WE LEARN
ENGLISH
Bilingual Teaching Guide

Erum Asif
<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Good deeds</td>
<td>2</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Back to School!</td>
<td>12</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Beenish goes to Karachi</td>
<td>24</td>
</tr>
<tr>
<td>Review Test 1</td>
<td>Answer key</td>
<td>30</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Fun with words!</td>
<td>32</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Stories that teach a lesson</td>
<td>44</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Enjoying the holidays</td>
<td>50</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Seasons</td>
<td>62</td>
</tr>
<tr>
<td>Review Test 2</td>
<td>Answer key</td>
<td>74</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Let’s enter the world of stories</td>
<td>76</td>
</tr>
<tr>
<td>Unit 9</td>
<td>All about rules</td>
<td>90</td>
</tr>
<tr>
<td>Unit 10</td>
<td>Passing out parade of Pakistan Military Academy, Kakul</td>
<td>100</td>
</tr>
<tr>
<td>Unit 11</td>
<td>Honey</td>
<td>110</td>
</tr>
<tr>
<td>Review Test 3</td>
<td>Answer key</td>
<td>118</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>Worksheets</td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>Answer key</td>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>
Teaching Guide 1 – 8 have been designed to support teachers using *We Learn English* textbooks 1 – 8. The primary objective of these guides is to assist teachers in planning their lessons in a way which allows them to achieve their learning objectives in a fun and interactive classroom environment. The guide contains individual teaching sessions offering a wide variety of approaches to learning and teaching.

**The Teaching Guide offers:**

- **Objectives and Learning Outcomes**
  
  These help both teachers and students focus at imparting and acquiring the concepts and skills being taught.

- **Teaching methodology**
  
  Lesson plans are explained in an easy manner. They aim at providing students with ample opportunities to interact with the language meaningfully in order to achieve the learning outcomes. Teacher demonstrations along with shared reading and shared writing are a prominent feature of many suggested lesson plans. A wide variety of whole class, group, pair, and individual tasks are also set which involve reading, writing, speaking, and listening actively.

- **Suggested lesson outlines**
  
  The suggested lesson outline breaks up the lesson into easy-to-follow stages, each with its own estimated time slot.

- **Extended activities**
  
  Picture flashcards, vocabulary cards, stories, songs, role plays, puzzles, and question and answer sessions cater to a wide variety of learning styles. Children practice skills and concepts in ways which make learning fun and interactive.

- **Additional worksheets**
  
  Additional worksheets act as useful classroom tools to provide further practice and help students become active English-language learners.

A wide range of abilities, interests, and motivation exist in the average classroom. It is not realistic or practical, therefore, to stick rigidly to any lesson plan or activity outlined within. All the suggestions in this guide, therefore, allow flexibility and may be adapted depending on the individual classroom situation.

The English portion of this teaching guide has been updated with reference to updates in the book (*We Learn English Book 3*) for alignment with Single National Curriculum 2020. Urdu section will be updated accordingly later.
متعلقہ اورتباط

یہ ریتمیہ اساد سے انسان انتقادات اور منافعوں پر توجہ دیتے ہیں۔ اسادا کی اورئیز کا مزدود تجربہ کرتے ہیں۔

اسادا کو اسی اورئیز سے ہر طرف چلنے کی انسان ادائیگی میں وضاحت کی گئی۔ اسی اورئیز کا مزدود رنگ کے جوڑے مرنے کے سبق ہیں۔ اسی اورئیز کی اورئیز کو طراحی کی انسان ادائیگی میں ہدایت کی گئی۔ اسی اورئیز کی اورئیز کو اورئیز کے جوڑے ہیں۔ اس کے سب سے زیادہ کاراکتر کی اورئیز کو طراحی کی گئی۔

بہت زیادہ اورئیز میں انسان ادائیگی میں وضاحت کی گئی۔ اسی اورئیز کی اورئیز کو طراحی کی گئی۔

توضیحات

غیر-درجہ اول کا انجمن اورئیز کے ہیڈ اورئیز کا انجمن کی اورئیز کا انجمن کی اورئیز کا انجمن کی اورئیز کا انجمن کی اورئیز کا انجمن کی اورکویٹر ہے۔

اس کے وسط کے ہیڈ اورئیز میں انسان ادائیگی میں وضاحت کی گئی۔
OBJECTIVES:
- Understand the importance of good deeds
- Be appreciative of blessings
- Learn lessons from Hazrat Muhammad’s life

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
- Apply reading strategies to answer questions and relate their own experiences.
- Recognise stress, pattern, and intonation in poems.
- Write multi-syllable words with correct spelling.
- Recognise and pronounce the weak forms of ‘do’ and ‘have’ in contractions.
- Arrange words in an alphabetical order.

RESOURCES:
- Rubber band

LESSON 1

METHOD:
- Ice-breaker: Ask students to brainstorm good deeds they may have done during Ramazan. Since they are children, not all of them would have fasted. Once they have shared feedback, explain that there is a special purpose of fasting. Ask: Does anyone know what it is? Explain that the purpose is to let go of our bad deeds – such as lying, stealing, cheating, using bad words, hurting other people, talking bad about people, etc. The second reason is to realize the suffering of poor people and try to help them as much as we can.
- Ask: Now, is there anything that you feel sorry about or wish you had not done? No problem. A mistake is a mistake as long as you learn from it and promise to never repeat it again. Sorry is applicable as long as the mistake is NOT repeated.
- Let’s see what the text has to say about good deeds. How can we apply lessons from Hazrat Muhammad’s life? Students to underline important words or lines for post-reading discussion. With the help of Stop and think, Stop and Discuss and Discussion time boxes, they should reflect on the lessons and think about how they can apply them in their lives. Exercise to be attempted individually.
- Contractions: Write the words EXPAND and CONTRACT on the board. Explain: expand means to make something bigger; contract is to make something smaller. Hold out a rubber band and stretch it. Ask students: Am I expanding or contracting it? Likewise, we sometimes shorten words when we are speaking or writing friendly letters.
• Write these phrases on the board, without stating what they are:

<table>
<thead>
<tr>
<th>I am</th>
<th>– I’m</th>
<th>Do not</th>
<th>– Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>He / She is</td>
<td>– He’s / She’s</td>
<td>Had not</td>
<td>– Hadn’t</td>
</tr>
<tr>
<td>They are</td>
<td>– They’re</td>
<td>Is not</td>
<td>– Isn’t</td>
</tr>
<tr>
<td>I will</td>
<td>– I’ll</td>
<td>You are</td>
<td>– You’re</td>
</tr>
<tr>
<td>He / She will</td>
<td>– He’ll / She’ll</td>
<td>Cannot</td>
<td>– Can’t</td>
</tr>
<tr>
<td>They will</td>
<td>– They’ll</td>
<td>Did not</td>
<td>– Didn’t</td>
</tr>
</tbody>
</table>

• Ask: What is happening here? Do you notice any change in words in the first and second columns? Once you get some answers, explain that these phrases are called CONTRACTIONS. They will come across such phrases many times throughout the book. Exposition: These are shortened forms of words. The apostrophe shows the letter that is left out. The word contract means to make something smaller. We use them informally and when speaking. We cannot use them in formal writing, such as school work, exams and formal letters. Let students copy these in their notebooks.

• Emphasize on common mistakes, such as its vs it’s and your vs. you’re. Explain and write these sentences, letting them copy in notebooks. It’s is short for it is. It is a sunny day. It is a cute cat. Its is used to show possession, that something belongs to someone. The puppy is happily wagging its tail. Similarly, Your means something belonging to you. This is your book. These are your parents. Today is your birthday. You’re is short for you are. You are a boy/girl. You’re going to school. You are a student. Give students 5 minutes to come up with at least 3 sentences and write them in their notebooks.

• Next, ask them to scan the text and search for contractions. They should write the shortened forms in their notebooks and share feedback.

SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ice-breaker: brainstorming sessions about good deeds done.</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Reading time and attempting exercise.</td>
<td>25 mins</td>
</tr>
<tr>
<td>3. Discussion time and scanning text.</td>
<td>5 mins</td>
</tr>
<tr>
<td>4. Contractions discussion</td>
<td>5 mins</td>
</tr>
<tr>
<td>5. Contractions exercise</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES: You could set up a charity box in the class. Students, with permission from their parents, could bring a small amount to deposit in the box for poor people. This could be done as a monthly activity or every semester.
LESSON 2 - Discuss what you like doing on Eid

METHOD:

- **Starter**: Students to brainstorm some activities they do during Eid. Next, draw their attention to underlined words in the text. Ask how they are related to Eid. Reading to be done and exercise to be attempted individually. Students may write either 5 separate sentences or a paragraph of 5 sentences, describing their experiences of Eid.

- **Can/Cannot**: Warm-up – ask a series of questions with Drill Words, prompting students to respond with Yes, I can. / No, I cannot. *Can you eat? Can you walk? Can you fly? Can you swim?* Write CAN and CANNOT in separate columns on the board. Ask: *When do we use can? When can we use cannot?* Explain that we use can/cannot to talk about our abilities – what we can do and what we cannot do. There are some things that animals can do but we cannot, such as walk on fours, eat raw meat or plants and fly. Likewise, we can do many things that animals cannot. *What are they?* Thinking, studying driving, etc. With the help of the given exercise, students to come up with their own examples, write them in notebooks and share one with class. Accept suitable answers.

- **Pronunciation check**: Go through vowels and consonants. *Who can remember how many vowels there are? What are they?* Say the letters – A, E, I, O, U and students will repeat after you. Now say one word from the given box. *What is the difference?* The difference is that these words have long vowel sounds. Write these words on the board for comparison: fell-feel; hell-heel; cold-cool; stop-stoop; mat-mate; cap-cape; hat-hate. Students to repeat the words after you. Explain that this difference is of short and long vowel sounds. Words on the left have short vowel sounds; words on the right – long vowel sounds.

- **Unfolding the Rose**: Ask students: *What are some things that Allah can create and humans cannot?* This poem is about beautiful creations of His. He has designed everything for a purpose. Every creation of His goes through a process of growth, in different stages. Example: stages of growth for humans are; infant-toddler-child-teenager-young adult-middle aged person-old person. This is the *natural life cycle*. This is the natural law. Everything in this universe works according to His natural laws.

  - **What is the poem talking about? Let’s find out.** Read the poem with stress and intonation on important words. Have students repeat each verse after you. Don’t ask questions yet. Let students read the poem on their own too, for 5 minutes. Ask them to reflect what the writer/speaker is talking about.

  - Now ask these questions: “But I cannot unfold the petals / With these clumsy hands of mine”. *Who is I? Why is this person calling himself/herself clumsy?* Clumsy means silly or not careful. Accept suitable answers and explain that the poet is talking about himself/herself. He/She does not have the power to make a creation of Allah, such as a rose, grow. It is He that makes it grow, not us. We can only water the plant and take good care of it to HELP it grow. The result is in His hands.
**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorming session about Eid activities</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Can and Cannot</td>
<td>15 mins</td>
</tr>
<tr>
<td>3. Pronunciation check</td>
<td>10 mins</td>
</tr>
<tr>
<td>4. Unfolding the rose</td>
<td>30 mins</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:** For the activity, students can request their parents for a small plant. Their task it to place it where it can receive sunlight and to water it. They can observe the results and record daily on a chart paper. When the pot has grown, they can bring it to school and place it in the nursery.

**Reading time**

A. 1. No, he is not. 2. Yes, they were. 3. Yes, he is.
   4. No, Asad was the youngest. 5. Yes, he will.
   6. Yes, they were.
   7. No, Adnan is telling Asad about him.
   8. No, he will help his father wash the car.

B. **Example sentences:**
   - Asad and Adnan quickly stopped their **argument** and decided to help each other.
   - I will start fasting next year.
   - I will exercise and eat healthy food to become stronger.

**Contractions**

A. 1. honest 2. affectionate 3. games 4. obey/respect 5. truth

**Discuss what you like doing on Eid – Writing time**

A. **Example answers: How I spend Eid with my family:**
   - We donate clothes and money to charity.
   - I help my mother prepare delicious foods and desserts.
   - I go for Eid prayers with my father.
   - We go to visit grandparents, cousins, aunts, and uncles.
   - I get Eidi from my elders.
Paragraph: I wake up early to take a bath and go for Eid prayer with my father. After our Eid prayers, we greet our neighbours. When we return home, we feast on delicious pulao and vermicelli that mother made. In the afternoon, guests arrive for lunch. The elders give us Eidi, which we share with the poor people.

B. 1. A fish can swim but it cannot run.
   2. A horse cannot fly but it can gallop.
   3. A dog can bark but it cannot talk.

C. Individual answers
D. bat, bear, bird

Unfolding the Rose – Reading Skill

C. Natural things that humans cannot create: sky, sun, planets, flowers, human body, etc.
LESSON 1

OBJECTIVES:

• Answer questions based on text
• Recognize naming words as nouns
• Apply spelling change in number of nouns by adding or removing s and es
• Recall use of articles a, an, and the

LEARNING OUTCOMES:

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

• understand the concept of nouns and be able to identify nouns in a sentence.
• distinguish between singular and plural nouns and give the plural form of singular words by adding s and es appropriately.
• understand the use of articles, use them in a sentence, and identify them.

RESOURCES REQUIRED (TEACHING AIDS):

• Chart paper

METHOD:

• Introduction: Introduce the concept of nouns by asking the students; ‘What is a noun?’ After listening to their responses, review that a noun is a name of a person, place, or thing. Distribute small pieces of paper. Ask each student to note down three nouns:

   My name:
   A place I like:
   A thing I like:

   Let each student share their answers with the rest of the class. This will recap that the noun is the name of a person, place, or thing. Stick or staple these pieces of paper to a chart paper and display it on the board under the heading ‘Nouns’.

• Getting ready for school, Reading: Ask the students the following questions: ‘Are they all excited about the beginning of a new school year after the summer vacations?’; ‘Do they all like their new books, bags, stationery, or uniforms?’; ‘What do they enjoy most in school?’; ‘How do they get ready for their first day of school?’ Tell them Nasir and Nadia are also very excited about going back to school.

• Role-play: Choose three volunteers from the class to role play as the narrator, Nasir, and Nadia. The narrator will read the introduction and then Nasir and Nadia will read aloud the short script given on the same page. As they are reading ask students to underline the names of all the things. List them on the board as students read these names out loud from their textbook. Recap that all these things are nouns.
التحف 1

المفتاح:

- اكتب الجملة "What is your name?" (ما هو اسمك؟)
- اكتب الجملة "I am a student." (أنا طالب.)
- اكتب الجملة "My favorite color is red." (أنا شجاع.)

العنوان:

"聊聊你的姓名"

النص:

"What is your name?"
"I am a student."
• **Writing:** Ask students to complete Exercises A and B. Discuss the answers with the class afterwards.

• **Singular and plural:** Tell your students: ‘I have many things in my kitchen. I have fruits. I have apples, bananas, and oranges in the fridge. I also have vegetables. I have potatoes, tomatoes, and peas. I enjoy these fruits and vegetables a lot.’ Ask students to name the fruits and vegetables in their kitchen. List them down on the board. Using the list, explain the difference between singular and plural. Tell the students that apple refers to one and apples refer to more than one.

• Explain that **Singular nouns** are nouns that name one person, one place, or one thing. For example a book, a cat, or a ball. **Plural nouns** are nouns that name more than one person, place, or thing. For example books, cats, or balls. Explain that in order to change most nouns from singular to plural, they must add the letter *s*. But for nouns that end in *s*, *ss*, *ch*, *sh*, or *x*, they must add *-es* to show more than one. Explain further by using volunteers, for example, one boy, two boys, one girl, two girls, etc.

• **Reading and writing:** Ask students to open their textbooks and read aloud further examples of singular and plural. Next allow them some time to complete Exercise A.

• **Articles; a, an, and the:** Write *A*, *AN* and *THE* in bold letters on the board. Explain that these three little words are called articles and are very powerful. They are used very often in writing and play a very important role in sentences.

• **The:** Explain that they may use *The* with singular as well as plural nouns. Remind the class that a singular noun refers to one person, place, thing, or animal while a plural noun refers to more than one person, place, thing, or animal. Re-enforce this concept with the help of examples:
  
  The girl did her homework.
  The girls did their homework.

• **A and An:** Explain *A* and *An* are only used with singular nouns. They must remember that *A* is used before words that begin with a consonant while *An* is used before words that begin with vowels — *a*, *e*, *i*, *o*, or *u*. Re-enforce this concept with the help of examples:

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

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

  1. The boy loved riding his bike.
  2. Nasir and Nadia found a shell at the beach.
  3. ‘We rode an elephant at the zoo,’ said Ali.
  4. An apple a day keeps the doctor away.
  5. We have a large swing in our garden.

• **Writing:** Ask students to complete Exercise B.
The girl did her homework
The girls did their homework

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

1. The boy loved riding his bike.
2. Nairi and Neha found a shell at the beach.
3. "We rode an elephant at the zoo," said Ali.
4. An apple a day keeps the doctor away.
5. We have a large swing in our garden.
SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students participate in the naming activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading: Students read the passage and identify the nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Writing: Students work individually to complete Exercises A and B.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Singular and plural: Review the concept of singular and plural nouns with the help of examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Reading and writing: Student read further examples of singular and plural nouns and complete Exercise A.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Articles: Explain the use of articles with the help of examples. Students identify articles in the given sentences.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Writing: Students complete Exercise B.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

Newspaper hunt: Divide students in groups of four or five. Provide each group with a chart paper. Provide students with a magazine or newspaper. Divide the chart into three columns, singular nouns, plural nouns, and articles. Ask them to cut and paste all the examples of singular nouns, plural nouns, and articles that they can find in the newspaper or magazine.

LESSON 2

OBJECTIVES:

- Count syllables in words
- Locate information given in tables

LEARNING OUTCOMES:

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

- understand the concept of syllables and count the syllables in words.
- draw a timetable and deduce information from it.
- understand and use ordinal numbers.

RESOURCES REQUIRED (TEACHING AIDS):

- Pictures of random objects
### Section 1: General Information

<table>
<thead>
<tr>
<th>Layer</th>
<th>Kam</th>
<th>Duration</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>10</td>
<td>Check: Object names of objects in the room.</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>10</td>
<td>Check: Object names of objects in the room.</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>10</td>
<td>Check: Object names of objects in the room.</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>10</td>
<td>Check: Object names of objects in the room.</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>20</td>
<td>Check: Object names of objects in the room.</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>10</td>
<td>Check: Object names of objects in the room.</td>
</tr>
</tbody>
</table>

### Section 2: Resources

- **Objectives**: Students will be able to locate different objects and describe their characteristics.
- **Materials**:
  - Object cards
  - Time table
- **Procedure**:
  - Group students into three groups.
  - Give each group a set of object cards.
  - Each group will describe the objects using the object cards.
  - The group with the most accurate description wins.

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METHOD:

- **Pronunciation check:** Tell the students that words are made up of syllables. We can break words into small parts called syllables. If we say the words slowly we can count the syllables. Model the above technique with the help of examples.

- Write on the board the word ‘October’. Explain that *oc* is the first syllable, *to* is the second syllable, and *ber* is the third syllable. Write down all the months of the year on the board and count the number of syllables. Example:

<table>
<thead>
<tr>
<th>Month</th>
<th>Pronunciation</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Ja-nu-ary</td>
<td>3</td>
</tr>
<tr>
<td>February</td>
<td>Feb- ru- ary</td>
<td>3</td>
</tr>
<tr>
<td>March</td>
<td>March:</td>
<td>1</td>
</tr>
</tbody>
</table>

- **Clapping syllables:** Explain that breaking words into syllables or small parts would help them read and write. Ask for suggestions why this might be so. Would breaking a word into smaller parts make it easier to pronounce it? *(Yes)* Would breaking a word into smaller parts make it easier to spell it? *(Yes)* Write the following words on the board one by one.

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunshine</td>
</tr>
<tr>
<td>holiday</td>
</tr>
<tr>
<td>tasty</td>
</tr>
<tr>
<td>dinner</td>
</tr>
<tr>
<td>doctor</td>
</tr>
<tr>
<td>alphabet</td>
</tr>
<tr>
<td>communication</td>
</tr>
<tr>
<td>calendar</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>wonderful</td>
</tr>
<tr>
<td>television</td>
</tr>
<tr>
<td>table</td>
</tr>
<tr>
<td>lunch</td>
</tr>
<tr>
<td>airplane</td>
</tr>
</tbody>
</table>

  Say each word out loud after writing it. As you say each syllable in the word clap and pause. For example say sun, clap, pause and then say shine clap pause. Ask students to count the claps and thus the syllables in each word. Say the word a second time and this time have students clap for each syllable you say.

- **Reading:** Ask students to read examples of one, two, and three syllable words and then count the syllables in the given words.

- **First day in a new class:** Draw the new class timetable with the help of the students on the board. Make a grid with two rows for two days, Monday and Tuesday and nine columns for the eight periods. Fill in the grid with the help of the students. Ask them questions about their time table. What do they have on Monday in the first period? What do they study on Tuesday in the fifth period? And so on. Point out that first, second, third, fourth, fifth, sixth, seventh, and eight are ordinal numbers and are used to show order.

- **Reading:** Divide the students into pairs and allow them to role-play the dialogue by choosing either to be Nadia or Beenish.

- **Writing:** Ask students simple questions about the timetable; *e.g.* Which subject do Nadia and Beenish study on Monday in the sixth period? When do Nadia and Beenish have Art? When do Nadia and Beenish have library? In which periods do Nadia and Beenish study Maths? Next ask them to complete *Exercises A* and *B.*
• Yes
• shine
• sunshine
• holiday
• dinner
• doctor
• alphabet
• communication
• calendar
• school
• wonderful
• television
• table
• lunch
• airplane

*partial text*
### SUGGESTED LESSON OUTLINE (1 class period):

<table>
<thead>
<tr>
<th></th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Counting Syllables: Students learn that words are made up of syllables.</td>
<td>10 min</td>
</tr>
<tr>
<td>2.</td>
<td>Clapping Syllables: Students clap with each syllable to count all the syllables in a word. They practice with words provided by the teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td>3.</td>
<td>My Timetable: Students create a sample timetable on the board with the help of their teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td>4.</td>
<td>Reading: Students work in pairs and role-play the dialogue given.</td>
<td>10 min</td>
</tr>
<tr>
<td>5.</td>
<td>Writing: Students complete Exercises A and B.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES:

- **PICTURES:** Show students random pictures of different objects. As you show each picture, let students name it and clap for each syllable in it.

  (Suggested picture; pie (1), wagon (2), sun (1), apple (2), umbrella (3), duck (1), violin (3), rabbit (2), igloo (2), queen (1), lamp (1), tiger (2), monkey (2), kite (1), bird (1), feet (1), egg (1), hat (1), yo-yo (2), nose (1), owl (1), corn (1), present (2), jelly (2), etc.)

### Answer key for Unit 2

**Writing time**

A. 1. school, erasers, uniform, boxes

B. 1. Nadia and Nasir are happy because their school is opening again.

   2. They are packing their bags.

   3. They will take bags, pencils, erasers, books, and boxes of colour pencils.

C. 50 fifty  
   51 fifty-one  
   52 fifty-two  
   53 fifty-three  
   54 fifty-four  
   55 fifty-five  
   56 fifty-six  
   57 fifty-seven  
   58 fifty-eight  
   59 fifty-nine  

<p>| | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>60</td>
<td>sixty</td>
<td></td>
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<tr>
<td>61</td>
<td>sixty-one</td>
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<td></td>
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<tr>
<td>62</td>
<td>sixty-two</td>
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<td>63</td>
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<td>67</td>
<td>sixty-seven</td>
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<td>68</td>
<td>sixty-eight</td>
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<td>69</td>
<td>sixty-nine</td>
<td></td>
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<tr>
<td>حرف</td>
<td>کام</td>
<td>کلمات</td>
<td></td>
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<td>---</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>1</td>
<td>school, erasers, uniform, boxed</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>Neha and Nasir are happy because their school is opening again. 2. They are packing their bags. 3. They will take bags, pencils, erasers, books and boxes of colour pencils.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>girls 2. bushes 3. roads 4. brothers 5. dishes 6. kings 7. foxes 8. dresses</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Nasir and Neha are very happy today. They have got many gifts. Mother gave a doll to Neha and a watch to Nasir. Father bought a shirt for Nasir, a bag for Neha and an umbrella for mother. The children are very happy. They thank their parents.</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>fifth 2. Tuesday, eight 3. Urdu 4. English 1st - first, 2nd - second, 3rd - third, 4th - fourth, 5th - fifth, 6th - sixth, 7th - seventh, 8th - eight, 9th - ninth, 10th - tenth</td>
<td></td>
</tr>
</tbody>
</table>
Back to school

24th – twenty-fourth  25th – twenty-fifth  26th – twenty-sixth
30th – thirtieth

Activity time:
1. Children like chocolate the most.  2. Children like vanilla the least.

Grammar: Singular and plural

A. 1. girls  2. bushes  3. roads  4. brothers
5. dishes  6. kings  7. foxes  8. dresses

B. Nasir and Nadia are very happy today. They have received many gifts. Mother gave a doll to Nadia and a watch to Nasir. Father bought a shirt for Nasir, a bag for Nadia, and an umbrella for mother. The children are very happy. They are grateful to their parents.

Writing time

A. 1. fifth  2. Tuesday, eight  3. Urdu  4. English
B. 1st – first  6th – sixth
2nd – second  7th – seventh
3rd – third  8th – eighth
4th – fourth  9th – ninth
5th – fifth  10th – tenth
LESSON 1

OBJECTIVES:
• Identify basic elements of a story; write guided stories using these elements
• Talk about characters in stories
• Retell stories in a few simple sentences

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• listen to, read, and narrate a simple story.
• identify the characters, setting, beginning, middle, and ending of a story.
• answer simple questions.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers

METHOD:
• Reading time: Tell students to read the text. Ask questions to check comprehension of difficult phrases and words.
• Ask the students if they have ever travelled. Did they travel by bus, train, or airplane? Have they ever visited an airport? What did they see at the airport? Discuss difficult words and ideas like arrival, departure, porter, trolley, luggage, airhostess, pilot, conveyor belt, runway, etc.
• Reading time: Talk about grandparents. Tell the class of your own grandparents. Share interesting bits of information about their profession, habits, and your own childhood memories. Next, encourage the students to talk about their own grandparents. Slowly read the passage ‘Beenish meets her grandfather’. Read the passage about Amy Johnson the first woman pilot. Pause frequently and ask simple questions to check comprehension.
• Writing time: Ask students to complete Exercises A and B.
• Reading time: Read aloud ‘Little Red Riding Hood.’ Give particular attention to expression and intonation. Read straight through with no interruptions so that the class enjoys the story. At the end of the story ask simple questions about the plot, setting, and the different characters to make sure that the children have understood the story. Next, ask the students to read the story aloud to each other in pairs. One of them can be the big bad wolf and the other ‘Little Red Riding Hood.’
• Story elements: Explain that each story has a beginning, middle, and end. The beginning tells us about the characters and setting. The middle tells us about a problem.
泩 قبی 3

سِنِّق 1
مُتَقَاصِرِیْ ۚ
• کہ ہیں کی نیو یارک کو کیہنے اور ہونا کی نیو یارک کی لئی۔
• کہ ہیں کی کرویارک کے ہیں اور میں بات خیال ہیں۔
• مدام پاکمیں کہ ہیں کو دوبارہ پاک کرتے۔

۱:۳

نَسُق ۱ اُس سیلے کے اقتِمَام کی طُنَّا کو اس تقلِیل میں جوہانہ کی بے کرده ہو ہے کہ:
• اِک ساہہ کو سی ہے پہچ اور پاک کرتے۔
• کہ ہیں کی کرویارک کے ہیں اور میں بات خیال ہیں۔
• آسان سوالات کے جوابات دیتے۔

۱:۳

تَپَّرِیس ۱ کے لیے ورکَر اسادی اشیا ہوں:
• چارٹ ہبیث

۱:۳

طریقہ کار:
• ۱۲:۰۰ کا وقت (صفر کی):
 ۱۲:۰۰ سے پہلے کہ ہم بہت سی کہے لیے کیئے。
 ۱۲:۰۰ سے پہلے کہ ہم بہت تسلیم نہیں کیے۔

۱:۳

۱۳:۰۰ کا وقت (صفر کی):
• اَنسائے آپ اہم اور اہم کے بارے میں اگرا کرتے۔
• اَنسائے آپ اہم اور اہم کے بارے میں اگرا کرتے。
• اَنسائے آپ اہم اور اہم کے بارے میں اگرا کرتے。

۱:۳

۱۴:۰۰ کا وقت (صفر کی):
• "بِغْرَیْتُ" کے واقع "لِیلَیْ رِیدِنگ هُوود" ۔
• "بِغْرَیْتُ" کے واقع "لِیلَیْ رِیدِنگ هُوود" ۔
• "بِغْرَیْتُ" کے واقع "لِیلَیْ رِیدِنگ هُوود" ۔

In the end we see how the problem is resolved. Divide the board into five sections. Give the headings of characters, setting, beginning, middle, and end on the board.

Explain that every story has characters. The characters can be adults, children, or even animals. Discuss the characters in the story ‘Little Red Riding Hood.’

Next discuss the term plot. Explain that the plot is the story itself. A good plot captures the reader’s attention and makes the reader want to keep reading. The plot consists of the beginning, middle and end. Discuss the events in the beginning, middle, and end. Note these down in the appropriate section on the board. Every story has a problem. This is the issue or problem faced by the characters. Ask what is the problem in ‘Little Red Riding Hood’.

Next, explain that the setting is location where the story takes place. It may be a busy city or a remote village, a school, a forest, or another planet.

Ask the students to complete the activity task.

- **Writing time:** Ask students to complete Exercises A, B, C, and D. Briefly revise concept of verbs before doing Exercise A.

- **What is a verb?** A verb tells us what somebody or what happens to it. Write some sentences on the board and asking students to spot the verbs in them.

**Example:**

Ali smiled at his younger brother.
Zain always eats healthy food.

Next ask students to write their own sentences on the board and identify the verbs in them.

### SUGGESTED LESSON OUTLINE (2 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading time: Students read the passage, discuss the vocabulary, and complete the writing task.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading and writing: Students participate in a discussion about their grandparents and read the passage. Students further share what they aspire to be in the future and complete the writing exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Reading time: Students listen to the story ‘Little Red Riding Hood’.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Story Elements: Students understand the different story elements with the help of examples from Little ‘Red Riding Hood’ and then do the group work.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Writing time: Students answer simple questions related to ‘Little Red Riding Hood’ in Exercises A, B, C, and D.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

- **Pronunciation check:** Introduce the concept of silent letters. Write the words, walk, talk, calm, palm, balm on the board. Pronounce them slowly and loudly. Ask students to identify the letters they do not hear. After eliciting the correct response from them, explain
27

Ali smiled at his younger brother.
Zain always eats healthy food.

Example:

اب ظالما سے وہ کہا کہ وہ اپنی مرضی سے آگرا بوزر پر پتھر حمل کریں اور ان کے خلاف مہداری کی کام کرتی ہے (Verb) کی شناخت کریں:

<table>
<thead>
<tr>
<th>کام</th>
<th>درجہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Little Red Riding Hood&quot;</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Little Red Riding Hood&quot;</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Little Red Riding Hood&quot;</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Little Red Riding Hood&quot;</td>
<td>4</td>
</tr>
<tr>
<td>&quot;Little Red Riding Hood&quot;</td>
<td>5</td>
</tr>
</tbody>
</table>
that the letter ‘i’ is not pronounced in these words and therefore, is called a silent letter. Similarly explain that we cannot hear the letter ‘t’ when we pronounce the following words and therefore the letter ‘t’ is silent in these words. whistle, castle, listen, often

Write the following words on the board and ask each student in turn to spot the silent letter. You may also divide the class into teams and grant a point to each team which identifies the silent letter accurately.

1. island 2. design 3. calm 4. column 5. sword
6. half 7. yolk 8. walked 9. talk 10. chalk
11. wrinkled 12. wrong 13. autumn 14. knob 15. aisle
16. write 17. lightning 18. knit 19. whale 20. resign

Answer key for Unit 3

At the airport – Writing time
A. 1. c  2. e 3. d 4. a 5. b

Beenish meets her grandfather – Writing time
A. • She studies hard and goes to university. – 3
• She flies from England to Australia. – 5
• Amy is hit by a football at school. – 1
• She passes her test. – 4
• She sees a film about aeroplanes. – 2

B. 1. Amy Johnson was the first woman pilot.
2. A football hit her lips and injured her. The other children laughed at her and called her Ugly Amy.

Grandmother tells a story – Writing time

C. 1. can  2. can  3. can  4, 5. Individual answers

D. The woodcutter killed the wolf.
The grandmother was sick.
There was cake and fruit in the basket.
The wolf wore a shawl and glasses.
The little girl loved red clothes.

E. 1. Little Red Riding Hood’s mother gave her cake and fruit for her grandmother.
2. Little Red Riding Hood stopped on her way to pick some flowers.
3. The wolf locks grandmother into the cupboard, wears her shawl and glasses, and gets into the bed to wait for Little Red Riding Hood.
4. The woodcutter killed the wolf.
بے کاس کر آپی بہتی ہے

ประเทศไทย کی جاریہِ

سی این حروف کا احساس خیالی کر او گک کرے یہ یہ الفاظ بہت بہت پچھلے خیال سے، اور palm ، calm ، talk ، walk ، balm ،

ظاہر کرتے ہیں کہ ان حروف کی شناخت کریں ، ان الفاظ کی اداات بہت بہت ممکن ہے کیونکہ اور estamos سے درست

بیانات میں کر رہے کہ چاری رہیں۔ بعد ازاں این ماں میں کر ان الفاظ کی اداات میں؟ کی اداات میں کرے رہے اس سے Lilly ان الفاظ میں؟ سی این

حرف سے۔ اس طرح احسین بات کی اس جنگ کے جنگ یہ الفاظ ،

ادرا اکثر سے چند ترو 44 کی اور اور listen ، castle ، whistle ،

بیانات 44 کی اس کا حرف سے۔

بیانات پر دریں زیل الفاظ بہت بہت اور ظاہر سے ان میں سی این حروف کی شناخت کر کرے رہے لیکن اپ چک کا کوہیں دومہ میں جنگ بات سے چین اور

بر سی این حروف کی اداات ضروری ہے کہ کوہیں کوہیں دومہ سے چین اور

1. island 2. design 3. calm 4. column 5. sword
6. half 7. yolk 8. walked 9. talk 10. chalk
11. wrinkled 12. wrong 13. autumn 14. knob 15. aisle
16. write 17. lightning 18. knit 19. whale 20. resign
REVIEW TEST 1

Answer key

A. 1. flowers 2. books 3. oranges 4. watches 5. boxes
   6. Polly 7. toy 8. bird
C. 1. jumps 2. sings 3. reads 4. plays 5. takes
D. 1. fifteen 2. twenty-eight 3. thirty 4. thirty-four 5. forty-two
   6. eight 7. twenty-six 8. forty-seven 9. twelve 10. five
   11. eighteen 12. twenty-three 13. thirty-eight 14. nineteen
E. 1. verb 2. noun 3. verb 4. noun 5. noun
   6. noun 7. verb 8. verb
A. 1. c  2. e  3. d  4. a  5. b

A. She studies hard and goes to university. - 3
    She flies from England to Australia. - 5
    Amy is hit by a football in school. - 1
    She passes her test. - 4
    She sees a film about aeroplanes. - 2

1. Amy Johnson was the first woman pilot.

2. A football hit her lips and injured her and the other children laughed at her and call her Ugly Amy.


C. The grandmother was sick.
    The wolf wore a shawl and glasses.
    The little girl loved red clothes.

D. 1. Little Red Riding Hood’s mother gave her cake and fruit for her grandmother.
    2. Little Red Riding Hood stopped on her way to pick some flowers.
    3. The wolf locks grandmother into the cupboard, wears her shawl and glasses, and gets into the bed to wait for Little Red Riding Hood.
    4. The woodcutter killed the wolf.

A. 1. flowers  2. books  3. oranges  4. watches  5. boxes
    6. Polly  7. toy  8. bird
C. 1. jumps  2. sings  3. reads  4. plays  5. takes
D. 1. fifteen  2. twenty-eight  3. thirty  4. thirty-four  5. forty-two
    6. eight  7. twenty-six  8. forty-seven  9. twelve  10. five
E. 1. verb  2. noun  3. verb  4. noun  5. noun
LESSON 1

OBJECTIVES:

• Recognize, find out, create, and use rhyming words and write simple poems
• Use adjectives of quantity, quality, size, and colour

LEARNING OUTCOMES:

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

• understand what are rhyming words, identify words that rhyme, and write simple poems.
• understand and use describing words to show colour, size, and quality

RESOURCES REQUIRED (TEACHING AIDS):

• A poster with the picture of a busy park
• Copies of Worksheet 1

METHOD:

• Introduction: Start the lesson by asking the students whether they remember any nursery rhymes. Recite the following nursery rhymes aloud, stopping right before a rhyming word to allow the students to fill it in.

  a) Simple Simon met a pieman
     Going to the fair;
     Says Simple Simon to the pieman,
     ‘Let me taste your ware.’
     Says the pieman to Simple Simon,
     ‘Show me first your penny.’
     Said Simple Simon to the pieman,
     ‘Indeed, I have not any.’

  b) Twinkle Twinkle little star
     How I wonder what you are.
     Up above the world so high,
     Like a diamond in the sky.

• Reading time: Read the poem slowly pausing after each line and letting the children repeat after you. Emphasize particularly on rhyming words.

• Activity time: Let students work in pairs to read the poem, ‘The cat and the rat.’ Write the words mat, night, me, and sit on the board, and ask students to underline the words in the poem that rhyme with these words. Next, tell them to think of some more words that rhyme with mat, night, me, and sit and fill in the columns.
الفاظ کا کہیل

سئن 1

متنابند:
• تم تماشغی الواقدی میں خوف کو تخلص اور ان کا استعمال کرنے سادہ اور آسان طریقہ کمیائے
• مقدار، میزان، جملہ اور ساخت اور رنگ کی چھٹی کا استعمال

نتاک:
• اس سے انتظام میں کل طلباء اور قائلہ جوشائیاں جسی کہ ہوئے
• یہ موجودہ کے تم تماشاکی الواقدی کا بہت سے چنن، تم تماشاکی الواقدی کی تخلص اور سادہ اور آسان کمیائے
• تماشاکی الواقدی کے نتیجے میں اور سادہ اور آسان کمیائے کی تخلص

نقدیں کے لیے وکثر اعداد و اشیاء:
• ایک چپ دوق ایک ہو یا ایک چپ ہو
• وک希尔 1 کی ابتدائی

طریقہ کار:

تقارف: طالبہ سے ہے کہ واپس ہو کر سے طالب کی انتظام کر کے مختلف تخلصین کی کوئی لفظ ہے، نظریہ کی درج ذیل لفظ ہے دلوازی سے
پہلے لفظ، پہلے لفظ سے دو نے بھر کے تم تماشاکی الواقدی سے پہلے چکر چپ کی اور طلباء کو انتظام کیا دیا گیا

a. Simple Simon met a pieman
Going to the fair;
Says Simple Simon to the pieman,
"Let me taste your ware."
Says the pieman to Simple Simon,
"Show me first your penny."
Said Simple Simon to the pieman,
"Indeed, I have not any."
b. Twinkle Twinkle little star
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

پچھلے کا وقت (صحیح 22): کشمیر فلیڑی سے پہلے لفظ یا لفظ کی الواقدی پر دو ہونیں، برخی سے کے ان کمیاتی پر وقت چپ سے دلوازی کرنے کے سے sit me، night، mat
مرکزی کا وقت: لفظ سے لفظ، The cat and the rat
الفاظ کی بی کی اور طلبہ سے سے کہنے کے انتظام کے سے لفظ سے کی انتظام تماشاکی الواقدی کی چھٹی کہندے ہیں، اپ طلبہ سے اپنی انتظام کی مزید تماشاکی الواقدی کمیائے کی ہیں.
Fun with words!

- **Adjectives**: Show them a poster of a busy park during summer. You may cut the picture from a newspaper or magazine and paste it on chart paper. Ask the children first to list all the nouns they can see in the poster: *Trees, grass, swings, children, flowers, benches, birds, etc.* This will help students to review nouns. Next, create simple sentences about these nouns.

  The park has many trees.
  Children played around the swings.
  Butterflies fluttered around the flowers.

  Ask everyone to read each sentence. Ask if these sentences help create a picture in their minds. Do the sentences have enough information to help them imagine what is going on? If not then what can be done? Should one add describing words? Elaborate the sentences by adding more describing words with the help of the class.

  The **small** park has many **tall, green** trees.
  **Little** children played around the **colourful** swings.
  **Beautiful** butterflies fluttered around the **petty, blue** flowers.

  **Discuss**: Do the describing words help make the sentences clearer? How?
  Ask your students to come up with at least ten describing words for the nouns in the posters. For example, pretty flowers, green grass, cool breeze, etc.

- **Writing time**: Ask students to complete **Exercises A, B, and C**.

- **Fun with poems**: Ask your students to open the textbook to read the poem ‘**Higgledy Tiggledy**’ and then to look at the pictures and complete the poem.

- **My likes and dislikes**: Now discuss with your students what they like. Write three topics on the board: *food, seasons, games*. Discuss with your class what they like in each category. Prompt them with interesting questions to encourage responses. What do you like to eat? What is your favourite food? Do you like spicy food or sweet food? Do you like fruits or vegetables? List their preferences in each category on the board. For each category ask a volunteer to write a single sentence on the board stating what they like and do not like. For example, they may write, ‘I like pizza but I do not like spinach.’ Next ask them to complete **Exercise E**.

- **Sadness and Happiness**: Draw a sad face on one side of the board and a happy face on the other side of the board. Ask a student to write near the sad face, one thing that makes them sad and near the happy face, one thing that makes them happy. Encourage students to think of different ideas and not to, repeat what is already written on the board. After this, copy the poem entitled ‘Sadness’ on the middle of the board. With the help of the class, fill in the blanks in the poem. Now ask the students to think of all the things that make them happy and complete the poem on happiness.

- **Writing time**: Provide further practice on adjectives and revise the concept of nouns and numbers in words by asking your students to complete **Exercises A, B, C, and D**. After they do so, discuss their answers in class and clarify any confusion your class might be facing.
The small park has many tall, green trees. Little children played around the colourful swings. Beautiful butterflies fluttered around the petty, blue flowers.

I like pizza but I don’t like spinach.

A boy and a girl are reading in the park.
**Fun with words!**

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students are introduced to rhyming words through nursery rhymes.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students listen to the poem ‘The cat and the rat’ paying particular attention to rhyming words.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students read the poem once more and identify the rhyming words in it. Next they fill in the table with rhyming words of their own.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Adjectives:</strong> Students understand the concept of adjectives and brainstorm for a list of adjectives through a poster activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Reading and writing time:</strong> Students read further examples of adjectives and complete the <strong>Exercises A, B, and C</strong> on the same page.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Fun with poetry:</strong> Students participate in different activities to create poems of their own.</td>
<td>30 min</td>
</tr>
<tr>
<td>7. <strong>Writing time:</strong> Students complete <strong>Exercises A, B, C, and D</strong> and revise the concept of adjectives, nouns, and numbers.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Have fun with poetry. Ask students to write short poems on simple subjects like: ‘My best friend,’ ‘My father,’ ‘A sunny day.’
- Students may complete **Worksheet 1** on adjectives.

**LESSON 2**

**OBJECTIVES:**

- Review the concept of singular and plural nouns
- Revise that we change the number of naming words by adding or removing ‘s’ and ‘es’
- Apply spelling change in plural form of nouns by adding ‘es’ after words ending in y, o, etc.
- Identify countable and uncountable nouns

**LEARNING OUTCOMES:**

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

- understand the difference between singular and plural nouns.
- make singular nouns plural and vice versa by adding or removing ‘s’ and ‘es’ after words ending in y, o, etc.
سکی کا کھوئے ہے کاکر (جمعیت کے 3 سالوں):

<table>
<thead>
<tr>
<th>دورانیہ</th>
<th>کام</th>
</tr>
</thead>
</table>
| متین 10 | 1
| متین 10 | 2
| متین 50 | 3
| متین 30 | 4
| متین 10 | 5
| متین 10 | 6
| متین 10 | 7

کام:
1. نظریہ درس کے پاساں کی انتقال کے زمرے میں ایک تماشا کا کام ہے۔
2. "The cat and the rat" کا وقت: طالبہ اور طالبہ کا وقت تماشا کریں۔
3. ضرورت کا وقت: طالبہ کا وقت تماشا کریں۔
4. ایک کتھا کا وقت: طالبہ کا وقت تماشا کریں۔
5. چہرے کا وقت: طالبہ کا وقت تماشا کریں۔
6. کم کریں۔
7. کم کریں۔

شاعری کا کام:
- طالبہ کا وقت: ضرورت کا وقت تماشا کریں۔

سفاق 2

متبعد:
- ام اور اس کا کام کے لئے کاروائی کا اقدام کریں۔
- "es"، "s" اور "es" کے اضافے کے درمیان تماشا کریں۔
- "s"، "es" اور "es" کے اضافے کے درمیان تماشا کریں۔

نتیجہ:
- ام اور اس کا کام کے لئے کاروائی کا اقدام کریں۔
- "es"، "s" اور "es" کے اضافے کے درمیان تماشا کریں۔
RESOURCES REQUIRED (TEACHING AIDS):
• Copies of Worksheet 2

METHOD:
• **Introduction:** Revise the concept of singular and plural by asking the students a series of questions. Show them a single pencil. State, ‘I have one pencil.’ Next, ask any student, ‘How many pencils do you have?’ After he or she answers appropriately, write pencil and pencils on the board. Next, choose a noun that ends with x. State, ‘I have one box.’ Next ask another student, ‘How many boxes do you have?’ After they answer appropriately, write box and boxes on the board. Tell your students that pencil and box refer to a single thing or noun and pencils and boxes refer to more than one thing or noun. Point out that we change a singular noun pencil to a plural noun pencils by adding ‘s.’ Similarly point out that we change a singular noun box to a plural noun boxes by adding ‘es.’

• **Review previous knowledge:** State clearly each of the following:
  
  Singular nouns are nouns that name one person, one place, or one thing. 
  **Example:** cap, cat, bat

  Plural nouns are nouns that name more than one person, place, or thing. 
  **Example:** caps, cats, bats

  Repeat that to change most nouns from singular to plural, we add the letter ‘s.’ But for nouns that end in s, ss, ch, sh, or x, we need to add ‘-es’ to show more than one.

  Draw two columns on the board, ask students to give words that end in s, ss, ch, sh, or x on the board.

  **Singular:** bus, glass, dish, box, bench.

  **Plural:** buses, glasses, dishes, boxes, benches.

• **Nouns that end with ‘f’ or ‘fe’ and ‘o’:** Repeat the same strategy for nouns ending with f, fe, and o.

  **Singular:** (calf, half, knife, life, loaf, shelf, thief, wife.

  **Plural:** calves, halves, knives, lives, loaves, shelves, thieves, wives.

  **Singular:** potato, echo, hero, tomato, cargo, buffalo etcetera.

  **Singular:** potatoes, echoes, heroes, tomatoes, cargoes, buffaloes.

• **Nouns that end with ‘y’:** Divide the board into two columns. The heading of one column should be ‘singular’ and the other column ‘plural.’ Now choose several nouns that end with a vowel and y (day, bay, tray, valley, boy, guy, alley, chimney) in the left-hand column. Read them one at a time. Next, ask the students what might be the plural form of each of these words ending with ‘y.’ Write the correct plurals in the right hand column (days, bays, trays, valleys, boys, alleys, chimneys). Point out to your
39

Trends in the use of gender markers in English:

1. **Echoes and Replays**: Mark 2015's gender

   - **Feminine**: She is a great athlete.
   - **Masculine**: He is a great athlete.

2. **Gender Blurring**: Example: Gender-neutral pronouns

   - **She/Her/Hers**: She likes playing soccer.
   - **He/Him/His**: He likes playing soccer.

3. **Crossing Over**: Example: Gender fluidity

   - **He/She/They**: They are transgender.

4. **Language Evolution**: Example: Taboo terms

   - **Uh-oh, you just crossed the line!**

5. **Cultural Impact**: Example: Gender awareness

   - **It's about being respectful and inclusive.**

**Oxford University Press**

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**Singular**: bus, glass, dish, box, bench

**Plural**: buses, glasses, dishes, boxes, benches

**Singular**: calf, half, knife, life, loaf, shelf, thief, wife

**Singular**: calvies, halves, knives, lives, loaves, shelves, thieves, wives

**Singular**: potato, echo, hero, tomato, cargo, buffalo

**Plural**: potatoes, echoes, heroes, tomatoes, cargoes, buffaloes

---

**FOCUS**: How many pencils do you have? (I have one pencil.)

- **Box**: pencils, pencil boxes, pencil box

**FOCUS**: How many boxes do you have? (I have one box.)

- **Boxes**: pencil boxes, box, boxes
Fun with words

students now that when nouns end with a vowel followed by ‘y’ we simply add an ‘s’ to change them into plural nouns. Ask students to think up of some examples of nouns ending with a vowel followed by ‘y.’ Then ask for volunteers to come to the board and write the correct plurals for them.

The next step is to write several nouns that end with a consonant followed by ‘y’ (baby, daisy, story, trophy, etcetera.) in the left-hand column. Read them one at a time. Now slowly write the plural forms of each of the examples given on the board (babies, daisies, stories, trophies etcetera). Ask your students to note that when the last two letters of a noun consist of a consonant and ‘y’ the plural form is made by removing ‘y’ and adding ‘ies.’ Ask students to think up of some examples of nouns ending with a consonant followed by ‘y.’ Then ask for volunteers to come to the board and write the correct plurals for them.

• **Countable and Uncountable nouns:** Ask your students whether they can count the hair on their heads? Have they ever tried counting the grains of rice? Can sugar be counted? What about rain or water? Explain that hair, rice, sugar, rain, and water are uncountable nouns. They cannot be counted. Things like books, pencils, papers, boys, girls, etc. can be counted.

• **Writing time:** To revise plurals and countable and uncountable nouns ask students to complete **Exercises E** and **F**.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students understand the concept of singular and plural nouns and review rules to form plurals that have been previously taught.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>How to form plurals:</strong> Students learn how to form plurals of nouns that end with ‘f’ or ‘fe’ ‘o’ and ‘y’ through several examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Countable and uncountable nouns:</strong> Students understand the concept of countable and uncountable nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Writing time:</strong> Students complete <strong>Exercises E</strong> and <strong>F</strong> to further practice forming plurals and think of countable and uncountable nouns.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

• **Newspaper Plural Hunt:** Divide the class into four groups. Provide each group with an article from a children’s magazine. Ask them to look for singular and plural nouns in the article. They must underline all the singular nouns and circle all the plural nouns. Next they must change singular nouns to plural, and plural nouns to singular in a table in their notebooks.

• Students may complete **Worksheet 2** on singular and plural nouns.
align: para indent=10

<table>
<thead>
<tr>
<th>Object</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>4</td>
</tr>
<tr>
<td>daisy</td>
<td>3</td>
</tr>
<tr>
<td>story</td>
<td>2</td>
</tr>
<tr>
<td>trophy</td>
<td>1</td>
</tr>
</tbody>
</table>

**Summary:**

- 4 balls
- 3 daisies
- 2 stories
- 1 trophy
Answer key for Unit 4

Adjectives to describe picture: scenic, joyful, happy, etc.

Activity time

A. . Words that rhyme with mat: cat, rat, pat
   Words that rhyme with light: night sight, fight
   Words that rhyme with me: see, fee, three
   Words that rhyme with sit: bit, hit, fit, lit

Grammar: Adjectives – Reading time

A. 1. cold, winter 2. tiny, small, brown 3. yellow, red, green
   4. sly, bad, cute

Writing time

A. Alternate title of poem: My brown hen. Accept suitable answers from students.
B. hen, eggs, ten, hen
F. 15 fifteen 8 eight 28 twenty-eight 26 twenty-six 30 thirty
   47 forty-seven 34 thirty-four 12 twelve 42 forty-two 5 five

More about adjectives

A. small: huge, short: long, green: red, white: black, cries: sings, happy: sad, angry, rich: poor

Grammar: Singular to plural

A. stars, sky, milk, air, water, food, rice, music, electricity, money, salt, sugar, butter.
B. 1. lives 2. men 3. potatoes 4. donkeys 5. cities
   6. shelves 7. babies 8. boys
Chapter 22: Grammar and Vowels

A. Pat, rat, cat, mat, A
   B. Fight, sight, light, night
   C. Three, see, me, three, fee, sit, hit, bit

Chapter 23: Grammar and Vowels

A. Cold, winter
   B. Tiny, poor, small, brown
   C. Silver
   D. Sly, bad

Chapter 24: Grammar and Vowels

D. Hen, eggs, ten, hen

Chapter 25: Grammar and Vowels

A. Small: huge, short: long, green: red, white: black, cries: sings, happy: sad, angry, rich: poor

Chapter 26: Grammar and Vowels

C. Underline: leaves, tomatoes, butterflies

Chapter 27: Grammar and Vowels

D. Fifteen, twenty-eight, thirty, thirty-four, forty-two, eight, seventy-six, forty-seven, twelve, five

Chapter 28: Grammar and Vowels

E. Lives, flies, potatoes, donkeys, cities, shelves, babies, boys
LESSON 1

OBJECTIVES:

• Predict what will follow next using context clues
• Ask questions to understand text

LEARNING OUTCOMES:

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

• understand what are fables.
• explain the different elements of a fable (title, setting, characters, problem, action, moral) and describe the elements of the fables they read.
• answer simple questions and predict the endings.

METHOD:

• Introduction: Write in bold letters ‘FABLES’ on the board. Ask your class whether they know what a fable is. Explain that a fable is a story that teaches us a lesson and has animals as characters. Ask the class again whether they have ever heard a fable before. Have their parents or grandparents ever told them a fable? Have they ever read a fable in a book? Remind them of famous fables they might have come across, e.g. the fable of the hare and the tortoise. Ask a volunteer to retell the fable of the hare and the tortoise. Now, ask a volunteer to describe the main characters in this story. Next, ask the class what they have learned from the fable. After this state that the story teaches us that we must never waste time. Ask students if they remember any other fables and discuss the lesson learned from each. Also ask your students to note that the characters in the fables are always animals.

• Reading time: Tell your students it is reading time. Assign a student the role of Nasir and another student the role of Harris. Tell your students that Nasir and Harris visit the library and now they will read a fable with them. After your chosen students role play the dialogue between Nasir and Harris, read the fable, of ‘The Lion and the Bull’, pausing in between to allow the role-play of Nasir and Harris to proceed and then continue the fable. Ask the students what they think of the main characters of the fable. Allow them to describe the characters briefly. Next, ask simple questions to check their comprehension. Finish off by discussing the lesson learned from the fable. Is the lesson applicable in real life? Do friends, families, or nations benefit more if they remain united? Why?

• Writing time: Ask students to read the fable once more silently and then complete Exercises A and B.
سکت 1

معاوضہ:

• سیاقی وسایت سے اشارات کی فضائی چنچ پرچم آہدے واقعات کا اندازہ لگائے۔
• مضمون کیلئے سوالات کریں۔

مطالبہ:

اس سکت کے اخلاقی طاقتوں کو اس قابل توہین نہیں ہے ۔

• ایک سکت آموزشی کے مختلف عناصر (خواندن، ممالک، واقعات، سخنر)، کو وضاحت کر کے اس وقت اور ان میں منظور خاکستر کی بنیاد سے کریں۔
• آسان اور سادہ سوالات کے نام کے سکت کے اخلاقی تکنیک کے اخلاقی کی جنسی کو ولی کریں۔

طرفیات کا ذریعہ:

• FABLES

تعارف: ہر یہ جملہ جو میں افکار وقیت کرتا ہوں (سکت آموزشی کا) کہ سکت آموزشی کا افکار طاقتوں کے ہیں جو جنگ جیتا ہوئی سکت آموزشی کی ہوئی ہے۔ اس کی بنا پر کہ سکت آموزشی کا افکار طاقتوں کے اس کے جید دائرہ ہوئے ہے، اس کی صورت پر کہ سکت آموزشی کا افکار طاقتوں کے اس کے جید دائرہ ہوئے ہے۔ اس کی بنا پر کہ سکت آموزشی کا افکار طاقتوں کے اس کے جید دائرہ ہوئے ہے۔ اس کی صورت پر کہ سکت آموزشی کا افکار طاقتوں کے اس کے جید دائرہ ہوئے ہے۔

• مسائل فلسفی (سحر 29 اور 30): ہر طالب علم کا افکار کر کے اس ایک داستات کا کاروار اور اسے۔

• "The Lion and the Bull": اس دوبارہ اور کہا جو "The Lion and the Bull" کا افکار کر کے اس ایک داستات کا کاروار اور اسے۔

• بچوں کے لئے سکت کا داستہ ریکارڈ:

• چھتی کا وقت (سحر 28 اور 29): 

• "Aesop's Fables": اس کا افکار کر کے اس ایک داستات کا کاروار اور اسے۔

• سکت کے موہن کی بنا پر کہ سکت کے اخلاقی تکنیک کے اخلاقی کی جنسی کو ولی کریں۔
• **Activity time**: Create flashcards for elements of a fable. Show each flashcard to your class and discuss the definition of each one. First show the Title flashcard. Explain that the title is the name of the story or fable. Next, move to the characters flashcard. Explain that characters are the animals present in the fable. Then show the setting flashcard. Explain that the setting includes the time and place where the story occurs. Now move onto the problem. State that the problem is the difficulty faced by one or more characters that must be solved by the end of the story. Now show them the action flashcard. Explain that action refers to the steps taken by the characters to resolve the problem they are facing. Finally, discuss the moral of the fable. Explain that the moral is the lesson we learn from the fable.

**Write these headings on the board – title, setting, characters, problem, action, and moral of the story**: Discuss the title, setting, characters, problem, actions and moral of the fable, ‘The Lion and the Bulls’ with your class. As you discuss each element, write down the information you elicit from the students on the board. Ask students to read the chart describing the elements of the fable ‘The Lions and the Bull’ and check whether they have actually understood each element correctly.

• **Reading time**: Tell the class that you will be reading another fable now. State that the title of the fable is, ‘The Ant and the Grasshopper.’ Read aloud the story to your class giving particular attention to expression and intonation. Pause periodically and ask simple questions. Ask them to tell who was their favourite character and why.

• **Writing time**: Ask students to complete Exercises A, B, C, D, and E.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Introduction</strong>: Students learn what a fable is and discuss various examples of a fable.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time</strong>: Students listen to the story ‘The Lion and the Bull’ noting its characters and the moral of the story.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Writing time</strong>: Students read the story ‘The Lion and the Bull’ themselves and complete Exercises A and B.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Activity time</strong>: Students view flashcards to understand the elements of a fable and identify the elements of the fable, ‘The Lion and the Bull.’ They read the chart to check their answers.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Reading time</strong>: Students listen to the story ‘The Ant and the Grasshopper’.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. <strong>Pair activity</strong>: Students work in pairs to identify the elements of ‘The Ant and the Grasshopper’ and complete Exercises A, B, C, and D.</td>
<td>20 min</td>
</tr>
<tr>
<td>Exercise</td>
<td>Time</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
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<tr>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>

For each score, choose one of the following stories: A, B, C, D, E.

**Stories**

A. The Lion and the Bull

B. The Lion and the Grasshopper

C. The Ant and the Grasshopper

D. The Ant and the Grasshopper

E. The Lion and the Grasshopper

Select one story for each exercise and write the corresponding letter.
Answer key for Unit 5

Writing time

A. 1. field – an area of land
   2. graze – to eat grass
   3. bull – a male cow
   4. exactly – same in every way
   5. attack – to hurt someone


Oral Communication: Activity – Writing time

A. Ant: tiny, hardworking, comfortable, busy, kind
   Grasshopper: lazy, hungry, sleepy

B. 1. The lion cannot kill the bulls because they make a circle.
   2. The bulls are no longer friends because the lion has spread stories.
   3. The lion eats the bulls because they are not united.
   4. The ant is not hungry because she has collected food.
   5. The grasshopper is cold because he does not have a home.

C. Title: The Ant and the Grasshopper
   Setting: Forest with a pond
   Characters: Ant, grasshopper.

   Problem: The grasshopper wastes all summer lazily and faces cold and hunger in the winter.

   Actions: The ant works hard all summer to build herself a cozy home and collects plenty of food. The grasshopper wastes summer months lazily. The grasshopper faces cold and hunger in winter while the ant lives comfortably in a tree. The ant offers to help the grasshopper.

   Moral of the story: Never waste your precious time or you may have to suffer later.

E. a. enjoy, hole, leaves, tiny, winter
   b. sleep, small, song, store, summer
پوئن 5 کے سوالات ضیافت: کسی کا وقت

A. 1. Field
   2. graze
   3. bull
   4. exactly
   5. attack


A. Ant : tiny, hardworking, comfortable, busy, kind
Grasshopper : lazy, hungry, sleepy

B. 1. The lion cannot kill the bulls because they make a circle.
   2. The bulls are no longer friends because the lion has spread stories.
   3. The lion eats the bulls because they are not united.
   4. The ant is not hungry because she has collected food.
   5. The grasshopper is cold because he does not have a home.

C. خوان: جنیون اورنیشا (The Ant and the Grasshopper)

کورونا تھیئی، نیڈا

متعدد: نئے دور کا مومن سستی اورنیشا ہے جو لگ بھگ ہے، وہ بہت سروکی ہے۔ وہ اورنیشا سامنا نہ تھا۔
 واقلات: نئے دور کی اورنیشا ہے۔ وہ بہت سروکی ہے۔ سروکی میں اسے نئے دور کا مومن سمت ہے۔

کورنیشین سستی اورنیشا ہے۔ وہ بہت سروکی ہے۔ سروکی میں اسے نئے دور کا مون کرنا پڑتا ہے۔

آرام و دوستی سے نامی بہت نئے دور کی جنگل کی بھی مکمل طور پر کریں ہیں۔

کورنیشین سستی مستقل ہو چکی ہے۔ اور نئے دور کے ساتھ ساتھ کورنیشین دوسرے دور کے ساتھ

E. a. enjoy, hole, leaves, tiny, winter
b. sleep, small, song, store, summer
LESSON 1

OBJECTIVES:
• Use simple past tense
• Write numbers from 50 to 100
• Pronounce two-consonant cluster words

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand and use that verbs in the past tense.
• change verbs from past to present and vice versa.
• spell numbers in words from fifty to hundred.

RESOURCES REQUIRED (TEACHING AIDS):
• A childhood photograph

METHOD:
• Introduction: Create a mailbox for your class. Use a shoe box, cover it with glaze paper and leave an opening to take out the letters. Create a slot in front to slip in the letters. Write ‘Our Class Mailbox’ in big bold letters on top. Take the mailbox to class and tell your students they will be sending a letter today. Ask them if they have ever received or sent a letter before. If they have, who have they sent it to or received it from? Does anyone in their family receive letters? Does anyone send letters? Are letters useful in any way? Are they fun to read?

• Reading time: After a brief discussion about letters, tell your class that they will be reading a letter from Sabiha to Nadia.

Read aloud the address first. Ask them to note how the house number, street number, area, and city are given on a separate line. Ask for volunteers from the class to write their addresses in a similar manner on right-hand side of the board. Correct any mistakes made by the students. After you believe they have had enough practice, rub off sender’s address and write your own address in the correct format.
Now move on to the greeting. Explain that we usually use ‘Dear ________’ when greeting someone in the letter. From the board, rub off greeting in the format and write ‘Dear (any name)’ in its place.
Next, read the body of the letter. After reading the body, ask simple questions to check comprehension. Why is Sabika writing to Nadia? Where is she writing from? What is she describing in her letter? What did she do on the beach? What did her grandfather do? What did her grandmother cook?
سلسلہ 1

محتوى:

- زمانی باتی کا سادہ استعمال
- 50 سے 100 کل اعدادوشمار
- وردرفت سے بین دو الاف اداکریا

نصب:

اے سے کئی کے اختيار کے طیار کیا ہے؟ چاہئے چھاپا رہے ہوں?

- زمانی باتی کا استعمال کیا ہے؟ اور اس کا درست استعمال کیا ہے؟
- فضلاً باتی سے حال اور خالی سے حالیہ باتی میں تبدیل کریں.
- چاہئے سے ایک سے ایک اعدادوشمار اداکریا میں پچھلیں.

نذرین کے لیے دو اداروی اخوان:

- کچھ نیا ایک برسی

طرز کی کاری:

خطوط کے بارے میں خصوصی باتی تھیت کے بعد اس بات کو نئی فیکٹ کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین۔ ایک بھی چاہئے کہ ایک بہترین کا اپ بہ ہو جانے کا چکیا کا ایک بہترین।
Now read the closing sentence, ‘Hoping to see you soon’ followed by the closing acknowledgement and the name. Tell your class we must always end our letters properly, asking our friend to write soon, or stating that we are hoping to hear from them soon and then moving on to an appropriate closing, e.g. ‘Your friend,’ and signing off our name.

• **Discussion and writing:** Divide the class into pairs. Have you ever written a letter or received one? If so discuss with your friend, who was the letter for/from. What was it about? After their discussion, distribute loose sheets of coloured paper amongst your students. Ask them to write a letter to their partner about a trip to the zoo. Give them ideas about rides, animals, snacks, and toys to help them describe the trip. Tell them to remember and use the correct format of the letter written on the board. Ask your students to place their letter in an envelope (which they must be asked to bring a day beforehand) and put it into the class mailbox. The mailbox can be opened by the teacher later and the envelopes delivered to the recipients.

• **Past tense:** Bring a childhood photograph of yourself. Show it to the class and describe it. For example if you are playing in a park in the photograph, state, ‘When I was a little girl (or boy) I played in the park.’ Emphasize on the past tense of the verb ‘played.’ Next ask the students to think about their own past. Ask them to think of an activity they liked to do in the past and then construct a sentence on the format ‘When I was a little girl/boy I ________________.’ Ask each child to share his or her sentence with the rest of the class. List down the verbs in their sentences on the board. At the end of this activity, you will have a list of verbs in the past tense on the board. Read these verbs out loud again to the class. State that the verbs are all in the past tense and explain that when we talk about the events in the past, we use the past tense.

• **Changing present to past:** Make two columns on the board with the headings then and now. Under the ‘Then’ column write all the verbs the students suggested in class earlier. State that these are the past tense of the verbs. Now ask the students the present tense of each of the verbs listed on the board. Fill in the ‘Now’ column with the present tense of the verbs with the help of the class. Explain again that past tense is used to talk about events that occurred in the past and present tense is used to talk about events which occur in the present. Explain how to form the past tense of verbs with the help of examples. State that we form the past tense of most verbs by adding -ed to them at the end.

**Examples:** play – played; walk – walked; cook – cooked etcetera.

Some verbs end with ‘y.’ We form the past tense of these by removing the y and adding -ied.

**Example:** carry – carried, hurry – hurried, cry – cried, etc.

Finally, some verbs need to be changed completely in order to form their past tense.

**Example:** ride – rode, say – said, catch – caught, etc.
When I was a little girl (or boy) I played in the park.

"When I was little girl/boy I played in the park."

Then I was little girl/boy.

Present tense: I play in the park.

Past tense: I played in the park.

Future tense: I will play in the park.

Present participle: playing

Past participle: played

Infinitive: to play

-ing form / gerund: playing

-ed form: played

-s form: plays

He plays sports. She plays sports. We play sports. You play sports. They play sports.

abstraction. Instead of the specific task of playing in the park, the focus is now on the habitual or regular action of playing. This shift in focus is a key aspect of the grammatical change from the present tense (I play) to the past tense (I played).
• **Reading time:** Divide the class into pairs. Ask each pair to read and discuss the rules. Ask them to try to learn the verbs with irregular past tense and quiz each other.

• **Writing time:** To provide further practice with past tense ask students to complete Exercises A, B, C, and D.

• **Numbers:** Review the spellings of numbers fifty to seventy with the class. Ask each student to write on the board a single spelling one after another. Then ask the students to complete Exercise E.

• **Jack and the Beanstalk:** Tell your students it is story time again. Explain that you will be reading a story about a boy Jack and how he climbs a beanstalk to become rich. Ask them to listen carefully to the story. Read aloud the story of Jack and the beanstalk inserting appropriate verbs from the box in the blanks given. After you finish reading ask your students to fill in the blanks with the correct verbs from the box.

• **Discussion and writing time:** Divide the class into four groups. Ask each group to look at the pictures and discuss what might happen next in the story. After the discussion allow each group to share their version of the ending with the rest of the class. Next each student must read the sentences and underline the verbs in them.

• **Pronunciation check:** Practice pronouncing the words with your class. Allow students to say each word out loud with you so that they can become familiar with it.

• **Nadia’s Letter to Sabiha:** Tell your class Nadia has plied to her friend Sabiha. Read her letter and ask simple questions at the end to check comprehension. Where did Nasir and Nadia go for the holidays? How did they reach there? What did they help grandfather do? What did Nasir want to do?

• **Writing time:** Ask your students to complete Exercises A, B, C, and D. Circulate around the class and provide help if necessary.

• **Pronunciation check:** Practice pronouncing the words with your class. Allow students to say each word out loud and note the pronunciation.
### SUGGESTED LESSON OUTLINE (5 class periods)

<table>
<thead>
<tr>
<th></th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction:</strong> Students talk about letters. They discuss whether they have ever sent or received a letter and talk about the usefulness of letters in general.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td><strong>Reading time:</strong> Students read the letter written by Sabiha and discuss the format of the letter. They help the teacher create a sample letter on the board.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td><strong>Discussion and writing time:</strong> Students work in pairs to discuss letter writing. They ask their partner various questions. Then they create a letter for their partner about a trip to the zoo and place it in the class mailbox.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td><strong>Past tense:</strong> Students are introduced to verbs in the past tense. They learn to distinguish between verbs in the present and past tense.</td>
<td>10 min</td>
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<tr>
<td>5</td>
<td><strong>Past to present:</strong> Students learn to change the present tense to past tense and vice versa.</td>
<td>10 min</td>
</tr>
<tr>
<td>6</td>
<td><strong>Reading and writing time:</strong> Students revise the rules regarding past and present tense in pairs. Next they complete Exercises A, B, C, and D.</td>
<td>20 min</td>
</tr>
<tr>
<td>7</td>
<td><strong>Numbers:</strong> Students learn to write numbers in words from fifty to seventy, and then complete Exercise E.</td>
<td>10 min</td>
</tr>
<tr>
<td>8</td>
<td><strong>Jack and the Beanstalk:</strong> Students listen to the story Jack and the Beanstalk and fill in the blanks.</td>
<td>10 min</td>
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<tr>
<td>9</td>
<td><strong>Discussion and writing:</strong> In groups students discuss what might happen next in the story and then identify the verbs.</td>
<td>10 min</td>
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<tr>
<td>10</td>
<td><strong>Pronunciation check:</strong> Students practice pronouncing the words.</td>
<td>5 min</td>
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<tr>
<td>11</td>
<td><strong>Nadia’s letter and writing time:</strong> Students read Nadia’s letter and complete Exercises A, B, C, and D.</td>
<td>15 min</td>
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<tr>
<td>12</td>
<td><strong>Numbers:</strong> Students learn to write numbers in words from seventy to hundred and complete Exercise E.</td>
<td>10 min</td>
</tr>
<tr>
<td>13</td>
<td><strong>Pronunciation check:</strong> Students learn to pronounce verbs in the past tense.</td>
<td>5 min</td>
</tr>
</tbody>
</table>
### سکنی کا بتھو ناک (بجااعت کے 5 تنازعات):

<table>
<thead>
<tr>
<th>دوران</th>
<th>کام</th>
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</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>تعریف: ظالا خلیلی کے بارے میں بتایں تھیہ کریں۔ ہے اس بات کو نہیں بھیج کر اگر کچھ گھیری ہو گیا ہو تو کوئی دیکھیں جائے گی۔ ہے اس کے ساتھ ساتھ یہ دیکھ کر وہ خلیلی کی مجموعہ کی افادات کے بارے میں سماجی تحقیق کرتی ہے۔ ہے یہ کہ وہ جمال کے خواہش کی ہوتی ہیں۔ ہے بھیج پر ایک دن خفیہ ہے۔</td>
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<td>20 منٹ</td>
<td>تعریف: ظالا خلیلی کا میری کریں۔ ہے اس کے ساتھ ساتھ یہ دیکھ کر وہ خلیلی کی مجموعہ کی افادات کے بارے میں سماجی تحقیق کرتی ہے۔ ہے بھیج پر ایک دن خفیہ ہے۔</td>
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</tr>
<tr>
<td>15 منٹ</td>
<td>اعداد اور پیشہ: ظالا خلیلی کا وقت تھا۔ ہے اس کے ساتھ ساتھ یہ دیکھ کر وہ خلیلی کی مجموعہ کی افادات کے بارے میں سماجی تحقیق کرتی ہے۔ ہے بھیج پر ایک دن خفیہ ہے۔</td>
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</tr>
</tbody>
</table>
Answer key for Unit 6

Writing time

A. 1. laughed  2. collected  3. married  4. landed  5. cried  6. sung
B. 1. blew  2. taught  3. ate  4. made  5. saw
C. 1. Sabiha went to the beach.
   2. She rode a camel because she had been challenged by a friend.
   3. The family threw litter in the dustbin.
   4. Grandfather caught a crab.
   5. Grandmother cooked chicken and rice.
D. 1. Sabiha goes to the beach.
   2. Sabiha makes sand castles.
   3. Grandfather catches a crab.
E. fifty, fifty-one, fifty-two, fifty-three, fifty-four, fifty-five, fifty-six, fifty-seven,
   fifty-eight, fifty-nine, sixty, sixty-one, sixty-two, sixty-three, sixty-four, sixty-five,
   sixty-six, sixty-seven, sixty-eight, sixty-nine, seventy.
F. Rules to keep the beach clean:
   – Keep a trash-bag so that you can dispose all waste in it.
   – Do not throw litter in the ocean.
   – Clean up after yourself

Jack and the Beanstalk

Once upon a time a boy named Jack and his mother lived in a small cottage. They were very poor and had no money.

One day Jack’s mother told him to go to the market and sell their cow. On the way to the market Jack sold the cow to an old man who gave him some beans. When Jack’s mother saw the beans she was very angry and she threw the beans outside the window. The next day Jack woke up to find a giant beanstalk growing up to the sky.
Once upon a time a boy named Jack and his mother lived in a small cottage. They were very poor and had no money.

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When Jack's mother saw the beans she was very angry and she threw the beans outside the window. The next day Jack woke up to find a giant beanstalk growing up to the sky.

a. Jack climbed beanstalk to a castle in the clouds.
b. Jack knocked on the door.
c. A huge woman opened the door.
d. Jack asked for some food and water.
e. She gave him food and told him to go away quickly.
f. The woman said her husband was a giant who would eat him up.
g. Suddenly they heard a voice crying Fee Fie Fo Fum.
h. Jack quickly hid in the oven.
i. A big giant came in and asked his wife to bring the hen that laid golden eggs.
j. The giant went to sleep.
k. Jack quietly took the hen and climbed down the beanstalk.
l. The giant tried to follow him but Jack quickly cut down the beanstalk.
m. Jack and his mother sold the eggs and became rich.
Discussion time: Activity

a. Jack climbed the beanstalk to a castle in the clouds.
b. Jack knocked on the door.
c. A huge woman opened the door.
d. Jack asked for some food and water.
e. She gave him food and told him to go away quickly.
f. She said her husband was a giant who would eat him.
g. Suddenly they heard a voice crying Fee Fie Fo Fum.
h. Jack quickly hid in the oven.
i. A big giant came in and asked his wife to bring the hen that laid golden eggs.
j. The giant went to sleep.
k. Jack quietly took the hen and climbed down the beanstalk.
l. The giant tried to follow him but Jack quickly cut down the beanstalk.
m. Jack and his mother sold the eggs and lived happily after.

A. climbed, knocked, opened, asked, gave, told, go, said, eat, heard, crying, hid, came, laid, went, took, tried, follow, cut, sold, lived

Nadia’s letter to Sabiha – Writing time

A. 1. eggs 2. farm 3. cow 4. chickens 5. rotis 6. tractor
D. 1. Nasir and Nadia went to their grandparent’s house for the holidays.
   2. They milked the cow, collected eggs, and fed the chickens to help their grandfather.
   3. Grandfather did not let Nasir drive the tractor because he was too young.
   4. Grandmother taught Nadia how to make small ‘rotis.’
E. seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine, eighty, eighty-one, eighty-two, eighty-three, eighty-four, eighty-five, eighty-six, eighty-seven, eighty-eight, eighty-nine, ninety, ninety-one, ninety-two, ninety-three, ninety-four, ninety-five, ninety-six, ninety-seven, ninety-eight, ninety-nine, hundred
A. 1. egg, 2. farm, 3. cow, 4. chickens, 5. rotis, 6. tractor

D. 1. Nasir and Neha went to their grandparent's house for the holidays.
2. They milked the cow, collected eggs, and fed the chickens to help their grandfather.
3. Grandfather did not let Nasir drive the tractor because he was too young.
4. Grandmother taught Neha how to make small “rotis.”

E. Seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine, eighty, eighty-one, eighty-two, eighty-three, eighty-four, eighty-five, eighty-six, eighty-seven, eighty-eight, eighty-nine, ninety, ninety-one, ninety-two, ninety-three, ninety-four, ninety-five, ninety-six, ninety-seven, ninety-eight, ninety-nine, hundred.
LESSON 1

OBJECTIVES:

• To build the students communication skills and vocabulary by identifying and describing the different seasons

LEARNING OUTCOMES:

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

• use present continuous tense.
• read text and answer simple questions.

RESOURCES REQUIRED (TEACHING AIDS):

• Chart papers (four)
• Loose sheets of paper (four for each child)
• Pictures depicting different seasons (may be taken from old newspapers or magazines)
• Copies of Worksheet 3

METHOD:

• Introduction: Tell your students, they would be learning about the four seasons. Before class begins create a four season bulletin board. The title of the bulletin board will be the four seasons. Take four chart papers and put them up on the bulletin board. Write the name of each of the seasons across the top of the charts and the following words in rows down the side: months, weather, holidays, activities, clothes, food.

Tell your students they will be thinking about each of the four seasons. What is the weather like in each season? What different activities do they like to do in each of these seasons? Do they like to eat different food in the different seasons? List down the students’ ideas on each of the four different chart papers. These will remain on the bulletin board for reference.

• Reading time: Ask students to read the first paragraph about seasons in Pakistan. Discuss which season do they like most and why. Now move onto discussing the seasons abroad. Tell your students they will now learn what seasons are like in other countries. Ask them to look carefully at the picture depicting winter in Canada. Then tell them to describe what they see in the picture. What is happening in the picture? Talk about the snow, the snowman, the warm clothes, and the games the children are playing. After listening to their ideas, read the paragraph about winter in Canada. Turn to the next page and ask them to notice the picture depicting spring. Let them describe it before
سہتی 1

محتویات:
- موسمي کی شناخت اور وضاحت کے ذریعے ظاہر کی اداوی میعانی کی جانا چاہئے.

نتیجہ:
اس سے گا گا اب اگنے تک ظاہر کی اداوی بھی کہ ہو: (present continuous tense) کا استعمال کر کے۔
- موسمي کی پہچان یا آسان موافقت کے ذریعے۔

تعریف کے لیے ذرائع امدادی اشیاء:
- چارہ بنتی (چارہ عفر)
- کاندیشی خاتم (عفرہ کے لیے چارہ عفر)
- مختلف موسمي کے طور پر قطعہ تفصیل (ڈاکٹر اسپارکس سے معاہدہ جیتا، بچوں کا جین)

وکیش ۳ کی اتقان

طرح کی کتابی کا نمایندہ کیا ہو گیا ہے۔

قانون: ظاہر کی بنا پر کس طور پر موسمي کے ذریعے ہے اس کے بارے میں جا اس میں گئے۔ اب کا سی پسند موسمي کی وضاحت پر متعارف برہ دِکھنا (فٹیس ہور) کی بنا پر شروع کیے۔
- چارہ بنتی کا اسوانی یا موسمي کی وضاحت کے ذریعے کی ہو۔ چارہ بنتی نہیں اور اسی نہیں ہے چاڑی ہور- چارہ بنتی کے اور پریا نکل سکتا ہے۔
- موسمي کا نام کمی کر کے یہ ممتنع مہیا میں نہیری منے دیہ کو تفصیل کی کیہا ہے۔ آپ دیہ کے دیہاں، گلیاں، گریریاں یا گلیاں نہیں۔ ہدایا ظاہر کر کہ ہے موسمي کے ذریعے کی تفصیل میں اب دیہاں سے تفصیل کی میں ہو۔ کیا ہے؟ انہوں نے سے ہے موسمي میں موجود، دیہاں وہ گلیاں میں گریریاں اور فیک نہیں۔ ہدایا ظاہر کر کے ہے؟ اس کا ہے موسمي میں تفصیل کی میں ظاہر کہ ہے؟ چارہ بنتی کے نہیں ہدایا ظاہر کے تفصیل کے ہدایا نے گریریاں۔

چارہ بنتی کا نمایندہ ہو گیا ہے۔

پہلے کا وقت (نیچے) ۴۳ (نیچے) ظاہر کی بنا پر کہ ہو "پاکستان کے موسمي"، اس کا انداز کہ "ہر موسمي کی" بنا ہے۔

ظاہر کی بنا پر انہوں نے اپنی بات جو چارہ بنتی کی گھروں کو انہوں نے چاہئے کہ کہ کہ کیا ہے جو چاہے کہ۔

ظاہر کی بنا پر انہوں نے اپنی بات جو چاڑی کیا ہے جو چاڑی کیا ہے۔

ظاہر کی بنا پر انہوں نے اپنی بات جو چاڑی کیا ہے جو چاڑی کیا ہے۔

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ظاہر کی بنا پر انہوں نے اپنی بات جو چاڑی کیا ہے جو چاڑی کیا ہے۔

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ظاہر کی بنا پر انہوں نے اپنی بات جو چاڑی کیا ہے جو چاڑی کیا ہے۔
reading the paragraph. Next, tell them to look at the picture showing summer in Iraq. Tell them to notice the cool lake water, the clothes, and activities of the people. Allow them to describe the picture and read the text. Next discuss autumn in England. Let them describe the beauty of autumn in the picture. Tell them to notice the scenery, activities, clothes and colours of autumn. Read aloud the paragraph about autumn in England. Ask simple questions about the seasons at the end of each paragraph to check understanding and comprehension.

• **Seasons Album:** Tell the class they will be creating a seasons album now. Show them pictures related to the different seasons. Distribute four sheets of white paper to each of the students. Ask your students to draw a picture depicting each of the seasons on these sheets. They may use the ideas discussed so far in class. They may try to show the weather, activities, clothes, and food that confirms to the season mentioned. Ask them to write the name of the season and at least four adjectives describing the season. Afterwards they may staple the loose sheets together, along with a cover page with ‘My Seasons Album’ as the title and their name written on top. Let students display their albums in the class.

• **The present continuous tense:** Tell your students they will be playing a guessing game with you. Divide the class into two teams. Ask a volunteer to come to the board from team A. Whisper a simple action in his ear, for example, playing cricket. The member of team A will mime the action and the members of team B will guess what he or she is doing. After allowing them a minute to guess, ask a volunteer from team B to write a sentence about the action on the board. Make sure he or she uses the present continuous tense.

**Example:** He is playing cricket.

If team B guesses correctly award them a point. Repeat the same with members of team B. Let the students play this game till you feel they are confident in formulating sentences using the present continuous tense.

• **Reading time:** Ask students to read the information about seasons once more and note the underlined verbs. Explain that the underlined verbs are in the present continuous tense. The present continuous tense is used to describe actions which are happening now. Explain how to form the present continuous tense on the board.

They must use *am/is/are* + *verb* + *-ing* to form the present continuous tense.

• **Writing time:** To provide further practice on the present continuous tense ask students to complete **Exercises A, B, C, D, and E.**
موکم

اکتا افق کولون کر اور طالباں سے گفتگو کر کہ ہو اس لئے اپنے فوٹو کریں جس میں بھی کا مومن کہا گیا ہے۔ یہ گراف پر لیے سے پہلے ظال کو تخمین کر

وپرہو کر گئے ہیں۔ اب اس سے دوسرے فوٹو کیے جئے لیے؟ اپنے تخمین کے لئے لیے؟ اپنے تخمین کے لئے لیے؟ اپنے تخمین کے لئے لیے؟ اپنے تخمین کے لئے لیے؟ اپنے تخمین کے لئے لیے?

افکس کولون کر اور فوٹو کریں۔ اہم لگنے والی ہے اس کے لئے لیے؟ اپنے تخمین کے لئے لیے؟ اپنے تخمین کے لئے لیے?

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تو تمام کا مومن کہ ہو اس لئے اپنے فوٹو کریں جس میں بھی کا مومن کہا گیا ہے۔ یہ گراف پر لیے سے پہلے

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وپرہو کر گئے ہیں۔ اب اس سے دوسرے فوٹو کیے جئے لیے؟ اپنے تخمین کے لئے لیے?

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تو تمام کا مومن کہ ہو اس لئے اپنے فوٹو کریں جس میں بھی کا مومن کہا گیا ہے۔ یہ گراف پر لیے سے پہلے

وپرہو کر گئے ہیں۔ اب اس سے دوسرے فوٹو کیے جئے یہ؟ اپنے تخمین کے لئے لیے?
SUGGESTED LESSON OUTLINE (2 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students think of each of the four different seasons and brainstorm ideas about them.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students read text and learn about the different seasons in Pakistan and abroad.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Seasons album: Students create their own album using all that they have learned about seasons so far.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. Present continuous tense: Students play a miming game to learn the present continuous tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Reading time: Students read the text and note the verbs in the present continuous tense.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Writing time: Students complete Exercises A, B, C, D, and E.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES
- Students may complete Worksheet 3 on present continuous tense.

LESSON 2

OBJECTIVES:
- To learn how to write in paragraphs
- To define and identify proper nouns
- To use prepositions of position

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
- understand the components of a paragraph and use a format to construct a paragraph of their own.
- define and identify proper nouns.
- use prepositions of position in simple sentences.

METHOD:
- **Introduction**: Introduce paragraph writing to your class. Explain that a paragraph is a group of sentences which deals with only one main idea or topic. Tell your students that the information about seasons has been divided into five paragraphs. Ask them to re-read these five paragraphs and note that each paragraph deals with a single topic or idea. After they have read the information again, ask questions about the main idea of each paragraph.
### سمت کا بجھو ماکر (بجاونے کے 2 ٹیپنام):

<table>
<thead>
<tr>
<th>کام</th>
<th>وقت</th>
</tr>
</thead>
<tbody>
<tr>
<td>تقارف ظاہر پوچھنے میں نے برابر ہے کہ بارے میں اردو اور انگریزی ظریف پوچھنے پچھنے ہے</td>
<td>10مينے</td>
</tr>
<tr>
<td>پہچان کا وقت ظاہر پوچھنے اور پیشہ کا وقت نے بارے میں ماکر ہے کہ بارے میں خاکے</td>
<td>10مينے</td>
</tr>
<tr>
<td>مکمل کا ہے کہ ماکر ہے بارے میں اس کے اب تک بھی چھوڑنا ہے ، اس سے دو دو مختلف مکمل پوچھنے کا</td>
<td>15مينے</td>
</tr>
<tr>
<td>زمانہ حالت بارے ظاہر پوچھنے کے لیے ظاہر پوچھنے کا کام کہلائے</td>
<td>20مينے</td>
</tr>
<tr>
<td>پہچان کا وقت ظاہر پوچھنے اور اس میں مکمل کا وقت بارے میں ظاہر پوچھنے کا</td>
<td>10مينے</td>
</tr>
<tr>
<td>مکمل کا وقت ظاہر پوچھنے کا</td>
<td>15مينے</td>
</tr>
</tbody>
</table>

### تحریک سرگرمیان

ظاہر زمانہ نال بارے ظاہر پوچھنے کا کام کہلائے ہے۔

### سمت 2

### مت acompaña:

- ہی بندی کر کہ ظاہر میں کہ یہ کا تحقیق
- ام معرقی ٹریف اف اور ان کے مشرف کرنا
- مکمل کا خر حا (preposition of position)

### نصائح:

- ظاہر کے ایک ایک کے لیے ظاہر کا کام کے لیے میں جھن ہے کہ:
- جب ظاہر کے ایک ایک کی سمت اور ظاہر کے ایک ایک سے دو دو طریقہ سے ظاہر کر کے:
- ام معرقی ٹریف اف کرنا
- مکمل کا خر حا
- سامان جملہ میں مکمل کا خر حا ایک کر کے

### طریقہ کار:

- عبارت ہے کہ خاص میں ظاہر کے ایک ایک کے لیے مکمل کا کام کے لیے ظاہر کا کام بہت بہت ہے۔
- ظاہر کے ایک ایک ہے کہ بھی بارے میں ماکر کے لیے ظاہر کا کام بہت بہت ہے۔
- ظاہر کے ایک ایک بھی بہت بہت ہے۔
• **Paragraph writing**: Write the topic of the paragraph on top. Choose a simple topic. For example, you may choose, ‘My City.’ Write an opening sentence in the first line.

I live in Karachi which also my favourite city.

Explain that this introduces the topic and tells the reader, we will be talking about our favourite city.

Give at least three details about what it is that makes Karachi so special:

Karachi is the largest city in Pakistan. Millions of people live and work here. It also has a port.

After you fill in the three details construct the concluding sentence.

I think Karachi is the most important city in Pakistan.

Give a simple topic to your class. For example, you may use the topic: ‘My Favourite Toy.’ Ask them to construct their own paragraph, writing an opening sentence, a few details and the closing sentence. Circulate around the class as the students work and provide help if required.

• **Writing time**: Ask students to complete Exercise A.

• **Proper Nouns**: Review the definition of a noun. Recap that a noun is a name of a person, place, animal, or thing. Tell your class that special names that are given to a person, place, animal, or thing are called proper nouns and they are always written with a capital letter. Explain with the help of examples that a boy or a girl is simply a noun, but Nasir and Nadia are special names given to a specific boy and girl and are therefore **proper nouns**. After giving a few more examples, ask students to read the text on seasons again and underline all the proper nouns. Next assign a letter to each student. Let him or her think of at least five proper nouns beginning with that letter and note them down on the board.

• **Prepositions**: Explain that prepositions help us to tell the position of a noun. Use yourself and a small chair as a model. Stand in front of the chair and say, ‘I am in front of the chair.’ Stand beside the chair and say, ‘I am beside the chair.’ Stand on the chair and say, ‘I am on the chair.’ Stand next to, behind, in front of, raise the chair over your head etc. Repeat your positions aloud.

Now stand in different positions again and ask the students, ‘Where am I?’ They can reply with the appropriate position.

For example, ‘You are in front of the chair.’

Point out that on, behind, beside, next to, under, over are prepositions of place and they tell us where somebody or something is. Next ask the students to work in pairs and look at the picture. Ask each student to form five questions about the picture using the correct preposition and ask these questions to their partner.
I live in Karachi which also my favourite city.

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69

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464x39

1

464x39

1

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69
For example: Where is the woman standing?
She is standing behind the girl.

- **Winter Days:** Read the poem ‘Winter days’ out loud to your class. Ask your students if they think winter is fun. Let them explain the different reasons why they think so. Divide the class into groups. Assign each group a stanza to learn. After all the groups have memorized their stanza, let the whole class recite the poem with actions.

- **Writing time:** Have fun with poetry. Allow students to complete the poem and share their poem with the rest of the class. Next ask students to complete **Exercise B**.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction</strong>: Explain how to write in paragraphs.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time</strong>: Students understand the different parts of a paragraph through a paragraph writing activity.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>Proper Nouns</strong>: Students understand the concept of proper nouns, learn to identify proper nouns and complete <strong>Exercise B</strong>.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Prepositions</strong>: Students understand the concept of prepositions and learn to use prepositions through a short activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Poetry</strong>: Students read the poem ‘Winter days’, discuss and perform it.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Writing time</strong>: Students engage in fun poetry writing activities.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

Ask students to write a paragraph on their favourite sport following the paragraph writing format taught in class. Ask students to think up of two proper nouns for each letter of the alphabet. You may also tell them to identify and list all the proper nouns in a newspaper article or a magazine.
Where is the woman standing?  
She is standing behind the girl.
Answer key for Unit 7

Writing time

A. 2. making a snowman.
   3. is drinking hot coffee.
   4. is watering the flowers in her garden.
   5. She is painting.

B. 2. No, they are not eating bananas. They are eating cold water melons.
   3. No, the leaves are not turning green. They are turning orange and brown.
   4. No, Alan and Betty are not going to school. They are going home from school.

C. 1. The farmers are planting seeds.
   2. We are cleaning the room.
   3. The man is hurrying to catch the bus.
   4. Mrs Ahmed is working on the computer.
   5. Are you studying or playing?

Discussion time

A. Proper nouns: Pakistan, December, February, March, April, May, September, October, November, Canada, Bob, Kate, Japan, Akino, Iraq, Ibrahim, Alan, Betty.

B. 1. on 2. behind 3. above

Writing time

Spring Days
Spring is in the air
Flowers are everywhere
Butterflies are flying free
Lots of fruit on the tree
Animals come out to play
On a lovely April day
A 2. making a snowman.
   3. is drinking hot coffee.
   4. is watering the flowers in her gardens.
   5. She is painting.
A 2. No, they are not eating bananas. They are eating cold water melons.
   3. No, the leaves are not turning green. They are turning orange and brown.
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   2. We are cleaning the room.
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   4. Mrs. Ahmed is working on the computer.
   5. Are you studying or playing?

**Spring Days**

Spring is in the air.
Flowers are everywhere.
Butterflies are flying free.
Lots of fruit on the tree.
Animals come out to play.
On a lovely April day.
REVIEW TEST 2

Answer key

A. 1. The roses in the garden are red.
2. We enjoyed eating the tasty meal.
3. Aalia bought a beautiful dress.
4. We should eat healthy food.
5. This is a tall building.

B. 1. Cut this loaf of bread. – Cut these loaves of bread.
2. This potato is brown. – These potatoes are brown.
3. The monkey is on the tree. – The monkeys are on the trees.
4. The boy is playing in the park. – The boys are playing in the park.
5. This shelf is big. – These shelves are big.

C. 1. apple, grapes, man, pear
2. aeroplane, bus, car, train
3. basketball, cricket, hockey, snooker

D. 1. The bird flies in the sky. – present tense
2. Nasir ran across the field. – past tense
3. Mother smiled when she saw her children. – past tense
4. Father is buying toys for us. – present tense
5. The woman cleans the plates. – present tense

E. Name of the story: Jack and the Beanstalk

Setting: Jack and his mother’s house – The giant’s castle in the sky

Characters: Jack, his mother, the giant’s wife, the giant

Problem: Jack and his mother are very poor and have no money.

Action: Jack goes to sell the cow. He sells the cow to an old man for some beans. Jack’s mother throws the beans out of the window. The beans form a giant beanstalk. Jack climbs the beanstalk and finds a castle. A woman opens the door. She gives Jack some food and asks him to go away. Her giant husband returns. He calls for the goose that lays golden eggs and falls asleep. Jack steals the goose and climbs down the beanstalk.
A. 1. The roses in the garden are red.
2. We enjoyed eating the tasty meal.
3. Aalia bought a beautiful dress.
4. We should eat healthy food.
5. This is a tall building

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2. aeroplane, bus, car, train
3. basketball, cricket, hockey, snooker

D. 1. The bird flies in the sky. -- present tense
2. Nasir ran across the field. -- past tense
3. Mother smiled when she saw her children. -- past tense
4. Father is buying toys for us. -- present continuous tense
5. The woman cleans the plates. -- present tense


cجاد کیا کا نام ،چیک اور کا اداکار تملک:
کو واقعہ: بچک اور اک کی دوست دو ڈاکھا کر کے
کردہ چیک: یہ کیس دل ،دیک کی بیوی کا ہے۔
مثال: بچک اور اک کی نام اتیاں غیر بچک: ان کے پاس دو بالکل متماثل ہے۔
واقائع: بچک اک کا نام فروخت کرتے ہوے لے جاتا ہے۔ ہیو چھنے کے کئی مائے ایک بھرے ہو کے بچک کا دیتا ہے۔ بچک کے دل
توں کوئی کوئی سے پھل کھتے لوٹتے ہیں۔ ایک اتیاں اور ایک نامی کا دوست اس میں کور کا لیتے ہیں۔ بچک اک اور یہ چھاپھا
جاکر اور اک کی دوست دو دو ڈاکھا کر کے لے جاتی ہے۔ ایک ہمیشہ کوئی دوچار وکھری کا ہے۔ ہیو ایک دوست کے پاس کوئی
کوئی چھاپھا کے لے جاکر اور اک کی دوست دو ڈاکھا کر کے لے جاتی ہے۔ ایک ہمیشہ کوئی دوچار وکھری کا ہے۔
LESSON 1

OBJECTIVES:
• Express understanding of stories through role-play
• Use simple present tense for habitual actions
• Read time on a clock
• Construct sentences using this, that, these, those, there

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• use appropriate vocabulary to describe various characters in a story.
• understand and use the simple present tense to write short paragraphs of their own.
• read time on the clock.

RESOURCES REQUIRED (TEACHING AIDS):
• A wall clock
• Copies of Worksheet 4

METHOD:
• Introduction: Tell your class you will be entering the world of stories. Tell them that they would create their own story as a class. Give them a strange ‘What if’ scenario to allow them to start their story. Ask what if an alien came to their class. Ask different volunteers to give you different answers. Let the story progress according to the students’ imagination. Prompt with suggestions if the students get stuck at places.

• Reading time: After creating the story as a class, ask students to note the different characters and the strange events in the story. Ask students to read the poem, ‘Let’s enter the world of stories.’ Ask them to note the different characters mentioned in the poem. Tell them to think of all the stories that they have read so far. Let them name stories that have these characters.

• Some good and bad characters in stories: Choose four students for the role play. Ask one to be the fairy, another to be the wolf, the third to be the giant, and the fourth one to be the genie. Ask these students to open their textbooks and read what their character is saying. Let the class read out the answer when you ask for the name of the character. After the class guesses each character, talk about the character a bit.

• Activity time: Divide the class into pairs. Ask each pair to select a favourite character from any story they have read. Tell them to write a few sentences describing the character. Next they would role play the character in front of the class. One of them would read the description they have written and the other would act the character, while the class tries to guess which character they have chosen.
آکی یا کوئی اپ کہا جا سکتا ہے کہ اس کا کچھ لیکن بہت شاہقہ ہو سکتا ہے۔

ایک کتابی کے ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے۔

اس کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے کہ اس کا کچھ ماحول کا کہا جاتا ہے۔

"Let's enter the world of stories"
Let's enter the world of stories

- **My favourite characters:** Ask your students to select any three characters they like in stories and explain why they like those characters. Ask them to create a poster for their favourite characters using a piece of chart paper. Tell them to draw a picture of each of their favourite characters and describe them.

- **Reading time:** Ask students to read the text about good and bad characters and note the underlined verbs. Explain that these verbs are used to tell us what is happening now and are, therefore, verbs in the present tense. Further explain that we use this tense:
  - to express the idea that an action is repeated often. The action can be a habit, a hobby, a daily event, or something that happens often.
    
    **Example:**
    - I like cricket.
    - The bus arrives every morning at 8 a.m.
    - When does the bus leave?
    - She always brings her papers.
    - He never forgets his keys.
  
  - for general truths.
    
    **Example:**
    - The sun sets in the west.
  
  - to show that a fact is generally true.
    
    **Example:**
    - Dogs like bones.
    - Cats do not like leaves.
    - Islamabad is in Pakistan.
    - Doors are made of wood.
    - Karachi is a large city.

- **Present tense (Daily routine):** Write the following questions on the board and ask your students to answer them in their exercise books.
  
  - What is the first thing that you do when you wake up?
  - At what time do you have breakfast?
  - When do you leave for school?
  - What do you do every day in school?
  - What is the first thing that you do when you come home?
  - Do you play games during the day?
  - When do you start your homework?
  - When do you have dinner?
  - When do you sleep?

  After they have answered the above questions briefly, ask them to use their answers and write a paragraph entitled, ‘My daily routine’.

- **Reading time; Riaz Ahmed:** Tell your students to read the passage on this page. Then ask your students to identify and underline verbs in the simple present tense.
I like cricket.
The bus arrives every morning at 8 a.m.
When does the bus leaves?
She always brings her papers.
He never forgets his keys.

The sun sets in the west.

Dogs like bones.
Cats do not like leaves.
Islamabad is in Pakistan.
Doors are made of wood.
Karachi is a large city.

What is the first thing that you do when you wake up?
At what time do you have breakfast?
When do you leave for school?
What do you do everyday in school?
What is the first thing that you do when you come home?
Do you play games during the day?
When do you start your homework?
When do you have dinner?
When do you sleep?

Note: "My daily routine"

79
• **Forming the present tense:** Next list all the verbs identified by your students in the passage about Riaz Ahmed on the board.

**Example:** am – get up – get ready – have – take – reach – rush – rescue – help come – go – swim

Ask them to note how the tenses are formed. Explain that we add *s* or *es* to the verb when we use *he, she, it*, or a *singular noun* in a sentence.

We do not use *s* or *es* with the verb when we make sentences with *I, you, we, or they.*

Write the following sentences on the board and ask students to choose the correct option.

1. I like/likes biryani.
2. You look/looks pretty.
3. They thinks/think a lot.
4. We throws/throw garbage in a dustbin.
5. The boys ring/rings the bell.
6. Some people drive/drives very carelessly.
7. Mother cook/cooks biryani.
8. Jack loves/love swimming.
9. Mr Johnson works/work at a bank.
10. Grandma washes/wash the dishes.

• **Writing time:** To provide further practice for the present tense, ask students to complete **Exercises A, B, and C.**

• **Activity time – Telling the time:** Teach your students how to tell the time. Bring a large wall clock to class.

1. Point out the hands of the clock. Tell your students that the hour hand is the thick, short hand on the clock, the minute hand is thinner and longer, and the second hand is the thinnest and moves the fastest around the clock’s face. While explaining this, point to the hour, minute, and second hand clearly to help students recognize these.

2. Next, tell your students there are twenty four hours in a day. To complete a full day, the hour hand will move twice around the clock’s face. Point out each number on the clock’s face starting with 12 and moving clockwise and point out that the clock’s hands always move in this same direction.

3. Now, teach students to identify each hour on the clock’s face. Use the board to draw 12 different clocks so you’ll have a picture of each hour (with the minute hand always on 12). An alternative is to use the wall clock by turning the hour hand to each new hour. Students must read the number the hour hand points to and tell the time. In the same manner teach how to read different times on the clock. Ask the students to complete the activity task on this page.
am - get up - get ready - have - take - reach - rush - rescue - help - come - go - swim

Example:

ظلاً بکچو کا کورہ امر ہو گیا، اس کے قبضہ کی بہت بہتری رہے خیال، ہنگامہ کر کے دیکھ کر ماں سے es کا ایک بڑا نہیں تھا، تاکہ ہمہ اس کے لئے

1. I like / likes biryani.
2. You look / looks pretty.
3. They thinks / think a lot.
4. We throws / throw garbage in a dustbin.
5. The boys ring / rings the bell.
6. Some people drive / drives very carelessly.
7. Mother cook / cooks biryani.
8. Jack loves / love swimming.
9. Mr. Johnson works / work at a bank.
10. Grandma washes / wash the dishes.

کچہ کا وقت (عمر 57) : ظلا کی وصفت جالک کی مریخ مریخ کر دا لیا گیا ہے کے سے پاس سے پاس میں بھی کہ ایک بڑا ریووگی گھیری ہے کر آ گیا ہے ۔

سرگرمی کا وقت : وقت تناہا (عمر 56) : ظلا کی یہ کمی کی وقت کی بھی باہمہ جالک کی سال بھر میں یہ دوسروں سے ہے کہ بہت بہتری ہے۔

کی وصفت میں بھی ملی ہے۔ کہ لیکھ کر کے کیوں ظلا کی اس کے دو میں سونی ویار کجی ہے۔ اس کے دو میں سونی اور دو میں سونی ویزی کسے میں گھیری ہے۔

کی وصافت کے دو میں بھی قائم ہے۔ میں اور کہ کسی کو سولی کے جام کے، اس کے دو میں سونی کو ایک طرح جی ہیں۔

اپ 2. ظلا کا وقت کی میں میں بچایا ہے۔ اس کے دو میں سونی اور دو میں سونی ویزی کے دو میں سونی کے دو میں سونی کو ایک طرح جی ہیں۔

اپ 3. ظلا کا وقت میں بھی کسی کو جی ہیں۔ اس کے دو میں سونی اور دو میں سونی ویزی کے دو میں سونی کو ایک طرح جی ہیں۔

کی وصافت کے دو میں بھی قائم ہے۔ میں اور کر کے کیوں ظلا کی اس کے دو میں سونی اور دو میں سونی ویزی کے دو میں سونی کو ایک طرح جی ہیں۔
Let's enter the world of stories

- **What do they do?:** Read aloud the brief description of various professions. Ask students to think of two other professions and construct two short paragraphs on the following format.

  I am ________________. (name)
  I am a _______________. (profession)
  I ___________________. (task performed)
  I ________________________. (responsibility)

Then ask students to complete Exercise A.

- **Reading time; Bashir the fisherman:** Ask students to read the text, discuss the questions in Exercise A, and answer the questions individually.

- **Writing time:** What do your father and mother do every day? Write a paragraph about all that they do in a day. Remember to write in the simple present tense.

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

<table>
<thead>
<tr>
<th>TASK</th>
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<tbody>
<tr>
<td>1. Introduction: Students use a 'What if' scenario to create a story of their own.</td>
</tr>
<tr>
<td>2. Reading time: Students read ‘Let’s enter the world of stories’ and discuss the different stories they have read so far.</td>
</tr>
<tr>
<td>3. Good and bad characters: Students prepare a role-play about good and bad characters.</td>
</tr>
<tr>
<td>4. Activity time: Students describe their favourite characters while the rest of the class tries to guess them.</td>
</tr>
<tr>
<td>5. My favourite character: Students choose three of their favourite characters and explain why they like each.</td>
</tr>
<tr>
<td>6. Present tense: Students understand the use of verbs in the present tense.</td>
</tr>
<tr>
<td>7. Reading time: Students read a passage on Riaz Ahmed and identify all the verbs in the present tense.</td>
</tr>
<tr>
<td>8. Writing time: Students complete Exercises A, B, and C.</td>
</tr>
<tr>
<td>9. Activity time: Students learn how to tell the time.</td>
</tr>
<tr>
<td>10. What do they do?: Students read the descriptions about various professions and complete Exercises A and B.</td>
</tr>
<tr>
<td>11. Reading time: Students read the passage and answer the questions.</td>
</tr>
<tr>
<td>12. Writing time: Students write a paragraph about the daily routine of any one of their parents.</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

Students may complete Worksheet 4 on simple present tense.
<table>
<thead>
<tr>
<th>وراثة</th>
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<tbody>
<tr>
<td>5 من</td>
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<td>10 من</td>
<td>12</td>
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**توظيف سكراميان:**
ظابة فاضلة عديل يابوك صيت 4 كمكرك بنين.
LENSON 2

OBJECTIVES:

- Recognize function of question words
- Recall substitution words learnt earlier
- Show possession using pronouns before nouns

LEARNING OUTCOMES:

By the end of this lesson students should be able to:
- understand the use of various question words.
- revise pronouns.
- distinguish between possessive adjectives and pronouns and use them properly.

RESOURCES REQUIRED (TEACHING AIDS):

- Copies of Worksheet 5

METHOD:

- **Introduction – Asking questions:** Introduce students to the basic question words: who, when, where, what, how, why, whose, and which.
  Explain the use of ‘who’ in a question. Tell the student who requires them to identify a person. Ask them to think of questions beginning with ‘who’. After students have a few examples of questions beginning with who, ask volunteers to come up and ask their questions to the rest of the class. Emphasize on how the answers to these questions always refer to a person.
  In the same manner explain the other question words as given in the textbook.

- **Writing time:** Students to then complete Exercise A on question words.

- **Activity time – Wee Willie Winkie:** Ask students to read the poem ‘Wee Willie Winkie’, underline all the rhyming words, and then frame as many questions as they can, on the poem. Ask different students to share their questions with the rest of the class and note all of them on the board and revise the concept of question words.

- **Pronouns, possessive adjectives, and possessive pronouns:** Revise pronouns. Explain that pronouns are, used in place of nouns.
  - *I, you, he, she, it, we are,* all pronouns. Teacher can write these sentences on the board and ask students to identify the pronouns.
  
    *I* live in Karachi.
  
    *Do you* like playing cricket?
  
    *He* does not like working on the week ends.
  
    *She* works in Lahore.
**Sentence 2**

**Materials:**
- Function (question words)
- Pronouns
- Possessive adjectives

**Sentence:**

"Who, when, where, what, how, why, whose, which"

**Exercise:**

A. We Willie Winkie (Exercise 62): "Who, when, where, what, how, why, whose, which"

B. We Willie Winkie (Exercise 63):

1. I live in Karachi.
2. Do you like playing cricket?
3. He does not like working on the weekends.
4. She works in Lahore.
Let's enter the world of stories

It will be quite hard.
We are studying pronouns at the moment.
You don't have a fever, do you?

Explain that **possessive pronouns** *mine, yours, his, hers, its, ours, yours, theirs*, show that something belongs to someone. **Possessive adjectives** *my, your, his, her, its, our, their*, also show possession. Point out that possessive pronouns are similar to possessive adjectives (*my, his, her*) in that they both show possession. However, the difference is that a noun always follows the possessive adjective, but does not follow the possessive pronoun.

For example:

**Possessive Pronoun:** That book is mine.
**Possessive Adjective:** That is my book.
**Possessive Pronoun:** That house is mine.
**Possessive Adjective:** That is my house.

Provide students with sentences using possessive pronouns and ask them to convert them into sentences using possessive adjectives.

This dress is yours.
Answer: This is your dress.

That seat is his.
Answer: That is his seat.

Those letters are hers.
Answer: Those are her letters.

Those cars are ours.
Answer: Those are our cars.

- **Activity time and writing time:** Ask students to complete the exercises and then do worksheet – 5.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students are introduced to the meaning and use of question words</td>
<td>15 min</td>
</tr>
<tr>
<td>2. Reading time: Students learn more about question words from the table.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Proper Nouns: Students complete Exercise A on question words</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Activity time: Students do the activity related to the poem ‘Wee Willie Winkie.’</td>
<td>15 min</td>
</tr>
<tr>
<td>5. Pronouns, Possessive adjectives, and possessive pronouns: Students recap pronouns and learn to distinguish between possessive adjectives and possessive pronouns.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Writing time: Students complete Exercise A.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
It will be quite hard. We are studying pronouns at the moment. You don't have a fever, do you?


This address is yours. Answer: This is your address. That seat is his. Answer: That is his seat. Those letters are hers. Answer: Those are her letters. Those cars are ours. Answer: Those are our cars.

- "We Willie Winkie" (short 64 اور 65): ظالماً سے مشیئم کامل کرنے کے لئے کیمیں - ورک شیہر 5 استعمال کریں.

<table>
<thead>
<tr>
<th>وضاحتیں</th>
<th>کمیم</th>
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<tbody>
<tr>
<td>15 مینٹ</td>
<td>&quot;We Willie Winkie&quot; (خلاصہ 64 اور 65) - ظالما سے مشیئم کامل کرنے کے لئے کیمیں - ورک شیہر 5 استعمال کریں.</td>
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<td>10 مینٹ</td>
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</tbody>
</table>
Answer key for Unit 8

Riaz Ahmed – Writing time

A. He wakes up at 6:30 a.m.
   He takes a bus to go to work.
   He rushes in the building.
   He takes part in safety drills
   He helps the other firemen.

What do they do? – Writing time

A. 1. vet
   2. You should call a dentist.
   3. You should call a police man.

Bashir the fisherman – Writing time

A. 1. Bashir is a fisherman.
   2. He lives in Keti Bunder, a small coastal village in Sindh.
   3. He goes to the harbour at 7:30 a.m..
   4. He catches fish to sell it to the people of his village.

Asking questions – Writing time


Wee Willie Winkie – Activity time

A. town–nightgown, lock–clock

Writing time

A. 1. my 2. theirs 3. hers 4. your 5. His
A. He is a fireman.
   He wakes up at 6:30 a.m.
   He takes a bus to go to work.
   He rushes in the building.
   He takes part in safety drills.
   He helps the other fireman.

A. 1. vet
    2. You should call a dentist.
    3. You should call a police man.

A. 1. Bashir is a fisherman.
    2. Bashir catches a lot of fish.
    3. He lives in Keti Bunder, a small coastal village in Sindh.
    4. He goes to the harbour at 7:30.
    5. He walks to the harbour.
    6. He takes his father's boat.
    7. He catches fish to sell it to the people of his village.


A. town, nightgown, lock, clock

A. 1. my, 2. theirs, 3. hers, 4. your, 5. His
LESSON 1

OBJECTIVES:
• Use future tense to express actions in future
• Write short informal invitations
• Explain a process or procedure (recipe)

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand and use the future tense.
• make invitation cards.
• explain a procedure or process in their own words.

RESOURCES REQUIRED (TEACHING AIDS):
• Copies of Worksheet 6
• The future tense: Explain to the class that a verb in the future tense shows action that will happen. The future tense is formed with, will + verb. e.g. They will sing. We will play. It may also be used to form negative statements. We use will + not, for negative statements. e.g. They will not sing. We will not play. Reinforce further with examples. Will you come to my house tomorrow? Yes, I will. Will you throw trash on the street? No, I will not. I will do my best this term. I will not lie again. I will take a bus to school. I will not be late.

Ask students to construct five sentences in the future tense using the following key words. Write these words on the board.
1. will + clean my room
2. will not + sleep late
3. will + remember to pray
4. will not + spoil my things
5. will + take care of younger brother

• Invitation card: Ask your students if they have ever received an invitation card? Have they ever sent an invitation card? Ask students to bring old invitation cards they might have at their homes. What have they received an invitation to? A birthday party, a wedding, or a fun fair.
Section 1

1. Study English.

2. Ask questions like: "Where did you go yesterday?"

3. Use will to express future actions: "They will sing. We will play."
All about rules

Ask them to look closely at the invitation card made by Nasir and Harris. Divide the class into pairs. Ask each pair to discuss the given questions and then, design an invitation card for Eid Milan or Birthday party.

- **Making fruit chaat**: Ask students what is their favourite dish. Do they know how to make their favourite dish? Tell them that to make their favourite dish they would require a recipe. In a recipe the ingredients and the method to make the dish are mentioned. Ask them to read the recipe then complete the activity task.

- Next, they can work in pairs to write a recipe for making sandwiches in their exercise books.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Introduction</strong>: Students learn to distinguish between the past, present, and future tenses.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time</strong>: Students read a passage on fun fair.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Future tense</strong>: Students understand how to use the future tense with the help of examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Writing time</strong>: Students complete Exercises A, B, C, and D.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>Invitation cards</strong>: Students learn how to write short formal invitations and make invitation cards.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>My recipe</strong>: Students read recipe and create a recipe themselves.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

- Students may complete *Worksheet 6* on future tense.

**LESSON 2**

**OBJECTIVES:**

- Understand and use contractions
- Use appropriate expressions in conversation
- Use polite expressions for greetings, introductions, and routine conversation

**LEARNING OUTCOMES:**

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

- understand and use contractions.
- use appropriate expressions during a telephonic conversation.
Will you throw trash on the street? No, I will not.
I will do my best this term.
I will not lie again.
I will take a bus to school.
I will not be late.

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<tbody>
<tr>
<td>1.</td>
<td>will + clean my room</td>
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<td>will not + spoil my things</td>
</tr>
<tr>
<td>5.</td>
<td>will + take care of younger brother</td>
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</table>

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<tr>
<th>دورائی</th>
<th>کام</th>
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<tbody>
<tr>
<td>مت</td>
<td>تعارف: طالبان، سال و مسئولیت که اختیار می‌کنیم</td>
</tr>
<tr>
<td>مت</td>
<td>پوسته‌کا وقت: طالبان کا دفتر جنگ جامعه و ترقی که ممکن است ممکن است</td>
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<tr>
<td>مت</td>
<td>نمایش: طالبان کا مدد سامانی اور دفتری</td>
</tr>
<tr>
<td>مت</td>
<td>کمک کا وقت: طالبان کا A</td>
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<td>مت</td>
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<td>مت</td>
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93
RESOURCES REQUIRED (TEACHING AIDS):

- Index cards containing words and their contractions

METHOD:

- **Contractions:** Make two sets of index cards. On one set of cards write the complete word for example *cannot* and on the other group of card write down the contraction, *can’t*. Distribute the card amongst your students. Each student must then find the student holding the word or contraction matching their card. For example, a student who has an index card with ‘cannot’ written on it, must circulate around the class and find the student with the index card containing ‘can’t’ and so on. Allow students to match their cards. Next ask each pair to come to the front and write down their word, along with its contraction on the board. Build a list of contractions in this way on the board and revise it with the class.

  Explain that when we speak we often join two words together to make them shorter or smaller. We use an apostrophe in place of the missing letters. Ask the children to read the examples given in the book.

  Tell them to note the missing letter and the apostrophe that is inserted in its place.

- **Writing time:** To further practice contractions ask students to complete Exercise A, B, and C.

- **Sorry and thank you:** Start with a discussion on the importance of using polite words and phrases. Explain that we should always use words like please, thank you, and excuse me to respect others and make them feel special.

  Explain that they should:

  - say, ‘Thank You’ when they receive a present or gift or when someone help them or praises them.
  - say, ‘Please’ when they are asking someone for help.
  - say, ‘Excuse me’ when they burp or hiccup or sneeze or when they interrupt someone or ask them to move.
  - greet politely when they call a friend or acquaintance.
  - ask, ‘Are you alright?’ if they see someone hurt or in pain.
  - say, ‘Sorry,’ when they make a mistake or hurt someone.

  Tell them that we must always think of other people, rather than ourselves and must always try never to hurt someone.

- **Using the telephone:** Ask students to read the given conversation and note all the polite words used.
توكیو سیر ہمیشہ:
● طالب اتیلا مہینہ ہوگی 6 کمک کے ہٹ کرنے کے بات کو چاہتے ہیں۔

سکیچ 2

متعینا:
● افزائش کے اختیارات کو ممکن اور استعمال کرنے والے
● قانون ہم نے توانائی اور اقدامات ہے یا قانون کے استعمال کرنے
● خوش آمدید کہیں، متغیر ہوئے کے لیے اور روڈز کے ساتھ کئی ایسا انتظامات استعمال کرسکیں

نکیک:
● اس کے لئے ایک وقت ہوا قانون دوپہر پہلے ہو ہو:
   ● ایک وقت کے اختیارات کو ممکن اور اقدامات استعمال کر کے
   ● قانون پر بات چیت کے دوران موثر کر کے استعمال کر کے

للئے سے ہی وکران انداز ایسیہ:
● ایک وقت ان کے اختیارات کو ممکن کر کے

طریقہ کار:

پہلا وقت (صفحہ 77)، شامی "Our Summer Holidays"
● پہلے ایک وقت کے اختیارات کو ممکن اور استعمال کرنے والے
● قانون پر بات چیت کے دوران موثر کر کے
● وکران ان کے اختیارات کو ممکن کر کے

الفاظ کے اختیارات:
● "آگے وارے سے پہچانہ" کا کام کو پاک جارہوئے ممکن کر کے
● "آگے وارے سے پہچانہ" کا کام کو پاک جارہوئے ممکن کر کے
● "آگے وارے سے پہچانہ" کا کام کو پاک جارہوئے ممکن کر کے
● "آگے وارے سے پہچانہ" کا کام کو پاک جارہوئے ممکن کر کے

الفاظ کے اختیارات:
● ایک وقت کے اختیارات کو ممکن اور استعمال کرنے والے
● "آگے وارے سے پہچانہ" کا کام کو پاک جارہوئے ممکن کر کے
● "آگے وارے سے پہچانہ" کا کام کو پاک جارہوئے ممکن کر کے
● "آگے وارے سے پہچانہ" کا کام کو پاک جارہوئے ممکن کر کے
• **Activity and writing time:** Ask the students to pair up, take the roles of Nadia and the callers and role-play the conversation. Next, they can make up their own telephone conversations and role-play it with their partner and then do the writing task.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading time: Students read the poem and perform it.</td>
<td>15min</td>
</tr>
<tr>
<td>2. Activity time: Students write the poem and complete the related activity.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. Contractions: Students use index cards to match words with their contractions.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete Exercises A, B, and C.</td>
<td>15 min</td>
</tr>
<tr>
<td>5. Polite conversation: Students discuss the importance of politeness and learn some polite phrases they must use regularly.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Using the telephone: Students are introduced to telephone conversations.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. Activity and writing time: Students complete the given tasks.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
اسکول میں ہیرو اور غشره کا مطلب

- کچھ کا وقت (صلف 72 اور 73): افغانستان کے مزید مشیکے کے لیے طالب سے کہ کوئی نہ کوئی C اور B، A کمل کریں۔

- معنی کیتھا (صلف 72 اور 73): مثال افغانستان کے اسٹیٹس کی اہمیت پر افسوس کے لئے آناز کریں۔ طاق کم کی نگار کو دوسرے دوسرے نہیں کریں یا اسی کا اجسام دوسرے کے لیے کمین نہیں کیتے اور اردو کریں۔ معیار اور معنی کیتھا کے لئے افغانستان کے

- کرنے والی اجزاء

- جب کسی نے شکوری شکور کریں تو کوئی نہیں کسی کو فتح کیتے ہو نے کا مطلب فرمایا کریں۔ "شکوریاں" (Thank you)

- جب کسی نے متعیں ہوا تو "با متعیں جانیاں" (Please)

- جب کسی نے بدلہ لیا تو "با بدلہ لیاں" (excuse me)

- جب کسی نے کوئی بحث کی تو "با بحث کیاں" (لئے)

- کسی دوست کی کوئی فتح کی، تو "با فتح کیاں" (لئے)

- اپنے کوئی فتح کی بنیں تو پوچھیں "آپ کی تجربہ کیاں؟" (Are you alright?)

- جب کسی نے کوئی مرکب بولی او بحث کی تو "با مرکب بیٹی کیتھا" (لئے)

- جب کسی نے کوئی فتح کی بنیں تو "با فتح کیتھا" (لئے)

- طالب کی نگار یا کوئی بیٹی او بحث کی تو "با بحث کیتھا" (لئے)

- مطلب کیتھا کہ کسی کو قدرتی فتح نہیں ہو سکتا اور اس میں استعمال ہو نے دوسرے نہیں ہوتا۔

- مطلب کیتھا کہ کسی کو کوئی فتح نہیں ہو سکتا اور سے مشتمل ہوتا۔

- مطلب کیتھا کہ کسی کو قدرتی مطلب نہیں ہو سکتا اور سے مشتمل ہوتا۔

- مطلب کیتھا کہ کسی کو قدرتی فتح نہیں ہو سکتا اور سے مشتمل ہوتا۔

- مطلب کیتھا کہ کسی کو قدرتی مطلب نہیں ہو سکتا اور سے مشتمل ہوتا۔

- مطلب کیتھا کہ کسی کو قدرتی فتح نہیں ہو سکتا اور سے مشتمل ہوتا۔

- مطلب کیتھا کہ کسی کو قدرتی فتح نہیں ہو سکتا اور سے مشتمل ہوتا۔

<table>
<thead>
<tr>
<th>دوراتهی</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>پہلا وقت: طالب نے اداکار کے کام کے مطلبیہ 1-1</td>
</tr>
<tr>
<td>15</td>
<td>دوسرے وقت: طالب نے اداکار کے کام کے مطلبیہ 1-2</td>
</tr>
<tr>
<td>15</td>
<td>ابتدائی اسٹیٹس اور کا اسٹیٹس کے لئے پیشہ کریں۔ 1-3</td>
</tr>
<tr>
<td>15</td>
<td>تست کا وقت: طالب نے C اور A کم کریں۔ 1-4</td>
</tr>
<tr>
<td>10</td>
<td>شکریہ کیتھا: طالب نے اداکار کے کام کے پیشہ کریں۔ 1-5</td>
</tr>
<tr>
<td>10</td>
<td>مطلب کیتھا: طالب نے بیٹی او بحث کیاں۔ 1-6</td>
</tr>
<tr>
<td>20</td>
<td>مطلب کیتھا: طالب نے بیٹی او بحث کیاں۔ 1-7</td>
</tr>
</tbody>
</table>
Answer key for Unit 9

Writing time – Example answers

B. 1. Grandfather will read the newspaper.
   2. Grandmother will stitch clothes.
   3. Father will clean the car.
   4. Mother will read the newspaper.
   5. Nasir will study science.
   6. Nadia will go to a friend’s house.
   7. Baby will play with a ball.

Invitation Card – Discussion time

A. 1. The parents are invited.
   2. The invitation is from Class Three.
   3. The fun fair will be held on 22nd November.
   4. The fun fair will end at 4 p.m.
   5. There will be food, games, and lots of prizes.

Writing time

A. 1. We will – We’ll
   2. He is – He’s
   3. They are – They’re
   4. I am – I’m
   5. Do not – Don’t
   6. You will – You’ll
   7. Will not – won’t

B. light-dark, weak-strong, more-less, late-early, bad-good, short-tall, polite-rude

C. ancient-old, happy-glad, beautiful-lovely, cry-sob, intelligent-clever

D. 1. Nasir’s 2. I’m 3. He’s 4. Sara’s

B. Beenish: I will make the poster of a donkey.
Neha and her friends: We will make the fruit chaat.
Haris and Nasir: We will make the invitations for the funfair.
Saad and Tariq: We will decorate the class.
Tariq: I will bring the cloth to blindfold the children who will play the game.

D. 1. Grandfather will read the newspaper.
2. Grandmother will stitch clothes.
3. Father will clean the car.
4. Mother will cook lunch.
5. Nasir will study science.
6. Neha will go to a friend's house.
7. Baby will play with a ball.

A. 1. The parents are invited.
2. The invitation is from Nasir and Harris.
3. The fun fair will be held on 22nd November.
4. The fun fair will end at 4 p.m.
5. There will be food, games and lots of prizes.

B. 1. We will - We'll
2. He is - He's
3. They are - They're
4. I am - I'm
5. Do not - Don't
6. You will - You'll
7. Will not - won't

C. 1. Don't make a noise!
2. They're playing football.
3. She'll not come tomorrow.
4. I'm feeling sick.
5. He's a doctor and she's a nurse.
LESSON 1

OBJECTIVES:
- Understand importance of and respect soldiers
- Familiarity with duties of a soldier
- Study an interview
- Use conjunctions in sentences
- Understand the difference between gender and neuter nouns
- Read text with stress and intonation

LEARNING OUTCOMES:
- Identify and use question words why, how, who, whose, which, where, etc.
- Identify and recognise the function of conjunctions.
- Use joining words and, or, and but to show addition, alternative and contrast within a sentence. Use because to express reason.
- Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter).
- Recite poems with actions.

RESOURCES:
- Newspaper article

METHOD:
- **Starter:** Ask students if they know who soldiers are, what they do and whether they know the names of any soldiers. At this stage, don’t assume they will know the correct answers. Then ask if anyone has heard of Defence Day [6 September], Pakistan Day [23 March] and Independence Day [14 August]? Why do we have these national holidays?

- **Exposition:** A soldier is a person who joins the army to fight for a country, especially during wartime. The duties of a soldier are to fight enemies and defend their own country. Since they have a difficult job, we hold them in high esteem and salute them. They are the ones who can risk their lives for the country. We have national holidays [mentioned above] to remember the sacrifices made by our soldiers.

- Have students look at the picture and ask them: *Who are they? What do you think they are doing?* Draw their attention to their suits, guns and military discipline. Students may talk about a family member, if any, who is in the army. They will read the text and attempt exercises individually. Give them time to look up difficult words in the dictionary and use them in their own sentences.
سکن 1

مختصرہ:

- جملوں میں بینے خصوصیات، اضافات، خاصیت اور محدود اور قواعد کا استعمال کرنا۔
- (but)، (or)، (and)، (joining words) اور (because) کا استعمال کرنا۔
- کرنکے تدریسی اور ثقافتی انجام کی اجازت کرنا۔
- اس کے لئے ان کو دس اور ان کی جنس تعلیم کرنا۔

مثال:

اص کی بہتری دکھایا جائے، مupport اور سہی جسدی اور دیگر۔

ہدایت:

- اس کی بہتری دکھایا جائے، مsupport اور سہی جسدی اور دیگر۔
- (but)، (or)، (and)، (joining words) اور (because) کا استعمال کرنا۔
- اس کی بہتری دکھایا جائے، مsupport اور سہی جسدی اور دیگر۔

طرز تیز کار:

- فرازمینان کی اپنی جانوں کو ساتھی کی اپنی جانوں کو اختیار کرنا۔
- اک میں ہے جو ہے کہ ان کی جانوں کو اختیار کرنا۔
- اک اور اک کا اختیار کرنا۔
- اک اور اک کا اختیار کرنا۔

کوئی کہا کہ (صفحہ 76): اک میں ہے جو ہے کہ ان کی جانوں کو اختیار کرنا۔

کوئی کہا کہ (صفحہ 77): اک اور اک کا اختیار کرنا۔

کوئی کہا کہ (صفحہ 78): اک اور اک کا اختیار کرنا۔
• **Brain break:** Skip Counting – once the students have completed their work, you may play a game of 5 mins as a refresher. Here, the first student starts the game by saying 1, followed by the next student saying 2. Every 5th number must be skipped – the student who has to say 5 must say 6. The student who says 5, 10, 15, 20, etc. is out and the game restarts.

• **The interview:** Select 2 volunteers to come forward and read aloud dialogues of Anchor and Amir. After completion, ask students: What are some qualities of a soldier? What subjects do soldiers study? Explain that Nishan-e-Haider is the highest military award for outstanding services to the country, given to a soldier. Some recipients of Nishan-e-Haider are: Major Raza Aziz Bhatti, Rashid Minhas, Major Muhammad Akram, Major Shabbir Sharif, and many others. Students to note all these names and qualities in their notebooks. They can research about them, with help from their parents.

• **Homework:** With the help of their parents, they could research one soldier of Pakistan who has received the honour of Nishan-e-Haider. They could print an article and picture and paste it in their notebooks. They can write 5 points about that soldier’s qualities that inspired them.

• **Wrap-up:** Ask students what are some words that come to their minds when they think of a soldier.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorming session about soldiers and national days of Pakistan.</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Reading the text and attempting exercise individually.</td>
<td>20 mins</td>
</tr>
<tr>
<td>3. Brain break – Skip Counting</td>
<td>5 mins</td>
</tr>
<tr>
<td>4. The interview</td>
<td>25 mins</td>
</tr>
<tr>
<td>5. Wrap-up – drill words about soldiers</td>
<td>3-5 mins</td>
</tr>
</tbody>
</table>

**LESSON 2**

**OBJECTIVES:**

• Write sentences using correct capitalization, punctuation, and spellings
• Recognize functions of joining words
• Use joining words and, or, and but to show addition, alternative, and contrast. Use because to express reason
• Classify nouns into masculine, feminine, or neuter gender
• Classify and change gender of nouns
The dog barked loudly.
The little boy sang.
My toy car broke.
My dress is pretty.
The sky is blue.
Cats eat rats.

103
LEARNING OUTCOMES:

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

• distinguish between statements and questions, and write them using correct punctuation marks.
• recognize the use of joining words and use and, or, but, and, because to join simple sentences effectively.
• nouns as the masculine, feminine, or neuter gender.

METHOD

• Conjunctions: Read the sentences and ask the students to note the underlined words. Ask your students why the underlined words are important in these sentences. Can these sentences be written in any other manner? Next explain that the underlined words are called conjunctions. Conjunctions are connecting words, e.g. and, or, but, because, etc. Read and explain the use of these conjunctions as given in the textbook.
• Writing time: Ask students to complete.
• Noun: Gender: Explain that nouns may be classified according to their gender. A man is a masculine or male noun. A woman is a feminine or female noun and a table is a neuter noun. Neuter means without gender. Some nouns can be used for both masculine or feminine for example baby, actor, teacher. Write the following list of nouns on the board and ask students to classify them under any of the following headings: masculine, feminine, neuter:
  boy, uncle, cousin, book, son, child, mother, 
  bag, daughter, aunt, person, girl, father, sofa, 
  child, grandfather, grandmother, grandchild.
• Writing Time: Ask students to complete Exercises B, C, and D.
سیکی کا بھورہ خاکر (بجااعت کے 3 بچروں):

<table>
<thead>
<tr>
<th>اعداد</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>قلعہ: خلاں میکا ہے اور جس میں کنار کا نیک ووئی دیہ بھی ہے مسہلبہ سے۔</td>
</tr>
<tr>
<td>2</td>
<td>چہکا وقت: خلاں سحر 67 اور 77 سے مین کے کھاتیب پاسی ہے۔</td>
</tr>
<tr>
<td>3</td>
<td>پہچنا اور بات چیت: خلاں بھوگی بھی خواہش میں مس ائمہ میں سے پوچھنے کے لیے سوالات نہیں کریں۔ جب کہ نشین ہوئے تیرا کریں۔</td>
</tr>
<tr>
<td>4</td>
<td>کئی کا وقت: خلاں ہوئے اور بیدار ہوئے کا فرق کیہنے کے لیے مسیح کی بور A کام کریں۔</td>
</tr>
<tr>
<td>5</td>
<td>تحقیق عرف: خلاں تحقیق عرف کا استعمال کیجئے۔</td>
</tr>
<tr>
<td>6</td>
<td>کئی کا وقت: خلاں تحقیق کی مسیح کے لیے مسیح کی B کام کریں۔</td>
</tr>
<tr>
<td>7</td>
<td>Old Mr Kisan has a farm</td>
</tr>
<tr>
<td>8</td>
<td>فیکر اور مسیح: خلاں اسے بھیکر اور اسے بھیکر کے لیے مسیح کی C کام کریں۔</td>
</tr>
<tr>
<td>9</td>
<td>کئی کا وقت: خلاں مسیح کی کام کریں۔</td>
</tr>
</tbody>
</table>

تو تھیک ہے کہ مردان:

- دو نو ہیں اور بنا کا بھی جو ہے وہ بھی کہ ہیں، اسے مسیح کی بیان کریں ۔|

بچہ کے بھی:

- son
- daughter
- brother
- sister
- Father
- ship
- Mother
- tree
- apple
- Goose
- drake
- Brush
- uncle
- Douglas
- Anne
- niece
- England
- clock
- pitcher
- Leaf
- cow
- Head-mistress
- George
- mom
- Road
SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students participate in a class discussion describing soldiers.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students read the passage.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Writing time: Students complete exercises to learn to distinguish between statements and questions.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. Conjunctions: Students understand the use of conjunctions.</td>
<td>15 min</td>
</tr>
<tr>
<td>5. Writing time: Students practice using conjunctions by completing exercises.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Masculine and feminine: Students learn to distinguish and identify masculine nouns, feminine nouns, and neuter nouns.</td>
<td>15 min</td>
</tr>
<tr>
<td>7. Writing time: Students complete exercises.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

- Identify the gender of each of the following nouns. Circle the masculine nouns, underline the feminine nouns and colour the neuter nouns:

  - son
  - daughter
  - brother
  - sister
  - Father
  - ship
  - Mother
  - tree
  - apple
  - Goose
  - drake
  - Brush
  - uncle
  - Douglas
  - Anne
  - niece
  - England
  - clock
  - pitcher
  - Leaf
  - cow
  - Headmistress
  - George
  - mom
  - Road

Answer key for Unit 10

Writing time

A. 1. Azra and Ayesha are going to Kakul to see the passing-out parade at Pakistan Military Academy.
   2. They are proud because their brother, Amir, is going to receive the Sword of Honour.
   3. The band is playing patriotic songs.
   4. Their mother is crying because Amir finally received the Sword of Honour.
   5. The Army Chief presents the sword to Amir.

B. outstanding – excellent; extremely impressive
   performance – the act of performing
   impressive – someone/something admirable because of talent/skills
   patriotic – expressive great love for the country
   inspects – to observe something closely/carefully
A. 1. What did Mr. Lang tell the children? - question
2. The Yangtze river is in China. - statement
3. The Chinese are very helpful people. - statement
4. Does Mr. Lang teach in Beijing? - question

A. 2. Where does he live?
3. China is a very big country.
4. Can he speak Urdu?
5. What did he show them?

B. 1. e, 2. c, 3. a, 4. b, 5. d

A. 1. I went to the market and bought a dress.
2. I don't know if I want a mango or an apple.
3. He is very rich but he is not happy.
4. He was punished because he broke the window.

B. 1. Ahmed is tall but Bashir is taller.
2. Ahmed sent the letter and waited for the reply.
3. I cannot go out because it is raining.
4. Is this my book or yours?
5. He worked hard but did not get good marks.
6. He lost his balance and fell down.
7. Would you like tea or a cold drink?
8. He went to the hospital because he was sick.

C. 2. Islamabad is very cold but Quetta is colder.
3. We went to Murree and had fun.
4. The police put him in jail because he was a thief.
5. Do you like to read books or prefer to watch movies?

A. moo, neigh, quack, cock a doodle doo, cows, bulls, horses, mares, ducks, drakes, hens, roosters
Lion: lion (male) - lioness (female) (they roar)
Bear: boar (male) - sow (female) (they growl)
Donkey: jack (male) - jenny (female) (they bray)
Sheep: ram (male) - ewe (female) (they bleat)
C. 1. Who are the visitors? 2. Was he very hungry? 3. Kakul is in Abbotabad. 4. Am I the winner? 5. Were they happy?

Grammar: Conjunctions – Writing time
A. 1. I went to the market and bought a dress.
   2. I don’t know if I want a mango or an apple.
   3. He is very rich but he is not happy.
   4. He was punished because he broke the window.
B. 1. Ahmed is tall but Bashir is taller.
   2. Ahmed sent the letter and waited for the reply.
   3. I cannot go out because it is raining.
   4. Is this my book or yours?
   5. He worked hard but did not get good marks.
   6. He lost his balance and fell down.
   7. Would you like tea or a cold drink?
   8. He went to the hospital because he was sick.
C. 2. Islamabad is very cold but Quetta is colder.
   3. We went to Murree and had fun.
   4. The police put him in jail because he was a thief.
   5. Do you like to read books or prefer to watch movies?

Reading time – The Parade
B. right-light-bright-sight (pride does not rhyme)

Grammar: Gender nouns

<table>
<thead>
<tr>
<th>B.</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooster</td>
<td>woman</td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>husband</td>
<td>queen</td>
<td>pencil</td>
<td></td>
</tr>
<tr>
<td>nephew</td>
<td>cow</td>
<td>building</td>
<td></td>
</tr>
<tr>
<td>uncle</td>
<td>daughter</td>
<td>book</td>
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</tr>
<tr>
<td>drake</td>
<td>vixen</td>
<td>tree</td>
<td></td>
</tr>
</tbody>
</table>
B. Tiger - tigress  
   Peacock - peahen  
   Leopard - leopardess  
   Buck - doe  
   Stag - hind  

C. 2. King - queen  
   3. father - mother  
   4. man - woman  
   5. uncle - aunt  
   6. husband - wife  
   7. son - daughter  
   8. brother - sister  
   9. nephew - niece  
  10. prince - princess  

D.  

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES:
• Identify and use simple sentences that show instructions, commands, and strong feelings
• Make simple sentences using subject, verb, object, pattern

LEARNING OUTCOMES:
By the end of this lesson student should be able to:
• recognize the importance of good health.
• identify and use the four types of sentences.
• construct simple sentences and recognize the different components of a sentence: subject, verb, object.

METHOD:
• Introduction: Ask your students what do they do to remain healthy? Do they eat healthy food? What do they think is healthy food? Do they take enough fruits and vegetables? Do they exercise daily? Do they sleep on time?
• Reading time – Honey: Tell your class that now they will read about Nasir’s grandfather’s secrets to good health. Ask them to read the given Text. Then ask questions to check understanding. You can also ask students to role-play the dialogue between Nasir and his grandfather.
• Writing time: Ask students to complete Exercises A, B, and C.
• What is a sentence?: Explain that they are four types of sentences: declarative, interrogative, imperative, and exclamatory.
A declarative sentence makes a statement. A statement shares information and ends with a full stop. Remind your students that a full stop signals the end of a thought or an idea. The statement begins with a capital letter. A capital letter signals the beginning of a new thought or idea. Ask students to look for statements of their textbooks. Tell them to share three examples of declarative sentences with the rest of the class.

Next, explain that an interrogative sentence is also called a question. A question always asks something and often begins with who, what, where, when, which, why, how, etc. A question always ends with a question mark and begins with a capital letter. Ask students to identify examples of questions and share them with the rest of the class.

Now, explain that is an imperative sentence gives a command or a request and ends with a full stop. Ask students to look for imperative sentences of their textbook. Next they must come up with five commands and five requests that they use daily.
س١ - مقتضى:
- يليه سَاده مخلوقُهُ يشاد أجسمهَا اسْتَغْتَال، فانظر إِذَا زُنَّمَتْهُ اسْتَغْتَالَ مِنْ مِعَانٍ.
- قالٌ مَعْتَلَد أَجْمَالُهُ اسْتَغْتَالُ مِنْ مِعَانٍ.

نتائج:
- اسْتَغْتَالُ يَا كَيْلَامُ كَيْلَامُ وَمَلَالٍ كَيْلَامُ وَسَامٍ كَيْلَامُ وَمَلَالٍ.
- مَبْنِيْنِ كَيْلَامُ كَيْلَامُ كَيْلَامُ وَمَلَالٍ كَيْلَامُ وَسَامٍ كَيْلَامُ وَمَلَالٍ.
- سَامُبَثُنِينِ كَيْلَامُ كَيْلَامُ كَيْلَامُ وَمَلَالٍ قَلَى مَلَالٍ كَيْلَامُ وَسَامٍ كَيْلَامُ وَمَلَالٍ.

طريقَهُ كَارُدٌ:
- كيفَ مَرَاحٌ مَلَالٌ كَيْلَامُ مَلَالٍ مَلَالٍ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ.
- كيفَ مَرَاحٌ مَلَالٌ كَيْلَامُ مَلَالٍ مَلَالٍ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ.
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- كيفَ مَرَاحٌ مَلَالٌ مَلَالٍ مَلَالٍ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ كَيْلَامُ.
After this, move onto an exclamatory sentence. Explain that an exclamatory sentence shows strong feelings, happiness, shock, pain, or surprise. It ends with an exclamation mark and begins with a capital letter. Next, ask them to identify any exclamatory sentences that they can find.

- **Sentence structure:** Explain that a sentence is a group of words that expresses a complete thought. Write the following on the board.

  1. I climbed a tree.
  3. Climb a

  Ask which of the above is a complete sentences. Listen to the students responses and then state that 1 and 2 are sentences while 3 is not. State that a sentence must contain a subject and a verb.

  A subject is the main doer of the action in a sentence and the verb is the action itself. Sentence number 3 does not contain a subject.

  Now write the following on the board:

  1. Ali plays cricket.
  2. I love books.
  3. Likes ice cream

  Again explain that 1 and 2 are complete sentences, but 3 is not.

  Ask students to construct five sentences.

- **Writing time:** Ask students to complete Exercises A and B.

- **Mom and Dad:** Ask students to read the poem ‘Mom and Dad’. Let them describe their parents to their partner. Ask them to share three things their parents have taught them to do. Afterwards they can complete Exercises A, B, and C on the same page.
1. I climbed a tree.
3. Climb a
SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students discuss what the importance of a healthy lifestyle.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students read the dialogue between Nasir and his grandfather, and role-play it.</td>
<td>30 min</td>
</tr>
<tr>
<td>3. Writing time: Students complete Exercises A, B, and C.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. What is a sentence? Students understand the four different types of sentences with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Sentence structure: Students learn about sentence structure with the help of examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Writing time: Students complete Exercises A and B.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. My Mother: Students read the poem titled and complete the given tasks.</td>
<td>15 min</td>
</tr>
<tr>
<td>8. Mom and Dad: Students read a poem and complete discussion and writing activities related to it.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

Ask your students to make a Thank You card for their parents. They can decorate it and write a short thank you note as well.
## سبکی کا بوجو کا کرک (بحورت کے 3 تیرید) :

<table>
<thead>
<tr>
<th>دوامیہ</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>مین 10</td>
<td>تعارف : طالبہ اور طالب فضول میں کی کتاب چاکر کریں ۔</td>
</tr>
<tr>
<td>مین 30</td>
<td>پہلی بات : طالبہ اور ان کے دوآپنے کے دو اور تین کے کے ور ناصر اور اس کے دوآپنے کی کتاب چاکر کریں ۔</td>
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<tr>
<td>مین 20</td>
<td>کتاب کا وقت : طالب A میں C کو بور کریں ۔</td>
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<tr>
<td>مین 20</td>
<td>جملے کا وقت : طالب A میں B کو جملے میں کریں ۔</td>
</tr>
<tr>
<td>مین 10</td>
<td>میں سے میں کا وقت : طالب A کو میں سے میں سے کو جملے کریں ۔</td>
</tr>
<tr>
<td>مین 10</td>
<td>کتاب کا وقت : طالب A میں B کو بور کریں ۔</td>
</tr>
<tr>
<td>مین 15</td>
<td>طالب کا وقت : طالب A میں B کو بور کریں ۔</td>
</tr>
<tr>
<td>مین 15</td>
<td>میں سے میں کا وقت : طالب A میں B کو بور کریں ۔</td>
</tr>
</tbody>
</table>

### کتاب سرگرمیاں :

طالب بسکتیں کہ دو اسپنر ودیڈین کے لیے شفیعہ کا کارڈ بنا سکتیں ۔ یہ کہ گاکیا سکتیں دو اور اس پر اسپنر ودیڈین کے لیے شفیعہ کی مختصری کو کئے کے بیچ ۔
**Answer key for Unit 11**

**Writing time**


B. 1. Bees live in large colonies in a hive.
2. Bees collect pollen and nectar.
3. Honey bees can be black or light brown in colour.
4. Worker bees look after the hive.
5. Worker bees collect nectar which is a sweet liquid that is found in flowers. They also keep the hive clean, take care of the eggs, and feed the baby bees.

C. 1. abdomen - the end part of an insect’s body that is attached to its thorax.
2. nectar - a sweet liquid that is produced by flowers.
3. colony - a group of animals that live together.
4. thorax - the middle part of an insect’s body
5. hive - a place where bees live in.

**Writing time**

A. 1. Subject: Babar – Object: prize
2. Subject: doctor – Object: patient
3. Subject: Ayesha – Object: song
4. Subject: boys – Object: cricket
5. Subject: Mrs Ahmed – Object: computer

B. 1. Can you play tennis?
2. Come here, please.
3. I like to study history.
4. What a fast car!

**Mom and Dad – Writing time**

A. 1. dad, sad  2. clap, lap  3. school, rule  4. all, fall  5. own, grown  
6. God, Lord

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   2. nectar - a sweet liquid that is produced by flowers.
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   3. Subject: Ayesha -- Object : song
   4. Subject: boys -- Object : cricket
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   4. What a fast car!

A. 1. dad, sad  2. clap, lap  3. school, rule  4. all, fall  5. own, grown  6. God, Lord
Review Test 3

REVIEW TEST 3

Answer key

A. 1. The boy will eat his lunch.
   2. Ali goes to the market.
   3. The children played in the garden.
   4. Sara will cook rice for dinner.
   5. Ahmed saw the movie.

B. 1. I’m going to see a movie.
   2. You’re my best friend.
   3. Father said, ‘Don’t go there.’
   4. The children replied, ‘We’ll not go there.’ or ‘We won’t go there.’
   5. They’ll do the work.

C. 1. Ahsan wants to go to the market.
   2. Mother makes breakfast for us.
   3. The children smile when they are happy.
   4. The bird flies in the sky.
   5. Sara likes to play with toys.

D. 1. They are going to school.
   2. We will buy a gift for Mother.
   3. He likes to read books.
   4. They went to the market.
   5. She cleaned the house.

E. 1. I need bananas, apples, oranges, and grapes to make fruit chaat.
   2. Where is my book?
   3. I have won the first prize!
   4. Do you want to come with me?
   5. Mother is very happy.
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   2. Ali goes to the market.
   3. The children played in the garden.
   4. Sara will cook rice for dinner.
   5. Ahmed saw the movie.

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   4. Do you want to come with me?
   5. Mother is very happy.
Assessment

Read the given passage and answer the questions.

One day, just before the summer holidays, Mrs Ahmed told the class, “We are going to have a visitor with us for a few days. A teacher from another country. His name is Mr Chou Lang and he is from China.”

On hearing this, the children get excited. They asked many questions.

• Can he speak Urdu?
• Does he know English?
• What do they eat in China?
• Is China a very big country?
• When will he come?

Mrs Ahmed told the students to settle down. She showed them where China was on the globe and put a big map of China on the board. She asked the children to note down the questions that they wanted to ask Mr Lang. The class wrote down many questions they wanted to ask Mr Chou Lang.

Mr Lang came on Monday. He was very tall, with grey hair and a smiling face. He wore glasses and spoke very politely. He showed them pictures of a school in Beijing where he was teaching. He told them about the Great Wall of China.

He told them that many things first came from China, like paper, silk, and tea. He invited the students to visit China one day. Everybody had a great time!

1. Add a full stop to the statements. Add a question mark to the questions.

1. What did Mr Lang tell the children?
2. The Yangtze river is in China.
3. The Chinese are very helpful people.
4. Does Mr Lang teach in Beijing?

2. The words in each line are not in the correct order. Rearrange them to form questions. The first one has been done for you. Remember to put in the question marks at the end.

1. is visitor the Who

   Who is the visitor?

2. does live Where he

3. China country a big very is

   Where does he live?
3. **Use correct punctuation to complete the given sentences.**
   a. china is in asia
   b. i have a grey car
   c. the capital of china is beijing
   d. he is chinese
   e. she is pakistani
   f. they are from Peshawar

4. **Select the correct adjective from brackets to complete the following statements.**
   a. We have a new ____________ teacher.  (China, Chinese)
   b. The Chinese man was ___________.   (tall, tallest)
   c. He had a ____________ face.   (happier, happy)
   d. He wore ____________ glasses.   (round, roundest)
   e. He had a ____________ manner of speaking.  (politely, polite)

5. **Circle the correct answer.**
   a. The Chinese man came from ____________.
      (i) Beijing
      (ii) Shanghai
      (iii) Hong Kong
   b. The Chinese man had been a ____________.
      (i) professor
      (ii) teacher
      (iii) doctor
   c. Select all things that came from China:
      (i) coffee
      (ii) paper
      (iii) tea
6. The Chinese teacher asked students about the countries they visited. Study the pie chart below and answer the questions.

a. Which country was the most visited?
   ____________________________________________

b. Which country was the least visited?
   ____________________________________________

7. Write True or False, for each sentence.

a. There was an equal number of students who had visited Thailand and United States of America.___________

b. United Kingdom was the most popular destination among students._______

8. Change the words in bold from masculine to feminine.

a. The boy looks like his father. __________________________

b. He walked his dog to the park today. __________________________

c. My father has been a teacher for over twenty years. __________________

d. She is the headmistress of the school. __________________________

e. The king had an early breakfast. __________________________
f. My elder **brother** is going to be an **uncle** soon.  ____________________

g. **His son** is going to university soon.  __________________________

9. **Change the words below to contractions.**
   a. She __________ (does not) want to have noodles.  
   b. He ____________ (would not) come to school today.  
   c. _____________ (it is) time to go to sleep.  
   d. I __________ (do not) know where uncle lives.  
   e. They ______________ (were not) available at the store.  
   f. I ________________ (have not) completed my homework yet.  

10. **The words in bold are given in present tense. Change them to past tense.**
    a. **There are** no eggs in the refrigerator.  ____________________________
    b. **I am** going to the market to buy eggs.  ____________________________
    c. **She is** not at home.  ____________________________
    d. **It is** raining heavily today.  ____________________________
    e. **He turns** nineteen years old today.  ____________________________

11. **Sort the following names of fruits in alphabetical order.**
    cherry apple pear strawberry plum grape orange
    ________________________________________________

12. **Write three sentences in future tense about things you will do next Saturday.**
    ____________________________________________________
    ____________________________________________________
    ____________________________________________________
Worksheet 1

Describing Words

Q 1. Underline the adjectives in the following sentences.
1. He is wearing a blue shirt.
2. Look at that sparkling, diamond necklace!
3. I have several, beautiful hats. Which one should I wear on my birthday?
4. Sara has got a wonderful, stuffed teddy bear as her birthday present.
5. Sana received a golden pendent.
6. Ali loves to ride his small, red car.
7. Sara wrote a funny poem for her mother’s birthday.
8. My mom baked a chocolate cake.
9. It was a dark, stormy evening.
10. Ali’s work is always neat.

Q 2. Now re-write the above sentences using a different adjective for the ones that you have underlined.
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________
5. ______________________________________________________
6. ______________________________________________________
7. ______________________________________________________
8. ______________________________________________________
9. ______________________________________________________
10. ______________________________________________________

Q 3. Draw your favourite dress and describe it with suitable adjectives.

________________________ ________________________

________________________ ________________________
## Singular and Plural
### Countable Uncountable Nouns

### Q 1. Write the plural of the following words.

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<tbody>
<tr>
<td>A.</td>
<td>lady</td>
<td>________________</td>
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<td>monkey</td>
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### Q 2. Write whether the following nouns are singular or plural.

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### Q 3. Make two columns and separate the following nouns into countable and uncountable nouns.

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<td>3.</td>
<td>sugar</td>
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</tbody>
</table>
Worksheet 3

Present Continuous Tense

Q 1. Rewrite these sentences in present continuous tense.

1. Sana waited for Sara.
   ______________________________________________________

2. I will go to the market.
   ______________________________________________________

3. Ali was playing cricket with his friends.
   ______________________________________________________

4. Sana ate the apple.
   ______________________________________________________

5. Sara will read a story book.
   ______________________________________________________

6. We will go to the market today.
   ______________________________________________________

7. The boy cried for an ice cream.
   ______________________________________________________

8. The teacher rewarded the good students.
   ______________________________________________________

Q 2. Underline the verbs in present continuous tense in the following sentences.

1. The baby is playing in the cradle.
   ______________________________________________________

2. Sana is eating her lunch.
   ______________________________________________________

3. Ali is learning his lesson.
   ______________________________________________________

4. The children are cleaning their room.
   ______________________________________________________

5. Uncle Ahmed is driving the car.
   ______________________________________________________
Simple Present Tense

Q 1. Fill in the blanks with verbs in the simple present tense.
   1. Sana ___________ really hard. (work)
   2. Ali ___________ beautifully. (paint)
   3. Children _________ the chocolate. (eat)
   4. The driver __________ the car. (drive)
   5. Ali _____________ the plants every day. (water)
   6. Sara often ______________ with her kitten. (play)
   7. Umar always ___________ for his school team. (cheer)
   8. Our family always __________ Eid together. (celebrate)
   9. Sana ___________ her homework every day. (do)
   10. The baby seldom ________ in the night. (cry)

Q 2. Complete each sentence with the correct verb.
   1. The shop ___________ at 9 p.m.
      a. close   b. closes
   2. We ___________ our grandmother’s house every week.
      a. visit   b. visits
   3. My school van ___________ at seven ‘o’ clock in the morning.
      a. arrive   b. arrives
   4. I ___________ to school every day.
      a. go   b. goes
   5. Sara ___________ her teeth twice a day.
      a. brush   b. brushes
Worksheet 5

Pronouns, Possessive Pronouns, and Possessive Adjectives

Q 1. Choose the right pronoun and complete each sentence.

1. This book belongs to _________________.
   (my – me – you – it)
2. ________________ are playing cricket.
   (us – we – our – them)
3. ___________ don’t have an ink bottle. Can I borrow ___________?
   (mine, hers – mine, his – I, yours – I, his)
4. This toy is ___________. ___________ can’t take it.
   (my, her – mine, you – she, it – his, it)
5. Was ________________ necklace very expensive?
   (me – our – her – mine)

Q 2. Fill in the blanks with correct possessive pronoun or possessive adjective.

1. Is this pencil ________________? (yours – my )
2. ________________ name is Anum. (me – Her)
3. This book belongs to ________________. (I – me)
4. ________________ are going on a picnic. (we – us)
5. ________________ is having lunch. (he – his)
6. Ali is playing with ________________ airplane. (his – yours)
7. ________________ are having fun in the pool. (they – theirs)
8. ________________ hat is red. (his – hers)
9. Bring ________________ books. (her – ours)
10. Can we use ________________ printer? (your – mine)
Worksheet 6

Future Tense

Q 1. Complete the sentences given below.
1. Tomorrow we will ________________________________
2. Sana will ________________________________
3. We will ________________________________
4. My mother will ________________________________
5. Ali and his father will ________________________________
6. All the children decided that they will ________________________________

Q 2. The sentences given below are in the present tense. Rewrite them in the future tense.
1. Sara reads a book every day.
   ________________________________
2. I eat cereal for breakfast.
   ________________________________
3. My uncle goes to work at night.
   ________________________________
4. My father buys some fruit every day.
   ________________________________
5. I work hard to achieve good marks.
   ________________________________

Q 3. Write five sentences about what you are going to do tomorrow.

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
Answer key

Worksheet 1

Describing Words

Q 1. Underline the adjectives in the following sentences.
   1. He is wearing a blue shirt.
   2. Look at that sparkling, diamond necklace!
   3. I have several, beautiful hats. Which one should I wear on my birthday?
   4. Sara has got a wonderful, stuffed teddy bear as her birthday present.
   5. Sana received a golden pendent.
   6. Ali loves to ride his small, red car.
   7. Sara wrote a funny poem for her mother’s birthday.
   8. My mom baked a chocolate cake.
   9. It was a dark, stormy evening.
  10. Ali’s work is always neat.

Worksheet 2

Singular and Plural

Countable Uncountable Nouns

Q 1. Write the plural of the following words.
   A. 1. ladies 2. lilies 3. skys 4. stories
       5. cities 6. monkeys 7. bears 8. toys
       9. holidays 10. trays
   B. 1. leaves 2. loaves 3. knives 4. chiefs
       5. shelves 6. thieves 7. lives 8. halves
       9. calves 10. wolves
   C. 1. potatoes 2. cargos 3. pianos 4. photos
       5. tomatoes

Q 2. Write whether the following nouns are singular or plural.
   1. singular 6. plural
   2. singular 7. plural
   3. plural 8. plural
   4. plural 9. singular
   5. plural 10. singular

Q 3. Make two columns and separate the following nouns into countable and uncountable nouns.

   countable nouns: dresses, mats, sweets, dogs,
   uncountable nouns: tea, sugar, water, coffee, milk, flour
Worksheet 3
Present Continuous Tense

Q 1. Rewrite these sentences in present continuous tense.
1. Sana is waiting for Sara.
2. I am going to the market.
3. Ali is playing cricket with his friends.
4. Sana is eating the apple.
5. Sara is reading a story book.
6. We are going to the market today.
7. The boy is crying for an ice cream.
8. The teacher is rewarding the good students.

Q 3. Underline the verbs in present continuous tense in the following sentences.
1. The baby is playing in the cradle.
2. Sana is eating her lunch.
3. Ali is learning his lesson.
4. The children are cleaning their room.
5. Uncle Ahmed is driving the car.

Worksheet 4
Simple Present Tense

Q 1. Fill in the blanks with verbs in the simple present tense.
   1. works  2. paints  3. eat  4. drives
   5. waters  6. plays  7. cheers  8. celebrates
   9. does  10. cries

Q 2. Complete each sentence with the correct verb.
   1. closes  2. visit  3. arrives  4. go
   5. brushes

Worksheet 5
Pronouns, Possessive Pronouns, and Possessive Adjectives

Q 1. Choose the right pronoun and complete each sentence.
   1. me  2. we  3. I, yours  4. mine, you
   5. her

Q 2. Fill in the blanks with correct possessive pronoun or possessive adjective.
   1. yours  2. Her  3. me  4. We
   5. He  6. his  7. They  8. His
   9. her  10. your
Worksheet 6

Future Tense

Q 2. The sentences given below are in the present tense. Rewrite them in the future tense.

1. Sara will read a book every day.
2. I will eat cereal for breakfast.
3. My uncle will go to work at night.
4. My father will buy some fruit every day.
5. I will work hard to achieve good marks.