1996.
 - k. He has been waiting for you for several hours.
 - l. The train was late by several minutes.
 - m. I have been using this car since 2010.
- 6.
- a. The union said the factories had to stay open.
 - b. The universities have an open day in spring.
 - c. The activities took place immediately after the store closed.

Punctuation

7. a. Use the appropriate places to walk; cross at zebra crossings, crossroads, and sidewalks.
- b. The coconut tree gives us coconuts; it gives us shade and shelter to birds.
- c. Some people write using a word processor; others write with a pen or pencil.
- d. There are basically two ways to write: with a pen or pencil, which is inexpensive and easily accessible; by computer and printer, which is more expensive but quick and neat.
- e. Children are usually happy-go-lucky; they are mostly carefree; they mostly do things in a hurry.

Writing

8. Students will write their own answers. Help them write a good poem. Encourage them to use rhyming words too.
9. Flyers and placards can be made in the Arts class – this way you can integrate English with Arts subjects.

Oral communication

10. Help students in making questions. Discuss this question first in class then ask students to solve this question.

Unit 2: Different Professions and Managing Crisis

Part 2: Answer key (Pages 11–19)

Giving reasons for choosing different professions

Comprehension

- Tahir wants to become a social worker.
 - Sameer wants to become a news reporter.
 - Nazish wants to become a teacher.
 - Taha wants to become an Islamic scholar.
 - Ali wants to become a firefighter.
- It is important to learn English because it is used all over the world.
 - His job is to make reports about different events and happenings.
 - He wants to become an Islamic scholar so he can spread the knowledge of Islam.
 - Students will give their own answers. Have a discussion about the social worker and what he/she does for the society. Once your students have a clear understanding of what social work entails, ask them to write the answer.

Vocabulary

- Students will make their own sentences.
 - Encourage students to bring a dictionary to school every day. They must know by now how to use a dictionary. Ask them to find synonyms of the words using a dictionary.

Fire in a hotel

Comprehension

- night
 - kitchen
 - There was a heavy, thick, black smoke coming out of the big, glass windows.

- d. So they would not get hurt and crowd around the hotel. Crowding would make it difficult for the rescue activities to take place smoothly.
- e. Firefighters calmed down the people who were panicking. They helped the injured people into the ambulances.
- f. Students will their own answers.

5. Students will circle the words on the Students Book.

Vocabulary

- | | |
|-----------------|-----------|
| 6. a. Screaming | Shouting |
| b. Making | Preparing |
| c. Began | Started |
| d. Reached | Arrived |
| e. Observer | Onlooker |
-
- | | |
|-----------------|-----|
| 7. a. ambulance | v |
| b. firefighter | iv |
| c. onlookers | ii |
| d. crowd | iii |
| e. panic | i |

Grammar and structure

8.

Column A

- a. Ahsan came first in class
- b. The school is closed
- c. I think
- d. Ali was free on Monday,

Column B

- because he studied a lot.
- because it is Sunday.
- therefore I am.
- therefore we decided to take him to the concert.

- e. Arif was not allowed to enter the class because he was late.
- f. Faisal is resting because he is tired.
- g. You must be tired so I will let you rest.
- h. Mrs Khan is going to the supermarket because she has to buy a lot of things.
- i. English is an international language therefore we all must learn English.
- j. He didn't want to go so he started crying loudly.
- k. I didn't have any money so I borrowed some from my friend.
9. i. So
ii. Because
iii. While
iv. And
- 10 a. Tahir **wants** to be a social worker.
b. Allah **sends** food for all of us.
c. Mohsin **tries** to help people.
d. We **eat** breakfast in the morning.
e. She **waits** for you every day.
f. Nazish **studies** very hard to score good grades.
11. a. The **thought** of the young girl **came** to my mind.
b. Allah **liked** his act and **blessed** the man with more fruits.
c. Suddenly, an idea **struck** me.
d. The old lady **went** to the door and **closed** it.
e. She **broke** the window and **ran** away.
f. Ali **took** Faisal's pencil and never **returned** it.

12. When Sara went (go) to school in the morning, she saw (see) her friend on the stairs. She took (take) her friend's bag and went (go) upstairs. Sara wanted (wants) to help her friend in completing the homework. She took (take) her friend to the library. Sara sat (sit) on a table and begun (begin) completing the homework. Suddenly, she saw (see) her teacher standing outside the library.
13. Students should be able to write genders on their own. Check their work for mistakes

Punctuation

14. It is said that cleanliness is half faith. Therefore Arshad wants to clean his city. He is creating awareness by using social media. Not only this, he is also launching a project with the help of his friends to collect litter from all the houses in his home town and dump it properly. He says, 'We must keep the city clean.'

For this purpose, he is contacting all the concerned departments of the city to support his plan. The people of his hometown like his idea, and all are willing to support Arshad.

15. Safety tips

To reduce the damage caused by an earthquake it is important to use the following safety tips during an earthquake.

- i. If you are inside a building during an earthquake, stay there!
- ii. Quickly move to a safe location in the building, such as under a table or under the stairs.
- iii. Do not stand under hanging objects or near the windows, large mirrors, heavy furniture, or fireplaces. If you are in the kitchen, turn off the stove.

Writing

16.

Column A

Clothes of a person on fire – direct or assist a person to roll around on the floor to smother the flames.

You are caught in smoke – go near the window and call for help

Feel difficulty in breathing due to smoke-use a filter such as a shirt, towel, or handkerchief

Smoke in the room – stop, drop, and roll. Sit down, drop to hands and knees, and crawl towards the nearest exit to the fire area

If you see the fire is spreading – immediately switch off the supply of gas and electricity and call on emergency numbers such as 16, 1020, 115, 15, 114, etc.

17. Students will write a composition themselves. Help them brainstorm and structure their composition. If you want, hold a class discussion on the topic before assigning this task.

Oral communication

18. Students will give their own responses. For example: I was scared when I saw the hotel on fire.

Unit 3: Celebrating Special Events

Part 2: Answer key (Pages 21–26)

Getting ready for Eid

Comprehension

1.
 - a. The boys got their new suits. They had already bought new shoes to wear with their new clothes.
 - b. Yes, the family was very excited. Everyone was buying new clothes and shoes. Girls went out shopping with their mother for bangles; they had applied henna designs on their hands. Mother was preparing to cook delicious food for Eid day.
 - c. Students will write their own answers.
2.
 - a. Zubaida.
 - b. Huma
 - c. The boys
 - d. Mother
 - e. Mother
 - f. All the people
3. Eid is a festival celebrated on the 1st of Shawwal (month) after fasting for the whole month of Ramadan. It is celebrated after sighting the moon of Shawwal. To celebrate Eid, Huma's (name) family members are getting ready. For that, they all went for shopping. All the boys of the family got new suits, the girls bought bangles and shoes, and their mother also bought ingredients (to prepare tasty dishes) for Eid.

Some guests were also expected to come to wish Eid Mubarak. The children would help their mother to get dishes ready for serving the guests, such as plates, spoons, cutlery, and glasses. New clothes have been ironed and have been kept in the cupboard. Grandfather has packed beautiful gifts for the needy children. He also gave charity to the needy children. Eid is a blessing from Allah to celebrate happiness collectively, by sharing things and caring for each other.

4. a. Who has already seen the Moon?
- b. Where is everyone feeling a lot of excitement?
- c. What have the girls put on their hands?
- d. Where have the girls gone at the last minute?
- e. Why has Huma's mother bought a lot of things?

Jumbled dialogues

5. The correct order is:
 - b.
 - c.
 - a.
 - d.

Vocabulary

6. a. Shawwal (vi)
 - b. sighted (v)
 - c. excitement (iv)
 - d. attractive (ii)
 - e. pretty (i)
 - f. exclaims (iii)
7. Students will make their own sentences.
 8. a. When you are fasting, you do not eat or drink.
 - b. When Ramadan is over, Muslims celebrate Eid.
 - c. Girls wear colourful bangles on their wrists.
 - d. Mother will serve the guests with tasty sweets.
 - e. Her hands look attractive with flowery henna.
 - f. The girls have pretty henna patterns on their hands.
 - g. There is a lot of excitement in Pakistan just before Eid.

The Moon

Comprehension

9. a. clock in the hall
b. birdies, children, flowers
c. cat, dog, bat
d. Students will give their own responses. For example: I enjoyed the poem because it talks about the animals awake at night. Another reason is that it has a good rhyming scheme.
e. 1 (hall, wall), 4 (noon, moon), 6 (eyes, rise), 3 (mouse, house), 5 (day, way), 2 (quays, trees)

Vocabulary

10. Students will make their own sentences.

Grammar and structure

11. a. Some people are looking at the Moon. ✓
b. The month of Ramadan has ended.
c. The girls are making new clothes. ✓
d. The boys are getting their new suits. ✓
e. The girls have bought new shoes.
f. The boys are buying new shoes. ✓
g. The girls are going shopping with their mother. ✓
h. Mother has done all her shopping.
i. Mother is cooking food. ✓
j. Mother has served tea.

12. Students will make their own sentences.

Punctuation

13. a. 'The henna designs look beautiful!' exclaimed Grandmother.
- b. 'I was in the kitchen, taking out cutlery for Eid day,' mother replied.
- c. Grandfather asked, 'What did you put in your sandwich?'
- d. 'What a beautiful dress for Eid! How much does it cost, Anum?' Aliza asked.
- e. Mother said, 'The henna designs are so pretty!'
- f. 'Sweets, fruits, and tasty dishes have been cooked for Eid,' said Huma.

Writing

14. Students will write their own answers. Hold a class discussion first. Collect a few ideas and write them on the board. Then instruct the students to begin answering these questions.
15. Students will write their own answers. Hold a class discussion first. Collect a few ideas and write them on board. Then instruct the students to begin answering these questions.

Oral communication

16. Students will discuss their thoughts.

Unit 4: Showing Kindness to Others

Part 2: Answer key (Pages 28–37)

A story of a garden

Comprehension

1.
 - a. False
 - b. True
 - c. False
 - d. False
 - e. False
 - f. True
 - g. True
 - h. False
 - i. False
 - j. False
2.
 - a. A rich and pious man owned a big garden full of trees.
 - b. It was full of trees that bore different types of fruit.
 - c. His sons were not pious like him.
 - d. When the man died, his sons planned not to give fruits to the poor anymore.
 - e. To make their plan successful, they decided to pluck the fruits and clear the garden at night so that nobody could come and ask for their share of fruits. No, they were not successful.
 - f. Allah punished the sons because they did not want to share the fruits with the poor anymore.
 - g. They realized that Allah had taken away all the fruits because they were being selfish.

- h. Others have a share in all the things that we own; therefore, we should not feel that we are losing something when we share it with others. Instead, we should feel proud and always share our things, for it is a kind deed. Allah surely rewards us for our good deeds.

Vocabulary

3. a. rich wealthy
b. pious religious
c. pluck to remove
d. ripen ready
e. accepted agreed
f. share to give out
g. selfish self-centered
h. distribute to divide
i. return to come back again
4. Students will make their own sentences. Teacher to ensure that students are writing complete sentences.

The chosen one

Comprehension

Activity

5. Students will give their own responses. For example: I like Aqeel because he was nice to the poor, old lady.
6. a. He met her when he was going to school.
b. She looked very old and was collecting litter bottles in a bag.
c. The old lady was collecting the litter bottles to sell them. With the money she would get, she would buy some food.
d. Aqeel offered to buy all the litter bottles from her.
e. His day at school went well and he got first position in the speech competition. The boy felt like Allah was taking care of him and his work.

- f. Students will give their own responses. For example: I would have offered her a job somewhere etc.
- g. The moral is that Allah sends food for all of us according to the share that has been written in our fate.

Vocabulary

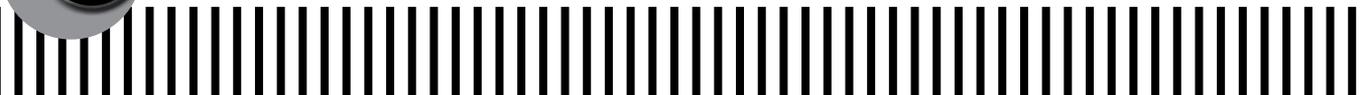
7. Students will make their own sentences.

8. Words Meanings

serving	giving something (especially a meal) to someone
breakfast	morning meal
thought	think about someone or something; past tense of think
selected	picked out something/someone for some work
collecting	saving or gathering something
teary	have tears

Grammar and structure

- 9. Students should be able to identify three common and proper nouns. For example, common nouns include teacher, school, bottles. Proper nouns include Ahmed, Humza, Ubaid.
- 10. Last Sunday, my father decided to take us for an outing. We told him we wanted to go to Sinbad Park. We packed some cakes, fruits and juices in a basket and put it in a huge bucket. It was an enjoyable day.
- 11. a. At 6 o' clock, I was eating dinner. (eat)
- b. I was cooking the dinner for the guests. (cook)
- c. The girl was telling her mother about the incident that happened. (tell)
- d. Maria was laughing at the tricks that the clown showed to the crowd. (laugh)
- e. The students were playing in the park happily. (play)



Punctuation

12. Last Sunday, I went to the bookshop to buy books like *Pride and the Prejudice*, *The Prisoner of Zenda*, and *A Tale of Two Cities*. When I went to the mausoleum of Quaid-e-Azam, I met my old friend, Ahmed Khan, who had recently come from Saudi Arabia. He told me that he can now speak Urdu, English, and Arabic fluently.

Writing

13. Students will write their own stories. Have a class discussion about the story first, using brainstorming techniques. Once there are more than five points on the board, instruct children to start writing their stories. Keep ample time for this activity.
14. Students will fill in the form in their Student's Book.

Oral communication

15. Encourage students to add more dialogues to the conversation. This is a fun activity. Let students make whatever dialogues they want to make.
16. There are no right or wrong answers, but when students express their like or dislike/strengths and weaknesses for the character/s, do ask them the reason.

Unit 5: Memorable Journey

Part 2: Answer keys (Pages 39–46)

A tour of Lahore

Comprehension

1. a. There are three characters: Mr. Khan, Amjad, and Aslam.
b. Students will give their own responses. For example: Yes, I have visited Islamabad during my summer holidays. The city is very beautiful and green. There's hardly any pollution. The weather was very nice; we went out to eat and visited the malls. I had a lot of fun in Islamabad.
c. 3 – Lahore
 1 – Thar district
 2 – Karachi

From Thar they went to Karachi city to look for work. Later on, they went to Lahore to attend a wedding ceremony.

2. Column A

Name of towns/cities they lived

- a. Karachi
- b. Lahore
- c. Thar

Column B

Reasons

- To find work
- To attend a wedding with Mr Khan
- Left Thar to find work in Karachi/
Returned to Thar to meet their families.

3. Amjad said so because the mosquitoes were glowing.
4. Students will share their research with the class.

5. Paragraph 1

- a. Amjad and Aslam
- b. Mr. Khan

Paragraph 3

- c. Amjad and Aslam's families.

6. a. i. They came to Karachi to look for work.
b. ii. Mr Noor Khan was a rich businessman.
- c. i. Mr Noor Khan went to Lahore to attend his brother's wedding.
- d. i. Lahore is an important historical city.
- e. ii. On the grass in a park.
- f. i. They got off at the wrong bus stop.

Vocabulary

7. Students will find meanings themselves and write them down.
8. a. Amjad and Aslam were happy in Lahore. They were unhappy when they lost their way.
b. Amjad and Aslam like working for Mr Noor Khan. They dislike working on a farm.
c. Mr Noor Khan is a polite person. Some bosses are mean and impolite.
d. Amjad and Aslam are honest people. They are not dishonest.
e. They found that food in the city was expensive. In the village, food was inexpensive.
9. Displeasure, unpleasant, kingdom, satisfaction, capable, playful.

Grammar and structure

10. Accept all suitable answers. Some possible answers are:
 - a. I will give you a beautiful blanket.
 - b. She has long hair.
 - c. He has deep, blue eyes.
 - d. This is a large city.
 - e. I think it is a small town.
 - f. I have well-lit rooms in my school.
 - g. I have a busy street in front of my home.

11. The two young men were very happy to see a big, new city. One Saturday, kind-hearted Mr. Khan gave them leave to go around the beautiful and cultural Lahore city and see the interesting and historical places. He told them to have a good time.
12. Students should be able to match nouns with adjectives on their own. Accept all suitable combinations.
13. Students should be able to write their own sentences. Help students write good sentences. If you want, you can conduct a brainstorming session.
14. a. If you (get) up late, you will (miss) the train.
b. If you come early, we will (study) together.
c. If you use the mobile phone too much, you will waste your precious time.
d. If you watch TV all the time, you will hurt your eyes.
e. If you save money, you will be rich very soon.
f. If you read the Quran daily, you will feel so much better.
g. If you offer prayers on time, you will become a regular namazi.
h. If you wake up early, you will be able to get so much work done.
15. a. He will be staying.
b. She will be going to their house tomorrow and will be staying there for a week.
c. He will be coming for the meeting next week, I suppose.
d. 'Will I be sleeping in this room?' asked Rabia with a scorn.
e. The glaciers will be melting more in the next 20 years.

Punctuation

16. a. My brother-in-law will be here for a visit soon.
b. The test is on chapters 8-12 in the maths textbook.
c. The playgroup consisted of three-year-old boys and girls.
d. The bad-tempered gardener has cut off all the grass in our lawn.

- e. The sugar-coated jellies aren't good for your health.
- f. The water coming in the tap is ice-cold.

Writing

17. Date: 20th March 2017

Dear Ahmed,

How are you? How is (was) everything? We visited (visit) Lahore last week. What a lovely tour it was! We were (was) there to attend a wedding. After the wedding, we went (go) to see a lot of different places, like the Minar-e-Pakistan and the Lahore Port. The weather was (is) hot in Lahore, but we thoroughly enjoyed ourselves. We also did (do) some shopping. We have bought (buy) many gifts for our family and friends. We had (has) a lot of fun in Lahore, but we missed (miss) you.

Write soon, and tell (told) us how you have been. We will be (is) waiting for your reply.

Give our regards to your parents.

Your friends,

Amjad and Aslam

18. Students will write their own letters. Help them construct good sentences.
19. Students will write their own letters. Help them construct good sentences.

Oral communication

20. There is no right or wrong answer. Let students agree or disagree, but do ask them reasons for their answers.
21. Some students might not have travelled. In that case, ask them to listen to the experiences of other students. Don't criticize or mock any experience and don't let students do so either.
22. Students will make their own sentences.

Unit 6: My Country

Part 2: Answer key (Pages 48–57)

Pakistan

Comprehension

1.
 - a. False
 - b. True
 - c. False
 - d. True
 - e. True
 - f. False
 - g. True
 - h. False
2.
 - a. Balochistan, Punjab, KPK, Sindh, Gilgit-Balistan
 - b. 'Punj' means five and 'ab' means rivers; hence, Punjab means 'land of five rivers'.
 - c. KPK has a great attraction for tourists. Mingora, Saif-ul-Mulook, Kaghan, and Naran are some of the places frequently visited by people from all around the world.
 - d. In August 2009, this region was granted self-governing status with its own assembly and high court, though overseen by the federal government.
 - e. Students will give their own responses. For example: We can keep our country clean. We can acquire more education and improve the economy of Pakistan.
 - f. Students will give their own responses. For example: Yes, I agree with the statement. Pakistan is blessed with abundant natural resources, mountains, rivers, valleys, coal, oil, gas etc. We need to make effective use of these resources and improve the situation of our country.

3.

Name of administrative unit	Provincial capital	Importance for Pakistan
Balochistan	Quetta	Balochistan has great importance due to its strategic location and Gwadar Port. It provides energy as well as minerals to all other parts of Pakistan.
Punjab	Lahore	Punjab has the most fertile land where many crops are grown. As a matter of fact, Punjab supplies food crops and milk to other parts of Pakistan. It would not be wrong to call it the bread basket of Pakistan.
Sindh	Karachi	It has Kemari Port and Port Qasim. It has the busiest airport in Pakistan.
Khyber Pakhtunkhwa	Peshawar	It is a great attraction for tourists. Mingora, Saif-ul-Mulook, Kaghan, and Naran are some of the places frequently visited by people from all around the world.
Gilgit Baltistan		It is the land of snow-covered mountains and beautiful valleys. It's near the highest mountain range of Pakistan, the Karakoram, which has the second highest peak (K2) in the world.

Vocabulary

4. b. Balochistan
- c. Balochistan
- d. Sindh
- e. KPK
- f. KPK
- g. Gilgit-Baltistan

h. KPK

i. KPK

5. Students will come up with their own sentences.

Going to the northern areas for holidays

Comprehension

6. a. True

b. False

c. False

d. True

e. True

f. True

g. True

7. a. They planned to visit the northern areas of Pakistan.

b. The children were excited because they were going to visit the northern areas for their winter holidays.

c. a. Book their tickets with a travel agency.

b. Pack their things for the holidays.

c. Mr. Khan drove to the travel agency to book the tickets and the children made a list of things to take with them.

d. The children felt very excited on hearing they are leaving for holidays the next day. They reacted this way because they were anticipating going for vacations.

e. Students will give their own responses. For example:

If I were their daughter, I would pack my clothes, shoes, toothbrush, books etc.

8. a. Students should write their own emails using the sample given in the textbook. If possible, hold a class discussion before students begin to write their letters. Jot down some important points on the board. Students can use these points to write their letters.

9. The children are very excited (excite) about their holidays. They are making interesting (interest) plans to enjoy their winter holidays. The hills of Murree will look beautiful (beauty) with snow by the end of December. Everything will look white and tidy (clean).
10. Form groups and give clear instructions of what needs to be done in this question. If you want, assign one place to each group, so there is no replication of places. Then give the groups at least twenty minutes to discuss and then ask them to present.

Vocabulary

11. a. holidays
b. excited
c. booked
d. departure
e. promised
- 12 For the summer holidays, Mr Khan promised to take the children to the northern areas of Pakistan. Therefore, he booked seats from a travelling agency. His children got so excited when they got to know about their departure tomorrow. Everyone packed their bags hurriedly.

Grammar and structure

13. Life in the village is much healthier (healthy) than life in the city. The air there is cleaner (clean) than the air in the city. The grass is greener (green). There are fewer (few) people and fewer (few) places of entertainment. The city is noisier (noisy) and dirtier (dirty) than the village.

People in the village sleep earlier (early) than the people in the city. City people start work much later (late) than village folk.

Punctuation

14. a. What a nice idea!
b. Wow! What a beautiful day it is!
c. Oh! How bad it is!
d. Hurrah! We are going to the northern areas for vacations!

- e. Alas! I have failed!
 - f. Oh my god! We are going to ride the cable car in Ayubia.
- 15
- a. Did you find the documents?
 - b. Do you know how to bake a cake?
 - c. Why did you do this work?
 - d. Does he offer namaz daily?
 - e. Are Mr and Mrs Khan taking their children to the northern areas?
 - f. Who told you about this task?
 - g. Why do you like this so much?

Writing

16. Students will write their own compositions. Explain them the brainstorming technique and write their points on the board. Monitor their work while they are writing. Help and guide your students where needed.
17. Students will give their own responses. If you want, hold a class discussion before they write their answers. Monitor their work while they are writing answers.

Oral communication

18. Students will perform the activity in class.

Unit 7: Sportsmanship

Part 2: Answer key (Pages 60–64)

The sky is their limit

Comprehension

1.

Names of players	Sports they play	Year of birth	Any one achievement
Jahangir Khan	Squash	1963	Jahangir Khan managed to set a record of winning 555 consecutive squash matches.
Sohail Abbas	Hockey	1975	The 18th Junior National Hockey Under-18 Championship at Quetta in 1995
Naseem Ha-meed	Athlete	1988	She became the bronze medalist in the 100-metre relay team at the 10th South Asian Games (SAG) held in 2006.

- 2.
- a. Jahangir Khan
 - b. Jahangir Khan
 - c. Sohail Abbas
 - d. Jahangir Khan
 - e. Naseem Hameed
 - f. Naseem Hameed
 - g. Sohail Abbas
- 3.
- a. In his childhood, Jahangir Khan was physically weak and struggled with health issues due to which his doctor did not allow him to play.

- b. Naseem couldn't afford appropriate running shoes because her family was struggling financially.
- c. His brother, Torsam, suffered a heart attack during a match and died. This motivated Jahangir to play squash.
- d. Sohail Abbas's story is inspiring for us because he did not quit playing hockey in the face of difficulties. Neither did he use any foul means to achieve success. Instead, he continued making untiring efforts, practiced hard, and had strong faith in Allah.
- e. Student will give their own responses. For example: Naseem Hameed's story inspired me the most because he struggled a lot despite facing financial crisis and proved herself to be an amazing athlete.

Vocabulary

- 4. a. ii
- b. iii
- c. viii
- d. i
- e. iv
- f. v

Grammar and structure

- 5. a. Gradually they began appreciating her dedication and hard work to become a track and field athlete.
- b. The teacher will take the test tomorrow.
- c. I cannot find the book anywhere.
- d. Nabiha usually walks to school.
- e. Omer always completes his work on time.
- f. Therefore, she did not believe him.
- g. The gentleman greeted us warmly.
- h. We are still waiting for his reply.

- i. Saad is coming here.
- j. The dog looked at the bone greedily.
- k. Omer is throwing a party tonight.

Punctuation

- 6. a. They brought all the food items: sugar, flour, salt, and honey.
- b. There are three names here that start with A: Ali, Ahmed, and Ahsan.
- c. He wanted just one thing: love.
- d. I want an assistant who can do the following: type letters, fax reports, and insert data.
- e. Give the meanings of the following words: search, success, and allow.

Writing

- 7. Encourage the students to be imaginative here. Ask them to use information given in the textbook to help with the details they require about the sports personality. If you want, conduct a brainstorming session about each personality given in the textbook. Once the instructions are clear to the students, instruct them to write their own answers.
- 8. Use the same methodology as in question 7 when instructing students to write answers.

Oral communication

Presentation

Encourage students to prepare a presentation either on PowerPoint or on paper. Conduct brainstorming before the presentation.

Unit 8: True Accounts of Inventions

Part 2: Answer key (Pages 66–70)

An account of camera

Comprehension

- The complete name is 'Camera obscura'.
 - The name was coined by Ibn-al-Haitham (an Arab scholar) in the 9th century.
 - 'Book of Optics' was written in Cairo.
 - A lens in the opening was used during the second half of the 16th century.
 - By mid-1600s, with the finely crafted lenses, artists began using the camera to help them draw and paint elaborate real-world images.
 - The modern camera has highly powered lenses and is very sophisticated. A digital camera is used to capture images where all minute details have to be shown. Students will draw pictures of a modern camera.
- Firstly, I was known as 'al-bayt al-muthlim,' then during the second half of the 16th century, I was used with a lens in the opening. Secondly, by mid-1600s and with the invention of finely crafted lenses, artists began using me to help them draw and paint elaborate real-world images. After that, I evolved into the photographic camera during the first half of the 19th century when the boxes were used to expose light-sensitive materials to the projected image. Later on, I evolved more with the advent of new technology. Finally, I came into the shape you use me in today.

Vocabulary

- | | |
|----------------|---------------------------|
| 3. projected | displayed/formed |
| function | work/use |
| coined | formed a new term/name |
| invented | created |
| wholeheartedly | enthusiastically/joyfully |
| memorable | unforgettable |

- Students will make their own sentences.

My life as a television

Comprehension

5. Answer the following questions in your copies/notebooks.
- Television came into being in the year 1927.
 - Television was in the shape of a large box with two small windows on its face.
 - Television has evolved immensely since its invention. Photos are now full-fledged coloured pictures with much more detail and vigor. Television has gotten smaller from its original size. It is now very sleek and chic. Due to these reasons, many organizations have started buying television in large numbers.
 - Humans have made TV a necessity.
 - The light emitting from TV screen is harmful and is damaging to the human eyes.
 - Students will give their own responses. For example: It has become a most prized human possession because people like to watch it all the time. Television has many news channels which are a vital source of information for people. It has many entertainment programmes too.
 - Student will give their own answers. For example: I agree because watching television for extended hours is very harmful for the eyes.

Vocabulary

6. a. vigor strength
b. shrinking reducing in size
c. damage physical harm
d. emitting radiating
e. realized understood
f. interest feeling of wanting to know or learn about something or someone
g. suspense uncertainty
h. famous well-known
i. chic stylish

Grammar and structure

7. a. I have just eaten.
- b. It has happened several times already.
- c. She has visited them at the hospital a number of times.
- d. Someone has eaten my lunch that I brought from home.
- e. I have been to a doctor twice this week.
- f. She has cleaned the room but it still looks dirty.

Punctuation

Revision

8. a. Computers are used for calculating, typing, searching, and connecting with people.
 - b. The students have pens, pencils, rulers, erasers, and notebooks on their desks.
 - c. The boys have bought shirts, pants, coats, and shoes from the shops.
 - d. We have several TV channels—news, sports, drama, entertainment, and educational channels.
 - e. There are brown, black, pink, green, and blue colours in this picture.
 - f. Books are used for getting information. They make us learned. I have many books; some are fiction and some are non-fiction.
9. a. They brought all the food items: sugar, flour, salt, and honey.
 - b. There are three names here that start with A: Ali, Ahmed, and Ahsan.
 - c. He wanted just one thing: love.
 - d. I want an assistant who can do the following: type letters, fax reports, and insert data.
 - e. Give the meanings of the following words: search success and allow.

Writing

A narrative passage (Account)

10. Encourage the students to use the hints given in the textbook to write a short paragraph. They need to adopt the same tone as given in the unit. They need to think of themselves as an aeroplane and write a paragraph about themselves. Discuss this first, then instruct them to start writing.
11. Hints have been given in the textbook on how to write a story. Read each scenario, discuss with students, and then instruct them to write. This can be given as a group activity too. If you give it as a group activity, ask them to do brainstorming before writing their stories.

Oral communication

This is a fun game. Students will play it in class.

Unit 9: Problem Solving

Part 2: Answer key (Pages 72–78)

The children's world

Comprehension

1. a. There are three callers.
b. Ayesha, Murad, and Arshad.
c. Ayesha's problem was that her mother gave her the same lunch of 'achaar roti' every day. But her classmates had plenty of money to buy fruits and other mouth-watering treats. She thought it was unfair that she had to eat the same lunch every day.

Murad was really worried because he never scored good grades in maths. No matter how hard he tried to concentrate, he always ended up getting confused. Maths tests were a nightmare for him. In spite of sufficient practice, all his confidence drained away as soon as he saw the examination paper.

Arshad's problem was that his siblings were always teasing him and fighting with him. They made him lose his temper and all would end up saying rude things to each other. The children were then scolded by their parents and grandparents at home.

2. a. Caller 2
b. Caller 3
c. Caller 1

Students will give their own solutions. Accept all suitable answers.

Vocabulary

3. Students will make their own sentences.

Good manners

Comprehension

4. a. Students will give their own responses Accept all suitable titles.

- b. Students will write a summary according to their understanding and perception of the poem. The gist of the poem is that it teaches us all the necessary etiquettes that we need to become good and responsible human beings.

5. Words	Meanings
Polite	being courteous, well-mannered
Delight	enjoy, being happy
Forgive	pardon, excuse
Worship	to pray

6. Students will make their own sentences.

Grammar and Structure

7. a. Passive voice
b. Passive voice
c. Active voice
d. Passive voice
e. Passive voice
f. Passive voice
g. Passive voice
h. Active voice
i. Passive voice
8. a. Ali has just cut the tree.
b. Sara has swept the floor.
c. Karim is completing his work.
d. The teacher has solved the problem.
e. The young girl has cooked the food.
9. a. The window was broken by the boys.
b. The broken windows are being mended by the laborers.
c. The copies were distributed by the teacher.

- d. The match has been canceled due to bad weather.
- e. The annual function will be held in March.

Punctuation

10. a. Mohsin and Filza presented quite well – no one could present like them.
- b. It is cold – extremely cold.
- c. Arshad will be here from 10:00 am – 11:00 am tomorrow morning.
- d. Someya is always helping – a true friend indeed.
- e. Murad Khan – the President’s most trusted political advisor will resign his office next week.
- f. They are coming this afternoon from 1:00 pm – 3:00 pm to our house.

Writing

11. Encourage students to write dialogues on their own. Conduct a brainstorming session, then help them to write dialogues.

Oral communication

12. Help students perform a play by writing dialogues. They can use the dialogues given in the textbook and improvise some dialogues.

Unit 10: Let's Make This World a Better Place to Live In

Part 2: Answer key (Pages 80–86)

Taking care of public places

Comprehension

1. Human actions

Burning litter

Excessive cutting down of trees

Throwing trash in the sea water

Killing people

Wasting energy and water

Not keeping surroundings clean

Effects

Causes air pollution

Land sliding, loss of life, loss of infrastructure

Kills marine life

Destroy peace of land

Resources of Earth will be exhausted

Can cause medical problems

2. a. Earth is referred to as 'I' in the text.

b. Blessings that we enjoy are: the raw materials like fossil fuels, crystals, plants, natural resources like water, energy, forests, and parks.

c. Human activities that have destroyed the beauty of Earth are:

Throwing the trash around

Burning rubbish

Excessive cutting down of trees

Throwing trash in the water when visiting the beach

Engaging in war

d. Students will give their own answers. For example: Yes, we need to protect planet Earth because it is our beloved home. If it gets destroyed then human beings won't be able to survive.

- e. Students will give their own responses. For example: As individuals we can keep our areas/societies and communities clean and tidy, use natural resources very carefully, plant more trees, live peacefully, reduce our carbon foot print, etc.

Vocabulary

- 3. Students should be able to find the meanings of the given words using a dictionary. Encourage all students to bring a dictionary to school. Help them find the meanings of difficult words and then make sentences.

Respecting public places

Comprehension

- 4. a. Public property such as parks, roads, schools, hospitals, flyovers, underpasses etc. which belong to every citizen of the country are called public places.
 - b. 1. By throwing away all the trash in the dustbin or in the recycle bin.
 - 2. By taking trash back home if we can't find the dustbins.
 - 3. By using paper bags instead of plastic bags, as they decompose quickly.
- c. Students will give their own answers. For example: We should respect public places because they have been made for our enjoyment and convenience. If we don't respect them, we will end up losing places built for us.
- d. Students will give their own responses. They can take help from the points given in the textbook.

Explain the following lines in your own words.

a/b/c: Students will explain the given lines in their own words. These are self-explanatory.

Vocabulary

- 5. Students should be able to find the meanings of the given words using a dictionary. Encourage all students to bring a dictionary to school. Help them find the meanings of difficult words and then make sentences.

Grammar and structure

6. a. The Earth said that she was a beautiful planet.
- b. She asked when the parcel would arrive.
- c. The boy requested the big, old lady if he might have one more.
- d. The girl asked when she could have lunch.
- e. The teacher asked the student how he was doing today.

Punctuation

7. Wall of Kindness

A wall is a strong barrier which has always been used to create distances between people and nations. However, the idea of Wall of Kindness is not only an act of caring and sharing, but this unique and productive use of public walls is bringing the citizens together, to share happiness with each other.

An anonymous Iranian started the 'Wall of Kindness' to help the poor on the streets. Individuals in several cities around the world followed his idea and soon there were Walls of Kindness in different countries cities and towns.

The Wall of Kindness, locally known as 'Diwar-e-Mehrbani', offers many useful items to needy people with a beautifully summed up motto, 'leave if you do not need' and 'take if you need'. We should all join in the cause and make our cities, better, happier, and more prosperous.

Writing

8. Essay writing has been discussed in detail in the previous chapters as well as in the previous classes. Conduct a brainstorming session, jot the points that should go in the introductory paragraph, second, third and last paragraphs. Then instruct the students to write their essays.
9. Instruct the students to exchange their copies and edit each other's essays.
10. This activity can be done in the arts class too. Instruct the students to make colourful posters raising awareness about respecting public places.

Oral Communication

Explain to the students to think about how they behave at public places. Then ask them to imagine they are that respective public place. Based on their experiences, instruct the students to think about the problems that different public places face. Also, suggest how the respective public place would like to be treated. Make it a fun activity.