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7

New Get Ahead

# ENGLISH

with Teaching Notes



Based on Revised Pakistan National Curriculum

**OXFORD**  
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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 اہیڈ 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 اہیڈ انگلش کو موثر 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 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 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

# Beautiful Pakistan

### Unit Overview

In this unit, we will be introduced to the Thar desert and the village of Mithi.

### Part 1: Suggestion for teaching strategies

#### Exploring background knowledge

Teacher would show pictures of desert landscapes to the students. Students to work in pairs. They need to be given the following prompts to discuss.

#### Prompt:

- If you visit a desert for a day, how would it be different from your usual days?

Teacher to take responses from students. 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.

**Finding the main idea:** Students to work in pairs to explore the main idea of the text 'The Thar Desert'. They need to look for the answers to the following questions.

- What does the given picture on page 1 represent?
- Find details in the text that support the given pictures.

Students to share their learnings with the entire class.

Point to ponder: Do you think your discussion summarizes the main idea of the entire text.

#### Descriptive writing

Instruct students to be divided in to pairs. Each pair will be responsible for finding out details in the text which give a perception of the 5 senses.

For example:

In the 6<sup>th</sup> paragraph, 'The red Sun was setting in the large, orange sky', is a description based on the sense of sight.

## خوب صورت پاکستان

### باب کا مختصر جائزہ

اس باب میں ہم صحرائے تھر اور ایک مٹھی نامی گاؤں کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

### طلبا کی معلومات جانچنا

استاد طلبا کو صحرائی علاقوں کی تصاویر دکھائیں گے۔

### اشارات

- اگر آپ ایک دن کے لیے صحرا میں جائیں، تو یہ آپ کے عام دنوں سے کیسے مختلف ہوگا؟
- استاد طلبا سے جواب لیں۔ ہر طالب علم کی حوصلہ افزائی کیجیے 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۔  
مرکزی خیال تلاش کرنا: طلبا جوڑیاں بنا کر سبق The Thar Desert کا مرکزی خیال تلاش کریں۔ وہ مندرجہ ذیل سوالوں کے جواب تلاش کریں گے۔

- صفحہ 1 پر دی گئی تصویر کیا ظاہر کر رہی ہے؟
- دی گئی تصاویر سے متعلق تفصیلات متن میں تلاش کریں۔
- اس مشق سے طلبا نے جو کچھ سیکھا وہ پوری کلاس کو بتائیں گے۔
- غور طلب نکتہ: کیا آپ کے خیال میں آپ کی بحث/گفتگو پورے سبق کے مرکزی خیال کا خلاصہ کرتی ہے۔

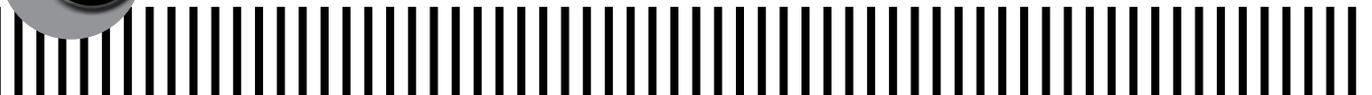
### بیانیہ تحریر

طلبا کو جوڑیاں بنانے کی ہدایت کر دیجیے۔ ہر جوڑی متن میں وہ تفصیلات تلاش کرے گی جو پانچوں حیات کی جانب اشارہ کرتی ہوں۔  
مثال کے طور پر: چھٹے پیراگراف میں The red Sun was setting in the large, orange sky (سرخ سورج، وسیع و عریض نارنجی آسمان میں غروب ہو رہا تھا) یہ بیان یا جملہ حس باصرہ (دیکھنے کی حس) سے متعلق ہے۔

Teacher to explain to the entire class that ‘descriptive writing appeals to the reader’s sense of sight, smell, touch, hearing and taste.’

**Task:**

Find out descriptions based on any of the five senses. Share your descriptions with the entire class.



استاد پوری کلاس پر واضح کرے کہ 'بیانیہ تحریر پڑھنے والے کی حس باصرہ، شامہ، لامسہ، سامعہ اور ذائقے کی حس کو متوجہ کرتی ہے۔

کام:

پانچوں حسوں میں سے کسی بھی حس سے متعلق بیان تلاش کریں۔ اپنے تلاش کردہ بیانات سے پوری کلاس کو آگاہ کریں۔

# Pages from Islam's History

## Unit Overview

The unit focuses on the themes of kindness, its importance in Islam, and how we can make it a part of our life.

## Part 1: Suggestion for teaching strategies

### Exploring background knowledge

Teacher would show pictures of desert landscapes to the students. Students to work in pairs. They need to be given the following prompts to discuss.

#### Prompt:

- Why is kindness an important value to have in a society?
- If nobody shows kindness to you, how would you feel?

Teacher to take responses from students. 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.

### Finding the main theme

Teacher to explain that in order to find theme; you have to find the main idea. Students will read the chapter 'The Prophet's Kindness'. They will jot down the message of the text and share it with their partner.

As a second step, students to work in pairs to explore the main idea of the text 'The Second Caliph'. They need to look for the answers to the following questions.

- Why did the Caliph walk alone at night?
- Why did the Caliph think that the girl had a good heart?

As a third step, students to work in pairs and read 'The First Moezzin', students will think about the message of this text.

As a fourth step, students will discuss:

- How are the three texts related?
- Do you think the message of being kind is promoted in all texts?

## تاریخ اسلام کے صفحات

### باب کا مختصر جائزہ

باب میں رحم دلی، اسلام میں اس کی اہمیت، اور اس بات پر توجہ دی گئی ہے کہ ہم رحم دلی کو کیسے اپنی زندگی کا جزو بنا سکتے ہیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

طلبا کی معلومات جانچا

استاد طلبا کو صحرائی علاقوں کی تصاویر دکھائیں۔ طلبا جوڑیاں بنا کر کام کریں۔ انہیں بحث کے لیے مندرجہ ذیل اشارات دیے جائیں۔

### اشارات

- رحم دلی کیوں ایک اہم قدر ہے جس کا معاشرے میں ہونا ضروری ہے؟
- اگر کوئی آپ کے ساتھ مہربانی اور رحم دلی سے پیش نہ آئے تو آپ کیسا محسوس کریں گے؟
- استاد طلب علموں سے جواب لیں۔ ہر طالب علم کی حوصلہ افزائی کیجیے کہ وہ بولے اور جواب دے۔

### پڑھائی کے دوران

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

### اصل موضوع تلاش کرنا

استاد واضح کریں گے کہ اصل موضوع تلاش کرنے کے لیے آپ کو مرکزی خیال ڈھونڈنا ہوگا۔ طلبا سبق *The Prophet's Kindness* پڑھیں گے۔ وہ سبق کا پیغام لکھ لیں گے اور پھر اپنے ساتھی کو اس سے آگاہ کریں گے۔ دوسرے قدم کے طور پر، طلبا جوڑیاں بنا کر کام کرتے ہوئے *The Second Caliph* کا مرکزی خیال تلاش کریں گے۔ وہ مندرجہ ذیل سوالات کے جواب ڈھونڈیں گے۔

- خلیفہ راتوں کو تنہا کیوں گھوما پھرا کرتے تھے؟
- خلیفہ کو یہ خیال کیوں آیا کہ یہ لڑکی بہت نیک دل ہے؟
- تیسرے قدم کے طور پر طلبا جوڑیاں بنا کر *The First Moezzin* پڑھیں۔ طلبا سبق کے پیغام پر غور کریں گے۔ چوتھے قدم کے طور پر، طلبا مندرجہ ذیل کو زیر بحث لائیں گے۔
- تینوں اسباق کیسے ایک دوسرے سے متعلق ہیں؟
- آپ کے خیال میں کیا رحم دلی کا مظاہرہ کرنا / رحم دل ہونے کا پیغام تینوں اسباق میں پیش کیا گیا ہے؟

Students to share their learnings with the entire class.

**Writing task:** Students to work individually and will write a paragraph about the following sentence, 'The common theme across all three texts is hence kindness.'



طلبا نے جو کچھ سیکھا اس سے پوری کلاس کو آگاہ کریں گے۔  
لکھنے کا کام : طلبا انفرادی طور پر کام کرتے ہوئے مندرجہ ذیل جملے کے بارے میں ایک پیرا گراف تحریر کریں گے  
'The common theme across all three texts is hence kindness.' (لہذا تمام تینوں اسباق کا مشترک اصل  
موضوع رحم دلی ہے۔)

# Environment

## Unit overview

In this unit, we will get to know about the juniper trees of Balochistan, conservation attempts of an old redwood tree, and habitat of sea turtles.

## Part 1: Suggestion for teaching strategies

### Guided group discussion

Students to form pairs. Students to discuss the following.

### Prompts

- Why do you think the trees are important for human beings?
- What are some problems we can face without trees?
- What are some problems we can face without animals?

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

### While you are reading

#### Making connections between science and English:

Students to be divided into groups. Every group to have four students. Teacher will assign the following task.

Visit a nearby garden and note the names of all living things; animals or plants you see around.

Teacher to explain that in order to create food web, students have to write about the primary producers, herbivores, omnivores, and carnivores for their chosen habitat. Connect them with arrows showing both predator and prey. For example, insects survive on the nectar of flowers, etc.

### Gallery walk

Students to share their food web with the entire class in form of a gallery walk. Instruct students to draw their food webs clearly and paste it on a soft board. All students can see the food webs of each other.

Teacher will discuss all food webs and stress on how all living things are dependent on each other.

## ماحول

### باب کا مختصر جائزہ

اس باب میں ہم بلوچستان کے اردج (JUNIPER) کے درختوں، امریکی تاڑ کے قدیم درخت کے بچاؤ کے لیے کیے جانے والے اقدامات اور سمندری کچھوں کے مسکن کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

منضبط گروہی بحث

طلبا جوڑیاں بنا کر مندرجہ ذیل کو زیر بحث لائیں۔

### اشارات

- آپ کے خیال میں بنی نوع انسان کے لیے درخت کیوں اہم ہیں؟
  - وہ چند مسائل کیا ہیں جن کا ہمیں درختوں کے نہ ہونے پر سامنا ہوسکتا ہے؟
  - وہ چند مسائل کیا ہیں جو ہمیں جانوروں کی عدم موجودگی میں درپیش ہوسکتے ہیں؟
- طلبا سے کہیے وہ اپنے خیالات سے پوری کلاس کو آگاہ کریں۔ استاد ہر جوڑی کو یکے بعد دیگرے اپنے خیالات سنانے کی ہدایت کرسکتے ہیں۔

### پڑھائی کے دوران

#### سائنس اور انگریزی کے درمیان ربط پیدا کرنا:

طلبا کو گروپوں میں تقسیم کر دیا جائے۔ ہر گروپ میں چار طالب علم ہوں گے۔ استاد مندرجہ ذیل کام تفویض کریں گے۔  
 قرابتی باغیچے میں جائیں اور تمام جان دار اشیاء: جانوروں اور پودوں کے نام لکھیں جو آپ کو وہاں نظر آ رہے ہوں۔  
 استاد وضاحت کریں کہ غذائی جال تخلیق کرنے کے لیے طلبا کو ابتدائی پیدا کار، سبزی خور، ہمہ خور، گوشت خور اور ان کے منتخب کردہ مساکن کے بارے میں لکھنا ہوگا۔ انھیں تیر کے نشانات کے ذریعے باہم جوڑ دیجیے جو شکاری اور شکار دونوں کی نشان دہی کر رہے ہوں۔ مثال کے طور پر، کیڑے مکوڑے پھولوں کے رس پر زندہ رہتے ہیں وغیرہ وغیرہ۔

### گیلری واک

طلبا Gallery walk کی صورت میں اپنے غذائی جال کو پوری کلاس کے سامنے پیش کریں گے۔ طلبا کو ہدایت کر دیجیے کہ اپنے غذائی جال صاف ستھرے اور واضح بنائیں اور پھر انھیں سوفٹ بورڈ پر چسپاں کر دیں۔ تمام طالب علم ایک دوسرے کے غذائی جال دیکھ سکتے ہیں۔

استاد ہر غذائی جال کو زیر بحث لائیں گے اور اس بات پر زور دیں گے کہ کیسے تمام جان دار اشیاء ایک دوسرے پر انحصار کرتی ہیں۔

### **Writing task:**

Students would take notes of the food webs and discussions. Based on their notes, they will write one paragraph on 'the importance of protecting our environment and all living beings in it'.

لکھنے کا کام :

طلبا غذائی جال اور گفتگو کی اہم باتیں نوٹ کر لیں گے۔ ان نکات کی بنیاد پر وہ ’’اپنے ماحول اور اس میں رہنے والی تمام جان دار انواع کے تحفظ کی اہمیت‘‘ کے عنوان سے ایک پیراگراف تحریر کریں گے۔

# Health is Wealth

## Unit overview

In this unit, we will focus on how to maintain good health, oral hygiene, and the very important role nurses play in a hospital to take care of sick people.

## Part 1: Suggestion for teaching strategies

### Guided group discussion

Students should form pairs. Students should discuss the following.

### Prompts

- If you are asked to choose between 'health' and 'wealth', which one would you choose, and why?
- What do you think we can do to stay healthy?
- How important is oral health?
- Have you ever visited a hospital? Which professionals do you meet in a hospital?

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

### While you are reading

### Writing a summary

Students to be divided into groups. Every group to have 4 students. Teacher will assign the following task.

Read page 29 and 32 of this book. Underline all important points on page 29 and 32. Share your points with your group members. Collate and organise all points you have by comparing it with the points given by other students. Write a summary of the information in the chapters Good Health I and Good Health II by following the below mentioned guidelines.

# تندرستی ہزار نعمت ہے

## باب کا مختصر جائزہ

اس باب میں ہم ان موضوعات پر توجہ دیں گے کہ اچھی صحت، منہ کی صحت و صفائی کیسے برقرار رکھی جائے، نیز اسپتالوں میں بیماروں کی دیکھ بھال میں نرسوں کے انتہائی اہم کردار کے بارے میں بھی پڑھیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

منضبط گروہی بحث

طلبا گروپ بنالیں، اور مندرجہ ذیل کو زیر بحث لائیں۔

## اشارات

- اگر آپ سے کہا جائے کہ 'صحت' یا 'دولت' میں سے کسی ایک کا انتخاب کریں تو آپ کسے منتخب کریں گے، اور کیوں؟
  - آپ کے خیال میں صحت مندرہنے کے لیے ہم کیا کر سکتے ہیں؟
  - منہ کی صحت کتنی اہم ہے؟
  - کیا آپ کبھی اسپتال گئے ہیں؟ اسپتال میں آپ کی ملاقات کن پیشہ ور لوگوں سے ہوتی ہے؟
- طلبا سے کہیے کہ اپنے خیالات / جوابات سے پوری کلاس کو سنائیں۔ استاد ہر جوڑی کو ان کے خیالات باری باری بیان کرنے کی ہدایت کر سکتے ہیں۔

## پڑھائی کے دوران

### خلاصہ تحریر کرنا

طلبا کے گروپ بنادیے جائیں۔ ہر گروپ میں چار طالب علم ہوں۔ استاد مندرجہ ذیل کام تفویض کریں۔

کتاب کا صفحہ 29 اور 32 پڑھیں۔ صفحہ 29 اور 32 پر تمام اہم نکات کو خط کشیدہ کر دیں۔ دوسرے طلبا کے نکات سے موازنہ کرتے ہوئے اپنے نکات ترتیب دیں اور تنقیدی جائزہ لیں۔ مندرجہ ذیل رہنما ہدایات پر عمل کرتے ہوئے Good اور Good Health I Health II میں دی گئی معلومات کا خلاصہ تحریر کریں۔

## Guidelines for writing a summary

- Collate all points that answer who, what, when, where, why and how questions about a chapter.
- Do not rewrite the original piece.
- Keep your summary short.
- Use your own wording.
- Refer to the central and main ideas of the original piece.

**Making a poster:** Teacher to ask students to work in pairs. Students to read Good Health II paying attention to the dangers of smoking. In their task, they will draw a picture representing some danger of smoking. It could be the picture of a person, place, and internal organs, etc. Task would be divided between the two members of the group, one member will be responsible for drawing and the second member will think of and write a catchy title or short description of the picture. Both members are responsible for making the poster attractive and eye catching. The title of each poster would be 'Say No to Smoking'.

**Writing a story:** Students to work in pairs and read pages 35 and 36. They will underline all important points highlighting the important role nurses play in healthcare. They will further ask about stories and examples from people in their home, school, and neighbourhood about the important role nurses play in healthcare. Students would take notes of the information from book, examples/ stories of people, and any class discussions. Based on their notes, they will write one paragraph on 'The importance of nursing profession in our life'.

## خلاصہ تحریر کرنے کے لیے رہنما ہدایات

- ان تمام نکات کو اکٹھا کر لیں جو سبق کے بارے میں who (کون)، what (کیا)، when (کب)، where (کہاں)، why (کیوں) اور how (کیسے) کا جواب فراہم کرتے ہوں۔
- اصل عبارت کو دوبارہ نہ لکھیں/نقل نہ کریں۔
- خلاصہ مختصر رکھیں۔
- اپنے الفاظ استعمال کریں۔
- اصل عبارت کے اہم اور مرکزی خیال کا حوالہ شامل کریں۔

پوسٹر بنانا: استاد طلبا کو جوڑیوں میں کام کرنے کی ہدایت کر دیں۔ طلبا تمباکو نوشی کے خطرات پر توجہ دیتے ہوئے Good Health II پڑھیں۔ تفویض کردہ کام میں وہ تمباکو نوشی کے خطرات اجاگر کرتی تصویر بنائیں گے۔ یہ تصویر کسی شخص، جگہ یا اندرونی انسانی اعضا وغیرہ کی ہو سکتی ہے۔ کام گروپ کے دونوں اراکین میں بانٹ دیا جائے گا، ایک رکن تصویر بنائے گا جب کہ دوسرا رکن سوچ بچار کے بعد تصویر کا متوجہ کرنے والا عنوان یا مختصر بیانیہ تحریر کرے گا۔ دونوں اراکین پوسٹر کو دل کش اور جاذب نظر بنانے کے ذمے دار ہیں۔ ہر تصویر کا عنوان Say No to Smoking (تمباکو نوشی سے دور رہیں) ہوگا۔

کہانی لکھنا: طلبا جوڑیاں بنا کر صفحہ 35 اور 36 پڑھیں۔ وہ ان تمام کلیدی نکات کو خط کشیدہ کریں گے جو انسانی صحت کی دیکھ بھال میں نرسوں کے اہم کردار کو نمایاں کرتے ہوں۔ وہ اپنے گھر، اسکول کے افراد اور ہمسایوں سے انسانی صحت کی دیکھ بھال میں نرسوں کے اہم کردار کے بارے میں کہانیاں اور مثالیں دریافت کریں گے۔ طلبا کتاب میں دی گئی معلومات، لوگوں کی مثالوں/کہانیوں، اور کلاس میں ہونے والے مباحث سے اہم نکات نوٹ کر لیں گے۔ ان نوٹس یا نکات کی بنیاد پر وہ ”ہماری زندگیوں میں نرسنگ کے پیشے کی اہمیت“ پر ایک پیراگراف لکھیں گے۔

# Hobbies

## Unit overview

In this unit, we will get to know about different hobbies of people.

## Part 1: Suggestion for teaching strategies

### Guided group discussion

Students to form pairs. Students to discuss the following.

### Prompts

- Do you have a hobby? Discuss your hobby with your classmates?
- How do you benefit from your hobby?

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

### While you are reading

**Practicing subject-verb agreement:** Read the text 'An interesting hobby'. Note the use of the tenses in all the sentences. For example:

Example 1: Tahira likes to read newspapers.

Explanation: When you are telling people about your hobbies, you often use present tense. The reason for this is that hobbies represent continued action.

Example 2: She cuts out the news clippings that she likes and keeps them.

Explanation: Note the use of verbs. All three verbs: cut, like and keep, end with 's'.

Rule of grammar here is that with all singular subjects; Tahira/she/he/it the verb includes 's'.

Nasir plays football.

Sun rises in the east.

Mariam likes to eat biryani.

**Task:** Students to work in pairs. Every student will ask about the hobbies of his / her partner and will write complete sentences using subject-verb agreement. For example: My friend Sana likes to play football.

## مشاغل

### باب کا مختصر جائزہ

اس باب میں ہم لوگوں کے مختلف مشاغل کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

منضبط گروہی بحث

طلبا جوڑیاں بنا کر مندرجہ ذیل کو زیر بحث لائیں۔

### اشارات

- کیا آپ نے کوئی مشغلہ اپنا رکھا ہے؟ اپنے مشغلے پر ہم جماعتوں سے تبادلہ خیال کریں۔
  - آپ اپنے مشغلے سے کس طرح فائدہ اٹھاتے ہیں؟
- طلبا سے کہیے کہ اپنے خیالات سے پوری کلاس کو آگاہ کریں۔ استاد ہر جوڑی کو باری باری اظہار خیال کی ہدایت کر سکتے ہیں۔

### پڑھائی کے دوران

فَاعِل۔ فعل معاہدہ کا استعمال: An interesting hobby (ایک دل چسپ مشغلہ) کا متن پڑھیں۔ تمام جملوں میں فعل کی حالت (tenses) کے استعمال پر غور کریں۔ مثال کے طور پر:

مثال 1: Tahira likes to read newspapers (طاہرہ کو اخبار پڑھنا پسند ہے)

وضاحت: جب آپ لوگوں کو اپنے مشاغل کے بارے میں بتا رہے ہوں تو اکثر و بیشتر فعل حال (present tense) استعمال کرتے ہیں۔ اس کی وجہ یہ ہے کہ مشاغل فعل (کام) کے تسلسل کو ظاہر کرتے ہیں۔

مثال 2: She cuts out the news clippings that she likes and keeps them. (اسے جو خبریں پسند آتی ہیں، انہیں تراش لیتی ہے اور ان تراشوں کو سنبھال کر رکھتی ہے۔)

وضاحت: فعل (verbs) کے استعمال پر غور کریں۔ تمام تینوں فعل: cut، like، keep اور s پر ختم ہوتے ہیں۔ یہاں گرامر کا اصول یہ ہے کہ تمام فاعل واحد؛ Tahira / she / he / it کے ساتھ فعل کے آخر میں 's' کا اضافہ ہوگا۔

Nasir plays football. (ناصر فٹبال کھیلتا ہے۔)

Sun rises in the east. (سورج مشرق سے نکلتا ہے۔)

Mariam likes to eat biryani. (مریم کو بریانی کھانا بہت پسند ہے۔)

کام: طبا جوڑیاں بنا کر کام کریں گے۔ ہر طالب علم اپنے / اپنی ساتھی سے اس کے مشاغل کے بارے میں پوچھے گا اور پھر فاعل۔ فعل معاہدہ کا استعمال کرتے ہوئے مکمل جملے تحریر کرے گا۔ مثال کے طور پر: My friend Sana likes to play football.

(میری دوست ثنا کو فٹبال کھیلنا اچھا لگتا ہے۔)

# Samina Baig

## Unit overview

In this unit, we will be introduced to Samina Baig who is the first Pakistani woman to climb Mount Everest.

## Part 1: Suggestion for teaching strategies

### Describing classmates

Students should form pairs. Each student has to describe his / her partner by answering the following questions.

#### Prompts

- What does your partner look like?
- Mention the colour of eyes and hair of your partner.

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

### While you are reading

#### Analysing description of personalities

Students to work in pairs to analyze the description of Samina Baig's personality in this chapter. Read the text closely and highlight all the important points. The following questions will help you determine how well Samina Baig has been described in the text.

- Does the text describe what Samina Baig looks like?
- Does the text include where Samina Baig is from?
- Has the writer described the achievements of Samina Baig?
- How well has the writer described Samina's career? Are there any dates mentioned?
- Does the text include any detail about how Samina feels about her achievements?

Students will share their analysis with the teacher. If the students feel that the answer of any of the above question is no; they will try to include that detail themselves.

**Inference:** In this activity, students will use adjectives to describe different aspects of Samina Baig's personality. They will analyse facts for inference.

## شمینہ بیگ

### باب کا مختصر جائزہ

اس باب میں ہم شمینہ بیگ سے متعارف ہوں گے جو ماؤنٹ ایورسٹ سر کرنے والی پہلی پاکستانی خاتون ہیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

ہم جماعتوں کے بارے میں بیان کرنا

طلبا جوڑیاں بنالیں۔ ہر طالب علم مندرجہ ذیل سوالوں کے جواب دیتے ہوئے اپنے / اپنی ساتھی کے بارے میں بیان کرے۔

### اشارات

• آپ کا ساتھی کیسا دکھائی دیتا ہے؟ / آپ کی ساتھی کیسی دکھائی دیتی ہے؟

• اپنے / اپنی ساتھی کی آنکھوں اور بالوں کی رنگت بیان کریں۔

طلبا سے کہیے کہ اپنے خیالات / جوابات پوری کلاس کو سنائیں۔ استاد ہر جوڑی کو باری باری اظہار خیال کی ہدایت کر سکتے ہیں۔

### پڑھائی کے دوران

### شخصی تذکروں کا تجزیہ کرنا

طلبا جوڑیاں بنا کر اس باب میں شمینہ بیگ کی شخصیت کے بیان کا تجزیہ کریں گے۔ متن کو غور سے پڑھتے ہوئے تمام اہم نکات نمایاں کریں۔ مندرجہ ذیل سوالات سے یہ تعین کرنے میں آپ کو مدد ملے گی کہ متن میں شمینہ بیگ کی شخصیت کو کتنے بہتر انداز میں بیان کیا گیا ہے۔

• کیا متن میں بیان کیا گیا ہے کہ شمینہ بیگ کیسی دکھائی دیتی ہیں؟

• کیا متن میں یہ موجود ہے کہ شمینہ بیگ کس جگہ سے تعلق رکھتی ہیں؟

• کیا مصنف نے شمینہ بیگ کی کامیابیوں کو بیان کیا ہے؟

• مصنف نے شمینہ کی پیشہ ورانہ زندگی کو کتنے مؤثر انداز سے بیان کیا ہے؟ کیا کوئی تاریخ بھی واضح کی گئی ہے؟

• کیا متن میں یہ تفصیلات شامل ہیں کہ خود شمینہ اپنی کامیابیوں کے بارے میں کیا سوچتی ہیں؟

طلبا اپنے تجزیوں سے استاد کو آگاہ کریں گے۔ اگر طلبا یہ سمجھتے ہیں کہ مندرجہ بالا سوالات میں سے کسی کا جواب نفی میں ہے تو وہ یہ تفصیلات اپنے طور پر شامل کرنے کی کوشش کریں گے۔

استخراج: اس سرگرمی میں طلبا اسمائے صفت کا استعمال کرتے ہوئے شمینہ بیگ کی شخصیت کے مختلف پہلوؤں کو بیان کریں گے۔ وہ استخراج کے لیے حقائق کا تجزیہ کریں گے۔

Facts about Samina	Inference	Adjectives
Shimshal also has its own mountaineering school where men and women are trained to become mountaineers. Samina also learnt climbing there.	Mountaineering is difficult and many people in Shimshal do it so people of Shimshal are	Tough
Samina Baig started climbing from the age of four.		
Samina was dreaming of going to the peak of her profession.		
Samina says that she took up the dangerous sport of climbing high mountain peaks because she wanted Pakistani women to know that they can do everything that men can do.		

اسمائے صفت	استخراج	شمینہ سے متعلق حقائق
سخت جان	پہاڑوں پر چڑھنا یعنی کوہ پیمائی مشکل کام ہے اور شمشال کے بیشتر لوگ یہی کام کرتے ہیں لہذا شمال کے لوگ ہیں	شمشال میں کوہ پیمائی کا اسکول موجود ہے جہاں مردوں اور عورتوں کو کوہ پیما بننے کی تربیت دی جاتی ہے۔ شمینہ نے بھی کوہ پیمائی یہیں سیکھی تھی۔
		شمینہ چار برس کی عمر سے کوہ پیمائی کرنے لگی تھیں۔
		شمینہ اپنے پیشے کی انتہائی بلندیوں کو چھونے کا خواب دیکھ رہی تھیں۔
		شمینہ کہتی ہیں ہے کہ انھوں نے بلند ترین چوٹیاں سر کرنے کے خطرناک کھیل کا انتخاب اس لیے کیا کیوں کہ وہ چاہتی تھیں پاکستانی خواتین یہ جان لیں کہ وہ ہر کام کر سکتی ہیں جو مرد کر سکتے ہیں۔

# Social Behaviour

## Unit overview

In this unit, we will be introduced to various aspects of social behaviour.

## Part 1: Suggestion for teaching strategies

### Inference

Students to form pairs. Each student has to answer the following questions, and then share their answers with their partners.

### Prompts

- What are a few things you notice when you meet someone?
- Do you think the way we eat, drink, walk, and talk tell something about us?
- What are some qualities that makes one likeable?

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

### While you are reading

**Make inferences:** Students to work in pairs. Each pair will read the chapter 'Social Behaviour' paying special attention to how people behave and what does it tell you about them. The first example has been done for your convenience.

**Example 1:** At restaurant, Zaheer Bhai spread the napkin on his lap.

**What it tells us about Zaheer's personality:** Zaheer Bhai spread the napkin on his lap so that if he drops any food while eating; his dress will not be destroyed. This tells us that Zaheer Bhai is a well-mannered person.

**Example 2:** At restaurant, Jamil picked up his fork and scratched his head with it.

**What it tells us about Jamil's personality:**

---

## سماجی رویے

## باب کا مختصر جائزہ

اس باب میں ہم سماجی رویے کے مختلف پہلوؤں کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

## استخراج

طلبا جوڑیاں بنالیں۔ ہر طالب علم مندرجہ ذیل سوالوں کے جواب دے اور پھر اپنے جوابات سے اپنے ساتھی کو بھی بتائے۔

## اشارات

- وہ چند باتیں کون سی ہیں جن پر آپ کسی سے ملاقات کرتے ہوئے دھیان دیتے ہیں؟
  - کیا آپ سمجھتے ہیں کہ ہمارے کھانے، پینے، چلنے اور بات چیت کرنے کا انداز ہمارے بارے میں کچھ بیان کرتا ہے؟
  - وہ کون سی خوبیاں ہیں جو کسی فرد کو پسندیدہ بنا دیتی ہیں؟
- طلبا سے کہیے کہ اپنے خیالات سے پوری کلاس کو آگاہ کریں۔ استاد ہر جوڑی کو باری باری اظہار خیال کی ہدایت کر سکتے ہیں۔

## پڑھائی کے دوران

استخراج کرنا/ نتیجہ اخذ کرنا: طلبا جوڑیوں میں کام کریں گے۔ ہر جوڑی اس پہلو پر خصوصی توجہ دیتے ہوئے سبق Social Behaviour پڑھے گی کہ لوگ کیسا رویہ اپناتے ہیں اور یہ رویہ ان کے بارے میں کیا ظاہر کرتا ہے۔ آپ کی آسانی کے لیے پہلی مثال مکمل کی گئی ہے۔

مثال 1: ریستوران میں ظہیر بھائی نے رومال (نپکن) اپنی گود میں بچھایا ہوا ہے۔ اس سے ظہیر بھائی کی شخصیت کے بارے میں ہمیں کیا پتا چلتا ہے: ظہیر بھائی نے اپنی گود میں رومال اس لیے بچھایا ہوا ہے کہ اگر کھاتے ہوئے کچھ گرجائے تو ان کا لباس خراب نہ ہو۔ اس سے ظاہر ہوتا ہے کہ ظہیر بھائی بڑے مہذب اور نفیس انسان ہیں۔

مثال 2: ریستوران میں جمیل نے کاٹنا اٹھایا اور اس سے اپنا سر کھچایا۔

اس سے جمیل کی شخصیت کے بارے میں ہمیں کیا پتا چلتا ہے:

**Example 3:** Jamil picked up the napkin and loudly blew his nose in it.

**What it tells us about Jamil's personality:**

---

**Example 4:** Jamil yawned and stretched and belched loudly.

**What it tells us about Jamil's personality:**

---

**Example 5:** Zaheer Bhai took the spoon from his right and slowly ate his soup.

**What it tells us about Zaheer's personality:**

---

Students to share their responses with each other and with the teacher. Teacher to discuss in the whole class. Instruct students to take notes of the unique points discussed in the class.

**Comparing characters:**

Every student should be able to fill in the table.

Personality details	Zaheer	Jamil
Age		
Appearance		
Habits		
Profession		
Opinion		

Students to share their tables with the teacher.

مثال 3: جمیل نے رومال اٹھایا اور بلند آواز نکالتے ہوئے اس سے اپنی ناک پونچھی۔  
اس سے جمیل کی شخصیت کے بارے میں ہمیں کیا پتا چلتا ہے:

مثال 4: جمیل نے پہلے جماہی اور انگڑائی اور پھر بلند آواز میں ڈکار لی۔  
اس سے جمیل کی شخصیت کے بارے میں ہمیں کیا پتا چلتا ہے:

مثال 5: جمیل بھائی نے اپنے دائیں جانب سے چچھ اٹھایا اور آہستگی کے ساتھ اپنا سوپ ختم کر لیا۔  
اس سے ظہیر بھائی کی شخصیت کے بارے میں کیا پتا چلتا ہے:

طلبا اپنے جوابات ایک دوسرے کو بتائیں، اور پھر استاد کو بھی دکھائیں۔  
استاد کلاس میں زیر بحث لائیں۔  
طلبا کو ہدایت کر دیجیے کہ وہ تمام اہم نکات نوٹ کر لیں جن پر کلاس میں گفتگو کی گئی ہے۔

کرداروں کا موازنہ کرنا:

ہر طالب علم کو اس قابل ہونا چاہیے کہ جدول پُر کر سکے۔

جمیل	ظہیر	شخصی تفصیلات
		عمر
		حلیہ
		عادات
		پیشہ
		رائے

طلبا اپنے جدول استاد کو دکھائیں۔

# Active Citizenship

## Unit overview

In this unit, we will get to know how we can effectively conserve community resources and hence fulfill requirements of good citizenship.

## Part 1: Suggestion for teaching strategies

### Think-pair-share

Students should form pairs. Each pair has to answer the following questions.

### Prompts

- Discuss with your classmates why we need water to survive.
- What are some ways in which we use water in our homes?

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

## While you are reading

### Introducing new vocabulary

Teacher to introduce the following vocabulary, i.e., the words and their meanings. Teacher can introduce the dictionary meaning of the words and ask students to discuss examples regarding each concept with reference to their surroundings.

Civics, citizenship, active citizenship, civic responsibility, community, community service

Teacher to initiate the discussion regarding each word. While explaining the meaning, ask learners to share their thoughts and experiences regarding the given words. For example: civics means the study of rights and duties of citizenship, citizenship means the status of a person recognized under the custom or law as being a legal member of a sovereign state. Similarly, teacher to explain the meaning of each word while discussing student's thoughts about it. Ensure that every learner speaks up.

## فعل شہری کا کردار ادا کرنا

### باب کا مختصر جائزہ

اس باب میں ہم جانیں گے کہ کیسے ہم مؤثر طور پر کمیونٹی یا آبادی کے وسائل کا تحفظ کرتے ہوئے اچھے شہری ہونے کے تقاضے پورے کر سکتے ہیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار۔ جوڑی۔ اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل سوالوں کے جواب دے۔

### اشارات

- اپنے ہم جماعتوں سے تبادلہ خیال کیجیے کہ ہمیں زندہ رہنے کے لیے پانی کی ضرورت کیوں ہوتی ہے؟
  - ہم کن طریقوں سے اپنے گھروں میں پانی کا استعمال کرتے ہیں؟ چند طریقے بیان کریں۔
- طلبا سے کہیے کہ اپنے جوابات / خیالات سے پوری کلاس کو آگاہ کریں۔ استاد ہر جوڑی کو باری باری اظہار خیال کی ہدایت کر سکتے ہیں۔

### پڑھائی کے دوران

### نئے الفاظ و معانی متعارف کروانا

استاد مندرجہ ذیل الفاظ اور ان کے معانی متعارف کرائیں۔ استاد الفاظ کے لغت میں دیے گئے معنی بیان کرتے ہوئے طلبا کو ہدایت کر سکتے ہیں کہ وہ اپنے گرد و پیش سے تعلق جوڑتے ہوئے ہر تصور کی مثالیں زیر بحث لائیں۔

Civics (شہریات)، citizenship (شہریات)، active citizenship (فعال شہری کے طور پر کردار ادا کرنا)، civic responsibility (شہری ذمہ داری)، community (آبادی، جماعت)، community service (سماجی خدمت) استاد ہر لفظ کے بارے میں گفتگو کا آغاز کریں۔ معنی بیان کرتے ہوئے بچوں سے کہیں کہ وہ دیے گئے الفاظ کے بارے میں اپنے خیالات اور تجربات بیان کریں۔ مثال کے طور پر: شہریات سے مراد شہریت کے حقوق و فرائض کا مطالعہ ہے، شہریت کا مطلب قاعدے قانون کے تحت ایک فرد کو کسی خود مختار ریاست کا قانونی رکن تسلیم کرنا ہے۔ اسی طرح استاد ہر لفظ کے معانی بیان کرتے ہوئے اس کے بارے میں طلبا کے خیالات بھی زیر بحث لائیں۔ اس بات کو یقینی بنائیں ہر بچہ گفتگو میں حصہ لے۔

## **Class discussion**

Learners to work in pairs and read chapter *Respecting community resources*. Learners to answer the following questions after reading the chapter.

- Why is it important to preserve water?
- How is Safdar an active citizen?
- Which civic responsibility was not fulfilled by the residents of the building?

## کمرہ جماعت کی گفتگو

پچھ جوڑیاں بنا کر سبق Respecting community resources (آبادی کے وسائل کا احترام / خیال کرنا) پڑھیں۔

بعد ازاں وہ مندرجہ ذیل سوالوں کے جواب دیں۔

- پانی کی بچت کرنا کیوں اہم ہے؟
- صفدر کس طرح ایک فعال شہری ہے؟
- عمارت کے مکینوں نے کون سی شہری ذمہ داری پوری نہیں کی؟

# Pakistan

## Unit overview

In this unit, students will be introduced to facts regarding Pakistan, information regarding most populated cities of Pakistan, and Pakistan's flag.

## Part 1: Suggestion for teaching strategies

### Think-pair-share

Students should form pairs. Each pair has to answer the following questions.

### Prompts

- Which colours can you see on the flag of Pakistan?
- What is the shape of the moon on the flag?
- What do the white and green colours represent?

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

## While you are reading

### Quiz time

Teacher to take a quiz on the following questions about Pakistan. Share the correct answers later on.

- When did Pakistan break from British India?  
(Answer: 1947)
- Which is the capital city of Pakistan?  
(Answer: Islamabad)
- Which is area-wise the biggest province in Pakistan?  
(Answer: Balochistan)
- Which is area-wise smallest province in Pakistan?  
(Answer: Khyber Pakhtoonkhawa)
- Which is the national animal of Pakistan?  
(Answer: Markhor)

## پاکستان

## باب کا مختصر جائزہ

اس باب میں طلبا کو پاکستان کے متعلق حقائق، پاکستان کے گنجان ترین شہروں کے بارے میں معلومات اور پاکستانی پرچم سے متعارف کرایا جائے گا۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار۔ جوڑی۔ اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل سوالوں کے جواب دے گی۔

## اشارات

- پاکستان کے چنڈے میں آپ کو کون سے رنگ نظر آتے ہیں؟
- پرچم پر چاندکس شکل کا ہے؟
- سفید اور سبز رنگ کیا ظاہر کرتے ہیں؟

طلبا سے کہیے کہ اپنے خیالات سے پوری کلاس کو آگاہ کریں۔ استاد ہر جوڑی کو باری باری اظہار خیال کی ہدایت کر سکتے ہیں۔

## پڑھائی کے دوران

## ذہنی آزمائش کا وقفہ

استاد پاکستان کے بارے میں مندرجہ ذیل سوالات پوچھتے ہوئے طلبا کی ذہنی آزمائش کریں۔ بعد ازاں درست جواب بتادیں۔

الف۔ پاکستان برطانوی ہند سے کب جدا ہوا؟

(جواب: 1947 میں)

ب۔ پاکستان کا دارالحکومت کون سا شہر ہے؟

(جواب: اسلام آباد)

پ۔ رقبے کے لحاظ سے پاکستان کا سب سے بڑا صوبہ کون سا ہے؟

(جواب: بلوچستان)

ت۔ رقبے کے لحاظ سے پاکستان کا سب سے چھوٹا صوبہ کون سا ہے؟

(جواب: خیبر پختونخوا)

ث۔ پاکستان کے قومی جانور کا کیا نام ہے؟

(جواب: مارخور)

f. Which is the national flower of Pakistan?

(Answer: Jasmine)

g. What is the national language of Pakistan?

(Answer: Urdu)

h. What is the official language of Pakistan?

(Answer: English and Urdu)

Students to share their responses with the teacher.

### **Identifying fact versus opinion**

Teacher to explain the concept of fact and opinion. The following can be used for explanation.

**Fact:** A fact is something that exist in objective reality or can be proven with evidence.

**Opinion:** A view or judgement formed by someone; it may or may not be based on facts.

Teacher to give the following examples to the students. Students will have to identify these statements as facts or opinions.

a. Biryani is the best option for lunch.

b. Karachi is the capital of Sindh.

c. Ziarat is located in Quetta.

d. Tea is the best drink in winters.

e. Horses are very beautiful animals.

f. Pakistan is a country in South Asia.

Teacher to explain that statements a, d, and e are opinions as they are based on personal likes and dislikes of people. Statements b, c, and f are facts; they are objective and can be proven, personal opinions will not change it.

Students to form pairs. Each pair has to create four examples of facts and four examples of opinions. Each pair will present their work to the entire class.

ث۔ پاکستان کا قومی پھول کون سا ہے؟  
(جواب: چنبیلی)

ج۔ پاکستان کی قومی زبان کیا کہلاتی ہے؟  
(جواب: اُردو)

ج۔ پاکستانی کی سرکاری زبان کون سی ہے؟  
(جواب: انگریزی اور اُردو)

طلبا اپنے جوابات سے اُستاد کو آگاہ کریں۔

## حقائق اور رائے کی پہچان کرنا

اُستاد حقیقت اور رائے یا نقطہ نظر کے تصور کو بیان کریں۔ وضاحت کے لیے مندرجہ ذیل کا استعمال کیا جاسکتا ہے۔  
حقیقت: حقیقت وہ ہے جو معروضی حقائق کی روشنی میں وجود رکھتی ہے اور جسے شواہد کے ذریعے ثابت کیا جاسکتا ہے۔  
رائے یا خیال: کسی شخص کا نقطہ نظر یا رائے؛ اس کی بنیاد حقائق پر ہو سکتی ہے اور نہیں بھی۔  
اُستاد طلبا کو مندرجہ ذیل مثالیں دیں۔ طلبا حقائق یا رائے کے طور پر ان بیانات کی شناخت کریں گے۔  
(الف)۔ دوپہر کے کھانے کے لیے بریانی بہترین انتخاب ہے۔

(ب)۔ کراچی سندھ کا صدر مقام ہے۔

(پ)۔ زیارت کوسٹہ میں واقع ہے۔

(ت)۔ چائے سردیوں کا بہترین مشروب ہے۔

(ٹ)۔ گھوڑے بہت خوب صورت جانور ہیں۔

(ث)۔ پاکستان جنوبی ایشیا کا ایک ملک ہے۔

اُستاد واضح کریں کہ بیان الف، ت، اور ٹ خیال یا رائے ہیں کیوں کہ ان کی بنیاد لوگوں کی ذاتی پسند اور ناپسند پر ہے۔ بیان ب، پ، اور ٹ مبنی بر حقیقت ہیں؛ یہ معروضی ہیں اور انھیں ثابت کیا جاسکتا ہے، ذاتی رائے سے ان میں کوئی تبدیلی واقع نہیں ہوگی۔  
طلبا جوڑیاں بنالیں۔ ہر جوڑی حقیقت اور رائے کی چار چار مثالیں بنائے گی۔ ہر جوڑی اپنا کام پوری کلاس کے سامنے پیش کرے گی۔

# About Books

## Unit overview

In this unit, students will be introduced to the process of how books are made, and how dictionary should be used.

## Part 1: Suggestion for teaching strategies

### Think-pair-share

Students should form pairs. Each pair has to answer the following prompt.

### Prompt

- Take a look at your textbook, in your opinion, how many people were involved in making it?

Students to work in pairs to think about the prompt. They will share their opinion with each other. Teacher will ask random pairs to share their answers.

### Summarising texts

Students to work in pairs to read all the texts on pages 83 to 86. Their task is to:

- Read all pages silently, highlight the important points.
- Share the important points with each other.
- Rewrite all important points in their own words in a concise manner.
- Read together and leave out all the details which have been repeated.
- Write the remaining information after discussing with each other.

## کتابوں کے بارے میں

### باب کا مختصر جائزہ

اس باب میں طلبا کو کتابوں کی تیاری کے پورے عمل اور اس بات سے متعارف کروایا جائے گا کہ لغت کا استعمال کیسے کیا جائے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

سوچ بچار۔ جوڑی۔ اظہار

طلبا جوڑیاں بنالیں۔ ہر جوڑی مندرجہ ذیل اشاروں کے جواب دے۔

### اشارات

- اپنی نصابی کتاب کو غور سے دیکھیں، آپ کے خیال میں اس کی تیاری میں کتنے لوگ شامل رہے ہوں گے؟
- طلبا جوڑیوں کی صورت میں اس سوال کے جواب پر غور کریں۔ بعد ازاں وہ اپنی رائے میں ایک دوسرے کو شریک کریں گے۔ استاد بلا ترتیب اپنی مرضی سے جوڑیوں کو ہدایت کر سکتے ہیں کہ وہ اپنے جواب سنائیں۔

### متون کا خلاصہ کرنا

- طلبا جوڑیاں بنا کر صفحہ 83 تا 86 پر دیا گیا متن پڑھیں۔ ان کا کام یہ ہوگا:
- تمام صفحات خاموشی سے پڑھتے ہوئے اہم نکات کو نمایاں کریں۔
- اہم نکات کو ایک دوسرے سے بیان کریں۔
- تمام نکات کو اپنے الفاظ میں مگر مختصر اور جامع انداز میں بیان کریں۔
- مل کر پڑھیں اور بار بار دہرائی گئی تفصیلات کو نظر انداز کر دیں۔
- ایک دوسرے سے تبادلہ خیال کے بعد باقی رہ جانے والی معلومات تحریر کریں۔

## Section II: Answer Keys

### Unit 1: Beautiful Pakistan

#### Part 2: Answer key (Pages 3–8)

##### The Thar Desert

##### Comprehension

1.

- a. Sabir wanted his friend to see the beautiful colours of the desert.
- b. The name of Sabir's hometown was Mithi.
- c. There are lots of sand dunes, stars, peacocks, cattle in Thar.
- d. A million stars had lit the night sky.
- e. The women were going to a well to fill their pitchers with water.

2.

- a. He went there to see the beautiful colours of the Thar Desert.
- b. There was little traffic or tall buildings. There were not many people on the roads. But that didn't mean there was no life in the desert. Cows, goats, and sheep, with long, pointed horns went calmly about their business. They looked as though the town belonged to them, and took no notice of the human beings.
- c. As soon as it rains, the seeds hidden in the sand sprout, and turn this desert into a beautiful land.
- d. It lit up with a million stars.
- e. The women did not look like fairies. The peacocks looked like fairies from far away.
- f. The old woman wanted the writer to pray that they get water in pipes like in the cities. And she wanted him to pray that the children in Mithi stay healthy and have good lives.

- g. Students will give their own responses. For example: Yes, the writer must have enjoyed his visit to Thar because he saw a million stars in the sky, he saw peacocks, sand dunes with flowers here and there and experienced the village life.

### Vocabulary

- | 3. Words         | Meanings                    |
|------------------|-----------------------------|
| a. Unforgettable | something you cannot forget |
| b. Tenderly      | gently                      |
| c. Stunned       | surprised                   |
| d. Strange       | odd                         |
| e. Dignity       | self-respect                |
| f. Shove         | push                        |
4. Students will make their own sentences.
- 5.
- a. The morning light told the stars to go away.
  - b. attractive colours
  - c. far away

### Grammar and structure

- 6.
- a. Adverb of Time
  - b. Adverb of Frequency
  - c. Adverb of Place
  - d. Adverb of Manner
- 7.
- a. Tenderly, I patted my camera which hung around my neck. (Adverb of Manner)
  - b. Cows, goats, and sheep, with long, pointed horns went calmly about their business. (Adverb of Manner)

- c. Miles and miles of sand, with sand dunes everywhere. (Adverb of Place)
- d. Down and down the Sun went. (Adverb of Place)
- e. Never before had I seen such a beautiful sky, so full of stars! (Adverb of Frequency)
- f. I could see some cattle, a few sheep and some goats, walking along sleepily. (Adverb of Manner)
- g. The sky we saw was bigger than I had ever seen before. (Adverb of Frequency)
- h. The people brought us lots of food. (None)

8.

- a. Time
- b. Frequency
- c. Manner
- d. Place
- e. Manner
- f. Place
- g. Manner

### **Punctuation**

9.

- a. What a wonderful place Thar is!
- b. How wonderful the world is!
- c. Be my friend!
- d. What I thought was a group of tiny fairies were actually peacocks!
- e. The stars in the night sky were awesome!
- f. It's unforgettable!

## Writing

10. Students will write the letter themselves. But before giving this exercise, explain how a letter is written. Go through the letters and their formats given in the textbook and help students understand how a letter is structured.

## Oral Communication

11. Conduct these exercises as group discussions. Encourage students to speak up and participate in discussions.
12. Conduct these exercises as group discussions. Encourage students to speak up and participate in discussions.
13. Conduct these exercises as group discussions. Encourage students to speak up and participate in discussions.

## Unit 2: Pages from Islamic History

### Part 2: Answer key (Pages 9-20)

#### The Prophet's (PBUH) kindness

#### Comprehension

1.
  - a. baby birds
  - b. her babies
  - c. put them back in the place where he took them from
2.
  - a. He was attracted to the twittering of the little birds.
  - b. The mother bird came fluttering after the man.
  - c. Students will give their own responses. Help them think of different examples. Students can think of real-life situations to explain the meaning of this statement.

#### Vocabulary

3.

#### Words

#### Meanings

- |              |   |
|--------------|---|
| a. twitter   | to make short, high-pitched sounds repeatedly |
| b. attracted | to become interested in something             |
| c. flutter   | to move quickly back and forth or up and down |
| d. return    | give, put, or send back to a place or person  |
4. Students will make their own sentences.
  5. Ask the students to re-read the passages. Then hold a class discussion. Ask the students to give the main ideas of the two passages in their own words.

#### Grammar and structure

6. He, I, it, she, his, their, them, me, you.

## The Second Caliph

### Comprehension

7.

- a. ii
- b. ii
- c. i

8.

- a. He used to walk alone at night in the streets of Madina.
- b. He decided that the girl was good and honest and that he would get her married to one of his sons.
- c. Students will give their own answer. For example: Yes, I agree with this statement. We need to be honest about all the things. Cheating is not acceptable and is evil.

### Vocabulary

9.

Words	Meanings
a. right	correct
b. streets	roads
c. too	also
d. cheating	dishonesty
e. honest	truthful
f. mother	a female parent

### Grammar and structure

10. Help students to match the correct pronouns with nouns.

11.

- a. Hamid is an intelligent boy. He can solve difficult questions very easily.
- b. When the Prophet (PBUH) started preaching Islam, he was living in Makkah.

- c. Fatima and Salwa are best friends. They are often seen playing together.
- d. It is said that one day a man came to the Prophet (PBUH). He held some baby birds in the man's hands.
- e. The puppies are cute, but sometimes they get too noisy.
- f. Hazrat Omar (RA) wanted to know how the people lived. So, he used to walk alone at night in the streets of Madina.

12.

- a. him
- b. her
- c. them.
- d. it
- e. them
- f. it

### The first muezzin

#### Comprehension

13.

- a. Because Hazrat Bilal (RA) had become a Muslim.
- b. Because, in Madina, the Muslims could pray without danger from the Kuffar.
- c. This was a great honour for a man who had been a slave and who was not an Arab.

#### Vocabulary

14.

##### Words

- a. preaching
- b. cruel
- c. honour

##### Meanings

- teaching
- harsh
- high respect



## Punctuation

19.

- a. Baby birds are called nestlings.
- b. Mother birds have to take real good care of these nestlings.
- c. Do you know some of the things mother birds do for their babies?
- d. They feed them, protect them, and keep them warm.

20. Insert commas (,), speech marks ( ' ' ), full stops (.), and question marks (?) in the given sentences.

- a. Saad said, 'I am doing my work.'
- b. 'Fahria has finished her work,' said Hina happily.
- c. Muneer asked, 'Can we play for some time?'
- d. Hafeez requested, 'Please give me some money.'

## Writing

21. Students will write stories on their own. Teacher to explain the structure of a story. Then help them construct different paragraphs with the help of the points given in the textbook.
22. Brainstorm some of the dialogues that can be added to the passage. Let the students think out loud. There is no correct or incorrect answer. Dialogues should be about praising the milk girl.

## Oral communication

23. Firstly explain the question to the students. Then ask them of some of the possible questions. Then select one student who would play the role of milkman. Others in class would ask him questions. You can give different roles to different students.
24. Students will give their own responses.
25.
  - a. Hazrat Bilal (RA) was the first person to become Muslim.
  - b. His companions also went to live in Madina.
  - c. Hazrat Hasan (RA) and Hazrat Hussain (RA) requested him to recite the 'Azaan' in the same way.

# Unit 3: Environment

## Part 2: Answer keys (Pages 22–28)

### The Junipers of Balochistan

#### Comprehension

1.

- a. mountains
- b. 3000 years old

2.

- a. They grow very slowly, so they do not need much water.
- b. Some of the juniper forests, growing near Ziarat are very old—more than 3,000 years old.

The juniper forests of Balochistan are the second largest in the world. They are home to some unusual birds and animals, not found anywhere else.

- c. Many of the trees are cut down by people living nearby to be used as fuel.

Factories use their wood for making pencils.

The population is growing, so more and more people live near the juniper forests. They cut down more and more wood for fuel. Also, more and more cattle graze in the forests, eating up juniper leaves and seeds.

- d. We can stop cutting the trees for fuel and other activities. People can build their home around the forest or away from the forest. Similarly, separate pastures for cattle grazing should be developed so these forests don't get destroyed.

3.

- a. False
- b. True
- c. True
- d. False

- e. False
- f. True

### Vocabulary

4.

Words	Meanings
a. Unusual	strange
b. Wonderful	delightful, marvellous
c. Graze	feed
d. Population	people living in a particular place
e. Thinned	became less thick

5. Students will make their own sentences.

### A guardian of trees

### Comprehension

6.

- a. 24-year old American
- b. 200-feet
- c. 1000-year-old
- d. \$50,000
- e. university research

7.

- a. Julia sat in the 1000-year-old tree, in rain, storms, hot and cold weather. She was interviewed many times on her mobile phone. Her food was brought to her at the foot of the tree and she pulled it up. But she could not take a bath or go anywhere. She had a very uncomfortable life for two years.
- b. The lumber company agreed to save the area if she climbed down from the tree. They also gave her \$50,000/ that she donated for university research.
- c. Julia was photographed by newspapers and TV cameras.

- d. No, she saved it from being chopped down.
- e. Students will give their own responses. For example: I placed a net around a small plant to protect it from the surrounding thing.

### **Vocabulary**

8.

Words	Meanings
a. Owned	possessed
b. Chop	cut
c. Uncomfortable	painful
d. Donated	a gift given for charity

9. Students will make their own sentences.

### **Green turtles**

#### **Comprehension**

10.

- a. Name: green turtles
- b. Eats: sea grass or seaweed
- c. Can travel up to: 20 to 40 km in a day
- d. In Karachi, you can find these turtles at: Hawkes Bay or the Sandspit
- e. Name of the department working to save these turtles: Sindh Wildlife Department

11.

- a. Earth was different because millions of years ago, there were neither human beings on earth nor most of the animals that we see now. The Earth in those days had huge and very strong animals called dinosaurs.
- b. Female turtles need a safe nesting ground where there is peace and no predators.
- c. They can eat them.

- d. They have built enclosures in three places on the beaches of Karachi. These enclosures are quiet places where the female turtle is not disturbed while laying eggs.
- e. The enclosures are keeping away the predators.
- f. Posters can be made in the Arts class. Encourage students to use their creativity and imagination while making posters.

12.

- a. False
- b. False
- c. True
- d. False
- e. True
- f. False

### Vocabulary

13.

Words	Meanings
a. Huge	very big
b. Perhaps	may be
c. Enclosure	an area surrounded by barriers
d. Survive	continue to live/exist

14. Students will make sentences on their own.

### Grammar and structure

15.

- a. If I find a green turtle, I will take it home.
- b. If a dog catches a baby turtle, it will eat the baby turtle.
- c. If people don't take care of trees, they will die.
- d. If I go to the beach at night, I will be able to see many turtles laying eggs.

16.

- a. If I saw the dinosaur, I would get scared.
- b. If everyone planted a tree, there would be a lot of greenery.
- c. If I were Julia, I would have done the same.
- d. If the redwood tree was cut down, Julia would have been very upset.
- e. If Haris won the hurdle race, his parents would be very happy.

### **Punctuation**

17.

Hawkes Bay is a beach in Karachi where you can see green turtles. There are not many turtles left in the world, so we need to take care of these animals. There are different organisations that are working hard to save them.

### **Writing**

18. Ask the students to refer to the information they collected in question 10. Then revise different parts of a composition (beginning, body and ending). Brainstorm some points they can write in their compositions. Then instruct them to write. The question has asked for only one comprehensive paragraph, therefore advice students not to break their writing in different paragraphs.

### **Oral communication**

19.

- a. True
- b. False
- c. True
- d. False
- e. False
- f. False

20. Students should be able to find transitional devices. They have been covered in previous classes. For example: However, perhaps etc.

21. Students will write their own responses.

# Unit 4: Health is Wealth

## Part 2: Answer keys (Pages 30–39)

### Good health-1

#### Comprehension

1.

- a. ii
- b. iii
- c. i

2.

- a. A healthy person would be able to eat, go out, play or study.
- b. Due to unhealthy environment, people will have poor health and short lives.
- c. Students will give their own responses. For example: Eat healthy food, keep the environment around us clean and tidy, take a shower daily, brush our teeth twice a day etc. Instruct the students to draw pictures and make their answers more interesting.
- d. See the table below.

Causes

Diseases

- |                             |                        |
|-----------------------------|------------------------|
| i. Done in the book         |                        |
| ii. Dirty food              | typhoid or dysentery   |
| iii. Dirty clothes and body | diseases of the skin   |
| iv. Dirty air               | cancer or tuberculosis |

3.

- a. False
- b. True
- c. True
- d. False
- e. True

- f. True
- g. False
- h. False

## Vocabulary

4.

- a. When you are not healthy, you do not enjoy the company of your friends.
- b. People living in an unhealthy environment have short lives and poor health.
- c. The greatest enemy of our health is dirt.
- d. We should not fight with our friends, brothers and sisters.

5. Students will make their own sentences.

## Grammar and structure

6.

Everybody loves Sania's baby sister, Sana. She is a happy child and doesn't cry much. Her mother gives her a bath every day, so she smells as fresh as a rose. Her skin is as smooth as marble. Her hair is as black as coal. It shines like black silk because it is so clean. She has a dozen teeth.

First teeth are called milk teeth, and Sana's milk teeth are as white as milk. Sana's mother has given her a soft toothbrush. Sana loves to brush her twelve new teeth with it. She brushes them whenever Sania is brushing her teeth and many more times in the day. Sania says to her, 'Sana, you should brush your teeth twice a day,' but Sana shakes her head. She does not want to put away her toothbrush. She even sleeps with it!

## Good health-2

### Comprehension

7.

- a. a healthy environment and good medical care.
- b. cause our teeth to rot

- 8.
- a. Smoking can cause lung cancer and many other diseases.
  - b. He doesn't exercise.
  - c. Eat fruits and vegetables, avoid sweets, stay clean, brush teeth twice a day, exercise, avoid junk food.
  - d. Students will give their own responses. For example: I eat lots of fruits and vegetables to stay healthy. I also drink a lot of water.

### **Vocabulary**

- 9.
- a. expensive
  - b. cheap
  - c. prevent

### **Grammar and structure**

- 10.
- a. a
  - b. a
  - c. an
  - d. an
  - e. an

- 11.
- a. a
  - b. a
  - c. a
  - d. the
  - e. a
  - f. an

- 12.
- a. an, a, x, the, The, x, a
  - b. a, x, a, The, x, x

13. The magazine would be about eating nutritional food and living a healthy life.

## Nursing

### Comprehension

14.

- a. different kinds of nurses
- b. trained
- c. Florence Nightingale

15.

- a. Private nurses are the ones who are trained to take care of one patient and they may look after the patient at his home or in the hospital.
- b. One must pass Matric or Intermediate for admission into nursing school. Training in the nursing school takes three years. After passing the exam and at the end of three years, they become qualified nurses.
- c. The British were fighting the Russians in Crimea. She saw that the wounded soldiers were taken to a hospital, but the conditions in that hospital were very bad.
- d. Nightingale worked very hard to change the bad conditions of the hospitals in Crimea. She arranged to give excellent care to the wounded soldiers. By the time war ended and she went home to England, Florence Nightingale had become famous.
- e. Students will give their own responses.

16.

Words	Meanings
Wounded	injured
Private	belonging to one person only
Trained	having knowledge/professional
Admission	entering a school or university



## Writing

20. Read the passage in the textbook. While reading, instruct students to observe the writing style. Ask them to notice how the daily schedule has been described. After that, instruct them to write their daily routines in the same manner.

## Oral communication

21. Divide the class into groups. Instruct each group to think about problems that arise from living in an unhealthy environment. Ask them to think of solutions too. Then ask each group to come in front of the class and present their work.
22. Instruct students to do this question in pairs.
23. Students to come up with their own answer.

## Unit 5: Hobbies

### Part 2: Answer key (Pages 41–48)

#### My aunt's hobby

##### Comprehension

1.
  - a. use her free time wisely
  - b. make interesting patchwork
  - c. ii. left-over things can be made into useful articles.
2. Students will give their own responses. For example: We can make blankets by sewing leftover pieces of clothes. We can also use leftover cloth pieces for making gloves etc.

##### Vocabulary

3.
  - a. Strip
  - b. Arrange
  - c. Chat
4. Students will write summaries themselves.

#### An interesting hobby

##### Comprehension

5.
  - a. to read newspapers.
  - b. to make a scrapbook
  - c. stationer
6.
  - a. 9 years
  - b. In euros
  - c. Because that is the currency of Vietnam.
  - d. They become too old and weak.
  - e. Students will give their own responses.

- f. Students will give their own responses. For example: They keep us updated about the global news. They improve our language skills.

### **Vocabulary**

- 7.
- a. celebrate
  - b. creature
  - c. auction
  - d. injured

### **Grammar and structure**

- 8.
- a. present tense
  - b. past tense
- 9.
- a. Last Monday, my brother got up at eight o'clock. Then he had breakfast, got ready, and went to work.
  - b. My brother gets up at eight o'clock every day. Then he has breakfast, gets ready, and goes to work.

### **Punctuation**

- 10
- a. To mark the end of a sentence, we put a full stop.
  - b. At the end of a question, we put a question mark.
  - c. To separate things in a list or phrases in a sentence, we put a comma.
  - d. While writing dialogues, we use quotation marks.
- 11.
- a. To make the perfect jam sandwich you need three things: bread, butter, and strawberry jam.
  - b. Penguin: an aquatic, flightless bird found in the Antarctic
  - c. We'll serve these dishes at the picnic: sandwiches, potato salad, and fruit salad.

- d. Stale: no longer fresh and unpleasant to eat
- e. Some rules you need to follow are:
  - Walk in a line
  - Don't talk

### **Writing**

12. Discuss in detail the different parts of an essay. Then, instruct the students to form groups of three or four students and brainstorm about their hobbies. After this, ask students to begin writing their essays.

### **Oral communication (Presentation)**

13. Conduct this activity in groups. While presenting, ensure each student gets a chance to present his/her material in front of the class.

# Unit 6: Samina Baig

## Part 2 Answer Key (Pages 50-58)

### Comprehension

1.

- a. Gilgit-Baltistan
- b. Valley of Mountaineers
- c. 200
- d. four
- e. Pride of Performance award

2.

- a. It lies close to the border with China and in the heart of tall mountains.
- b. They make their own electricity because every house has solar panels on its rooftop.
- c. Samina has been awarded the Pride of Performance award.

She started climbing at the age of four. At 15, she began to train as a professional mountaineer. Her brother, Mirza Ali, was her guide and teacher. At 23 she climbed the highest peak in the world, Mount Everest, together with her brother. She became the youngest Muslim woman to climb Mount Everest, and also the only Pakistani woman to do so.

- d. She took up the dangerous sport of climbing high mountain peaks because she wanted Pakistani women to know that they can do everything that men can do.
- e. Her brother, Mirza Ali, was her guide and teacher in mountaineering.
- f. Students will give their own responses. For example: One can slip and fall off the mountain. It can result in serious injuries or even death. There could be amputations too. One might get lost on the way or on the mountains. Mountaineers might run out of oxygen and other necessary supplies too.

## Vocabulary

3.

Words	Meanings
Guide	to lead
Award	prize
Honour	respect
Peak	pointed top of a mountain
Solar panels	panels that absorb sunlight as a source of energy

## Grammar and structure

4.

- a. Samina Baig is a Pakistani woman. (origin)
- b. Shimshal is surrounded by tall mountains. (size)
- c. Mount Everest is the highest peak. (size)
- d. A lot of great mountaineers belong to Shimshal. (quality)
- e. Samina took up a dangerous sport. (quality)

5. Students should be able to find adjectives in the passage. There are many. Adjectives have been introduced in the primary books and have been revised many times.

6. Brave, passionate, committed.

7.

- a. highest
- b. most famous
- c. more courageous
- d. tallest
- e. more successful
- f. best

## Punctuation

8.
  - a. The mountains—high and lofty—never frightened her.
  - b. She knew more than anything—she was born to be a mountaineer.
  - c. Upon discovering the errors—all 124 of them—the publisher immediately recalled the books.
  - d. The white sand, the warm water, the sparkling Sun—this is what brought them to Hawaii.

## Writing

9. Students will write their own essays.
10. Let students make their own statements using the expressions given in the textbook. Don't discourage if they make wrong statements. Give constructive feedback.
11. This exercise can be done in the IT or library period. Integrate subjects with one another so that learning becomes fun.

# Unit 7: Social Behaviours

## Part 2: Answer key (Pages 59–68)

### Table manners

#### Comprehension

1.

- a. Zaheer Bhai
- b. Shah Publishers
- c. restaurant
- d. noises

2.

- a. Zaheer Bhai was the host and Jamil was the guest.
- b. The waiter gave them the menu.
- c. It is important because good companies like their employees to be well-mannered.
- d. It was because he would be invited to lunches and dinners while working for Shah Publishers.
- e. Students will give their own responses. For example: Yes, I observed that people have good manners. They were eating with proper cutlery. They had excellent table manners.

3.

- a. x
- b. x
- c.  $\checkmark$
- d.  $\checkmark$
- e. x
- f. x
- g. x
- h. x

## Vocabulary

4.
  - a. emit wind noisily from the stomach through the mouth
  - b. involuntarily open one's mouth wide and inhale deeply due to tiredness or boredom
  - c. snatch
  - d. a loud, sucking sound made while drinking or eating
  - e. tasting good
5.
  - a. reject
  - b. sad
  - c. noisily
  - d. drop
6.
  - a. reject
  - b. drop
  - c. noisy
  - d. disorder

## A note from Zaheer Bhai

### Comprehension

7.
  - a. dos and don'ts
  - b. ii
8.
  - a. True
  - b. True
  - c. True
  - d. False

- e. False
- f. False

### Vocabulary

- 9.
- a. delicious
  - b. belched
  - c. yawned
  - d. slurped
  - e. grabbed

### Grammar and structure

- 10.
- a. They have bought a new car.
  - b. Zaheer Bhai has sent a letter to Jameel.
  - c. Sania has lost her notebook.
  - d. The teacher has given a lot of work today.
  - e. We have seen Faisal Mosque several times.
  - f. The children have cleaned the room.
  - g. Jameel has read the letter.

- 11.
- a. Jameel said to Zaheer Bhai, 'I think the waiter has forgotten us. We have been waiting here for over half an hour and nobody has taken our order yet.'
  - b. Zaheer Bhai said to Jameel, 'I think you're right. He has walked by us at least twenty times. I don't know if he has even noticed us. He must realise we have waited long enough.'

12.

- a. Yes, I have been to Lahore.
- b. Yes, she has given me a present.
- c. No, they have not borrowed any books from the library.
- d. No, she has not cooked the food yet.
- e. Yes, she has explained me the exercise.
- f. Yes, he has received a note from Zaheer Bhai.

### Past Perfect Tenses

a.

Event A: The boss had gone out

Event B: I arrived in the office

b.

Event A: I had saved the document

Event B: I shut down the computer

c.

Event A: She had already decided to take the paper

Event B: her parents could convince her otherwise

Change the following sentences into past perfect tense.

- a. She had begun copying the answers when teacher caught her.
  - b. When they arrived, we had started cooking.
  - c. Ali had left the house when his mother called out for him.
  - d. Hina had asked the question before.
  - e. Seema had slept well because she was very tired.
13. Students should re-read the passage and take three things that you should do while eating from there.
14. Students should re-read the passage and take three things that you should do not while eating from there.

## **Punctuation**

15.

Have you ever seen the Badshahi Mosque? This splendid mosque was built in 1673 by the Mughal Emperor Aurangzeb in Lahore Pakistan. The mosque remained the largest mosque of the world from 1673 to 1986 when it was overtaken in capacity and size upon the completion of Shah Faisal mosque in Islamabad. Badshahi Mosque, with its beautiful Mughal architectural style and historical background, is a major landmark and tourist attraction not only in Lahore but in all of Punjab. It can accommodate up to 100,000 worshippers.

## **Writing**

16.

### **Dos:**

We should pick our litter and throw it in the dustbin or take it back home.

We should be mindful of the wildlife and those around us.

We should take care and enjoy the beauty of the plants that are in the park.

### **Don'ts:**

We should not litter in the park. We should not disturb or harm the wildlife.

We should not make a lot of noise in the park.

## **Oral communication**

17. Students will give their own responses.

# Unit 8: Active Citizenship

## Part 2: Answer key (Pages 70–74)

### Respecting community resources

#### Comprehension

1.
  - a. i
  - b. iii
  - c. i
2.
  - a. By leaving the water tap open very often.
  - b. He would always close the tap. He would also tell the children not to throw garbage on the stairs.
  - c. His foot slipped on a sweet wrapper and he fell. The fall broke his leg. Someone called the ambulance and he was taken to the hospital.
  - d. He had to deal with the shortage of water emergency at home.
  - e. Students will give their own responses. For example: Life will become very difficult without water. We won't be able to cook food, wash clothes or even go to the washroom.

#### Vocabulary

3.
  - a. having more than one floor
  - b. water
  - c. not careful
  - d. trash
  - e. at once
  - f. walk slowly and with difficulty because of an injured or painful leg or foot

## Grammar and structure

4.

- a. Safdar
- b. the wife
- c. someone
- d. children

### Active voice

5.

- a. Active voice
- b. Active voice
- c. Passive voice
- d. Active voice
- e. Passive voice
- f. Passive voice

6.

- a. Safdar was taken to the hospital.
- b. The tap
- c. The water
- d. attached to a tank

### Passive voice

7.

- a. between
- b. from, to
- c. from, into, to
- d. by
- e. from

- f. in
- g. with
- h. at
- i. for
- j. in front of/near
- k. of, from

### **Punctuation**

- 8.
  - a. 'I told her I am coming,' Sara shouted angrily.
  - b. 'Come home at once!' she said.
  - c. She said, 'There is not a drop of water in the whole building.'
  - d. The man said, 'I must get water first.'

### **Oral communication**

- 9. Students will give their own responses.

### **Writing**

- 10. Posters can be made in Arts class. Integrate English with other subjects.

Once the students have made their poster, encourage them to present it in front of the class. You can even display these posters on soft boards in the corridors of your school and assembly areas to create awareness. Your students can present their posters in morning assemblies too.

## Unit 9: Pakistan

### Part 2: Answer key (Pages 75–82)

#### The green and white flag

#### Comprehension

1.
  - a. ii
  - b. i
2.
  - a. 1947
  - b. Karachi
  - c. Muslim; non-Muslim;
  - d. symbols of Islam

#### Vocabulary

3.
  - a. five-pointed star – it is white in colour representing minorities
  - b. crescent moon
  - c. green – majority of Muslims
  - d. white – minorities

Green is larger because the Muslims are in majority; white bar is thinner representing minorities in lesser number as compared to Muslims.

4. Students will use a dictionary to find the meanings of the given words.  
Encourage them to bring a dictionary to school daily OR use it at home.

#### Grammar and structure

5.
  - a. The teacher said that she was writing some figures on the board.
  - b. Saeed said that he doesn't know the answer.
  - c. The farmer said that he thought I needed someone's help.

- d. The boy said that he was going to play outside.
- e. The old man said that one must work very hard to achieve success.
- f. Mother said that we should not waste our time.

## **Scene: A classroom**

### **Comprehension**

6.

- a. i
- b. i

7.

- a. Yes, it is.
- b. Faisalabad
- c. ii. a library built two hundred years ago by a Mughal king, and still standing
- d. Students will give their own responses. For example: Fact is that Karachi has a pollution of 14, 910. Opinion is that Kashif thinks Quetta is a beautiful city.

### **Grammar and structure**

8.

- a. The old man asked me to put on my sweaters.
- b. Mother told me to complete my work.
- c. The teacher told us not to leave the classroom.
- d. The policeman told not to move.

9.

- a. The old man asked to please help him cross the road.
- b. The child asked to give him some water.
- c. Faria asked to tell her way to the hospital.
- d. Areeb asked to explain her question.

## Punctuation

10.

- a. Ali finally answered (after taking five minutes to think) that he did not understand the question.
- b. He has promised to lend me fifty thousand rupees (Rs 50,000) next month.
- c. The manager has told me that I need to submit (1) a copy of my I.D. card (2) all relevant documents.
- d. We need a receptionist who can (1) think quickly, (2) direct delivery personnel, and (3) make guests feel comfortable.
- e. He is trying to delay the project (and we knew that already) so we have approached another firm.

## Writing

11. Students will write a description of their favourite place themselves. The description will be divided into three parts – introduction, body and conclusion.

## Oral communication

12.

- a. second largest province
- b. two big seaports
- c. biggest airport
- d. Cotton, rice, wheat, and sugarcane

# Unit 10: About Books

## Part 2: Answer key (pages 84–91)

### How a book is made

#### Comprehension

1.
  - a. book
  - b. author, illustrator, editor
2.
  - a. author, illustrator, designer, editor, printer
  - b.
    - i. printer
    - ii. editor
    - iii. author
    - iv. illustrator
    - v. designer

#### Vocabulary

3.
  - a. design
  - b. print
  - c. write
  - d. illustrate
  - e. edit
4.
  - a. Done in the book.
  - b. edits
  - c. illustrates

- d. designs
- e. prints

## Using the dictionary

### Comprehension

- 5.
- a. after
  - b. axe
  - c. animal, beach, egg, example, pleasant, turtle, weather
  - d. It is important so we can find the find words quickly in a dictionary.
  - e. Students will write their own responses.

### Vocabulary

- 6.
- a. useful
  - b. order
  - c. different

### Grammar and structure

- 7.
- a. The book is planned by a team of people.
  - b. The photographs were taken by the photographer.
  - c. The book was designed by a designer.
  - d. The books were bought by the students.
  - e. The explanation was given by the teacher.
  - f. The author will be chosen by the team.
  - g. The book will be lent to me by Urooj.
  - h. A bookshop will be visited by us.

- 8.
- a. The book is being played by a team.
  - b. A poetry is being written by Saira.
  - c. Illustrations are being made by Farhan.
  - d. A book was being edited by Sahar.
  - e. Mangoes were being picked by the boys.
  - f. The crops were being watered by the farmer.

- 9.
- a. A new illustrator made the illustrations.
  - b. We are writing an exciting story.
  - c. We are covering the books.
  - d. Sometimes, a photographer takes photographs for the books.
  - e. The shops sometimes sell books at discounted rates.

### **Punctuation**

- 10.
- a. Books are now made with the help of state-of-the-art technology.
  - b. A happy-go-lucky person does not plan much and accepts what happens.
  - c. It is a one-way street.
  - d. Ahmad found a good-looking teddy bear to gift his sister.
  - e. Afra's mother-in-law is sick.
  - f. The bad-tempered lady did not give the child a second helping of the soup.

### **Writing**

- 11. Students should be able to underline the sentences which will be used in writing a summary of the passage. Help and guide the students throughout the process.
- 12. Meanings, synonym, alphabetical order, find.

13. Sentences arranged in order are:

- First of all, a team of people decide the author, contents, and the size of the book.
- After that, the author writes the book.
- After the writing is finished, an editor edits it.
- Once it has been edited, an illustrator draws illustrations for the book.
- Then comes the turn of the designer who decides where on each page the text and pictures will go.
- It is finally sent to a printer who prints the book.

Then, the students will write a summary using the points given above.

### **Oral communication**

#### **Role-play**

14. The role-play should be a fun activity. Encourage students to improvise and create their own dialogues as well as perform the role-play.