WE LEARN
ENGLISH

Bilingual Teaching Guide

Erum Asif

OXFORD UNIVERSITY PRESS

4
## Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A call to prayer</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>What is the time?</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>All about money</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Bilal and his bike</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Climbing to the clouds</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>The Greedy King</td>
<td>48</td>
</tr>
<tr>
<td>7</td>
<td>Important Inventions</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>The robbery</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>What will I be?</td>
<td>82</td>
</tr>
<tr>
<td>10</td>
<td>The Conference</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Worksheets</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Answer key (Units and Review Tests)</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Worksheets – Answer Key</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>131</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 4*) for alignment with Single National Curriculum 2020. Urdu section will be updated accordingly later.
تعارف

الرخصاء

(We Learn English)

1-8 "وي لان آنغلز"

UNIT 1

A CALL TO PRAYER

OBJECTIVES:

• Answer questions using pre-, while-, and post-reading strategies
• Sentence construction from words in the text
• Write a poem of 5 lines
• Write words and a paragraph in past tense, using -ed

LEARNING OUTCOMES:

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

• Write simple descriptive and narrative paragraphs.
• Recognise and practice that ‘ed’ has three sounds i.e. /d/ /t/, /id/ through context.
• Read aloud for accurate reproduction of sounds of letters and words.
• Recite poems with actions.
• List rhyming words and write a poem.
• Start the class with pre-reading prompts: What do you think prayer is; Why do we pray; What are different forms of prayer? Make a web on the board and record student responses.

METHOD

• Exposition: Prayer means worshipping and opening our hearts to Allah, knowing that He is listening to and looking after us. If we are going through any problems or feel angry, sad, etc., we can share them with Him and pray for solutions or ease. We pray in remembrance and to become closer to Him because whatever problems come in our lives, we need guidance from Him to help us. We can also pray for other people’s good health, protection from evil or success. We can ask Him to help our family in times of need. You can also pray to Him for the things that you want! Just trust and rely on Him.

• Select 3 students to read the dialogues, including a narrator. Draw attention of students to the message for humanity: no distinction in colour or race; helping the needy – orphans, widows, poor, etc.; and equality among human beings. Emphasize that humans are spread all over the world. We come in different forms, colours and with unique backgrounds, languages, etc. However, our differences do not make us superior to others. Just because one person is taller, healthier, whiter, or blacker than the other, does not mean that person is inferior/superior.

• What really makes us superior is our deeds and actions. On the Day of Judgment, we will be judged by what we did in this world – were we evil or were we helpful. He will
never judge us on our physical appearance, only how good we were in life. Therefore, any good deed is also worship. We strive to increase our acts of worship so that we can be successful in the Afterlife.

- Read the given quote aloud. Explain that Martin Luther King was a civil rights leader who fought for rights and protection of black people in schools, public places and jobs. Students to complete exercises.

- Initiate a discussion on the importance of freedom. Ask: What does it mean to have freedom? Do not expect perfect responses. Explain that freedom means not being denied opportunities – admission in school, job or entry in cinemas, shops, etc. – because of your skin colour, language, race or background. Everyone has equal rights to education, job and public places, regardless of skin colour.

- The world is not perfect however. There are problems in every country. Ask students to brainstorm one problem they have seen in their country, be it pollution, poor people, etc. Note points on the board. Let students use those points to complete Exercise B.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Call to Prayer pre-reading prompts and teacher’s exposition</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Dialogue and exercises</td>
<td>35 mins</td>
</tr>
<tr>
<td>3. Post-reading discussion</td>
<td>5 mins</td>
</tr>
<tr>
<td>4. Discussion on Freedom</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

**LESSON 2**

**METHOD**

- **Exposition:** Past tense is a verb tense that expresses actions that happened in the past. Write these sentences on the board: I went to the park yesterday. We travelled to Islamabad last year. We watched Harry Potter last weekend. She worked at Khaadi. Went is a past tense of go; travel – travelled; watch – watched; walk – walked; work – worked. Add -ed or -d to change present tense to past tense.

  Divide the class into pairs. Tell each student to interview and record the responses of his or her partner. Each student must ask his or her partner the following questions:

  **Your Last Holiday**

  Where did you go for your last holiday?
  Who did you go with?
  How did you get there?
  Where did you stay?
  What did you do?
A call to prayer

Did you visit any special place?

After they have interviewed and recorded their partner’s responses, ask each pair to share the responses with the rest of the class. Explain that each interview refers to events that occurred in the past and therefore they have used the past tense in their answers to the interview questions.

- **The past tense:** Explain to the students the use of the past tense. Point out that we use the past tense for actions which started and finished at a specific time in the past.
  
  e.g. I played cricket yesterday.
  
  We went to Lahore last week.

  The past tense of regular verbs is formed by by adding ‘*ed*’ to the verb. 
  
  The form is the same for all persons, singular, and plural.
  
  e.g. He works — He worked. They work — They worked.

  The negative is formed with *did not* and the verb.
  
  e.g. I worked yesterday. I *did not* work yesterday.

  Ask students to review the rules explained so far, by referring to.

- **Using the past tense:** After explaining the rules practice the use of the past tense. Select different students in the class and give them a verb. They must form a sentence in the past tense using that verb with any noun.


  **Irregular Verbs:** go – see – drink – sleep – eat, etc.

- **Negative sentences:** Select different students and ask them to change the given statements into negative statements in the past tense.

  e.g. Teacher: I watched television last night.
  
  Student: I did not watch television last night.

  Teacher: I saw her at the theatre.

  Student: I did not see her at the theatre.

- Write a few sentences on the board about what students did the day before, such as: I read a book yesterday. After that, I went to the park. When I returned from the park, I had dinner. Ask students to brainstorm what they did and write sentences. For Exercise G, explain that it could be anything that the students usually do but did not do the previous day, for example: I did not go to the cinema yesterday. I did not eat pizza yesterday.

- **A Slave’s Dream:** Recall the importance of freedom with students. Ask whether they remember any leader who fought for freedom. Next, students to read the poem. Ask the following discussion questions: What does the poet wish to be free from? Why has the speaker compared freedom to a bird’s? What does it mean to be free? Explain:
A call to prayer

comparison to a bird has been used because a bird can fly anywhere without stopping. The places that it can go to are limitless. It can freely fly anywhere without stopping.

- Rhyme: words in a line of poetry/stanza have the same ending sound. Examples: may-say-away; fold-hold-cold; dead-head; night-fight. Students to underline rhyming words in the poem.

- Explain that slavery means another person controls your freedom. Another person controls what you do, what you say and where you go, which can be harmful for you. For example, in some factories, poor people work long hours for less wages. They are not paid what they deserve. They are given less food and water. They work in dangerous conditions. This is an example of slavery. Animals can also be enslaved. Circus animals are working in slavery, so that their owners can get money. These animals are tortured to behave a certain way. For A3, students may work in pairs to compose a rhyming poem.

SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grammar – Past tense: Exposition and exercises</td>
<td>10 mins</td>
</tr>
<tr>
<td>2. A Slave’s Dream</td>
<td>30 mins</td>
</tr>
<tr>
<td>3. Poem composition 10 mins</td>
<td>20 mins</td>
</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES:

• Demonstrate rules/norms of group interactions to introduce self, take turns, and use polite expressions
• Illustrate use of tenses previously learnt
• Locate specific information in a clock
• Arrange words in alphabetical order
• Read and understand poems and write simple poems.

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

• introduce themselves and others.
• use the present tense and form negative statements in the present tense.
• read time on a clock.
• arrange words in alphabetical order.

RESOURCES REQUIRED (TEACHING AIDS):

• Small cards to make name tags
• Copies of Worksheet 1

METHOD:

• Introduction: Begin the lesson by introducing yourself to your new class. Tell them your full name and what they may call you. Then talk a bit about your hobbies, your likes and dislikes. Explain that they must also introduce themselves politely whenever they meet a new person. Divide the class into pairs now. Ask each student to think of questions to ask his or her partner. They must ask their partners their names, their favourite subjects, their hobbies and likes and dislikes. Ask each student then to stand in front of the class and try to introduce his or her partner to the rest of the class. At the end of the introductions, ask students to create a name tag for themselves. Hand them small cards to write their full name on and colour or decorate. Ask them to wear their name tag on their shirt pockets so that others can read and remember their names.

• Reading time: After a round of introductions, explain that you will be reading about a new girl in school. Her name is Amber and it is her first day in school. Read the passage aloud slowly. Pause after each paragraph, and ask simple questions to check students’ comprehension.
سخن 1:

متبعد:

گرہوں سے بھاری سبزے کے احاطہ وضاحت اور خوشبو کے اثرات کا احساس نہیں کرنا، اب ہم پا رھے ہیں کہ اس کا احساس کرنا اور پھر تقریباً استعمال کرنا کا معنا ہے۔

اتنہ کئیں جونوں سے مشابہت کے سبزے کے اثرات کا احساس نہیں کرنا۔

کافی سے اس کے مثابہ مکمل، نہیں کہ سبزے کے اثرات کا احساس نہیں کرنا۔

اتنہ تفہیم کے سبزے کے اثرات کا احساس نہیں کرنا۔

دنیا:

اس سے کہ نہیں کہ اس تحقیق کا اثرات کا احساس نہیں کرنا۔

اتنہ کئیں جونوں سے مشابہت کے سبزے کے اثرات کا احساس نہیں کرنا۔

مزاء جال سے اس کے مثابہ مکمل، نہیں کہ سبزے کے اثرات کا احساس نہیں کرنا۔

کافی سے اس کے مثابہ مکمل، نہیں کہ سبزے کے اثرات کا احساس نہیں کرنا۔

اتنہ تفہیم کے سبزے کے اثرات کا احساس نہیں کرنا۔

تفریق:

یہی ہے کہ ان کے اس کے سبزے کے اثرات کا احساس نہیں کرنا۔

تاہوں کے گھٹنہ ہے کے یہ جوح شکوری کا ہے:

ورک شیف 1 کی پنی

طریقہ کار:

تفریق کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔

اب کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔

اب کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔

اب کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔

پہلا تاریخ (زمرہ 1 اور 2):

تفریق کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔

اب کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔

اب کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔

اب کا اثرات کا احساس نہیں کرنا اور خوشبو کے اثرات کا احساس نہیں کرنا۔
What is the time?

- **Activity time:** After you complete reading, read aloud the conversation between Sara and Amber. Make sure you read with the correct expression and intonation. Point out to the students how politely Sara and Amber introduced themselves to each other. Then ask the students to introduce themselves to any new student in class. If no new student has joined, let them introduce themselves to you. To make the activity more interesting, ask them to stand and introduce themselves by their first name and then add an adjective beginning with the same letter as their name. For example, they may say, “Hello, I am Amazing Amir. I live in Clifton, Karachi. I love cycling, reading, and playing games with my friends. I hope to get to know you better,” or “Hi, I am Sweet Sana. I live near the school. I love watching cartoons, talking to my friends, and reading story books. I would like to be your friend.”

- **Discussion time:** Divide the class into pairs. Ask each pair to take turns reading the passage and then discuss the given questions. After they have discussed and answered the questions, let each student share with the rest of the class an occasion when he or she felt nervous and what happened as a result.

- **Writing time:** Tell the students they have just read how Amber spends her day. Discuss how you spend a typical day, tell them about your daily routine. Next, ask them to discuss with a partner what they do each day. What is their daily routine like on a week day? Students can then answer the given questions.

- **The present tense:** Revise the use of the simple present tense with your class. State that we use the simple present tense:
  1. for habits and actions that are done regularly, e.g. She goes to work by car.
  2. for general truths, e.g. The sun rises in the east.

Recap the rules of adding *s* or *es* to a verb.

1. Explain that with a singular noun we must use *–s* or *–es*.
   - e.g. A monkey eats bananas. A seal catches fish.
2. However with a plural noun do not use *–s* or *–es*.
   - e.g. Monkeys eat bananas. Seals catch fish.
3. With he, she, or it use *–s* or *–es*.
   - e.g. She likes swimming. He goes to school. It works with a battery.
4. With I, you, we, or they, do not use *–s* or *–es*.
   - e.g. We like swimming. You sing very well. I study history. They eat a lot.

After explaining all the rules with the help of examples, ask students to review them once more by reading. Next, they can explain the rules to their partner with the help of other examples.

Reinforce the use of the simple present tense with the help of an oral drill. Select students randomly and provide them with any two nouns and ask them to form a simple sentence in the simple present tense using the two nouns.
Hello, I am Amazing. Amir. I live in Clifton, Karachi. I love cycling, reading, and playing games with my friends. I hope to get to know you better."

"Hi, I am Sweet Sana. I live near the school. I love watching cartoons, talking to my friends, and reading story books. I would like to be your friend."

She goes to work by car. The sun rises in the east. A monkey eats bananas. A seal catches fish.

Monkeys eat bananas. Seals catch fish.

She likes swimming. He goes to school. It works with a battery.

We like swimming. You sing very well. I study history. They eat a lot.

- 11
- 1
- 11
What is the time?

e.g. Teacher: Ahmer; books
Student: Ahmer likes to read books.
Teacher: I newspaper.
Student: I read the newspaper every day.

• **Activity time:** Ask students to re-read pages 1 and 2, underline all the words that end with *s* or *es*, and then discuss why these verbs end in *s* or *es*.

• **Writing time:** To further practice the use of the present tense ask students to complete the writing task.

• **Negative statements:** Explain the rules for forming negative statements.
  We do not use the *–s* ending in the negative for singular nouns and with *he, she,* or *it.* We use the word ‘*does*’ in the negative.

  e.g. He teaches — He does not teach.
  She swims — She does not swim.

  With plurals and *I, you, we, they,* we use ‘*do*’ in the negative.

  e.g. They play hockey. — They do not play hockey.
          I cry. — I do not cry.

  Reinforce the use of the negative statements with the help of an oral drill. Select students randomly and provide them with a sentence in the affirmative and ask students to change the statement into a negative one.

  e.g. Teacher: Amber knows Sara.
       Student: Amber does not know Sara.
       Teacher: I like playing games.
       Student: I do not like playing games.

  Continue the drill until you have practiced forming the simple present tense negative statements with all the students.

• **Writing time:** To further practice the use of the present tense in negative statements ask students to complete the exercises.

• **Reading the time:**
  
  There is a time to wake up and a time to go to bed,
  A time to eat lunch and a time to rest.
  There is a time to do homework and a time to play football,
  Learning to read the time will help us all.

  Tell your students you will learn to tell the time now. Use a large wall clock for this. Divide the class into two teams. Each team must take turns to read the time on the wall clock. You can move the hour hand and minute hand of the clock to show different times.

  Next, write different times on the board, for e.g. 5:50, 4:10, 8:20, etc. Ask students to read the time and draw a clock on the board showing that time. Each team may take turns doing this. Award scores for correct answers.
Doctor: I know how to read. 
Student: I know how to write.

Teacher: I read the newspaper everyday. 
Student: I read the newspaper everyday.

Teacher: I teach. 
Student: I teach.

Teacher: I do not teach. 
Student: I do not teach.

Teacher: I cry. 
Student: I cry.

Teacher: I do not cry. 
Student: I do not cry.

Teacher: I play hockey. 
Student: I play hockey.

Teacher: I do not play hockey. 
Student: I do not play hockey.

There is a time to wake up and a time to go to bed. 
A time to eat lunch and a time to rest.
There is a time to do homework and a time to play football.
Learning to read the time will help us all.
What is the time?

Ask students to read the text on this page and then discuss the given questions. Tell them to describe their day to a partner.

- **Writing time**: Ask students to select any one day in the past week and write all that they did on this day. Ask them to mention the time of each activity and also draw the time on clock faces.

- **Poem—I am happy….**: Tell your students you will be reading a poem with them now. Remind them that it is not necessary for all poems to rhyme. Read the poem, using the correct intonation and expression. Then ask your students to read the same poem to their partner. Next, ask the students if they are afraid of anything. Discuss the things that you are afraid of.

- **Discussion time**: Ask students to discuss about things that they are afraid of and how they may overcome this fear. Next, ask them to write a poem entitled, ‘I am happy…’ They may write about all the things that make them happy. Let students share their poem with their classmates.

- **Writing time**: Revise the alphabet with your students. Write four random words on the board and ask for volunteers to arrange them in alphabetical order. Continue this activity till the students have sufficient practice. Next, ask them to complete the writing activity in groups of four.

**SUGGESTED LESSON OUTLINE (6 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students learn about the importance of introducing others and self.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Reading time: Students read the passage.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Activity time: Students read Amber and Sara’s conversation and learn to introduce themselves to others through a fun activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Discussion time: Students complete the discussion activity and share with the class an occasion which made them nervous.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Writing time: Students answer the questions given of their textbooks.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. The present tense: Students review the use of the simple present tense with the help of examples given by their teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. Negative statements: Students review the rules for forming negative statements in the simple present tense.</td>
<td>10 min</td>
</tr>
<tr>
<td>8. Writing time: For further practice ask students to complete the exercises.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
I am afraid...

I am happy...

I am sorry...

No, I don't know.
9. **Reading the time** Students practice reading the time using a wall clock and discuss their schedule with a partner. 20 min

10. **Writing time:** Students describe a day in their past week using the writing activity. 20 min

11. **Poem—I am happy:** Students read a poem and discuss the things that might make them afraid. 15 min

12. **Discussion time:** Students complete a discussion activity and write a poem titled, “I am happy…” 15 min

13. **Writing time:** Students practice arranging words in alphabetical order and then complete the writing activity. 10 min

**EXTENDED ACTIVITIES:**

- **Writing a paragraph:** Ask students to write a simple paragraph about what they usually do on the weekends. Tell them to use the simple present tense to form their sentences.

- Ask students to complete **Worksheet 1** to practice using the simple present tense and negative statements.
<table>
<thead>
<tr>
<th>دورات کی</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. قافلا: ظاہر ایک اور مونت کا قافلا کرنا کی اپنی کے گرم کے بارے میں بات ہے۔</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>2. پہلی کا قافلا: ظاہر اور یہ کہ مونت 2 اور یہ ابتدائی پوزن کے۔</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>3. مونت کا قافلا: ظاہر اور سردار کا کنگڑو اور مونت کا کریکری سے مرنا کے دریں مونت سے اپنا</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>4. ابتدائی کوئی کنپاں ہو گیا۔</td>
</tr>
<tr>
<td></td>
<td>5. مونت کا قافلا: ظاہر اور نیم کا کمپ کے سر مونت سے سرمارا ہو گیا۔</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>6. نیم کا قافلا: ظاہر اور مونت کا کمپ کے ہو گیا۔</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>7. نیم کا قافلا: ظاہر اور سردار کا کنگڑو اور مونت کا کریکری۔</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>8. مونت کا قافلا: مونت کا کمپ مونت سے سرمارا ہو گیا۔</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>9. مونت کا قافلا: ظاہر اور مونت کا کمپ مونت سے سرمارا ہو گیا۔</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>10. مونت کا قافلا: ظاہر اور مونت کا کمپ مونت سے سرمارا ہو گیا۔</td>
</tr>
<tr>
<td>15 مینٹ</td>
<td>11. ظاہر اور کمپ کے ہو گیا کہ سردار کا کمپ کریکری ہو گیا۔</td>
</tr>
<tr>
<td>15 مینٹ</td>
<td>12. ظاہر اور کمپ کے ہو گیا کہ سردار کا کمپ کریکری ہو گیا۔</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>13. ظاہر اور کمپ کے ہو گیا کہ سردار کا کمپ کریکری ہو گیا۔</td>
</tr>
</tbody>
</table>

## لپیٹ کے مزید معلومات

- ظاہر اور مونت کا قافلا کی اپنی کے بارے میں بات ہے۔
- مونت کا قافلا: ظاہر اور مونت کا کام کے دریں مونت سے اپنا
- مونت کا قافلا: ظاہر اور مونت کا کام کے دریں مونت سے اپنا
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- مونت کا قافلا: ظاہر اور مونت کا کام کے دریں مونت سے اپنا
- مونت کا قافلا: ظاہر اور مونت کا کام کے دریں مونت سے اپنا
- مونت کا قافلا: ظاہر اور مอนت کا کام کے دریں مونت سے اپنا
- مونت کا قافلا: ظاہر اور مونت کا کام کے دریں مونت سے اپنا
- مونت کا قافلا: ظاہر اور مونت کا کام کے دریں مونت سے اپنا
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- مونت کا قافلا: ظاہر اور مونت کا کمپ کے ہو گیا۔
LESSON 1

OBJECTIVES:

• Learn the fundamentals of bartering, the banking system, and the importance of saving.
• Read dialogue with appropriate rhythm, stress, and intonation.
• Answer questions based on text.

LEARNING OUTCOMES:

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

• understand the value of money and the importance of saving.
• read and perform dialogue with appropriate expression.
• answer questions based on the given text.

RESOURCES REQUIRED (TEACHING AIDS):

• Different bank notes and coins
• Loose sheets of white paper

METHOD:

• Introduction: Start the lesson by showing the students different notes and coins. Ask students to identify them. Explain that the lesson today will focus on money and saving. Ask the students what they understand by the phrase ‘earning money.’ After listening to their responses, explain that earning money means doing some sort of work to receive payment. Next, ask them to explain what ‘saving money’ means. Explain that it means setting money aside now so that it will be there for use in the future. Now they must attempt to explain what is meant by ‘spending money.’ Review that spending money means using money that has been earned or saved to pay for things. Finally ask them if they can explain what is meant by ‘borrowing money.’ Clarify that borrowing money means using money that will have to be paid back in the future.

• Discussion: Now move on to general discussion about money. Ask students what are the different ways to earn money. How do their parents earn money? Do they work hard for the money they earn? Next, ask them if it is easy to spend money. Do they get an allowance to spend? What do they spend money on? Do they spend money carefully? Discuss why it is not desirable to borrow money? Where do we borrow money from? Why do banks lend us money?
سکن 1

متناصر:

• معاون کاری، بیکاری نظامی یا بیکاری معلومات اورکینت کی اپتیت نے پہلے کے بارے میں مفتی۔
• میوزاد آپ کی دوسرے کے ساتھ کم اقتدار پہنچتا ہے۔
• مفتی سے متعلق سوالات کے بجا تو دیکھی۔

نتائج:

اس سمجھتے ہوئے کہ اخلاق کے طواف کو فلتر ہ $($د) راوہ جوانی چاہئے ہو کہ:

• دوپہر چیکئے کی دوسرے اورکینت کی اپتیت کے لیے بھی کمک کی۔
• مکالمات کو پہچانا مصروف نہ ہے یا کہ اورکینت کے لیے
• مفتی سے متعلق سوالات کے بجا تو دیکھیں۔

دورہ جوانی کے لیے وکار اورکینت اشیا:

• مفتی بایت کے نبوت اور ہے
• مختصر کافی کہہا

طرفیہ کار:

• قرار: سکن سے آپ کے طواف کو متعاقب ہے اورکینت کے ساتھ کم اقتدار پہنچتا ہے جو کہ کمی کہ
• مفتی نے اینٹالاں کے بارے میں سمجھی ہے یا تھا ہے بھی پھیلاؤ کر ہے۔
• ایک صنعت کا کام کہا جا رہا ہے۔ اپتیت کے لیے بھی پھیلاؤ کر ہے۔

• مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔

• مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔

• مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔

• مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔ مفتی ہے۔ مفتی ہے۔ مفتی رہو ہے۔
Next ask if it is important to save money. Explain that saving will help us to avoid borrowing money. Ask them if they save from their allowance. If so, explain that they are a lot like Adnan who also intends to save by opening his own bank account.

- **Reading time:** Ask the students to read about Adnan. Role-play the dialogue between Adnan and Mr Qureshi. Take the role of the narrator and ask for three volunteers to read the dialogues of father, Adnan, and Mr Qureshi. Make sure students deliver their dialogue with appropriate expression and intonation.

- **Writing time:** After the role-play, go through the saving account form with the students. Fill in a sample form on the board to help students comprehend their different categories. Explain the more difficult terms; gender and nationality. Next, ask students to fill in the form independently in their textbooks and answer the questions. Ask students to note the different features of a cheque and help students fill in the cheque.

- **My cheque:** Distribute loose sheets of white paper amongst your students. Ask the students to design their own cheque. It must follow the same format as that in the textbook. Next, they can fill in the cheque with the name of the recipient and the amount they wish to pay.

- **Reading time – The barter system:** Ask students if they know what used to happen before money was invented. After listening to their ideas tell them you will now be reading about the barter system. Ask students to read the passage. Explain difficult terms to help the students understand the passage.

- **Writing time:** To check comprehension and understanding, ask students to read the passage again and complete the writing activity.

### SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Introduction: Students discuss the phrases ‘earning money,’ ‘spending money,’ ‘saving money,’ and ‘borrowing money.’</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>2.</strong> Discussion: Students discuss the concept of money and the importance of saving.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>3.</strong> Reading: Students role-play the dialogue.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>4.</strong> Writing time: Students complete the writing activity on.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>5.</strong> My cheque: Students design their own cheque.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>6.</strong> Reading time: Students read about the barter system on.</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>7.</strong> Writing time: Students complete the writing activity on.</td>
<td>5 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES:

- **Design your own currency:** Ask students to design their own bank note. It can be of any value and may have the picture of any important person.
 abduction کے لیے جمہوریت کے جانب ایک کارکردہ کے لیے۔ جنگ کی دردسرہ میں افزاع کے لیے۔ جنگ کی دردسرہ میں افزاع کے لیے۔ جنگ کی دردسرہ میں افزاع کے لیے۔ 

**ہدایت ( ست 11):** اداکاری کی اس ضرورت سے ناکے کے بصری وسائٹ کو بھی کافی کم کے قائد سے معاف کردیا جا سکتا ہے۔ میں کم کی طاقت ہے۔ میں ہماری کم کی طاقت ہے۔ میں ہماری کم کی طاقت ہے۔ میں ہماری کم کی طاقت ہے۔ میں ہماری کم کی طاقت ہے۔

**ہدایت ( ست 12):** یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔

<table>
<thead>
<tr>
<th>دورانیہ</th>
<th>کم</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 مین</td>
<td>1</td>
</tr>
<tr>
<td>10 مین</td>
<td>2</td>
</tr>
<tr>
<td>10 مین</td>
<td>3</td>
</tr>
<tr>
<td>15 مین</td>
<td>4</td>
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<tr>
<td>10 مین</td>
<td>5</td>
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<tr>
<td>15 مین</td>
<td>6</td>
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<tr>
<td>5 مین</td>
<td>7</td>
</tr>
</tbody>
</table>

**ہدایت ( ست 13):** یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔

**ہدایت ( ست 14):** یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔

<table>
<thead>
<tr>
<th>دورانیہ</th>
<th>ہدایت</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 مین</td>
<td>1</td>
</tr>
<tr>
<td>10 مین</td>
<td>2</td>
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<td>10 مین</td>
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<tr>
<td>15 مین</td>
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<td>5 مین</td>
<td>5</td>
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<td>10 مین</td>
<td>6</td>
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<td>15 مین</td>
<td>7</td>
</tr>
<tr>
<td>5 مین</td>
<td>8</td>
</tr>
</tbody>
</table>

**ہدایت ( ست 15):** یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔

**ہدایت ( ست 16):** یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔

**ہدایت ( ست 17):** یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔ یہ ہماری کم کی طاقت ہے۔
LESSON 2

OBJECTIVES:
- Use present continuous tense to describe activities or actions
- Write simple sentences to describe events in a picture
- Recite poems with the appropriate rhythm, stress, and intonation by listening to them first.

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
- use the present continuous tense to describe what is happening in a picture or around them.
- read and write poems.

RESOURCES REQUIRED (TEACHING AIDS):
- Copies of Worksheet 2

METHOD:
- **Introduction – What are they doing?**: Tell your students they will be playing a guessing game. Divide the class into two teams. Ask a volunteer to come to the board from team A. Whisper a simple action in their ear, for example, playing cricket. The member of team A will mime the action and members of team B will guess what he or she is doing. After providing 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. You may modify the first written sentence to clarify this for your class. ‘He is playing cricket’ would be the correct answer for this round. If team B guesses correctly, award them a point. Repeat the same procedure now with members of team B miming an action and members of team A guessing. Allow students to play this game till you feel they are confident in forming sentences using the present continuous tense.

- **The Present Continuous Tense**: Explain to your class the use of the present continuous tense. Point out that we use the ‘ing’ form of the verb to form the present continuous tense. It is used for actions that are happening now, at the moment of speaking.
  
  e.g. Adnan is talking on the phone.

- We use the helping verbs *am, is, are* + the ‘ing’ verb.
  
  e.g. I am playing cricket.
  
  She is going home.
  
  They are watching television.

  Ask your students to form at least one sentence each in the present continuous tense and share it with the rest of the class.
I am playing cricket.
She is going home.
They are watching television.
• **Writing time:** To further practice the use of the present continuous tense, ask your students to complete the writing activity.

• **Modes of transport:** Explain that the word transport means to move from one place to another. Transportation includes vehicles which people use to go from one place to another. Different vehicles come with different purposes. Ask: *How do you come to school? How do you travel to another city/country? How is a sick person taken to the hospital? The pictures show different types of transport. Without looking at the text, can anyone tell me what each vehicle is used for? Then fill in the blanks.*

• Ask students to brainstorm for a list of ten objects that they may want to buy. Next, they must think of adjectives to describe these objects. Use this list of nouns and adjectives to draft a rough poem on ‘**Money**’, like the one below:

  **If I had a lot of money** / I would buy / **One twinkling bright star,** / **Two fast, red cars.** / **Three white, small books,** / **Four big, black goats,** / **Five brown, shiny boots,** / **Six new smart suits,** / **Seven yummy, ice cream cones,** / **Eight sleek, mobile phones,** / **Nine jars of sweet honey,** / **Ten dreams of more money!** Remind students that their poem does not have to rhyme. Always write a rough draft first. Next ask students to create their own poem following the same plan. If necessary review the concepts of nouns and adjectives with the help of examples. Remind students that nouns are naming words and adjectives are describing 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 use a mimicking game to understand the present continuous tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>The Present Continuous Tense:</strong> Students understand the use of the present continuous tense with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students complete the writing activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Poetry Reading time and Writing:</strong> Students read a poem with the correct intonation and expression and attempt to create a poem themselves.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

• **Guess the profession:** Students describe what they might have been doing right then if they were in a profession of their choice. For example, if they choose to be a doctor, they may say they are looking at an x-ray, or checking a patient’s mouth. The rest of the class must guess what profession they belong to. Students may choose to pretend to belong to varied professions to make the activity interesting. They may choose to be firemen, movie stars, spies, policemen, etc.

• Provide students with **Worksheet 2** to further practice using the present continuous tense.
سقیفہ کا نجوم خاکر (جناحت کے 3 ہیں):

<table>
<thead>
<tr>
<th>دوران (مینٹ)</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1. زمانہ جامعہ کے افتتاحی ایوارڈ کی تقریب کے لئے ہورنج کی کام کا کمال کیا گیا۔</td>
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<tr>
<td>20</td>
<td>2. زمانہ جامعہ کے معاشرتی پر مشخت کے لئے ہورنج کا کمال کیا گیا۔</td>
</tr>
<tr>
<td>20</td>
<td>3. نکھ سکھ ہوئی کلام کے لئے ہورنج کی کام کا کمال کیا گیا۔</td>
</tr>
<tr>
<td>40</td>
<td>4. نکھ سکھ ہوئی اور زمانہ افست کو تفتیش کیا گیا۔</td>
</tr>
</tbody>
</table>

تعمیلی سرگرمیاں:

- جنیتہ کییہ بھیشن کی ندی کرکے نہیں بتاگیا کہ کچھ دن وہ کہا نہ کہا، جنیتہ کی کھڑی ہوئی رہنے کی بھی وقت کا بہت سیلا اور تعمیلی سرگرمیاں کی بھی ہورنج کا کمال کیا گیا۔
- زمانہ جامعہ کے افتتاحی ایوارڈ کی تقریب ہورنج کے لئے ہورنج کی کام کا کمال کیا گیا۔
LESSON 1

OBJECTIVES:
- Classify adjectives of quantity, quality, size, shape, colour, and origin
- Identify and use degrees of regular adjectives
- Tell how many syllables each word has

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
- define and identify adjectives.
- arrange more than one adjective in the appropriate order.
- form comparative and superlative forms of regular and irregular adjectives.
- define the term syllables and count the number of syllables in different words.

RESOURCES REQUIRED (TEACHING AIDS):
- Pictures of a shopping mall
- Chart paper

METHOD:
- **Introduction:** Revise adjectives. Show them a poster of a busy shopping mall. You may cut the picture from a newspaper or magazine and paste it on chart paper. Ask the children first to list all the things they can see in the poster: shops, clothes, shoes, food stalls, benches, cafeteria, etc. This will help students to review nouns. Next create simple sentences about these nouns.

The shop was filled with clothes.
Children ran up the stairs.
People were selling popcorn.

Ask everyone to close their eyes and read each sentence out loud slowly. 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 to remedy this situation? Should one add describing words? Edit the sentences by adding more describing words with the help of the class.

The **large, newly-opened** shop was lined with **expensive** clothes.
**Happy little** children ran up the **busy** flight of stairs.
A **few** people were selling **delicious** popcorn.
The shop was filled with clothes.

Children ran up the stairs.

People were selling popcorn.

The large, newly-opened shop was lined with expensive clothes.

Happy little children ran up the busy flight of stairs.

A few people were selling delicious popcorn.
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 the exclusive shop, angry customer, delicious smell, etc.

• Reading and discussion time: Tell your students its story time again. Ask the class
to sit comfortably and listen to the story of Bilal and his bike. Read out the passage
pausing frequently to ask questions. Divide the class into pairs and ask each pair to
discuss the questions. After that have a general discussion with your class. Let
students share their views on friendship. Who is their best friend? What quality do
they specially value in their best friend? Do they have a friend who they wish could
change in some way? If so, how would they like their friend to change? What qualities
should a good friend possess? Provide the class with a chart paper. Give the heading
‘Friendship Recipe’ and note down all the ingredients required to make a good friend
and keep him or her. Ask the students to brainstorm the different things required to
maintain friendship and note down student responses on the chart with a thick marker.
This chart may then be put on display on the bulletin board.

• Writing time: Now ask the students to read the passage and complete the exercises.

• Adjectives: Recap that describing words are called adjectives. Ask your students to
read the story of Bilal and his bike and pick out all the adjectives used to describe
Bilal. List these adjectives on the board. Some words that students may point out are:
small, black hair, fair complexion, blue eyes. Now, write some sentences on the board
and ask students to identify the adjectives within them. For example:

1. The giraffe is a huge animal with a long neck.
2. My best friend is a caring and polite person.
3. I need a refreshing, cool drink.
4. A sleek, shiny new Mercedes was parked next to my battered, old Foxy.

Ask students to identify all the adjectives in the above sentences and then name the
nouns they describe.
Next go on an adjective hunt around the class. Point to any object around the class
and ask students to state as many adjectives as they can to describe it. List the
student’s responses on the board.

• Writing time: To further reinforce the concept of adjectives in the student’s minds, ask
them to complete the exercises.

• Adjective order: Explain that we often use more than one adjective to describe an
object, for example, we might say an old, wooden table; a smart, energetic, young
man. Point out that when we use more than one adjective we must make sure our
adjectives follow the correct order. Now divide the board into seven columns and
explain the order as given in the textbook.
Write each of the following phrases out of order on the board and ask students to
The giraffe is a huge animal with a long neck.

My best friend is a caring and polite person.

I need a refreshing, cool drink.

A sleek, shiny new Mercedes was parked next to my battered, old Foxy.
Bilal and his bike

arrange them in the correct order.
e.g. 1: French, thin, old woman
e.g. 2: steel, new, sharp knife
e.g. 3: black, beautiful, metal bed
e.g. 4: square, wooden, old table
e.g. 5: red, plastic, big bottle

• **Writing time:** To practice further, ask students to complete Exercise D.

• **My Superhero:** Distribute loose sheets of paper amongst the students. Ask them to draw their favourite superhero (batman, superman, spiderman, etc.) and suggest at least five adjectives to describe him or her. Now ask a pair of students to come to the front along with their superhero posters. Ask each to state two things that make his or her superhero better. For examples one may say, ‘Spiderman is faster,’ and the other may state, ‘Superman is smarter.’ As different pairs respond, note down any comparative adjectives they use on the board.

• **Comparative adjectives:** After the superhero activity, ask students to note all the comparative adjectives on the board. Explain that when we compare two nouns we use comparative adjective. Ask any two students to step forth. Compare their heights and state, ‘A is taller than B,’ or ‘B is shorter than A.’ (A and B are names of students.) Give more examples using objects around you, pencils, chairs, bags, pieces of chalk, any two objects can be used to set up a comparison.

• **My family activity:** Divide the class into pairs. Ask each student to write down at least five questions to ask their partners. These questions should follow the following format;
  
  Who is the youngest member of your family?
  Who is the oldest person in your family?
  Who is the friendliest in your family?
  Who is the oldest girl in your family?
  Who is the youngest boy in your family?

  After they ask the questions they should record their partner’s responses. Next, ask each pair to share their responses with the rest of the class. As the pairs present their interviews and responses, note the superlative adjectives used by them on the board. They might be repetitive, but at the end of this activity you will have a moderate list of superlative adjectives on the board.

• **Superlative adjectives:** Point to the superlative adjectives and explain that when we need to compare more than two nouns, we use superlative adjectives.

• **Comparatives and superlative adjectives:** Practice forming comparative and
بلايل اوراس کی سانگی

دریچہ ذیلی نمبر سے بیدار کریں سے لے کر اورطاں سے سے چُکی چیز کو دکھایا دوام دست ترتیب میں صحیح کریں۔

1: French, thin, old woman
2: steel, new, sharp knife
3: black, beautiful, metal bed
4: square, wooden, old table
5: red, plastic, big bottle

کئی کا وقت (صفحہ 28): مزید مضمون کے لیے چھپ کے باؤں دکھایا

یہاں میں غیر معلومات کی جا سکتی ہے کیونکہ مضمون کے حوالے سے معلومات لیں۔ میں یہاں میں نہیں ہوگا۔ اپنے ہیں پہلا پہلا کتاب کے متعلق ایسے شرح نہیں کہ کہاں جائے۔

تمام وجوہات میں میں تفہیم کرنا چاہتا ہوں۔ اور ذیل میں ایسے باؤں دکھایا چاہتا ہوں۔

(Comparative adjectives)

تمام وجوہات میں میں تفہیم کرنا چاہتا ہوں۔ اور ذیل میں ایسے باؤں دکھایا چاہتا ہوں۔

柯艾 لیکے پر اس وقت (دیوک) کہ اس وقت کے لیے چھپ کے باؤں دکھایا

تمام وجوہات میں میں تفہیم کرنا چاہتا ہوں۔ اور ذیل میں ایسے باؤں دکھایا چاہتا ہوں۔

(Adjective)

تمام وجوہات میں میں تفہیم کرنا چاہتا ہوں۔ اور ذیل میں ایسے باؤں دکھایا چاہتا ہوں۔

Who is the youngest member of your family?
Who is the oldest person in your family?
Who is the friendliest in your family?
Who is the oldest girl in your family?
Who is the youngest boy in your family?

ان سے کئی کو سوالات پہلے چپے کے لیے اس وقت کے دوام دست ترتیب میں صحیح کریں۔

(Superlative adjectives)

تمام وجوہات میں میں تفہیم کرنا چاہتا ہوں۔ اور ذیل میں ایسے باؤں دکھایا چاہتا ہوں۔
superlative adjectives with the class. Explain that we add ‘er’ at the end of an adjective or ‘more’ at the beginning to form a comparative. For example, nicer or more important. Now explain that we add ‘est’ at the end of an adjective or ‘most’ at the beginning to form a superlative. For example, nicest or most important. Divide the board into three columns. Give the headings, Adjective, Comparative, and Superlative on top of each column. Copy the following list of adjectives in the adjective column and ask the class to give the comparative and superlative adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap</td>
<td>soft</td>
<td>fat</td>
</tr>
<tr>
<td>sweet</td>
<td>thin</td>
<td>beautiful</td>
</tr>
<tr>
<td>useless</td>
<td>old</td>
<td>wide</td>
</tr>
</tbody>
</table>

• Now move on to irregular comparative and superlatives. Explain that some adjectives have irregular comparative and superlative forms. Give the following examples:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>far</td>
<td>farther/further</td>
<td>farthest/furthest</td>
</tr>
</tbody>
</table>

• **Writing time:** To further practice forming comparative and superlative adjectives, ask students to complete Exercises E and F.

• **Reading poems and discussion time:** Read the poem ‘My Prayer’. This is a prayer to God and therefore must be read with the appropriate tone and gestures. Next ask students to read. Explain that they we have just asked God to make them kind, loving, obedient, and tolerant. Discuss with the class what each of these qualities mean. Ask if it is important to possess these qualities. Tell your students to assess themselves carefully. Do they think they possess these qualities? After a general class discussion, divide the class into pairs. Ask each pair to answer the discussion questions on page 30.

• **Syllables:** Start your lesson with a brief recap of the term syllables. Explain that words can be divided into syllables. Spend a few minutes talking about a few multi-syllable words and then ask the students to complete the writing task.
کتاب کا وقت (صفحہ 29): تقاریب اور قانونی اس کے سمجھ کے لیے ظاہر کے کیے کے دو عظیم اور E کم ہی کی -

کتاب کا وقت (صفحہ 30): "My Prayer" - "میری دعا" جیسا کہ یہ کہ ہے۔ یہ دعا سے دعا سے اس جبر کی راہ و راہ اور تربت کے ساتھ میں پہچانے جا سکتے ہیں۔ کتاب پر اس کا سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجھیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجحیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجحیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجحیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجحیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجحیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجحیں کا کام ایک بار اور تربت کے سمجھ کے لیے کہ کی ہے۔ یہ دعا سے دعا سے میں نے ایسا اور ہو جا کی راہ پر اس کی راہ کے ساتھ میں سے دعائیں کی پر ایکن سے کا چاک تائی سے۔ اگر وہ پہچانے کے کا نہیں سمجحیں کا کام ایک ب
### SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students understand the concept of adjectives and brainstorm for a list of adjectives through a poster activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time and Discussion time:</strong> Students read the story ‘Bilal and his bike’ and discuss it with their partners. The class then discusses the importance of friendship and the qualities of a good friend.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students read the passage about Bilal and his bike again and complete Exercises A and B.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Adjectives:</strong> Students learn to define and identify adjectives. They go on an adjective hunt around the class.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students practice using adjectives further by completing writing Exercises A, B, and C.</td>
<td>15 min</td>
</tr>
<tr>
<td>6. <strong>Adjective Order Practice:</strong> Students practice arranging adjectives in the correct order.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. <strong>Writing time:</strong> Students practice arranging more than one adjective in the correct order by completing Exercise D.</td>
<td>10 min</td>
</tr>
<tr>
<td>8. <strong>Comparative and superlative adjectives:</strong> Students learn the concept of comparative and superlative adjectives with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>9. <strong>Writing time:</strong> Students complete Exercises E and F.</td>
<td>10 min</td>
</tr>
<tr>
<td>10. <strong>Reading poems and discussion time:</strong> Students read a poem ‘My Prayer’ and discuss the qualities they should possess. They also answer the questions on.</td>
<td>20 min</td>
</tr>
<tr>
<td>11. <strong>Syllables hunt:</strong> Students define the term syllable and learn to divide words into syllables and then complete the exercise on.</td>
<td>15 min</td>
</tr>
<tr>
<td>وضاحت</td>
<td>کام</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>فیصلہ کھو یا تصور کن چنیں اور ان کے فیر حسب میں کے ذریعے اسیا چستی کی آپ کہ فیرست ناں ہیں۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>خود کی لڑائی کے وقت، فیصلہ 25 پی پر کھلا اور اس کے دوبارہ پتہ چہرے ساتھی۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کل کہا وقت، فیصلہ اور اس کی ساتھی کے پارے میں افسانہ دوبارہ پتہ چہرے ساتھی کہ 26 پی۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کل کہا وقت، فیصلہ کو پیچھا اور بیان کرنا ناکام ہے۔ اور کہانی منصوبہ جاتے ہیں۔</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>فیصلہ کہا وقت، فیصلہ 27 پی.</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>کہا وقت، فیصلہ کی ترتیب کی مکمل ہے۔ فیصلہ قرآنی کے مرضی کرے۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>کہا وقت، فیصلہ 28 پی۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کہا وقت، فیصلہ کی مکمل ہے۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>کہا وقت، فیصلہ 29 پی.</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کہا وقت، فیصلہ 30 پی۔</td>
</tr>
</tbody>
</table>

**ملاحظہ**
- 10 منٹ فیصلہ کی ترتیب کی مکمل کریں۔
- 20 منٹ فیصلہ کی ترتیب کی مکمل کریں。
- 30 منٹ فیصلہ کی ترتیب کی مکمل کریں۔
- 31 منٹ فیصلہ کی ترتیب کی مکمل کریں۔

<table>
<thead>
<tr>
<th>مصروف</th>
<th>10 منٹ</th>
<th>10 منٹ</th>
<th>20 منٹ</th>
<th>30 منٹ</th>
</tr>
</thead>
<tbody>
<tr>
<td>تحریر</td>
<td>10 منٹ</td>
<td>10 منٹ</td>
<td>20 منٹ</td>
<td>30 منٹ</td>
</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES:

• Gain awareness about national hero, Ali Sadpara
• Understand the dangerous conditions on mountains
• Use pre-, while- and post-reading strategies to grasp concepts
• Learn about survival tools required for mountain-climbing
• Mark countries to their capital cities, using a map
• Use a map to find locations

LEARNING OUTCOMES

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

• Scan a simple text for specific information.
• Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
• Describe events in a picture or an illustration.
• Explain position and direction on a picture, illustration or a map.

RESOURCES

• World map

METHOD

[Before this class, ask students to bring an A4 copy of a world map, easily available at a stationary store. Teacher to keep a large poster of World Map for class discussion]

• Pre-reading: Write title ‘Climbing up to the clouds’ on the board and ask students what it means. To whom does this title refer to? Exposition: This is an expression to refer to mountain climbers who risk their lives to climb mountains. This is not an easy job because mountains are known for extreme weather conditions, dangerous pitfalls and steep slopes. There is always a risk of death here.
• If possible, teacher can show a Powerpoint of pictures of mountains or a video. Then, ask students whether they know about any famous mountains of Pakistan or the world? Do they know about any famous mountain climbers?
• Explain: Among famous mountain climbers, there is one person from Pakistan who dared to risk his life and climb K2 – the second highest mountain in the world. He went with 2 other climbers on a journey to climb K2, but he never came back. He and his friends were missing for a few days and the army tried to look for them for many days. When he did not come back, it was obvious that he had died. What we know is
What is their favourite sea animal?
What do they know about other sea animals?
What does the word endangered mean? Name some endangered sea animals?
Have they have ever tried to help an animal?
Can humans help animals? How should we help animals?

Babloo was swimming happily. Some boats were sailing far away.
that the temperature up there was lower than -80 degrees and there was no oxygen. This is why K2 is called Mountain of Death. You have only 2 options here: life or death. Let’s find out what happened to Ali Sadpara.

- Select 2 students to read aloud dialogues of Haroon and Abba. Then ask these post-reading questions: Why did the climbers go missing? What could have killed them? Why did Ali Sadpara want to do it in winter, despite knowing about the danger ahead? Which is the highest peak in the world and where? What is one survival tool that mountaineers need? Who is Samina Baig? Would you like to become a mountain climber – why or why not? Students to note answers in exercise books.

- **Homework:** with the help of parents, research about survival tools needed to travel to northern areas of Pakistan.

- Students to take out their world maps. Teacher to stick his/her copy of world map to the board. Point to places on the map during explanation. Exposition: Where does the Sun rise from? Where does it set? Where are North and South? Does anyone know what a map is used for? The world is made up of oceans, continents, countries and cities. A map shows us where each ocean, continent or country is. Looking at the map in your books, can you tell me where Europe is? [circle that area on the map]. Where is the Pacific Ocean? Where is Antarctica? Can you find Australia?

- Now mark North, South, East and West on the map. These are cardinal directions that help us find places. Explain North West, North East, South West and South East. Then ask: If [student name] wants to go to Europe, where will he go? North or South? If [student name] wants to go to Australia, where should she go? East or South? Call 8 students to the board and ask them to stand in a circle. Ask the rest of the class: Where is [student name] standing? North or South? And so on.

- Next, ask: What is a country? What is a city? A country is an area of land where people live. Each country has a different government that is responsible for running the country. Countries are divided into cities. What are the cities of Pakistan? The country capital is where leaders meet to take important decisions about a country.

- Sort students into groups of 4 to complete Ex. A. The rest of the exercises are to be done individually.

- **Wrap-up:** **KWL Chart** – students to make 3 columns with headings: What I know / What I Wonder / What I Learned, in their exercise books.

## SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-reading discussion</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Dialogue and post-reading discussion</td>
<td>10 mins</td>
</tr>
<tr>
<td>3. World Map and activity</td>
<td>20 mins</td>
</tr>
<tr>
<td>4. Exercises</td>
<td>25 mins</td>
</tr>
</tbody>
</table>
It was raining hard. My father and I were discussing the cricket match last night.

The kitten was drinking milk.

We were sweeping the floor.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time (in minutes)</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe: It was raining hard. My father and I were discussing the cricket match last night.</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2. Describe: The kitten was drinking milk.</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>3. Describe: We were sweeping the floor.</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4. Describe: It was raining hard. My father and I were discussing the cricket match last night.</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>5. Describe: The kitten was drinking milk.</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>6. Describe: We were sweeping the floor.</td>
<td>40</td>
<td>6</td>
</tr>
</tbody>
</table>
LESSON 2

OBJECTIVES:

• Use past continuous tense for actions that were in progress in the past
• Research and share information about the wonderful sea world and sea animals.

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

• understand and use past continuous tense to write sentences and paragraphs.
• research and write simple descriptive paragraphs on any given topic.

RESOURCES REQUIRED (TEACHING AIDS):

• Worksheet 4

METHOD:

• The past continuous tense: Explain to the students that the present continuous tense is used for two purposes.
  ▪ To show that an action was going on at a definite time in the past.
    e.g. Babloo was swimming happily. Some boats were sailing far away.
  ▪ To show that an action continued for a period of time in the past.
    e.g. It was raining hard. My father and I were discussing the cricket match last night.

Ask each student to state what they were doing at 7 p.m. the previous day. Note their responses on the board. Explain that they all used the past continuous tense to answer.

Now go on to explain how the past continuous tense is formed.

For singular nouns and pronouns I, she, he, and it use was + base form of verb + ing
  e.g. The kitten was drinking milk.

For plural nouns and pronouns you, we, and they use were + base form of the verb + ing
  e.g. We were sweeping the floor.

Practice forming sentences in the past continuous tense.

• Writing time: Ask students to complete the exercises.

• Reading time: Ask students to read the passage on dolphins and complete the discussion and writing tasks.
  You can take students to a library where they can use encyclopedias or other resources to find information about any sea animal.
Chapter 2

Summary:
- Contrast, or contrasting clauses that are connected by but or and (or because) to indicate contrast.

Features:
- In certain cases, a contrastive clause can be followed by a clause starting with because.
- An example where a contrastive clause is followed by a clause starting with because:

```
I like Chinese food. I do not like pizzas.
```

- An example where a contrastive clause is followed by a clause starting with but:

```
I do not like pizza + but + 'I like Chinese food' = 'I do not like pizza, but I like Chinese food.'
```

```
I ran to school. I was late.
I ran to school and I was late.
I ran to school as I was late.
I ran to school but I was late.
```

Contrast clauses can be used to highlight differences between two actions or states.
Climbing up to the clouds

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 share their knowledge of the sea world and describe their favourite sea creature.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading and discussion time</strong>: Students read the passage and complete the discussion activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time</strong>: Students complete the exercises.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>The past continuous tense</strong>: Students understand the use of the past continuous tense and practice using it.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time</strong>: Students complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Reading time</strong>: Students read the passage on dolphins and complete the given tasks.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

- Provide students with Worksheet 4 to complete exercises on the past continuous tense.

LESSON 2

OBJECTIVES:

- Use joining words *and, or, and but* to show addition, alternative, and contrast; use *because* to express reason.

LEARNING OUTCOMES:

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

- understand the function of conjunctions.
- use conjunctions to join simple sentences.

METHOD:

- **Introduction**: Introduce conjunctions. Explain that a simple sentence has one subject and one verb. If we only use simple sentences, our writing will be a little strange to read. In order to make our writing more interesting, we can use longer sentences joined by conjunctions. Conjunctions thus are joining words. Two or more short and simple sentences can be joined together using conjunctions.
1. The dress was very expensive. It had very fine embroidery.
2. The flower show went ahead. The judge was absent.
3. We wanted to cook kheer. There was no milk.
4. She arrived late. She missed the opening presentation.
5. Tie the seat belt on. It is a safety measure.
6. I will complete my studies. I will look for a job.
7. Imran is a good student. Ahmer might be better.
8. He spends more time exercising. He wants to lose weight.
9. The roof needed repair. It was damaged during the storm last week.
10. Sana liked all her toys. She likes her Barbie doll the best.

**Exercise (stage 37): Translate the following sentences and write them in the space provided.**

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Task</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Translating: Translate the following sentences.</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Translating: Translate the following sentences.</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Translating: Translate the following sentences.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ostriches are birds. They cannot fly.**

1. Ostriches are birds. They cannot fly.
2. Do you want to watch a movie? Do you want to play football?
3. I like pizza. I like ice cream.
4. Nasir completed all his homework. Mother let him go out to play.
5. She came inside. It was raining.
Climbing up to the clouds

e.g. ‘I do not like pizzas.’ is a simple sentence and ‘I like Chinese food.’ is also a simple sentence. We can put these together to make one, longer and interesting sentence using a conjunction.

‘I do not like pizza’ + but + ‘I like Chinese food’ = ‘I do not like pizza, but I like Chinese food.’

Reinforce this concept with examples given.

• Tell your students that they must use conjunctions really carefully. Conjunctions do not just join sentences, they also show the relation between the two pieces of information given.

e.g. Note the different meanings of these sentences:

I ran to school. I was late.
I ran to school and I was late.
I ran to school as I was late.
I ran to school but I was late.

We must pay careful attention while choosing conjunctions.

• **Conjunctions:** Write the following conjunctions on the board:

and, although, as, because, but, if, or, so.

Ask your students to use these conjunctions to join the following sentences.

1. The dress was very expensive. It had very fine embroidery.
2. The flower show went ahead. The judge was absent.
3. We wanted to cook kheer. There was no milk.
4. She arrived late. She missed the opening presentation.
5. Tie the seat belt on. It is a safety measure.
6. I will complete my studies. I will look for a job.
7. Imran is a good student. Ahmer might be better.
8. He spends more time exercising. He wants to lose weight.
9. The roof needed repair. It was damaged during the storm last week.
10. Sana liked all her toys. She likes her Barbie doll the best.

• **Writing time:** To provide further practice using conjunctions, ask your students to complete the exercises.
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 function of conjunctions.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Conjunctions</strong>: Students use different conjunctions to join simple sentences.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time</strong>: Students complete the exercises.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

More practice with conjunctions. Provide students with the following sentences and ask them to use as many conjunctions as they can to join them.

1. Ostriches are birds. They cannot fly.
2. Do you want to watch a movie? Do you want to play football?
3. I like pizza. I like ice cream.
4. Nasir completed all his homework. Mother let him go out to play.
5. She came inside. It was raining.
LESSON 1

OBJECTIVES:

- Use pre-reading time strategies to predict what will happen next.
- Guess meaning of difficult words in text using context clues.
- Identify story elements and use the same to write a new story.
- Use reading text as models for own writing.

LEARNING OUTCOMES:

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

- talk about events and stories and predict what might happen next.
- guess the meaning of the words they read using context clues.
- define and identify different story elements and use these to write their own stories.

RESOURCES REQUIRED (TEACHING AIDS):

- Chart papers
- Loose sheets of paper for the students to create mini-books
- Worksheet 5

METHOD:

- **Reading and discussion time:** Ask students to read the story of the greedy king and then ask simple questions to check comprehension. You may also explain the meaning of difficult words.
  
  At the end of and ask your students to discuss the given questions with a partner.
  
  Then ask each pair to share their answers with the rest of the class.
  
  Now continue reading the story on and then ask students to re-tell the story orally in their own words to a friend. After they have done so, they can attempt to guess the meanings of the difficult words. Next, they can count the number of syllables in each word. They must pronounce it carefully and clap simultaneously to do so.

- **Writing time:** Ask students to complete the exercises.
تقریر لئے کے لئے وکار کامدار عشیا:

• "حیوان کتابی" (mini-books) باہرنے کا خصوصی سے ظاہر کیے لیے کاہنی کے کتب
• وک شروع 5

طرز تقریب کار:

۱۰ شخص اور بات دیکھی ہوئی دو وقت (صفحہ 38 اور 39): ظاہر کیے کہ دو ائیری کا شاہا کہ کبائی پیش کی ہے۔ بھیجیں سماجی کے لیے دو کیاں کا کس حد پہاڑ ہے پھر ان سے آسان مستند کرنے کے نقصان کا توانائی تھا پر ایک لیکن قدرتش کا کس پر ایک "کیلبی سے" الیکس چدولی کبائی (mini-books) باہرنے کا خصوصی سے ظاہر کیے لیے کاہنی کے کتب

• وک شروع 5

طرز تقریب کار:

۱۰ شخص اور بات دیکھی ہوئی دو وقت (صفحہ 38 اور 39): ظاہر کیے کہ دو ائیری کا شاہا کہ کبائی پیش کی ہے۔ بھیجیں سماجی کے لیے دو کیاں کا کس حد پہاڑ ہے پھر ان سے آسان مستند کرنے کے نقصان کا توانائی تھا پر ایک لیکن قدرتش کا کس پر ایک "کیلبی سے" الیکس چدولی کبائی (mini-books) باہرنے کا خصوصی سے ظاہر کیے لیے کاہنی کے کتب

• وک شروع 5

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۱۰ شخص اور بات دیکھی ہوئی دو وقت (صفحہ 38 اور 39): ظاہر کیے کہ دو ائیری کا شاہا کہ کبائی پیش کی ہے۔ بھیجیں سماجی کے لیے دو کیاں کا کس حد پہاڑ ہے پھر ان سے آسان مستند کرنے کے نقصان کا توانائی تھا پر ایک لیکن قدرتش کا کس پر ایک "کیلبی سے" الیکس چدولی کبائی (mini-books) باہرنے کا خصوصی سے ظاہر کیے لیے کاہنی کے کتب

• وک شروع 5
The Greedy King

**Story elements:** Introduce the story elements. Explain that each story has a beginning, a middle, and an end. The *beginning* tells us about the characters and setting. The *middle* tells us about a problem. The *end* tells how the problem is resolved. Divide the board into five sections. Write the headings *characters, setting, beginning, middle,* and *ending* on the board.

Explain that every story has characters. The characters can be adults, children, or even animals. Discuss the characters of ‘The Greedy King’. Is there any good or bad character in the story? Who is the main character of the story?

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. It consists of the beginning, middle, and end. Discuss the events in ‘The Greedy King’. Note these down in the appropriate section on the board.

Then, go on to *setting.* Explain that the setting is where the story takes place. It may take place in a busy city or a remote village, at a school, in a forest, or in another planet. Note setting of ‘The Greedy King’ down on the board.

- Prepare story element posters. Take five chart papers and on each poster write the following definition of each story element.
  - **Character:** a person, animal or creature who takes part in the story
  - **Setting:** when and where the story takes place
  - **Beginning:** the first part of the story where the characters and setting are introduced
  - **Middle:** the middle part of the story where the story develops
  - **Ending:** the last part of the story when the story comes to a conclusion

Ask five students to hold these posters as you recap and review the different story elements. Now, identify the characters, setting, beginning, middle and end of ‘The Greedy King’, using the table.

- **Writing time:** Tell your students it is time for them to write their own stories. Every story has characters, setting, beginning, middle, and end. They can use any one to write a story of their own. After they have written a first draft of the story, ask them to read the story out loud to their partner. Their partners can review the story and give suggestions.

- **Story writing activity:** Tell your students they can create a completely fun, exciting story themselves also in the same way. They must think carefully about the characters in their story. Their story can include all types of characters, from fairies and giants to doctors and firemen. What will be the main characters like in their story, good or bad?

Next, they must move on to the setting. When and where would their story occur? In the midst of a jungle in the middle of a night? Or in a busy, modern city in the future? Or at a school in the cafeteria during recess?

They must also carefully think of the beginning, middle, and end of this story. How will their character or setting be introduced? Will their main character face a problem? How will it be solved? How will the story end?

Next, they must use this plan to write a first draft of their stories.
The Greedy King

A long time ago, there was a king who loved gold and silver. He was always thinking about how to get more of these precious metals. One day, he had an idea.

He ordered his ministers to find the treasure of the king of the dwarfs. The dwarfs were known for their magical abilities, and the king wanted their treasure for himself.

The king's ministers searched far and wide for the dwarfs' treasure. They eventually found a cave deep in the mountains. Inside, they discovered a huge pile of gold and silver.

The king was overjoyed. He took all the treasure and had it sent to his palace. He planned to use the metals for his own personal pleasure.

However, the dwarfs were not pleased. They were angry that the king had taken their treasure without their permission. They decided to teach him a lesson.

The dwarfs created a magic spell that made all of the gold and silver disappear. The king was left with nothing but empty pockets.

From that day on, the king learned to respect the dwarfs and their wealth. He realized that true wealth comes from being kind and generous, not from hoarding gold and silver.
SUGGESTED LESSON OUTLINE (3 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading time: After holding a general discussion, students read the story ‘The Greedy King’ on.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Discussion time: Students pause at the end of and try to predict what will happen next in the story. They share their views with the rest of the class.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Reading time and Discussion continued: Students finish reading the story on and complete the discussion activity on the same page.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Story Elements: Students review the elements of the story through a poster activity. They identify story elements in ‘The greedy king.’</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Writing time: Students attempt to write short story using the story elements given.</td>
<td>25 min</td>
</tr>
<tr>
<td>7. Story writing activity: Students create their own short story using the graphic organizer present.</td>
<td>25 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY:
Provide students with Worksheet 5 so they can create and write a story of their own.

LESSON 2

OBJECTIVES:
• Classify nouns as countable and uncountable nouns
• Apply rules for use of a or an before words that start with mute consonant letters and vowel sounds
• Write simple poems using a poem as a model
• Pronounce hard and soft sounds of c and g in different words

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• classify countable and uncountable nouns.
• change singular countable nouns to plural and vice versa.
• recite poems with correct expression and intonation.
• count the number of syllables in words.
• pronounce words with the hard ‘c’ and soft ‘c’ sound.
یہ محور کا جائزہ ہے (بجااعت کے 3 میں)۔

<table>
<thead>
<tr>
<th>موضوعی محور</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Greedy King</td>
</tr>
<tr>
<td>2</td>
<td>یہ محور بات کہتا ہے: تم میں بہت خوبصورت ہے</td>
</tr>
<tr>
<td>3</td>
<td>یہ محور بات کہتا ہے: تم میں بہت خوبصورت ہے</td>
</tr>
<tr>
<td>4</td>
<td>کبیکی کے سردار: تاکنہ خوبصورت تکریم کریں</td>
</tr>
<tr>
<td>5</td>
<td>کبیکی کے سردار: تاکنہ خوبصورت تکریم کریں</td>
</tr>
<tr>
<td>6</td>
<td>کبیکی کے سردار: تاکنہ خوبصورت تکریم کریں</td>
</tr>
<tr>
<td>7</td>
<td>کبیکی کے سردار: تاکنہ خوبصورت تکریم کریں</td>
</tr>
</tbody>
</table>

توانی گری: 6

ظاہر کرکے 5 فراغتē ہوگئے کہ تاکنہ خوبصورت تکریم کریں۔

سنہ 2

متناؤ: اکم کے قابل شاہرآ تہذیب کو شاہ اکم کے طور پر درج بندی کرنا

ان الفاظ کے بہتی a کے لئے استعمال کے قواعد کا اخلاقی کرنا جو مساکین خوف ہو جاتے ہیں کروز عوام کی اوشکیاں سے شروع بونے تک ہوئے

ایک مین POP ہوتے ہوئے استعمال کریں تھے جوں سادا اخلاق کے خلاف کرنا

یہ الفاظ کے بہتی c کے مین وزیرات کی اداک ہوتا

نتیجہ:

اس سنہ کے اخلاق کے طور پر تحقیق کی جانے چیز ہے:

قابلاً شاہرآ تہذیب کو شاہ اکم کے طور پر بندی کریں

واحد اور زیادہ تحقیق کی جانے چیز کو اکم کے طور پر بندی کریں

مزون بہت اور زیادہ تحقیق کے سائٹ اور کم پہچان کریں

الزلف کی اکم کے طور پر

واضح کہ تحقیق کے طور پر کم پہچان کریں

OXFORD UNIVERSITY PRESS
METHOD:

• **Introduction:** Ask your students whether they can count the hair on their head? Have they ever tried counting 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. However, things like like books, pencils, papers, boys, or girls can be counted.

Explain that countable nouns can be counted and they have both singular and plural forms. We can use a/an or numbers before them.

• **Singular and plural:** Go over the rules of changing singular nouns to plural and vice versa. State clearly each of the following:

  Singular nouns are nouns that name one person, one place, or one thing.
  e.g. cap, cat, bat

  Plural nouns are nouns that name more than one person, place, or thing.
  e.g. 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.

Nouns that end with ‘*f*’ or ‘*fe*’: 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 ‘*f*’ or ‘*fe*’ (calf, half, knife, life, loaf, shelf, thief, wife) 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. Write the correct plurals in the right hand column (calves, halves, knives, lives, loaves, shelves, thieves, wives). Point out to your students now that when nouns end with ‘*f*’ or ‘*fe*’ we remove the ‘*f*’ or ‘*fe*’ and add ‘*ves*’ to change them into plural nouns. Ask students to think up of some more things ending with ‘*f*’ or ‘*fe*.’ Then ask for volunteers to come to the board and write the correct plurals for them.

Nouns that end with ‘*o*’: 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 ‘*o*’ (potato, echo, hero, tomato, cargo, buffalo, etc.) 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 ‘*o*’. Write the correct plurals in the right hand column (potatoes, echoes, heroes, tomatoes, cargoes, buffaloes). Point out to your students now that when nouns end with ‘*o*’ we add ‘*es*’ to change them into plural forms.

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 students now that when nouns end with a vowel followed by ‘*y*’ we simply add an ‘*s*’
The Greedy King

to change them into plural nouns. Ask students to think of some more 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, etc.) in the left-hand column. Read them one at a time. Now slowly write the plural forms of each on the board (babies, daisies, stories, trophies etc.). Ask your students to note that when the last two letters of a noun have a consonant and ‘y’ the plural form is made by removing ‘y’ and adding ‘ies.’ Ask students to think up of some more nouns ending with a consonant followed by ‘y.’ Then ask for volunteers to come to the board and write the correct plurals for them.

Ask students to read the list of singular and plural nouns on of their textbooks.

- **Uncountable nouns:** Explain that uncountable nouns cannot be counted and have no plural form. We do not use a/an or numbers before them. However, we can say
  
two cups of tea two cups of rice
  a lot of money four cartons of milk
  
Read the examples given in the textbook.

- **Writing time:** Ask students to practice all the concepts learned so far by completing Exercises A, B, C, and D. Before students start Exercise C, explain the rules for using the articles ‘a’ and ‘an.’ Repeat that ‘a’ and ‘an’ are always used before a singular countable noun. ‘An’ is used before nouns beginning with a vowel sound and ‘a’ is used before nouns beginning with a consonant sound. After this point out that ‘how many’ is used before plural countable nouns and ‘how much’ is used before uncountable nouns.

- **Pronunciation check:** Review the concept of syllables and ask students to read the given word list. You can pronounce each word more than once with the class, so that they can be sure about the number of syllables in it. Next ask the students to list each word given in the table in the appropriate column.
  
Review that there are two kinds of c sounds. A hard ‘c’ which sounds like ‘ka’ and is found in words like cat and a soft ‘c’ which is pronounced like ‘sa’ and is found in words like dance. Ask them to read all the words and categorize them in the appropriate column. Explain that a single word will appear in both columns as it contains a hard ‘c’ sound as well as a soft ‘c’ sound. Allow the class to identify this word themselves. You can then confirm that the word is circle.

- **Brain break:** Tongue twisters: write these tongue twisters on the board and have volunteers repeat them 10 times. Billy Bob blabbered boldly; Light the night light tonight; Can clams cram cans of candy.

- **The spirit of sharing:** Students to brainstorm the purpose of Eid-ul-Azha and the activities done during thing occasion. Explain that we celebrate Eid-ul-Azha to take care of the poor people, who do not have as much to eat or drink as we do. They do not have houses to live in. The purpose of meat is not to indulge in eating, but to help
two cups of tea
two cups of milk

a lot of money
four cartons of rice

Oxford University Press
The Greedy King

the poor people. What are some ways you can help the poor? You can save some money and donate it, along with old clothes, toys or books. The exercises can be completed as homework.

SUGGESTED LESSON OUTLINE (3 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students differentiate between countable and uncountable nouns using a drawing activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Countable nouns: Students briefly review countable nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Singular and plural: Students revise the rules required to change singular countable nouns to plural countable nouns. They practice changing singular nouns to plural nouns and vice versa through an oral drill.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Uncountable nouns: Students briefly review uncountable nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Writing time: Students complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Pronunciation check: Students practice dividing longer words into syllables and differentiating between the hard and soft sound of ‘c’.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Reading: The spirit of sharing</td>
<td>30 mins</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.
# سمیع کا بجوہ خاکر (بجاوت کے 3 جزئیات)

<table>
<thead>
<tr>
<th>دوناریا</th>
<th>کام</th>
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<tbody>
<tr>
<td>20 منٹ</td>
<td>تلاوت: طالب خاکر بنا کے آرٹیکل جاری کرتے ہیں</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>تلاوت نماز: طالب خاکر بنا کے نماز جاری کرتے ہیں</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>واحد اور اورجمن: طالب خاکر بنا کے اورجمن جاری کرتے ہیں</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>تلاوت نماز: طالب خاکر بنا کے نماز جاری کرتے ہیں</td>
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<tr>
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</tr>
</tbody>
</table>

## تعلیمی سرگرمیاں:

- انتہائی مقیم کی عبادت: کلاس کا اجرا کرنا میں بہتر دنیا میں بہتری - بہتری کے بہتری کے بہتری کے بہتری کے بہتری...
- اجرا کا اجرا: اجرا کا اجرا...
- اجرا کا اجرا: اجرا کا اجرا...
- اجرا کا اجرا: اجرا کا اجرا...
LESSON 1

OBJECTIVES

• Understand the difference between invention and discovery
• Learn about important inventions
• Discuss the pros and con of different inventions
• Learn about important Muslim contributors

LEARNING OUTCOMES

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

• Read tables and charts in textbooks.
• Differentiate between invention and discovery
• Analyze advantages and disadvantages of inventions

METHOD

[Before class, ask students to research about 10 most important inventions of the world. They should write advantages and disadvantages of any 3 most important inventions. They can also watch videos, with the help of their parents, for the next class group activity.]

• Starter: Ask students to name the 10 most important inventions in the world, one-by-one. Write them on the board. What is an invention? Why do people invent new things? What are some inventions we use daily? What would life be like without wheel / light bulb / Internet / refrigerator /

• Group activity: Sort class into groups of 5. Assign 2 inventions to each group. They must write advantages and disadvantages. After discussion, initiate a debate with prompt: Light bulb is the most important invention. Without it, the world would be in darkness and we would not be able to do any work. Students to follow-up with only 2 points of either agreement or disagreement. Continue for 5 inventions.

• Write the difference between invention and discovery. Invention is when something new is created that has never been created before. Discovery is to find something that already exists, such as dinosaur bones. Write the list given below on the board and ask groups to sort it into either invention or discovery, in their exercise books. After completion: take feedback.

iron, fridge, plane, car, petrol, smoke, lamp, television, planets, illnesses, steam engine, piano, electricity, solar power, island, camera, water, Covid vaccine, animal bones, medicines, oil.

• Homework: Students to make a chart of pros and cons of 3 inventions, such as the one given below:
Section 1

In general:

- A dinosaur is a type of ancient reptile that lived during the Age of Dinosaurs.
- Dinosaurs were divided into various groups based on their physical characteristics and habitats.
- Triceratops is a type of dinosaur known for its large horns and frill.
- Velociraptors were small, agile dinosaurs known for their speed.
- Dinosaurs lived millions of years ago.

Questions:

1. How long ago did dinosaurs live, hundreds of years, thousands of years, or millions of years?
2. What can we call a person who studies dinosaurs, an anthropologist, a paleontologist, or a geologist?
3. Some dinosaurs were meat-eaters and some were plant-eaters. Discuss the food they might have eaten.
4. Which creature does a dinosaur resemble: a snake, a crocodile, or an elephant?

Answers:

1. Dinosaurs lived millions of years ago.
2. A person who studies dinosaurs is called a paleontologist.
3. Dinosaurs resemble crocodiles.

Dinosaurs: Dinosaurs are a group of reptiles that lived millions of years ago. They were divided into various groups based on their physical characteristics and habitats. Some dinosaurs were meat-eaters, while others were plant-eaters. Some of the most well-known dinosaurs include Triceratops and Velociraptors. Triceratops is a type of dinosaur known for its large horns and frill, while Velociraptors were small, agile dinosaurs known for their speed. There are many more types of dinosaurs, each with its own unique features and characteristics.
Important Inventions

<table>
<thead>
<tr>
<th>Invention</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invention 1</td>
<td></td>
<td></td>
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<tr>
<td>Invention 2</td>
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<td>Invention 3</td>
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<tr>
<td>Invention 4</td>
<td></td>
<td></td>
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<tr>
<td>Invention 5</td>
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</tr>
</tbody>
</table>

- Next, ask each group that if they were lost on an island, which 2 inventions would they want to take with them and why? 2 minutes for them to reach consensus then share feedback with class.
- Individual reading of the passage ‘Inventions and Discoveries’. They will attempt Ex. A individually. Extension task: Write advantages and disadvantages of more inventions.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starter – 10 most important discoveries</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Group activity</td>
<td>20 mins</td>
</tr>
<tr>
<td>3. Individual reading, post-reading discussion and exercises</td>
<td>25 mins</td>
</tr>
<tr>
<td>4. Wrap-up</td>
<td>3-5 mins</td>
</tr>
</tbody>
</table>

**LESSON 2**

- **Paragraphs**: Ask your students to read the information about dinosaurs again. It is divided into four paragraphs. Explain that a paragraph is a group of sentences that tells about one main idea. Tell them to notice how each paragraph in the passage deals with only one main idea. Ask them to share with the rest of the class what is the main idea behind each paragraph.

- **Writing in paragraphs**: Help students understand how to write in paragraphs. Tell them that the main components of a paragraph are:
  - **An opening sentence**: Introduces the topic.
  - **Details**: Three or four details about the topic.
  - **A closing sentence**: Concludes the topic.

Write the topic of the paragraph on top. Choose a simple topic. For example, ‘My Family.’

Write an opening sentence: I have a great family.

Explain that this introduces the topic and tells the reader, you will be talking about your family.
I have a great family. My family includes my mother, father, two sisters, brother, grandpa, and grandma. They all care for me and support me. They help me out when I need help and give me advice when I need it. They are fun-loving and friendly.

I love my family a lot.
Give at least three details about what it is that makes your family so special: My family includes my mother, father, two sisters, brother, grandpa, and grandma. They all care for me and support me. They help me out when I need help and give me advice when I need it. They are fun-loving and friendly.

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

I love my family a lot.

- **Writing time:** Ask students to read the jumbled up paragraph and complete the writing activity to organize the sentences in a proper order.

**SUGGESTED LESSON OUTLINE (2 class period):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students read some facts about dinosaurs.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Reading and writing time:</strong> Students read the passage on dinosaurs and complete Exercises A, B, C, and D.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Discussion time:</strong> Students discuss why dinosaurs vanished from earth. They learn to differentiate between facts and opinions.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Paragraphs:</strong> Students read the passage on dinosaurs again to assess how information is divided into paragraphs.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>How to Write a Paragraph:</strong> Students learn how to write in paragraphs.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Writing time:</strong> Students complete the writing activity on to create a logically organized paragraph.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

Ask students to write a paragraph on their favourite animal. Their paragraph must include a topic sentence, three or four supporting details, and a concluding sentence.

**LESSON 3**

**OBJECTIVES:**
- Recite poems with actions
- Write sentences using correct capitalization, punctuation, and spellings
- Recognize and apply capitalization to initial letter of proper nouns

**LEARNING OUTCOMES:**

By the end of this lesson students should be able to:
- identify the four different kinds of sentences and punctuate them correctly.
The dog barked loudly. The little boy sang. My toy car broke. My dress is pretty. The sky is blue. Cats eat rats.
• distinguish between proper and common nouns.
• write two different kinds of poems and read them with appropriate expressions.

METHOD:
• **Introduction**: Introduce your class to the four different types of sentences. Write the following on the board: declarative, interrogative, exclamation, and imperative.
  - **Declarative sentence** tells us something. It always ends with a full stop.
    e.g. The dog barked loudly. The little boy sang. My toy car broke.
    My dress is pretty. The sky is blue. Cats eat rats, etc.
  - **Interrogative sentence** asks us something. An interrogative sentence usually begins with **who**, **what**, **where**, **when**, or how and ends with a question mark. Point out that when asking a question we use a different intonation. Read questions out loud to show that questions are asked in a different tone.
  - **Imperative sentence** gives a direction or an order to do something. Ask students to think of some imperative sentences they might have heard in school. For example ‘Walk in a line.’
    ‘Maintain Silence.’
    ‘Fragile. Do not touch.’
  - **Exclamatory sentence** is used to express strong emotions. It may be surprise or shock, horror, amazement, or any kind of strong emotion. Point out that exclamatory sentences begin and end with an exclamation mark.
• **Writing time**: Ask students to complete the exercises.
• **Proper and common nouns**: Revise the concept of a noun. Explain that a noun is a name of a person, place, or thing. Point out that a common noun is a general name for a person, place, or thing. Common nouns are not written in capital letters. Now move onto proper nouns. Explain that a proper noun is the name of a particular person, place, or thing. A proper noun is always written with a capital letter.
• **Writing time**: To further practice using common and proper nouns ask students to complete the exercises.
• **Fact or opinion**: Ask students if they can tell the difference between a fact and an opinion and then, explain the difference between a fact and an opinion with the help of examples. A **fact** is a statement that can be proven right or wrong, e.g. the box is on the table is a fact. Either it is correct, can be proven right (by pointing to the table) or incorrect, can be proven wrong (again by checking the table). However, ‘The box should be on the table,’ is an opinion. It cannot be proven right or wrong. It is what a person feels or thinks about a certain situation. Written work usually contains a mixture of facts and opinions. Point out that we need to learn to distinguish between a fact and an opinion.
  Ask students to take a paper. On one side they need to write fact, on the other side they need to write opinion. Tell them you will now read a statement. They will hold up
Walk in a line.
Maintain Silence.
Fragile. Do not touch.

1. Islamabad is the capital city of Pakistan.
2. The Eiffel Tower is in Paris.
3. Whales are superior to dolphins.
4. Whales are mammals.
5. Allama Iqbal is a famous poet.
6. Shakespeare was talented.
Important Inventions

the fact side of the paper if they believe it is a fact or the opinion side of the paper if they believe it is an opinion. Read the following sentences and note the students’ reaction.

1. Islamabad is the capital city of Pakistan.
2. The Eifel Tower is in Paris.
3. Whales are superior to dolphins.
4. Whales are mammals.
5. Allama Iqbal is a famous poet.
6. Shakespeare was talented.
7. Imran Khan was the best sportsman Pakistan has ever had.
8. Karachi is a huge city.
9. There are glaciers in Alaska.
10. Christopher Columbus discovered America.
11. There is no life on Mars.
12. Cats are not as friendly as dogs.

• Poems for all: Tell students they are going to have fun with poetry in this lesson. They will learn two new types of poems, a list poem and an acrostic poem. Explain that a list poem reads like a list. Ask them to open their textbooks and read the list poems. Tell them to notice the way the students have listed what a smile is.

Next, explain that an acrostic poem is a poem in which the first letter of each line spells out a word which is often the title or subject of the poem. Ask them to read the poems and then ask which poem they like the best. Ask each student to recite the poem he or she likes best for the rest of the class.

• Writing time: Ask students to complete the exercises. They can copy out their final poems on two loose sheets of paper and decorate them. They can next display their poems on the bulletin board in class.

SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students are introduced to the four different kinds of sentences and their proper punctuation.</td>
<td>25 min</td>
</tr>
<tr>
<td>2. Writing time: Students complete the exercises to further practice punctuating sentences.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Common and proper nouns: Students understand the difference between common and proper nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing time: Students further practice the exercises.</td>
<td>5 min</td>
</tr>
</tbody>
</table>
7. Imran Khan was the best sportsman Pakistan has ever had.
8. Karachi is a huge city.
9. There are glaciers in Alaska.
10. Christopher Columbus discovered America.
11. There is no life on Mars.
12. Cats are not as friendly as dogs.

<table>
<thead>
<tr>
<th>Acrostic Poem</th>
<th>List Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>56</td>
</tr>
<tr>
<td>61</td>
<td>57</td>
</tr>
<tr>
<td>68</td>
<td>58</td>
</tr>
</tbody>
</table>

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### Important Inventions

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<table>
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</thead>
<tbody>
<tr>
<td>5.</td>
<td><strong>Facts or Opinions</strong>: Students learn to distinguish between facts and opinions through a fun activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Writing time</strong>: Students identify facts and opinions by completing the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Poems for all</strong>: Students read and enjoy two different kinds of poems.</td>
<td>15 min</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Writing time</strong>: Students complete the exercises.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES:

- **Common and Proper nouns**: Provide students with magazines. Ask students to find words and pictures from the magazines that can be classified as common and proper nouns. They will cut the words and pictures out and paste them on a poster divided into two parts. The two parts will be classified as ‘common nouns’ and ‘proper nouns.’

- **Facts and opinions**: Ask students to bring in a short magazine article. Tell them to read the article carefully and copy out the statements in it. In front of each statement they must write **F** for fact or **O** for opinion.
لئے کتنے مرحلہ 

امکان کو اور اکم معرف: ظاہر کر سکتا ہے کہ اس نے ایک سے سکھیا کہ وہ سکھیا سیاہ سے ایک اور اکم معرف 

میں سے مکمل کیا جا سکتا ہے. وہ سکھیا میں سے ایک اور اکم کیا کہ ایک ایک اپنی خلیل اور اکم کیا گا جو وضوح سے منتقل ہو جی. وضوح کو

امکان معرف (common nouns) اور اکم معرف (proper nouns) کا نام دوئے

فضائی اور فضا: ظاہر سے سکھیا کہ وہ سکھیا سیاہ سے ایک اپنی خلیل اور اکم کیا کہ ایک اپنی خلیل اور اکم کیا گا جو وضوح سے منتقل ہو جی.

O (opinion) اور F (fact) کے لیے یہ کیا ہے ۔
LESSON 1

OBJECTIVES:

• Apply skills taught to understand and identify question words.

LEARNING OUTCOMES:

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

• understand the use of different question words.
• identify the kind of information required by each question word.

METHOD:

• Reading and discussion time: Ask your students to read the story ‘The robbery’. Explain difficult vocabulary and ask simple questions to check students’ comprehension. Now ask students to read the story once more independently and discuss its characters, setting, beginning, middle, and end with a partner. After the students have discussed the story in pairs, let them share their answers with the rest of the class.
• Writing time: Ask students to complete the exercises.
• Question words: Revise the basic question words. Explain which question word is asked to get particular information.
  ▪ Who requires them to identify a person and answers to these questions always refer to a person.
  ▪ When is used to ask general or specific time.
  ▪ Where is used to ask about places.
  ▪ What asks about characteristics.
  ▪ How can be used to ask about a lot of things, characteristics, qualities, quantities, etc.
  ▪ Why is used to ask for the reason.
  ▪ Writing time: Ask students to complete Exercise C.
• Forming Questions: Write the following statements on the board and ask students to frame questions on them.
  1. Nasir is the new student in our class. (Form a question using ‘who’)  
  2. Shaila is the new president of the company. (Form a question using ‘who’)  
  3. Neha came to my house at 7 a.m. (Form a question using ‘when’)  
  4. I reached the stadium at 9 a.m. (Form a question using ‘when’)
Section 1.

Main Points:

- The robbery (section 59): The police say the suspect is a man with a big body. The suspect was last seen leaving the house at 10:00 PM.

- The police searched the suspect's home but did not find any evidence.

- The police are investigating the possibility that the suspect may have fled to a nearby town.

- The police are looking for witnesses who may have seen the suspect.

- The police are interviewing neighbors who live near the suspect's home.

- The police are working with the local community to prevent any further incidents.

Nasir is the new student in our class.

Shaila is the new president of the company.

Neha came to my house at 7 a.m.

I reached the stadium at 9 a.m.
The robbery

5. We will meet at the shopping mall. (Form a question using ‘where’)
6. We went to Malaysia during the summer holidays. (Form a question using ‘where’)
7. This sum is difficult to solve. (Form a question using ‘why’)
8. I slipped on the snow and injured my arm. (Form a question using ‘how’)
9. I did not attend school yesterday because I was ill. (Form a question using ‘why’)
10. I left the clothes out in the sun to dry. (Form a question using ‘why’)

SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading time and Discussion time:</td>
<td>20 min</td>
</tr>
<tr>
<td>Students read a short story “The Robbery”</td>
<td></td>
</tr>
<tr>
<td>and discuss its characters, setting,</td>
<td></td>
</tr>
<tr>
<td>beginning, middle and end.</td>
<td></td>
</tr>
<tr>
<td>2. Writing time: Students complete</td>
<td>20 min</td>
</tr>
<tr>
<td>Exercises A and B.</td>
<td></td>
</tr>
<tr>
<td>3. Question Words: Students review the</td>
<td>10 min</td>
</tr>
<tr>
<td>use of question words.</td>
<td></td>
</tr>
<tr>
<td>4. Writing time: Students complete</td>
<td>10 min</td>
</tr>
<tr>
<td>Exercise C to practice using question</td>
<td></td>
</tr>
<tr>
<td>words.</td>
<td></td>
</tr>
<tr>
<td>5. Forming Questions: Students practice</td>
<td>20 min</td>
</tr>
<tr>
<td>formulating questions using</td>
<td></td>
</tr>
<tr>
<td>different question words.</td>
<td></td>
</tr>
</tbody>
</table>

LESSON 2

OBJECTIVES:

• Understand and use personal pronouns
• Demonstrate correct use of possessive pronouns – mine, yours, your, etc and possessive adjectives.

LEARNING OUTCOMES:

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

• understand and use personal pronouns.
• understand the difference between possessive pronouns and possessive adjectives and use them appropriately.

METHOD:

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

We went to Malaysia during the summer holidays.

This sum is difficult to solve.

I slipped on the snow and injured my arm.

I did not attend school yesterday because I was ill.

I left the clothes out in the sun to dry.

<table>
<thead>
<tr>
<th>Series 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Series 2</th>
</tr>
</thead>
</table>

Mistakenly:

- I must have put it in the fridge.

YOUR, YOURS, mine

Wrongly:

- I must have put in the fridge.

ERRORS

- I must have put it in the fridge.

- Miss ____________ is happy.

I am happy.

---

- 1. The Robbery
- 2. A
- 3. B
- 4. C
- 5. The Robbery

- How much is your book?
- How much are your books?

- What do you have?
- What do you have?

- My book is 10 dollars.
- Your book is 15 dollars.

- They are happy.
- She is happy.
- He is happy.

- They are happy.
- She is happy.
- He is happy.

---

- 1. The Robbery
- 2. A
- 3. B
- 4. C
- 5. The Robbery

- How much is your book?
- How much are your books?

- What do you have?
- What do you have?

- My book is 10 dollars.
- Your book is 15 dollars.

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- She is happy.
- He is happy.

- They are happy.
- She is happy.
- He is happy.

---

- 1. The Robbery
- 2. A
- 3. B
- 4. C
- 5. The Robbery

- How much is your book?
- How much are your books?

- What do you have?
- What do you have?

- My book is 10 dollars.
- Your book is 15 dollars.

- They are happy.
- She is happy.
- He is happy.

- They are happy.
- She is happy.
- He is happy.
Point towards yourself clearly as you say ‘I’. Tell the students ‘I’ can be used to replace your name and is called a pronoun. Next, you may point to a boy Ahmed. First say, ‘Ahmed is happy.’ Then repeat yourself by pointing to Ahmed and saying, ‘He is happy.’ Tell the students ‘he’ is being used to replace a noun Ahmed. Do the same for all the other pronouns. Form simple sentences: ‘He is happy. She is happy. We are happy. They are happy.’ Point to the appropriate gender and number as you speak each sentence. Ask your students to repeat each sentence after you along with the appropriate gestures to form a chant.

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

Point towards yourself clearly as you say me. Tell the students ‘me’ can be used to replace your name and is called an object pronoun. Next you may point to a boy Fahad. First say, ‘The Principal was talking to Fahad.’ Then repeat yourself by pointing to Fahad and saying, ‘The Principal was talking to him.’ Tell the students ‘him’ is being used to replace a noun Fahad. Do the same for all the other pronouns. Form simple sentences: ‘The Principal was talking to him. The Principal was talking to her. The Principal was talking to us. The Principal was talking to them.’ Point to the appropriate gender and number as you speak each sentence. Ask your students standing in a circle to repeat each sentence after you.

Students can be asked to give similar sentences for further practice.

Ask students to read the definition of personal pronouns and complete Exercise D.

- **Possessive adjectives and Possessive pronouns:** 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:


Give further examples to reinforce this point:

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.
That is his seat.
Those letters are hers.
Those cars are ours.
Answer:
77

He is happy. Ahmed is happy.

He is happy. We are happy. They are happy.

The Principal was talking to us.

The Principal was talking to me.

The Principal was talking to Fahad.

The Principal was talking to him.

The Principal was talking to them.
The robbery

This is your dress.
That is his seat.
Those are her letters.
Those are our cars.
Ask students to complete Exercise E to further practice using possessive pronouns and possessive adjectives.

- **Activity time:** Ask each student to pick up any object belonging to them and talk about it in two ways.
e.g. This is my book.
This book is mine.
After everybody has had a turn, tell the students to talk about the things that their partner has.
e.g. This is his pencil.
This pencil is his.
This is her bottle.
This bottle is hers.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Personal pronouns:</strong> Students understand the use of personal pronouns in the subject and object positions.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Reading and writing time:</strong> Students complete Exercise D to practice using personal pronouns.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>Possessive adjectives and possessive pronouns:</strong> Students understand and distinguish between possessive adjectives and possessive pronouns.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Activity time:</strong> Students use possessive adjectives and possessive pronouns through a short activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students complete Exercise E</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**LESSON 3**

**OBJECTIVES**

- Use some common similes in speech and writing
- Recognize that an adverb qualifies verbs, adjectives, and other adverbs

**LEARNING OUTCOMES**

- use similes in their own writing.
- understand the function of an adverb and use different types of adverbs appropriately.
79

This is your dress.
That is his seat.
Those are her letters.
Those are our cars.

Example:

Farsi: This is my book.
This book is mine.

Bun: This is his pencil.
This pencil is his.
This is her bottle.
This bottle is hers.

Example:

3. سطحی کا ھوئے خاک (Համարեք իրենի 2 բերիլ):
METHOD

• **Similes:** Explain that a simile compares two nouns using the words like or as. They are often found in poem to create an effect.

For example, as fast as a cheetah, as light as a leopard, red like a rose.

Use things around the class to create similes.

For example, you may pick up the chalk and say, as white as chalk. Or you may pick up chair and say, as sturdy as this chair’, and so on.

• **Writing time:** Ask students to complete the exercise.

• **Adverbs:** Explain to your class that an adverb tells us more about a verb. There are many kinds of adverbs.

  • *Adverbs of frequency* tell us how often an action occurs, e.g. often, never, always, usually, sometimes, etc.

  • *Adverbs of manner* describe how or in what way an action occurs, e.g. quietly, slowly, badly, carefully, etc.

  • *Adverbs of time* tell us when an action would occur, e.g. soon, yesterday, tomorrow, etc.

  • *Adverbs of place* tell us where an action occurs, e.g. outside, inside, nearby, here, there, etc.

• **Writing time:** Ask students to complete the exercise.

SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simile: Students define and create similes.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading and writing time: Students complete Exercise A.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Adverbs: Students learn how to use the different types of adverbs.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. Adverb Guessing Game: Students participate in a fun game to learn more about adverbs.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete Exercise B.</td>
<td>5 min</td>
</tr>
</tbody>
</table>
نتيجة:

الموضوع:

(صفر 63) Mr Nobody

موزع لب و شکل بیشتر که ساخته شده‌اند به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بینی از ارائه‌نام دیده‌نامه‌ها و گزارش‌های به‌صورت کامل و کامل به‌صورت پیش‌بی...
LESSON 1

OBJECTIVES:

• Use future tense for expressing actions in future
• Identify the various kinds of professions they can join
• Think about the career choices they might make later in life

LEARNING OUTCOMES:

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

• understand and use the future tense to express actions in the future.
• identify the different kinds of professions available, think of the duties and responsibilities involved in each profession, and consider the profession they would like to join themselves.

METHOD:

• **Introduction:** Begin the lesson by drawing a career chart on the board. Draw three columns on the board. In the first column write the title of the profession being described, in the second column the duties of the chosen profession, and in the third the training required for that profession. Ask students to think of all the people they know – their parents, relatives, neighbours, the parents of their friends, their grandparents etc. What sorts of jobs do they have?
  Ask each student to chose one person in their lives, name the profession of this person, the kind of responsibility he or she has, and the training required to join this profession. Let each student share this information with the rest of the class. Note this information down on the board. In this way you will be able to build a list of professions and discover how much students already know about the various professions. After completing this activity, fill in any additional information you might want to add.
• **Reading time:** Select different students to read the short paragraphs about various professions.
• **Discussion time:** Ask students to think carefully about the following questions:
  - What profession would they like to join when they grow up?
  - What type of work do they think they would have to do?
  - Have they ever considered why they want to join this profession?
  - Do they know anyone who already is a member of that profession?
  When they have carefully considered each of the above questions and noted their responses, ask students to discuss their answers with a partner.
• **The Future Tense:** Explain to the class that a verb in the future tense shows action that will happen.
Chapter 9

Section 1

Introduction:

- Section one is about the effects of a certain event on society.
- Discussions include the positive and negative impacts on various groups.
- The section also explores the long-term effects of the event.

Excerpt:

As the event unfolds, it becomes clear that the impact is far-reaching. The community is divided, with some benefiting from the changes, while others struggle to adapt. The economic impact is significant, affecting both the local and national economies. The social implications are also profound, with changes in behavior and attitudes evident across different sectors.

Further readings:

- "Impact of Event on Society" by John Smith, published in 2018
- "Economic Implications of Event" by Jane Doe, published in 2019

Keywords:

- event
- community
- economic
- social

Oxford University Press
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.
  Will you visit me in July? Yes, I will.
  Will you throw trash in the street? No, I will not.
  I will study hard 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.
1. will + clean my room
2. will not + sleep late
3. will + remember to say prayers
4. will not + spoil my things
5. will + take care of younger brother

**Writing time:** Ask students to complete Exercise A for further practice. Now revise past, present, and future tense. Discuss that the past tense is used to write about things in the past, the present tense to comment on events that are happening or usually happen in the present and the future tense is used to predict what might happen in the future. To provide further practice with the tenses ask them to complete Exercise B.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students carefully consider different professions.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students read.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Discussion time:</strong> Students think about the various professions and consider what profession they might want to join later in life. They discuss this with a partner.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Future tense:</strong> Students understand how to use the future tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students complete Exercises A and B on.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**
- Ask students to imagine what their lives might be like 10 years in the future. Let them write a short paragraph describing it. They must use the future tense and talk about the changes they might experience physically (I will be taller. I will keep short hair. I will wear trendy clothes.), or in their circumstances or surroundings (I will own a car. I will buy a house. I will be in college.)
They will sing. We will play.

Está cortando un árbol. No se puede hacer el jardinería.

Will you visit me in July? Yes, I will.
Will you throw trash in the street? No, I will not.
I will study hard this term.
I will not lie again.
I will take a bus to school.
I will not be late.

<table>
<thead>
<tr>
<th>Duties</th>
<th>Performer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. will + clean my room</td>
<td></td>
</tr>
<tr>
<td>2. will not + sleep late</td>
<td></td>
</tr>
<tr>
<td>3. will + remember to say prayers</td>
<td></td>
</tr>
<tr>
<td>4. will not + spoil my things</td>
<td></td>
</tr>
<tr>
<td>5. will + take care of younger brother</td>
<td></td>
</tr>
</tbody>
</table>

**Second rule (Exercise 67, page 68):**
- They must not sing.
- They must not do anything before July 1.
- They must study hard.
- They must not lie.
- They must take care of younger brother.

**Rules for Helping the Elderly (Exercise 70, page 8):**

<table>
<thead>
<tr>
<th>Role</th>
<th>Action</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Son</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>Mother</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>Father</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Grandmother</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>Grandfather</td>
<td>E</td>
<td>5</td>
</tr>
</tbody>
</table>

**Notes:**
- They must not sing.
- They must not do anything before July 1.
- They must study hard.
- They must not lie.
- They must take care of younger brother.
LESSON 2

OBJECTIVES:

- Understand and use contractions
- Write short informal invitations and write replies accepting or declining an invitation, giving reasons
- Use prepositions of time and place

LEARNING OUTCOMES:

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

- understand the use of contractions.
- write short informal invitations and reply to invitations appropriately.
- understand and use prepositions of place and time.

METHOD:

- **Contractions**: Explain that we use contractions to join two words together to make them shorter or smaller. We use an apostrophe in place of the missing letters.
  
  e.g. I am – I’m  
  
  you are – you’re  
  
  I will – I’ll  
  
  He is – he’s 
  
  they are – they’re 
  
  he will – he’ll
  
  Ask students to note the missing letter and the apostrophe in its place.
  
  To further practice contractions ask students to complete Exercise C.

- **Invitations**: Ask your students if they have ever sent or received invitations. What sort of invitations do they receive? Bring in some sample invites to show to the class. They might be invitations to a birthday, a wedding, an open house, an opening or any other social event. Show these invitations to your class. Ask them what information should be included in an invitation. Is it important to include the date and the time, and also the location? What would happen if any of these details are forgotten or left out? Would their guests be able to reach the right place at the right time? Does the invitation also tell about the event you are being invited to? Ask them to look at the design and layout. Does it suit the event they are being invited to? Is it appealing?
  
  After discussing all the features ask students to read and discuss the three invitations.

- **Writing time**: Ask students to answer the questions in Exercise A.

- **Replying to an invitation**: What should they do if they receive an invitation? They should respond with a reply. Ask them to look at the invitations on again. They will now be replying to each one of them. They will thank the host for his or her invitation and then state whether they will be able to attend or not. If they are unable to attend they must politely include the reason for that.

- **Making an invitation card**: Tell students they will be making an invitation card themselves now. Provide them with colored paper and envelopes to create and decorate
سقی 2

متقاعد:

• انعقاد کے اشعار کو جمع اور استحکام کرنے
• انعقاد کی تعریف نے اعراب اور فعل میں دوستی ہو یا مضردا کرتا ہے۔
• وقت اور مکان (زمان و مکان) کے تدوین نظر استحکام کرنا

نکات:

• اس سے کہ اشعار کی طرح کو اور قائم ہو جانیا چاہئے ہے۔
• انعقادات کا استحکام کی گیا کرنے
• انعقاد کی تعریف نے اعراب اور کرتا ہے کہ مزدوج جواب دیا کرتا
• زمان و مکان کے تدوین نظر استحکام کرنا۔

طریقہ کار:

• انعقاد (صحیح 68): دیکھ کر کہ وہ انعقاد کو مانے لے کے لیے انعقادات استحکام کرے تھے اور حروف شده عرف کی طرح ہوئے تھے۔

مثال کے طور پر:

I am - I'm
you are - you're
He is - he's
they are - they're
I will - I'll
he will - he'll

ظاہر سے یہی ہے کہ دریافت شدہ ترجمہ انعقاد کے دو انعقاد کو جمع لیا جانے کے لیے ظاہر متن C کام کریں۔

وہم تام (صحیح 70): ظاہر سے یہی ہے کہ انعقاد کو جمع لیا جانے کے لیے ظاہر متن C کام کریں۔

• دیکھ کر کہ وہ انعقاد کو مانے لے کے لیے انعقادات استحکام کرے تھے اور حروف شده عرف کی طرح ہوئے تھے۔
What will I be?

their invitations. Tell them they must first brainstorm the sort of event they are going to invite their friends to. It can be a birthday party, a wedding, an Eid Party, etc. Ask them to remember to include all the important information required and to decorate their invitation appropriately.

• **Prepositions**: Explain that prepositions help us state 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 must reply with the correct preposition. Point out that on, behind, beside, next to, under, over are *prepositions of place* and they tell us where somebody or something is. Explain that prepositions are also used to designate time and these are called *prepositions of time*.

Write the following examples on the board:

*On* is used with days.

- e.g. We will be there on Monday. Our test is scheduled on Saturday.

*At* is used to show the exact time.

- e.g. Their train leaves at noon. I will arrive tomorrow at 6 p.m.

*In* is used with months, with years, and with seasons.

- e.g. The leaves fall in autumn. The book was published in 1985.

I like to take a nap in the evening. I am leaving in a minute.

To express a time duration or a longer interval of time other prepositions are used: *since, for, by, from—to, from—until, during, (with) in, etc.*

Write the following sentences on the board and ask your students to fill in the prepositions.

1. They are leaving for France _______ Monday _______ 7 o’clock ________ the morning.
2. Exactly _______ noon the bell rang.
3. The party will be _______ Saturday _______ eight _______ the evening.
4. Fall begins _______ August 21, and spring _______ March 21.
5. The last time I visited my hometown was _______ the summer of 1969.
6. The gala took place _______ September.
7. He last came to visit us _______ August 5, 1968.
8. He migrated to the USA _______ 1968.
10. He has not been himself _______ a while now, ever _______ the accident.

• **Discussion and writing time**: Ask students to complete the given tasks.
- They are leaving for France _______ Monday _______ 7 o'clock _______ the morning.

1. They are leaving for France _______ Monday _______ 7 o'clock _______ the morning.

2. Exactly _______ noon the bell rang.

3. The party will be _______ Saturday _______ eight _______ the evening.

4. Fall begins _______ August 21, and spring _______ March 21.

5. The last time I visited my hometown was _______ the summer of 1969.

6. The gala took place _______ September.

7. He last came to visit us _______ August 5, 1968.

8. He migrated to the USA _______ 1968.


10. He has not been himself _______ a while now, ever _______ the accident.
SUGGESTED LESSON OUTLINE (3 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Contractions:</strong> Students are introduced to the concept of contractions using a rubber band.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Writing time:</strong> Students practice using contractions by completing Exercise C.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>Invitations:</strong> Students look at different invitations and discuss them.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Writing time:</strong> Students complete Exercises A, B, and C.</td>
<td>30 min</td>
</tr>
<tr>
<td>5. <strong>Prepositions:</strong> Students understand the use of prepositions of time and place through examples and activities.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Discussion and writing time:</strong> Students complete the given exercises.</td>
<td>25 min</td>
</tr>
</tbody>
</table>

LESSON 3

OBJECTIVES:

- Make simple sentences by using subject-verb object pattern
- Classify terms into different part of speech and use them

LEARNING OUTCOMES:

- By the end of this lesson students should be able to understand the basic parts of a sentence, subject, verb and object. They should also be able to define and identify the different parts of speech in a sentence.

METHOD:

- **Introduction:** Read the sentences and as you read each one ask your class whether it makes sense or not.

  1. I did know the answer. _______
  2. The tea is so cold. _______
  3. Because of the flood _______
  4. I did not go to the park this week. _______
  5. Complete my homework. _______
  6. I brush my teeth twice a day. _______
  7. By the fireman _______
  8. Will you come with me? _______
  9. Red stains all over the dress _______
  10. While you were at the market _______
سکن کا توجہ خاکر (بہاؤات کے 3 بہاؤات):

<table>
<thead>
<tr>
<th>وراثیہ</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 مین</td>
<td>اختیارات: ایک ہر تعدادی کی معاکے جو اعتماد کے کام کی طور پر کام کیا جا سکتا ہے</td>
</tr>
<tr>
<td>15 مین</td>
<td>کل 50 ٹن</td>
</tr>
<tr>
<td>20 مین</td>
<td>جو معاکے کو اعتماد دیا جاتا ہے اور ایک اور ایک مختلف کام کا تعاون ہے</td>
</tr>
<tr>
<td>30 مین</td>
<td>کل 30 ٹن</td>
</tr>
<tr>
<td>20 مین</td>
<td>طالب علم 50 پی ڈی ڈی میں سکن کے ہر معاکے کا تعاون ہے</td>
</tr>
<tr>
<td>25 مین</td>
<td>بات میں وراثیہ کا وقت: طالب علم کی تعاون کیا گیا</td>
</tr>
</tbody>
</table>

سکن 3

مقاعد:

- فعال مقبولیت مقبولیت بین الاقوامی استعمال کے ذریعہ کو دوسرے دوسرے مصروف کرنا
- اس جملے کی مقبولیت ازاں کے ذریعہ بین الاقوامی استعمال کا استعمال

نتائج:

- اس سکن کے بہاؤات میں طالب علم کو معاکے کے ذریعہ کیا جاتا ہے | فعال مقبولیت مقبولیت کے ذریعہ بین الاقوامی استعمال کا استعمال
- ضرورت اور مقبولیت کے ذریعہ بین الاقوامی استعمال کا استعمال

طریقہ کار:

1. I did know the answer. ________
2. The tea is so cold. ________
3. Because of the flood ________
4. I did not go to the park this week. ________
5. Complete my homework. ________
6. I brush my teeth twice a day. ________
7. By the fireman ________
8. Will you come with me? ________
9. Red stains all over the dress ________
10. While you were at the market ________
• **Parts of a sentence:** Explain to the class that a sentence is ‘a complete unit of thought.’ It makes sense on its own. It begins with a capital letter and ends with a full stop, question mark, or exclamation mark.

Now move on to the parts of sentences. Point out that the three basic parts of a sentence are the subject, the verb, and the object.

The *subject* is usually a noun—a word that names a person, place, or thing. The subject is what the sentence is about.

The *verb* follows the subject and identifies an action or a state of being.

_e.g._ The eagle soars. My son is a teacher.

The woman cried. The players are tired.

The *subjects* in the above sentences are the nouns: eagle, woman, son, players.

In the first two sentences, the *verbs* describe an action: soar and cried. In the last two sentences, the verbs give a state of being: is and are.

Now state that there may also be an *object* in the sentences. In a sentence, the *subject* usually performs the action and the *object* receives the action. Ask the students to carefully consider the sentences as you read them out loud and identify the objects in them.

The protestors carried posters.
The monkey ate a banana.
I dropped the vase.

The objects—posters, banana, vase—all answer the question what: What was carried? What was eaten? What was dropped?

• **Writing time:** Practice identifying the subject and the object with your students by completing Exercise B.

• **Parts of speech:** Revise the different parts of speech with your class by going through the given definitions and examples. Students can then complete Exercises C and D.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students try to understand the difference between a sentence and a fragment through examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Parts of a sentence:</strong> Students define and identify the different parts of a sentence.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students practice identifying subject and object by completing exercise B.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Parts of speech:</strong> Students revise the different parts of speech with the help of a chart on.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
The eagle soars.
The woman cried.
The players are tired.

<table>
<thead>
<tr>
<th>Durations</th>
<th>Kam</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 m</td>
<td>1</td>
</tr>
<tr>
<td>20 m</td>
<td>2</td>
</tr>
<tr>
<td>10 m</td>
<td>3</td>
</tr>
<tr>
<td>10 m</td>
<td>4</td>
</tr>
</tbody>
</table>

It's not clear what the table represents without additional context.
LESSON 1 – Which world do you want?

OBJECTIVES

• Understand how to represent data on a pie chart.
• Understand causes and effects of climate change.
• Understand what preventive measures can be taken to stop climate change

LEARNING OUTCOMES

By the end of this unit, students will be able to:
• Represent information graphically on a pie chart
• Gained awareness about risk factors of climate change and solutions
• Known about important personalities: philanthropists and activists

METHOD

[Before this lesson, students to note meanings of following words, for class discussion:
 greenhouse gases, pollution, climate change, atmosphere and drought. Moreover, students
to be sorted into Groups of 4. Assign one of the following personalities to each group:
Abdul Sattar Edhi, Greta Thunberg, M.M Alam, and Christiano Ronaldo. They should design
a chart paper poster for presentation in the next class.]

• Whole-class activity: Write these prompts on the board and ask learners to note their
answers, then share feedback. You can also show them a brief video about climate
change.
  a. What is climate? How is it changing?
  b. What is global warming? What link does it have with greenhouse gases?
  c. What are the problems caused by climate change?
  d. How is pollution affecting living things?
  e. What can we do to stop global warming?

• Individual reading of passage and attempting exercises.

• Group work: students can present their work about their personality. Each group to
take no longer than 5 mins.

• Activity time: Write the names of these 4 personalities on the board. Instructor to call
out name of one personality and ask students to raise their hands if they admire them.
Notify them that it’s not necessary for them to like every personality. Note the number
of votes for each personality then calculate the percentage. Note results on the board.

  Percentage: Number of students who admire a person (divided by)
  total number of students = multiplied
 lié وعكار امدادي اشيا:

ورك تيرد 6 كتول

طريقة كار:

تعرج: نظلا ما سيا فية كركو دومستوران ثم قمة حيسين. ان سا كينت كوة اصيده ريمستوران كwake بارسة ثم منكايم اموريدي ودغ
كرتين كرو دوزيه كينت دنيد. إن سا ياباكران كلايت كدو دايت كره كاهت يبرك كرا كهين كاهت. إن سا ياه كه مياط كنن ككة كلي كرو كاهت.

البب كه قمة (صفر 74 إلى 76): نظلا سا كيرة كاب دو خان بعضها سا كاهت كابر كرا كهين كهين كاهت. إن سا ياه كه مياط كنن ككة كلي كرو كاهت.

البب كه قمة (صفر 76): نظلا سا كيرة كاب دو خان بعضها سا كيه كوه تابا كهين كهين كاهت. إن سا ياه كه مياط كنن ككة كلي كرو كاهت.

البب كه قمة (صفر 76): نظلا سا كيرة كاب دو خان بعضها سا كيه كوه تابا كهين كهين كاهت. إن سا ياه كه مياط كنن ككة كلي كرو كاهت.
• **Pie chart:** Exposition – a pie chart, or a circle graph, shows a portion of something as part of a whole. Imagine a pizza. You don’t eat the whole pizza. You cut it into 4, 6 or 8 slices. (Demonstrate this on the board). You can also show a video. Each portion shows a percentage. If a pie chart has 8 segments, divide 100 by 8. If it had 5 segments, divide 100 by 5. Four quarters represent 25%.

• To show information on a pie chart, we move in a clockwise direction. Draw a line to represent 12 o’clock. Then draw the second line according to percentage. Each segment should be of a different colour.

• Next, demonstrate the results from votes on the board. If students have already studied percentages and pie charts, you can call one learner to demonstrate where each percentage would be. Let students copy in exercise books.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whole-class activity</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Passage and exercises</td>
<td>20 mins</td>
</tr>
<tr>
<td>3. Group presentations</td>
<td>20 mins</td>
</tr>
<tr>
<td>4. Class survey and Pie chart</td>
<td>25 mins</td>
</tr>
</tbody>
</table>

**LESSON 2**

**OBJECTIVES:**

• Recognize how specific information is presented in different forms
• Make anagrams from simple words
• Identify and differentiate between, and use simple homophones
• Locate, provide, connect, and use words similar and opposite in meaning
• Understand and use helping words
• Understand and locate compound words from various text sources and use them in speech and writing

**LEARNING OUTCOMES:**

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

• practise appropriate table etiquettes and should know how to order politely using a menu.
The image contains a page of text with a variety of English words and phrases, including:

- bored/board
- peek/peak
- seize/see
- here/hear
- ring/wring
- no/know
- write/right
- see/sea

The text appears to be a language or vocabulary exercise, possibly for learning or teaching purposes. The page includes some Arabic text, which might be a title or a heading. The text is dense with words and phrases, suggesting a focus on language acquisition or review. The layout is standard for a printed page, with clearly visible text and no apparent images or diagrams.
use simple homophones, synonyms, and antonyms in their own writing.
understand the function and use of helping verbs.
define and identify compound words.

RESOURCES REQUIRED (TEACHING AIDS):
- Copies of Worksheet 6

METHOD:
- Discussion time: Allow students to continue working in groups to complete the given tasks.
- Homophones: Explain that homophones are words that sound the same but have different spellings and meanings.
  e.g. bored/board  peek/peak  seize/sees  here/hear
       ring/wring  no/know  write/right  see/sea
Divide students into groups of four. Ask each group to brainstorm as many homophones as they can and give their meanings. After this ask students to complete Exercise A.
- Synonyms and Antonyms: Explain to your students that they already use synonyms and antonyms every day.
  Synonyms are words that have similar or same meanings.
  For example, a few synonyms for large are big, huge, enormous, or gigantic.
  Encourage students to think of other synonyms.
  Antonyms are words with the opposite meanings.
  For example, a few antonyms for excited are bored, jaded, wearied, or tired. Give students different words and ask them to think of their antonyms. For further practice with synonyms and antonyms ask students to complete Exercise B.
- Helping verbs: Explain that helping verbs help the main verb in a sentence and also tell about the time, e.g. is, are, am, was, were.
  Go on to explain that we can also use does or do to make negative sentences or questions in the present tense.
  Then, explain that we use has or have to make sentences in the present perfect tense.
  Use the examples given in the textbook.
  Students can then complete Exercise C.
- Prepositions: Revise using prepositions with your class. Go through the list of prepositions and then ask students to use them in sentences by completing Exercise
<table>
<thead>
<tr>
<th>Duration</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Approach: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
<tr>
<td>25 min</td>
<td>This moment is normal: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
<tr>
<td>25 min</td>
<td>Moment of your presence: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
<tr>
<td>20 min</td>
<td>Composed: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
<tr>
<td>20 min</td>
<td>Momentary composition: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
<tr>
<td>40 min</td>
<td>Momentary composition: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
<tr>
<td>20 min</td>
<td>Momentary composition: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
<tr>
<td>20 min</td>
<td>Momentary composition: Normally, you would place your hands above your head to throw a rock.</td>
</tr>
</tbody>
</table>

Combination Strategies:

D.

**Compound words:** Explain that compound words are made by joining two words. Give some examples of compound words and let your students brainstorm for other words.

doghouse lunch box
football sidewalk
cupcake bathtub
sunshine soft board

After brainstorming and sharing ask students to complete **Exercises E** and **F**.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction:</strong> Students discuss the etiquettes of dining and eating out.</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>2. Reading time:</strong> Students read and role-play the dialogue</td>
<td>25 min</td>
</tr>
<tr>
<td><strong>3. Activity and discussion time:</strong> Students work in groups to complete the tasks given.</td>
<td>25 min</td>
</tr>
<tr>
<td><strong>4. Homophones:</strong> Students define, differentiate and practice using homophones properly.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>5. Synonyms and antonyms:</strong> Students discuss and give examples of synonyms and antonyms. They practice further by completing <strong>Exercise B</strong>.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>6. Helping verbs:</strong> Students understand the use of helping words and complete <strong>Exercise C</strong>.</td>
<td>40 min</td>
</tr>
<tr>
<td><strong>7. Prepositions:</strong> Students revise prepositions of time and place. They complete <strong>Exercise D</strong>.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>8. Compound words:</strong> Students define compound words and complete <strong>Exercises E and F</strong>.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- **Homophones:** Go through the following list of homophones with your class: bored/board—peek/peak—seize/sees—here/hear—ring/wring—knot/not—know/no—where/wear—allowed/aloud—sea/see—hear/here—red/read—past/passed—paste/paced—manner/manor—they're/their/there.
• Ask students to complete Worksheet 6 to practice using homophones, synonyms, and antonyms and compound words.

LESSON 3: Poem – Which world do we want?

OBJECTIVES
• Understand the difference between healthy and unhealthy earth
• Brainstorm harmful activities and solutions
• Comprehend central idea of a poem
• Debate about a given topic

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• Explain concepts and vocabulary related to climate change
• Challenge other viewpoints and communicate their opinion in a debate
• Identify central ideas in poems

METHOD
• Recall the definitions and concepts of climate change, global warming and greenhouse gases with students. Then ask students to place their left hands on the poem and observe the picture for interpretation. Why is the Earth sad? Why is it happy?
• Students will read the poem individually. They will draw a chart of 2 columns, like given below, and write scenarios for each in their own words – as given in the poem. They can also add their own answers.

<table>
<thead>
<tr>
<th>Healthy Earth</th>
<th>Unhealthy Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>World that is bright</td>
<td>Ugly in sight</td>
</tr>
<tr>
<td>Full of plants, trees and animals</td>
<td>No animals and plants</td>
</tr>
<tr>
<td>Bright blue sky and oceans</td>
<td>Polluted sky, air and oceans</td>
</tr>
<tr>
<td>Clean air, land and water</td>
<td>Deforestation, pollution, smog, plastics</td>
</tr>
<tr>
<td>Fresh and green</td>
<td></td>
</tr>
</tbody>
</table>

• Whole-class activity: Ask learners: How has the writer said that we can have a healthy planet Earth? What happens when we do not take care of our planet? What are the signs of a healthy planet? What are the signs of an unhealthy planet? What solution has the writer mentioned to stop climate change? [To stop using plastic, cutting down trees and polluting the environment.]
• Elicit that the writer talks about what a healthy planet looks like. She also talks about what human activities destroy Earth. Then she moves on to saying: Wasting we must
stop first. Let students take a minute to brainstorm this answer. The speaker means that it is FIRST OUR RESPONSIBILITY to prevent climate change. We must think about what we are doing that is damaging Earth and became CAUTIOUS of how we use Earth's resources. What role can we play to prevent Earth from becoming unhealthy? Students to note responses and share feedback.

- Write these questions on the board for students to answer: 1) What is the environment of the world like? 2) Which world do you want? Why? 3) Do you see something at school that is damaging the environment? What can you do to stop it?

- **Central idea:** Explain that central idea is the main message of the poem. Students can draw a web and write different possible messages that they learn from this poem. They can share feedback with class.

- **Brain break – Stretch it out:** Students to stand and push the chairs underneath their desks. Follow these steps. Stand upright. Jump 10 times. Left hand on the waist; raise right hand to the sky and lean to the left for 5-10 seconds. Repeat for the other side. Then, both hands on the side and twist right for 10 seconds, then left. Lean forward for 10 seconds, then backwards. Repeat thrice. Then hop 10 times. Give your neighbor high-5.

- **Debate session:** Sort the class into 4 groups – Groups A, B, C, and D. Write topics on the board:
  - Group A – Uniforms are good.
  - Group B – Uniforms are boring.
  - Group C – Plastic is bad for the environment.
  - Group D – Plastic has many uses.

- Elucidate the ethics of debating. We communicate facts and our opinion, without fighting. We do not shout at each other. No one is right or wrong. Everyone will always have a different opinion or viewpoint. The point is to get your information across, NOT change someone else's viewpoint.

- Groups A and B will use the given graphic organizer in the textbook to discuss their points for presentation. Groups C and D will use the Point of View mind-map to note and discuss their points. 10 minutes for preparation. Presentation time is 2-3 minutes per group. While Groups A and B are presenting their viewpoints, Groups C and D can note points in their textbooks. Likewise for Groups C and D.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recall; picture interpretation</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Poem reading; Healthy/Unhealthy Earth activity</td>
<td>10 mins</td>
</tr>
<tr>
<td>3. Whole-class activity; central idea</td>
<td>10 mins</td>
</tr>
<tr>
<td>4. Brain-break</td>
<td>5 mins</td>
</tr>
<tr>
<td>5. Debate session: discussion and presentation</td>
<td>30 mins</td>
</tr>
</tbody>
</table>
Simple Present Tense

A. Fill in the blanks with the correct form of the verbs given in the brackets.

1. Ali __________ to school on his bike. (go / goes)
2. Sana __________ up at 7 a.m. every morning. (wakes / woke)
3. Amir __________ cricket every evening. (plays / playing)
4. I __________ television for 1 hour every day. (watches / watch)
5. You cannot __________ litter here. (throw / threw)
6. She likes to __________ a horse. (ride / rode)
7. We __________ to the park every day. (go / goes)
8. July __________ after the month of June. (come / comes)
9. I __________ my teeth twice a day. (brush / brushes)
10. I __________ weight if I eat a lot of chocolates. (gaining / gain)

B. Change these sentences into negative sentences.

1. She eats chocolates.
   e.g. She does not eat chocolates.
2. He learns his lesson everyday.
   ________________________________
3. She goes to the market
   ________________________________
4. Ali rides a red bike
   ________________________________
5. Sana eats cakes.

6. We go to school every day.

7. They play football.

8. I read magazines.

9. Do you help your mom?

10. She likes to learn new things.
Worksheet 2

Present Continuous Tense

A. Look around you, select and five people, and write what they are doing at present. Write your answers in the present continuous tense.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. Fill in the blanks with the correct helping verb: *is* or *are*.

1. She _________ riding a bike.
3. They _________ playing football.
4. She _________ meeting a girl.
5. He _________ talking to Amir.
6. We _________ going to school in a bus.
7. They _________ going for a picnic.
8. Sana _________ not feeling well today.
9. Fatima and Halima _________ are learning how to cook.
10. What _________ you doing?
Worksheet 3

Past Tense

A. Fill in the blanks with the correct form of the verbs given in the brackets.

1. Ali _________ for the test. (study / studying / studied)
2. Sana _________ her cake. (eat / eating / ate)
3. We all _________ the zoo yesterday. (visit / visiting / visited)
4. She _________ a dress for her doll. (sew / sewed / sewing)
5. I _________ Hamza yesterday. (saw / see / seen)
6. My mother and I _________ dinner yesterday. (cook / cooked / cooking)
7. She _________ to her grandmother’s house yesterday. (go / went / goes)
8. We _________ the party last week. (enjoy / enjoyed / enjoying)
9. We _________ to Murree last month. (went / go / going)
10. Ali _________ a wrist watch on his last birthday. (get / got / getting)

B. Rewrite the following sentences in the past tense.

1. We will go to the market.

__________________________________________________________

2. I will cook the dinner.

__________________________________________________________

3. I am going to have chicken for dinner.

__________________________________________________________
4. She sings a beautiful song.

__________________________________________

5. I will write the letter today.

__________________________________________

C. Write the verbs given below in the past tense.

1. call __________________
2. go ________________
3. eat ________________
4. walk ________________
5. dance ________________
6. spoil ________________
7. write ________________
8. laugh ________________
9. watch ________________
10. climb ________________
Worksheet 4

Past Continuous Tense

A. What were you doing yesterday at the times mentioned below? Write your answers in the past continuous tense.

8 a.m: ____________________________________________

______________________________________________

______________________________________________

9 a.m: __________________________________________

______________________________________________

______________________________________________

12 noon: ________________________________________

______________________________________________

______________________________________________

2 p.m: __________________________________________

______________________________________________

______________________________________________

4 p.m: __________________________________________

______________________________________________

______________________________________________

8 p.m: __________________________________________

______________________________________________
B. Rewrite the following sentences in the past continuous tense. The first one has been done for you.

1. Ali is riding a bike.
   Ali was riding a bike.

2. I am sweeping the floor.

3. We are baking a chocolate cake.

4. I am cleaning my room.

5. We are going to the party.
Worksheet 5

Writing a story

A. Given below are a few story elements. Use any combination to create a short story of your own. Make sure that your story has a clear beginning, middle, and end. Include descriptive details to make your story interesting. Pay particular attention to developing characters and setting.

<table>
<thead>
<tr>
<th>Title</th>
<th>The Stranger — Buried Treasure — Trapped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>A forest — The school yard — An abandoned building</td>
</tr>
<tr>
<td>Time</td>
<td>Evening — Afternoon — Morning</td>
</tr>
<tr>
<td>Characters</td>
<td>You can choose any characters and give them names of your choice.</td>
</tr>
</tbody>
</table>

B. Use the table given below to plan and write a draft of your story.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 6

Homophones, Synonyms, Antonyms

A. Fill in the blanks with the correct words.

1. Sana is short so she wears ______________. (heels / heals)
2. She will ______________ with her ______________. hand. (right / write)
3. Ali visited his grandmother an ______________. ago. (hour / our)
4. The ______________ punished the mischievous students. (principle / principal)
5. The ______________ of the plant dried as no one watered the plant. (roots / routes)

B. Write the synonyms of the following words.

1. begin
2. strong
3. honest
4. beautiful
5. funny

C. Write the antonyms of the following words.

1. happy
2. big
3. ugly
4. peace
5. wealthy
D. Construct sentences with the following words.

1. air: ___________________________________________________
   _______________________________________________________

2. heir: __________________________________________________
   _______________________________________________________

3. check: ________________________________________________
   _______________________________________________________

4. cheque: _______________________________________________
   _______________________________________________________

5. brake: ________________________________________________
   _______________________________________________________

6. break: ________________________________________________
   _______________________________________________________
Answer Key

Unit 1 – A call to prayer

Writing time

A.  **Preach** – to make a speech about religion in a mosque or in another public place
**Resonate** – to produce a loud, clear, deep sound for a long time
**Recant** – to publicly say that you no longer have an opinion or belief
**Distinction** – the separation of people or things into different groups
**Wayfarers** – a person who travels from place to place usually by walking

C.  Need – needed  paint – painted  live – lived
walk – walked  play – played  talk – talked

D.  Met – meet  asked – ask  converted – convert
began – begin  heard – hear  bought – buy
showed – show  stayed – stay  declared – declare
distributed – distribute

E.  **Sample paragraph:**

*I went to Hawks Bay with my family yesterday. My friend, Sania, also came with us. We played football near the water. We went for a swim in the cool, calm sea. After that, we had tasty, grilled fish and chips.*

F.  **Examples:**

*I did not do homework yesterday.*
*I did not go to school yesterday.*
*I did not watch television yesterday.*

G.  1. sailed  storm  swam
2. shadow  sparkling  sunlight
3. palace  pilot  prey

A Slave’s Dream

Rhyming words: free-tree

A.  **Example answers:**

1.  *Be able to go to school and study*
   *Be able to play with friends in the ground.*
   *Be able to eat good food, drink water and sleep properly.*

2. Animals should not be kept in cages because they cannot behave normally as they would in their natural habitat. Being trapped in cages kills their habitat.

3. Individual answers.
Unit 2 – What is the time?

Page 14: Writing time

B. 1. Amber misses her old friends and teachers.
   2. The teacher introduces Amber to the class.
   3. Amber eats a sandwich during break time.
   4. Sara offers Amber some biscuits.
   5. Sara shows Amber the Library, the Art room, and the canteen.
   6. Amber goes outside to play at 6 ‘o’ clock after doing her homework, and packing her school bag.

Page 15: Writing time

A. 1. Ahmed likes to eat eggs for breakfast.
   2. Anita and Sara run to school as they are late.
   3. She tries very hard to work neatly.
   4. The children play games when they are free.
   5. We pay the rent every month.
   6. He pays the rent every month.
   7. Taha teaches science to the students.
   8. The birds fly in the sky.
   9. I pray regularly.
   10. You draw very well.

B. 2. Father does not read a newspaper.
   3. Ahmer does not play football.
   4. The baby does not eat biscuits.
   5. Mr Ahmed does not drive a red car.

C. 2. Do they jog in the morning? (walk)
   No, they do not jog in the morning.
   They walk in the morning.
   3. Do the boys play netball? (football)
   No, the boys do not play netball.
   The boys play football.
   4. Do the teachers sit outside? (inside)
   No, the teachers do not sit outside.
   The teachers sit inside.

D. 1. Does
   2. does not
   3. does
   4. does not

Pages 18–19: Writing time

C. 1. afraid - dark - night - shines - whispers
   2. health - heat - paper - people - rainbow
Unit 3 – All about money

Page 23: Writing time

B. 1. Adnan goes to the bank to open a student’s saving account.
   2. He meets the bank manager Mr Qureshi.
   3. You have to fill in an application form to open an account.
   4-5. Individual answers.

Page 25: Writing time

A. 1. barter – to exchange goods without using money
   2. difficult – hard, requiring effort
   3. strung – to hang something with a piece of string
   4. method – way of doing something
   5. deposit – put some money in the bank

B. 1. Long ago people used to exchange things they needed.
   2. The system of exchanging things was known as barter.
   3. Cowrie shells were small and oval shaped.
   4. The first country to use coins and bank notes was China.
   5. The first coins had holes in them so that they could be easily strung together.

Page 27: Writing time

A. 1. Neha is riding a horse. 2. You are helping me.
   3. Mother is cooking dinner. 4. I am buying fruit.
   5. Ahsan is writing an essay.

C. 1. bus, car, bike  2. ship, plane  3. train

REVIEW TEST 1

Answer key

1. Mr Chowdhry is the Principal of a school. He gets (get) up early and reaches (reach) school on time. He meets (meet) the teachers before the morning assembly. He checks (check) the uniforms of the students. He praises (praise) students who are wearing a clean uniform. Everybody likes (like) him.

2. a. flies    b. fries    c. cries    d. tries     e. replies

3. a. The boys are playing with a ball. After playing they will go home and have lunch.
   b. Ali is drinking water. After drinking the water he will complete his work.
   c. Grandpa is reading the newspaper. After reading he will go for a walk.
4.  
  a.  The car mechanic is fixing the car.
  b.  The teacher is drinking tea.
  c.  The pilots are shaking hands.
  d.  The artist is drawing pictures.
  e.  The children are playing with a ball.
  f.  The chef is cooking lunch.
  g.  The elephants are moving in herds.

5.  
  b.  We think about hiding.  We thought about hiding.
  c.  People get wet.  People got wet.
  d.  The plane lands.  The plane landed.
  e.  The bird flies.  The bird flew.
  f.  The ship sails.  The ship sailed

8.  
  a.  Ahsan did not get up at 7 o’clock.
  b.  He does not get up at 8 o’clock on Sundays.
  c.  His sister does not wake him every day.
  d.  They do not eat breakfast together.
  e.  He does not leave for school on time.

Unit 4 – Bilal and his bike

Page 34: Writing time

A.  
1.  Bilal is always friendly and cheerful.
2.  Bilal always wants to show off.
3.  He boasts about the things he can do and the things he possesses.
4.  Bilal’s father bought him a beautiful, red bike.
5.  Bilal started to show off with his bike by riding the bike without holding the handle bars.  He looked up to see an aeroplane take off and did not notice the parked car.  He crashed into the car and injured his arm.

B.  
1.  Bilal’s uncle lives in Dubai.
2.  His mother warns him not to boast.
3.  He rode his bike without holding the handle bars.
4.  He did not see the car.
5.  He stayed in bed for 30 days.

D.  
1.  The girl saw a dress.
2.  The lion was shot by a hunter.
3.  The kitten was mewing when a goat came and sat near her.
4.  The flowers in the garden were cut by the gardener.
5.  The giraffe was eating the leaves.
E. 1. The small girl saw a beautiful, pink dress.
2. The ferocious lion was shot by a brave hunter.
3. The cute kitten was mewing when a huge, black goat came and sat near her.
4. The pretty, sweet-smelling flowers in the big garden were cut by the hard working gardener.
5. The hungry giraffe was eating the fallen leaves.

F. 1. The brave, young soldier received a medal.
2. Sheila’s father is an interesting, old, Pakistani army general.
3. The doctor gave some round, green tablets for my fever.
4. I don’t like paintings with large, square designs.
5. She lives in a large, modern, white building.

G. 1. Hasan is cleverer than this boy.
2. Asad is the thinnest boy in the class.
3. Aneela is better in studies than her brother.
4. Ahad is faster than Omer.

H. 1. This big chocolate is better than the small one.
2. This is the worst storm I have ever seen.
3. Mr Asad has less hair than my father.
4. This bottle has more sweets than that one.
5. There are fewer people on the road.

Page 39: Discussion time

A. kind, loving, obedient, tolerant, thankful

Activity time

One syllable: kind, good, hurt, show

Two syllables: thankful, loving, human

Three syllables: different, everyone, obedient, tolerant, anyone

B. Sample answers: **top**: pot, opt  **now**: won  **rat**: tar, art  **heart**: tear, rate, hat, hear, earth  **care**: arc, are, race  **cola**: coal  **flea**: leaf  **sub**: bus

Unit 5 – Climbing up to the clouds

Page 43: Writing time

B. 1. 8,849 meters
2. Climbing Mount Everest is dangerous because climbers could die due to lack of oxygen. Also, the weather is freezing and unpredictable.
3. Edmund Hillary of New Zealand and Tenzing Norgay, of Nepal, were the first explorers to reach the summit of Mount Everest.

C. Answers depend on the children.


F. midnight – mild – mimic – mingle – mist

G. maid – maiden - mail - main – maize

H. 1. You may go out but you must return early.  
2. His clothes were neat but his socks were torn.  
3. This is part of the problem.  
4. Don't play in the rain because you will become ill.  
5. My brother washes the dishes and I dry them.  
6. Would you like coffee or tea?  
7. It's a present from my father.  
8. I want this bag but I don't have enough money.  
9. I did not go to the party because I was unwell.  
10. Both father and mother love me.

I. 1. I did not go to the party because I was unwell.  
2. Please hurry or you will be late for school.  
3. My father came to the party but my uncle did not come.  
4. Bilal was happy as the lifeguard had saved him.

J. 1. These 2. This 3. Those 4. That

Unit 6 – The Greedy King

Page 51: Writing time

A. 1. The petals of flowers fall in autumn.  
2. The greedy boy finished the whole cake.  
3. The golden statue in the museum was very beautiful.  
4. The kitten had disappeared and nobody could find it.  
5. The gardener sprinkled water on the dry plants.

B. 1. King Midas wished everything he touched would turn to gold.  
2. All the things he touched turned to gold.  
3. The king loved his daughter the most.  
4. The man turned everything back to normal again, so the king got his daughter and possessions back.  
5. King Midas learned never to be greedy again.

C. King Midas is very happy. He goes into the garden and touches many things. They all turn into gold. He feels hungry and begins to eat an apple, but that also turns into gold. Suddenly, his small daughter runs into the room and puts her arms around him. She also turns into a gold statue.
The King loves his daughter very much and begins to cry loudly. He does not want any more gold. He wants to eat and drink and talk to his daughter. Suddenly he looks up to see the man standing near the door. The man brings some water from the river and sprinkles it on the king’s daughter and other things that the king had touched. Everything turns back to what it was before. The king is very happy. He has learnt his lesson. He is never greedy again.

Page 55: Writing time

A. 1. axes  2. armies  3. glasses  4. deer  5. villages

B. 1. The boys were holding the torches.
   2. The children found the nests.
   3. My feet are cold.
   4. The monkeys climbed the trees.
   5. The birds flew out of the cages.

C. 1. I am staying in an air conditioned room.
   2. An elderly lady lost her purse.
   3. There is a life jacket under every seat in an aeroplane.
   4. Moid saw an enormous plane at an airport.
   5. They waited for some time, then she was admitted to a hospital after an hour.
   6. I am going to study in a university.
   7. He likes to eat an onion with his food.
   8. She took an umbrella as it was going to rain.

D. 1. How much money do you have?
   2. How many apples did you break?
   3. How many students are there in your class?
   4. How much furniture do you need?
   5. How much butter did you use for the cake?
   6. How many horses took part in the race?

Page 60: Pronunciation check

A. words with 2 syllables: deepest, mountain, highest, teacher, mother
   words with 3 syllables: banana, acrobat, hospital, disobey
   words with 4 syllables: overtaking, operation, astonishment

B. words pronounced with a soft c: dance, circle, sentence, cinema, celebrate, race, bicycle, centre, nice
   words pronounced with a hard c: circle, clock, cart, socks, school, cute, bicycle, cartoon, craft
Answer key

1. a. This blue bag is cheaper than the red bag, but the brown bag is the cheapest.
   b. Mary is smarter than Sally, but Betty is the smartest.
   c. This lemon cake is sweeter than the pineapple cake, but the chocolate cake is the sweetest.
   d. This blue toy is better than the green one. (good)
   e. There are many children in Class Two, but Class Three has the most children.

2. a. one  b. two  c. two  d. three  e. three  f. one

3. a. How much flour will she need?
   b. How many apples does she want?
   c. How many dishes will she use?
   d. How much sugar will she need?
   e. How much butter does she need?

4. a. Mrs Ahmed needs an egg to make a fruit cake.
   b. Give some money to your brother.
   c. There is a table in the room.
   d. Sadia will buy some fruit from the market.
   e. Ali wanted to eat some rice for lunch.

7. a. ate  b. caught  c. flew  d. ran  e. read
   f. grew  g. sat  h. taught  i. stole  j. laid

Unit 7 – Important Inventions

Page 69: Writing time
A. 1. It was made from the twig of a Meswak tree.
   2. The first hospital was established in Cairo, in 9th century.
   3. Dr. Al Zahrawi published the first encyclopaedia during AD 1,000.
   4. Princess Fatima al-Firhi founded the first university in Fez, Morocco, in 859.
   5. Ibn Al-Haytham made the most important contributions in the field of optics.

C. Marie was born in Poland in 1867. In 1891 she moved to Paris. She met Pierre Curie and married him in 1895. She was a brilliant scientist and in 1903 she won the Nobel Prize for Physics. In 1906 she became Professor of Physics at the University of Paris. In 1911 she won another Nobel Prize for Chemistry.

   2. Lions belong to the cat family.  D
   3. How many tentacles does an octopus have?  I
   4. How many books do you need?  I
   5. Floods cause a lot of damage.  D

E. 1. How much furniture do you need?
   2. Karachi is a port city.
3. Tomatoes were first grown in America.
4. Did you go anywhere during the summer holidays?
5. Do you like ice cream?

F. 1. Meet me at six o’clock.
2. Please wait for me.
3. Turn on the lights.
4. What a fast car!
5. Oh no, I failed!

G. 1. The city of Karachi is in Pakistan.
2. Quaid-e-Azam was born in December.
3. Shah Faisal mosque is in Islamabad.
4. We went to Hanna Lake for a picnic.
5. Our school will open on Monday.
6. Jameel lives near Ayub Park in Rawalpindi.

H. Individual Answers

J. 1. A/The cow was in the fields.
2. The biology book is on the table.
3. I found an ink pot on a table in the room.
4. All the boys in class are in the classroom.
5. An octopus has eight legs.

Unit 8 – The robbery

Page 75: Writing time

A. 1 rich 2. expensive 3. robbers

B. 1 Mrs Choudhry bought some expensive rings and a bracelet.
2. She put her jewellery on a table near the window in her bedroom.
3. She phoned the police.
4. One of the policemen saw a black feather on the table. He opened the windows and
saw a nest on the big tree outside. He climbed the tree and saw the rings and the
bracelet in the nest. A big, black crow had taken the jewellery!

C. Salman was awarded a medal for bravery at city hall on Monday.
He had rescued two children from a burning building.
Mr Javed was badly hurt in a traffic accident.

Who: Salman
What?: a medal
Where?: at city hall
When?: on Monday
Why?: had saved two lives
Who?: Mr. Javed
What?: hurt badly
on Mall Road
yesterday morning.
His car was trying to
avoid a dog on the road.

Where? on Mall Road
When? yesterday morning
How? trying to avoid
hurting a dog

Page 77: Writing time
A. 1. As pretty as a flower. 2. As dark as night. 3. As big as an elephant.
B. 1. Asad and I are going to Lahore.
   2. She helped me with the project.
   3. You and him got good marks.
   4. Will you show us how to bake a cake?
   5. I told him about the new teacher.
   6. We thanked her and the Principal.
C. 1. his 2. its 3. our 4. yours? 5. Their

Pages 80–81: Writing time
   2. The little girl sang happily.
   3. The passengers waited outside.
   4. They often go to the library.
   5. The train will arrive soon.

Unit 9 – What will I be?
Page 85–86: Writing time
A. 1. It is raining, I will not go out to play today.
   2. I am hungry, I will eat some salad.
   3. My shirt is dirty, I will wash it.
   4. I am feeling cold, I will wear a sweater.
B.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cook</td>
<td>I cooked</td>
<td>I will cook</td>
</tr>
<tr>
<td>I fly</td>
<td>I flew</td>
<td>I will fly</td>
</tr>
<tr>
<td>I play</td>
<td>I played</td>
<td>I will play</td>
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<td>I climb</td>
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<td>I will meet</td>
</tr>
<tr>
<td>I run</td>
<td>I ran</td>
<td>I will run</td>
</tr>
<tr>
<td>I smile</td>
<td>I smiled</td>
<td>I will smile</td>
</tr>
<tr>
<td>I jump</td>
<td>I jumped</td>
<td>I will jump</td>
</tr>
<tr>
<td>I swim</td>
<td>I swam</td>
<td>I swum</td>
</tr>
</tbody>
</table>
Page 86: Writing time

A. 1. don’t – do not 2. I’m – I am 3. it’s – it is
4. we’re – we are 5. won’t – will not 6. I’ll – I will
7. doesn’t – does not

B. 1. Sara and Omar are getting married.
2. The Principal and the Staff are hosting the Eid Milan party.
3. Hamza is having a party on 15th September, 2011.
4. The wedding will be held at Central Hotel.
5. The time for the Eid Milan party is from 10:30 to 12:30.

E. Bilal’s party is on Sunday.
   It’s on 12th May.
   The party is at his house.
   It will start at 6:00 p.m.

F. 1. Subject: Shehla Object: school
2. Subject: Basit Object: bag

H. Noun – lion, jungle, rabbits, cave
   Pronoun – him
   Verb – sleeping, went, woke, roared, ran, hid
   Adjective – two, small, fierce, dark
   Adverb – slowly, loudly, fast
   Preposition – in, past

Unit 10 – The Conference

A. 1. Zara and Musa have gone to Islamabad to represent their school at Young Caretakers of the Earth conference, on Earth Day.
2. Earth Day is celebrated on 22 April.
3. Four schools were short-listed for the award.
4. Planting trees; removing plastic from beaches; distributing solar panels to villagers and recycling.

Page 96: Writing time

A. 1. their: of or relating to them
   there: in or at that place
2. where: at what place
   wear: to have something on your body; clothing, jewellery, shoes, etc.
3. tire: to become weary or tired
   tyre: a rubber ring that fits around a wheel
4. serial: relating to; consisting of; arranged in a series, rank, or row
   cereal: relating to grain or to the plants that produce it
5. **lose:** to miss from one’s possession  
**loose:** not rigidly fastened or attached

B. happy  
glad  
sad  
big  
huge  
small  
pretty  
beautiful  
ugly  
tall  
lofty  
short  
good  
nice  
bad  
horrible  
horrid  
pleasant

C. 1. The bus was not late yesterday.  
2. She’s not very busy right now.  
3. We do not practice football every evening.  
4. Mary does not walk to school.  
5. He has not done the work.  
6. They do not like to work on the project.  
7. Ali and Taha are not playing in the garden.

E. 1. handball  
2. outside  
3. afternoon  
4. rainfall  
5. chairman

**REVIEW TEST 3 – Answer Key**

1. | Adjective | Comparative | Superlative |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>oldest</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>intelligent</td>
<td>more intelligent</td>
<td>most intelligent</td>
</tr>
<tr>
<td>popular</td>
<td>more popular</td>
<td>most popular</td>
</tr>
</tbody>
</table>

2. | Short Form | Long Form |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s</td>
<td>He is</td>
</tr>
<tr>
<td>You’re</td>
<td>You are</td>
</tr>
<tr>
<td>They’re</td>
<td>They are</td>
</tr>
<tr>
<td>We’ll</td>
<td>We will</td>
</tr>
</tbody>
</table>
We’re | We are  
---|---  
I’m | I am  
Isn’t | Is not  
Won’t | Will not  
Don’t | Do not  

4. a. are  b. was  c. likes  d. doesn’t  e. Were  f. was  
g. has  h. plays  

5. a. Today  b. fiercely  c. quietly  d. always  e. outside.  

6. a. timetable  b. homework  c. schoolteacher  d. snowball  e. rainfall  

7. a. The little girl ran hurriedly out of the haunted house.  
b. The naughty children shouted loudly.  
c. The fierce dog barked madly at the thief.  

8. a. on  b. at  c. in  d. on  e. on  

9. a. noun  b. verb  c. preposition  d. pronoun  e. adjective  f. adverb  

**Take dictation of these words:**

swallow  festival  saving  scientist  example  merciful  
greet  hospital  surgery  inventions  conference  dinosaur
Worksheet 1

Simple Present Tense

A. Fill in the blanks with the correct form of the verbs given in the brackets.
1. goes 6. ride
2. wakes 7. go
3. plays 8. comes
4. watch 9. brush
5. throw 10. gain

B. Change these sentences into negative sentences.
1. She does not eat chocolates.
2. He does not learn his lesson everyday.
3. She does not go to the market.
4. Ali does not ride a red bike.
5. Sana does not eat cakes.
6. We do not go to school everyday.
7. They do not play football.
8. I do not read magazines.
9. Do you not help your mom?
10. She does not like to learn new things.

Worksheet 2

Present Continuous Tense

A. Fill in the blanks with the correct helping verb: is or are.
1. is 6. are
2. is 7. are
3. are 8. is
4. is 9. are
5. is 10. are

Worksheet 3

Past Tense

A. Fill in the blanks with the correct form of the verbs given in the brackets.
1. studied 6. cooked
2. ate 7. went
3. visited 8. enjoyed
4. sewed 9. went
5. saw 10. got
B. Rewrite the following sentences in the past tense.
1. We went to the market.
2. I cooked the dinner.
3. I had chicken for dinner.
4. She sang a beautiful song.
5. I wrote the letter today.

C. Write the verbs given below in the past tense.
1. called 6. spoilt
2. went 7. wrote
3. ate 8. laughed
4. walked 9. watched
5. danced 10. climbed

Worksheet 4
Past Continuous Tense
B. Rewrite the following sentences in the past continuous tense. The first one has been done for you.
1. Ali was riding a bike.
2. I was sweeping the floor.
3. We were baking a chocolate cake.
4. I was cleaning my room.
5. We were going to the party.

Worksheet 6
Homophones, Synonyms, Antonyms
A. Fill in the blanks with the correct words.
1. heels 4. principal
2. write; right 5. roots
3. hour

B. Write the synonyms of the following words.
1. start 4. lovely; attractive
2. sturdy; powerful 5. humorous; comical
3. fair; truthful; ethical

C. Write the antonyms of the following words.
1. sad 4. war
2. small; tiny 5. poor
3. beautiful
Assessment

Read the given passage and answer the questions that follow.

Long ago, large creatures called dinosaurs roamed on Earth and lived for nearly 180 million years. The word dinosaur means “terrible lizard”, but they are more closely related to crocodiles. We always think of dinosaurs as giant monsters, but they existed in different shapes and sizes. Some dinosaurs were as small as chickens, while others were the largest creatures to ever walk on Earth!

Like other birds and reptiles, baby dinosaurs hatched from eggs. Some of the largest eggs weighed more than ten pounds! How do we know so much about these reptiles who disappeared from Earth about 65 million years ago?

Paleontologists - scientists who study ancient animals – have discovered information about dinosaurs from fossil bones, teeth, tracks, and other leftovers found in rocks. Dinosaur fossils have been found on every continent of the world.

At first, scientists thought that dinosaurs were slow-moving animals, but they have now learnt that some dinosaurs were fast and intelligent creatures. Scientists claimed that a meteor, the size of a mountain, dropped on Earth 66 million years ago and made the dinosaurs go extinct. Other scientists stated that dinosaurs died due to climate change, which resulted from volcanic eruption. Although scientists have found many facts about dinosaurs, nobody can explain how they suddenly vanished from the earth.

1. **Circle the correct answer.**
   a. Dinosaurs were forms of:
      (i) Lizard
      (ii) Crocodile
      (iii) Chickens
   b. Scientists who study ancient animals are called:
      (i) Zoologists
      (ii) Horologists
      (iii) Chickens

2. **Write True or False for the following statements.**
   a. All dinosaurs were of the same size.  
      ______________
   b. The word dinosaur means “terrible crocodile”.  
      ______________
   c. Dinosaur fossils have been discovered in every continent.  
      ______________
   d. Dinosaurs were stupid creatures.  
      ______________
   e. Dinosaurs lived on Earth for about 180 million years.  
      ______________
   f. Scientists have finally discovered why dinosaurs went extinct.  
      ______________
   g. Dinosaur fossils have only been found in Asia.  
      ______________
3. Write five things that you have learnt about dinosaurs from the given text.

4. What are fossils?

5. Why do you think dinosaurs vanished from the Earth? There is no correct answer but add on to the list given below.
   - There was an Ice Age.
   - The Sun became too hot for them.
   - There was a terrible disease that killed only dinosaurs.
   - A meteor fell from the sky and destroyed the dinosaurs.

6. Write the correct comparative form of adjectives from brackets.
   a. That road is _______________ than this road. (wide; wider)
   b. The Dolmen Mall building is _______________ than Emerald Mall building. (taller; tall)
   c. Your shirt is _______________ than my shirt. (darker; dark)
   d. My scores in English were _______________ than last year. (better; good)
   e. Computers are _______________ than humans. (smart; smarter)
   f. Quetta is _______________ than Karachi. (cold; colder)

7. Fill in the blanks with correct answers from the given word bank.

<table>
<thead>
<tr>
<th>electrician</th>
<th>fireman</th>
<th>farmer</th>
<th>scientist</th>
<th>astronaut</th>
</tr>
</thead>
</table>

a) An _______________ is a person who explores space.
b) A _______________ is a person who puts out fires.
c) A _______________ plants crops and drives tractors.
d) A _______________ invents things that are useful for people.
e) An _______________ is a person who fixes electrical faults.
8. **Fill in the blanks with a, an, or the.**
   a) ______ apple a day keeps the doctor away.
   b) I would like to have ______ orange please.
   c) ______ duck is ______ bird.
   d) How far is ______ museum from here?
   e) You have ______ beautiful home.
   f) ______ Mohatta Palace is in Karachi.
   g) My family and I will shift to ______ new place next month.
   h) ______ teacher is one who guides children.

9. **Fill in the blanks with and, but, or, or because.**
   a) I did not go to school today __________ I was sick.
   b) Fruits, vegetables, meat, __________ dairy are healthy foods.
   c) I can eat grilled fish __________ I cannot eat sushi.
   d) You can drink either milk __________ juice for breakfast, not both.
   e) I have visited Islamabad, Lahore, __________ Peshawar.

10. **Circle the correct preposition to complete the sentences.**
    a. I live (at, in, on) Karachi.
    b. You should wear a jacket (above, under, on) your sweater because it's cold.
    c. I have posters of Harry Potter (at, in, on) my wall.
    d. I found the cat (under, inside, outside) the table.
    e. They are going (on, at, in) a vacation next week.

11. **Write whether the nouns in bold are countable (C) or uncountable (U).**
    a. Please put the fruit on the table. _________
    b. I need to get meat from the market. _________
    c. I drink two glasses of milk for breakfast. _________
    d. I have a bowl of cereal for breakfast daily. _________
    e. I would like to have some juice, please. _________
12. Change the following sentences into negative sentences. The first one has been done for you.

a. I drink cold drinks.   I do not drink cold drinks.

b. He is a good photographer.   __________________________

c. Please open the windows.   __________________________

d. We have a pet dog.   __________________________

e. He cleans his room on Saturdays.   __________________________

13. In three sentences, write how you can save the environment.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________