WE LEARN ENGLISH

Bilingual Teaching Guide
Contents

Introduction iv
Unit 1 A great example to follow 2
Unit 2 Shandoor Polo Festival 12
Unit 3 Climate change 20
Unit 4 The boy who saved his school 38
Unit 5 Writing letters 58
Unit 6 Helping others 68
Unit 7 Railways 76
Unit 8 The discovery of a new continent 84
Unit 9 The time machine 96
Unit 10 Dear Diary 110
Unit 11 A visit to the stadium 116
Unit 12 The school magazine 136
Worksheets 146
Answer key 157
Assessment 185
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 5*) for alignment with Single National Curriculum 2020. Urdu section will be updated accordingly later.
نعم، اس ريلة ایجاد اساتذة کا کوئی واحد اساتذہ کی معاادات کے لیے ضروری ہے۔ اس رہنماؤں اساتذہ کا بانی ایجاد اساتذہ کی معاادات کے لیے بہت مفید ہے۔ اس رہنماؤں اساتذہ کی معاادات کے لیے ضروری ہے۔ اس رہنماؤں اساتذہ کی معاادات کے لیے ضروری ہے۔ اس رہنماؤں اساتذہ کی معاادات کے لیے ضروری ہے۔ اس رہنماؤں اساتذہ کی معاادات کے لیے ضروری ہے۔ اس رہنماؤں اساتذہ کی معاادات کے لیے ضروری ہے۔ اس رہنماؤں اساتذہ کی معاادات کے لیے ضروری ہے۔
LESSON 1

OBJECTIVES:
- Comprehend damaging effects of bullying
- Relate experiences from passage to real life
- Learn lessons about dealing with and rights of others

LEARNING OUTCOMES:
By the end of this lesson, students will be able to:
- Brainstorm effects of bullying
- Practice good qualities in their own lives
- Use a dictionary to search for difficult words

RESOURCES:
- A4 sheet

METHOD:
- **Starter activity:** Hold out an A4 sheet to the students and ask them to say something bad/nasty/mean to it. They should raise their hands to speak. Every time a nasty remark is said, crush a small portion of the paper. Continue till the entire paper is crushed. Ask these questions: *What has happened? What is the effect of saying something nasty to someone?*

  - Next, ask those students to raise their hand to say something nice to the piece of paper. Each time something good is said, straighten a small portion of the paper and continue till the whole sheet is straightened.

  - Ask: *Will this piece of paper ever be the same again? This is the effect that hurting, abusing, hitting and bullying has on the victim (person being bullied). You do not know anyone’s life story and the hardships they already face. Some people may have abusive/difficult parents, some may have a sick/dying parent, some may be going through a big loss – money-related, etc. You never know what difficulties the other person is going through. You, bullying the other person, will ADD on to their hardship. Words and actions have a very damaging impact. The person could start hating life and may want to even end their life. One important lesson of Hazrat Muhammad ﷺ is that if you have nothing good to say, stay silent. Respect rights of others to kindness, good*
A great example to follow

treatment and respect.

• Instructor could show a video about bullying to raise awareness. Write definition of bullying on the board and let students copy, followed by points above. Bullying is when someone purposefully does something to hurt or harm you and to make you feel bad. It could be making fun of someone, hitting, pushing, abusing, cursing, calling names, talking bad about someone, not letting someone play with you, etc.

• Also mention that if anyone is being bullied, they should never hesitate to inform their parents and the principal. Bullying is unjustified and serious action should be taken to stop/prevent it. Note above points on the board and let students copy for future reference. Then they read the passage and underline good qualities of Hazrat Muhammad. They should write a list of lessons from this passage. Then ask these questions:
  i. Was there bullying?
  ii. Who was bullied?
  iii. Who was the bully?
  iv. What happened? (What type of bullying is there?)
  v. How did the person being bullied feel?
  vi. How did the bully feel?
  vii. What was done to stop the bullying?

• Exercises to be completed individually. They should use a dictionary for Exercise B.

• Wrap-up: KWL Chart – students to make three columns titled – What I already know, What I learned, What I want to know, on a page of their exercise book. They should fill the chart about today’s lesson.

SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starter activity</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Reading passage; brainstorming lessons and good qualities</td>
<td>30 mins</td>
</tr>
<tr>
<td>3. Comprehension and Writing time</td>
<td>20 mins</td>
</tr>
<tr>
<td>4. Wrap-up</td>
<td>5 mins</td>
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</tbody>
</table>

Extension: Students can draw a picture of what bullying looks like, in their exercise books. They write: Bullying is… then draw what they think. On a separate page, they must write points
A great example to follow

about the type of person they want to be, starting with: I want to be the type of person who…

LESSON 2 – The Virus

OBJECTIVES:
• Use prior knowledge about Black Death and Coronavirus
• Demonstrate understanding of the pandemic through discussion and presentations
• Use critical thinking skills to identify causes and effects of Black Death and Coronavirus

LEARNING OUTCOMES:
By the end of this lesson, students will be able to:
• Comprehend the causes and effects of Coronavirus and Black Death
• Develop a mind map about Coronavirus
• Learn how to stop spread of the virus

RESOURCES:
• Chart paper

METHOD:
[Before class: Ask students to research about Black Death and note important points in their exercise books, for discussion in next class]

• Video watch: show a brief video about how coronavirus affects us. Write the anchor question on the board: How can we stop the spread of coronavirus? This is the question that we will investigate throughout this lesson.

• Ask students what they already know about coronavirus from their family members. What are the causes and effects of this pandemic? Is there anyone in their family who has contracted coronavirus? How did they recover from it? How can we prevent spreading coronavirus? Write down student feedback on the board.

• Then ask if there is any student who contracted the virus? How did they feel? Where do they think they got it from? How did they recover?

• Select 2 volunteers to come to the board and read aloud dialogues of Saad and Baba. Stop and discuss: After the 4th dialogue, ask students to share their findings about Black Death in Europe, 13th century. After dialogue completion, students to make a spider-map in their exercise books of the things they learnt about coronavirus. Next, they should
A great example to follow

brainstorm a few similarities and differences between Black Death and Coronavirus and note points in exercise books. Take feedback.

• **Group activity:** Students to be sorted into groups of 4 for Writing time Ex. B. The task is to look at the pictures and write rules about preventing coronavirus, in their textbooks. Assist them if they need help. After completion, assign each group to present elaborate details about 2 rules. The first group to take rules 1 & 2, and so on. Third group takes rules 5 and 6; fourth group can elaborate on rules 6 and 7. They may use a chart paper to design a poster, with pictures, taking help from the textbook.

• **Assessment for Learning:** Students to present one-line summary of what they learnt in today’s class.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Video watch</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Reading dialogue and discussion</td>
<td>25 mins</td>
</tr>
<tr>
<td>3. Group activity</td>
<td>25 mins</td>
</tr>
<tr>
<td>4. Assessment for Learning (AFL)</td>
<td>5 mins</td>
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</tbody>
</table>

**LESSON 3**

**OBJECTIVES:**

• Apply critical thinking to respond to text
• Relate what is read to their own feelings and experiences
• Use simple pairs of homophones in sentences
• Demonstrate use of helping verbs

**LEARNING OUTCOMES:**

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

• read text and answer questions.
• relate what they are reading to their own feelings and experiences and write simple paragraphs.
• use homophones in sentences.
• understand and use helping verbs.

**RESOURCES REQUIRED (TEACHING AIDS):**

• Chart papers
METHOD:

- **Homophones:** Define the term 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.

  Go through the list of given homophones, explain the meanings, and providing sample sentences. Ask students to complete **Exercise A** and **B**.

- **Helping verbs:** Explain that helping verbs join the subject to the rest of the sentence. They also help the main verb in a sentence by extending the meaning of the verb and by adding detail.

  Some helping verbs are *is, are, was, were, be, do, does, have, has, had, will, may, should, could,* etc.

  Go on to explain that we can also use helping verbs to make negative sentences or questions.

  E.g.

  He plays football.  He does not play football.  Does he play football?
  They like ice cream.  They do not like ice cream.  Do they like ice cream?
  He will go tomorrow?  He will not go tomorrow.  Will he go tomorrow?

  List the following helping words on the board: *is, are, was, were, be, do, does, have, has, had, will, may, should, could.* Ask students to make a positive statement, a negative statement and a question using each helping verb. Students to complete the given exercises.

- **AFL:** Ask students which homophones they can remember. They should raise their hand to speak.

SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students learn about homophones and practice them in writing. They attempt exercises individually.</td>
<td>30 mins</td>
</tr>
<tr>
<td>2. Helping verbs - Exposition and practice</td>
<td>25 mins</td>
</tr>
<tr>
<td>3. Assessment for Learning (AFL)</td>
<td>5 mins</td>
</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES

• Describe experiences of visiting the northern areas of Pakistan
• Understand team-spirit in playing games
• Formulate new words from anagrams

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• Use prior knowledge to describe experiences
• Relate personal experience to the context of the passage
• Use critical thinking skills to answer questions
• Solve anagrams

METHOD

• Ice-breaker: Write the anchor question on the board for students to answer: Have you visited any place in the northern areas of Pakistan? Describe your experience.
• Brainstorm: Which team sports do you play at home/school? Who are your favourite players and why? Is anyone participating in sports competitions?
• Exposition: There is a polo tournament that is held every year on the highest polo ground in the world. That place is Gilgit, near the Shandur Pass. This is why it is also call “Roof of the World”.
• Students to read the passage individually and brainstorm these questions for discussion.
  Why is Shandur Polo Festival celebrated? Where? What happens at the festival? What is its significance? Where is the highest polo ground in the world? Would you like to attend the festival? Students to attempt exercise A individually. Students to underline any 3 facts in the text. Take feedback.
• Anagrams: Teacher’s exposition – an anagram is a word from which we can make other words. Write these examples on the board and ask students how many words they can formulate. Note-tone; now-own; lemon-melon; teacher-cheater. Students to complete the exercise as homework.
• AFL: students to take a last look at the underlined words in the text. Ask them to close their books. Take a dictation.
LESSON 2

OBJECTIVES

- Formulate compound words and demonstrate their use in sentences
- Identify topic sentences in a given passage
- Understand author’s purpose – PIE and features of a brochure
- Use PIE to design a brochure

LEARNING OUTCOMES

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

- Demonstrated use of compound words in sentences
- Identified topic sentences in the text
- Used features of a brochure to design their own brochure

RESOURCES

Brochures

METHOD

[Teacher’s pre-planning: if you have 4-5 brochures, take them to class for the group activity. Ask students to bring colour pencils to design their own brochure.]

- **Compound words:** Exposition – these are words formed by joining 2 words. Demonstrate on the board post+man=postman; air+plane=airplane; white+board=whiteboard. Students to brainstorm compound words they know. The exercise can be completed as **pair work.** They should make a list of as many compound words as they can think of.

- **Topic sentence:** Review with your students what a paragraph is. A paragraph is a group of related sentences. Explain that every paragraph has a topic sentence and a group of sentences supporting the topic sentence. A topic sentence tells the reader what the paragraph is about and is usually the first sentence of the paragraph. The supporting sentences expand the idea presented in the topic sentence.
Give them the following topic sentences and ask them to construct simple paragraphs.

- I had a lot of fun during my winter vacations.
- My favourite sport is ____________.
- I have an interesting hobby.

After this you can read out simple paragraphs without the topic sentences, and ask your students to suggest a topic sentence.

Now ask students to read the passage again. The topic sentence of the first paragraph has been underlined for them. They must read the other paragraphs given and identify the topic sentences for each.

- **Brochure – Group activity:** Sort students into groups of 4-5. Hand each of them a brochure, in addition to asking them to look at the brochure given on page 15. *What are the features of brochures? How are they different from writing paragraphs or essays?* Two minutes to brainstorm and note points for feedback.

- Meanwhile, make a web of **Author’s Purpose** on the board. **Author’s Purpose – PIE.** Authors have different purposes of writing a text. It could be to provide information (inform); it could be to make people laugh (amuse); or it could be to persuade someone to do something. **P – persuade; I – inform; E – entertain.**

- Take feedback. Then explain PIE. Students to note points. Then ask again: *What kind of text is included in the brochure? What is the purpose here?* Once students answer correctly: Persuade, ask: *What are you being persuaded to do from the textbook brochure? Students and families are being encouraged to attend Shandur Polo Festival at discounted prices. Explain -*

**Features of Brochure:**

- Location
- Name, address, phone number, email address
- Headline (catchy to attract the reader and make him/her want to read till the end)
- Short, easy-to-read text
- What the event offers (why should people want to attend the festival)
- Logo, mission statement and images to capture reader’s attention
- Outline of schedule and activities

Mention that the type of information contained in a brochure depends on what is being advertised – place or product. The characteristics may vary depending on the product’s benefits to the buyers.

- **Activity time:** Once students have noted the features, write 3 topics for a brochure on the
board. Assign one topic to each group. If there are 4-5 groups, 2 groups can work on the same topic. They will design their brochure on coloured A4 sheets, taking help from the extra brochures given to them. It can be 2-sided or 3-sided, depending on the information.

1. **Sports Day at your school** (Invitation to parents to attend it. Date, location, place and time. Why should they attend it? Different types of sports and activities to be highlighted. Make it creative, with a catchy heading.)

2. **Nathiagali** (or any other northern area of Pakistan. Nearly the same attributes as above)

3. **Come to Earth!** An invitation to aliens to visit Earth. (Make it creative and funny, thinking that aliens might be super-smart creatures, smarter and more advanced than human beings so why would they want to visit Earth – a place of stupid people / dumb Earthlings!)

- Groups to present their brochures to the class. Display their work on the class soft boards. If time runs out, take presentations to the next class.

- **AFL** – muddiest points: students to ask one thing that they don’t understand. Clarify.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compound words</td>
<td>20 mins</td>
</tr>
<tr>
<td>2. <strong>Topic sentences:</strong> Students define and identify topic sentences and practice using topic sentences at the beginning of their paragraphs.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Author’s purpose – PIE &amp; Features of brochure</td>
<td>10 mins</td>
</tr>
<tr>
<td>4. Group Activity</td>
<td>30 mins</td>
</tr>
<tr>
<td>5. Assessment for Learning (AFL) – Muddiest points</td>
<td>3 mins</td>
</tr>
</tbody>
</table>

**LESSON 3**

**OBJECTIVES**

- Write invitational formal/informal letters
- Identify features of formal and informal letters

**LEARNING OUTCOMES**

- Write invitational formal/informal letters
- Identify features of formal and informal letters
METHOD

- Ask students if they have written any letters to family or friends. Elucidate that those are informal letters, using informal language. However, the given letter sample is of a formal letter. A formal letter is written to bosses, companies, important personalities or newspaper editors to suggest a proposal, invite someone as a chief guest, launch a complaint or raise concern about an issue. Ask students to read the letters silently. Students to share what the letter is about.
- Explain that a formal letter includes these elements: sender’s address, name of sender, date, salutation, introduction, body, conclusion, ending and signature. Draw their attention to the format of the formal letter.
  - The sender’s address and date are written on the right side.
  - The name of the sender, plus salutation are written on the left side.
  - The letter begins with an introduction beneath the salutation, in paragraph form.
  - The introduction of this letter mentions the subject and purpose of writing this letter.
  - The middle or body of the letter mentions details and rationale of organizing an event.
  - The conclusion is a polite request to the chief guest to attend the event.
- Next, read aloud the sentences given in the first letter. After reading first sentence, draw focus of pupils to the formal letter and mention that students do not personally know the chief guest; therefore, they addressed him as ‘Dear Mr Usman’ in the salutation and ended with ‘Yours faithfully’. ‘Yours sincerely’ is used when you personally know the person, such as your Principal.
- For Writing time, write a few prompts on the board, in 2 columns. Elucidate that this is going to be an informal letter – where you can address the person by their first name and end the letter with best regards, best wishes and your first name.

<table>
<thead>
<tr>
<th>Your best friend has invited you to a birthday bash next Saturday.</th>
<th>You would love to attend the birthday bash, but this year would not be able to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The party will be at a club.</td>
<td>Possible reasons:</td>
</tr>
<tr>
<td>There will be music, games and trampoline.</td>
<td>Need to go to an important family dinner.</td>
</tr>
<tr>
<td></td>
<td>Need to pick a family member coming from abroad, from the airport.</td>
</tr>
</tbody>
</table>

- Letter to be written individually.
- Wrap-up: Ask – what is the difference between a formal and an informal letter?
LESSON 1

OBJECTIVES
• Understand the causes and effects of climate change
• Understand vocabulary related to climate change
• Share ideas about how to prevent climate change
• Differentiate between fiction and non-fiction books

LEARNING OUTCOMES
By the end of this lesson, students will be able to:
• Brainstorm causes and effects of climate change
• Know about climate change jargon
• Sort words in an alphabetical order
• Sort titles into fiction and non-fiction categories
• Implement library rules properly

METHOD
[Pre-planning: ask students to research about climate change, global warming, greenhouse gases, ozone layer and pollution, for class discussion. They should read the passage on page 19 at home and write an answer to: How can you play your part in improving the climate?]

• Video watch: Show a brief video about climate change. Then write anchor questions on the board for brainstorming session: What is climate change? What is global warming? How are greenhouse gases affecting the ozone layer? How is pollution affecting air, water and land? What are the causes and effects of climate change. Students to take 5 minutes to brainstorm answers, jot points in exercise book, then provide feedback.

• Next, ask the students to quickly scan the passage in 2 minutes. Then ask: What is happening in the text? What is the difference between fiction and non-fiction books? Can you name some fiction vs. non-fiction books you have read? Make a column on the board to jot points about fiction and non-fiction books.

• Activity time: Discuss the impacts of deforestation by asking the following questions.
  ▪ What is the meaning of the term ‘deforestation’?
  ▪ What are the causes of deforestation?
  ▪ What is Deforestation?

Deforestation refers to the destruction of forests and trees by natural or human means.

• Why are trees cut down?
Trees are cut down:
- to get wood for buildings and cooking purposes.
- to clear land to provide houses to people.
- to clear land for planting crops.
- to clear land for mining, exploration, etc.
- to clear land to build roads.

• What are the effects of deforestation?
  - Loss of food products as trees produce nuts or fruits which are an important source of food for local people.
  - Loss of plants and animals as many plant and animal species live in the forest.
  - Without the protected cover of the forest trees, plants, and animals may die.
  - Erosion and flooding.
  - Less fresh air and increase in pollution as trees release oxygen and remove carbon dioxide from the air. Without trees and other plants humans will not have fresh oxygen to breath.

After the above discussion divide the class into groups. Ask each group to design two posters.

1. One telling about the effects of deforestation e.g. landslides, floods, loss of wild life habitat, etc.
2. In the second poster suggest what can be done to remedy this situation.

LESSON 2

OBJECTIVES:
- Locate specific information to answer questions
- Use alphabetical order to locate words in a dictionary
- Recognize that sentences join to make paragraphs and sentences join to make sense in relation to each other
- Identify paragraphs as larger meaningful units of expression and understand that topic sentence carries the main idea

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
- find information from text and answer simple questions.
- locate words in a dictionary using alphabetical order.
- organize writing in paragraphs using topic and supporting sentences.
- write dialogues using correct punctuation.

RESOURCES REQUIRED (TEACHING AIDS):
- Chart papers
- Copies of Worksheet 1
METHOD:

- **Introduction:** For this lesson take the students to the library. Ask them if any rules should be followed in the library. Based on their response compile a list of library rules. Possible rules may include:
  - Walk in quietly into the library.
  - Do not run around.
  - Do not disturb others.
  - Read silently.
  - Replace the books in the correct shelves.
  - Handle books with care.

After this provide each pair of students with pieces of chart paper and ask them to write down any one rule. Display these signs at different places in the library.

- **Reading:** Ask students to read about Salma and Amna’s visit to the library. Then ask them to explain what is meant by alphabetical order. You can divide the students in groups and give each group a set of words which they can arrange in alphabetical order.

- **Activity time:** Ask students to arrange the given words in alphabetical order and try to guess their meanings. Then, define the term syllable. Explain that a syllable is a chunk of sound. All words have at least one syllable. Syllables can be just one letter or a group of letters but it is the sound that matters. Ask students to read aloud the words and note the number of syllables in each word. It would be beneficial to tell the students to concentrate on the chunks of sound in each word. Ask students to define each of the following basic parts of speech: noun, adjective, verb, adverb, preposition, and pronoun. Ask students to complete the exercises.

- **Looking up for information:** Ask students what resources do they access if they want to research on any topic. Elicit different ideas like books, magazines, the internet, etc. Next, ask if they have ever tried to research for a topic from books in the library. Do they know the difference between fiction and non-fiction? Tell students they would now read how Amna and Salma took help from the books in the library. After reading the passage ask the following questions:
  - What did Salma and Amna want to find out about?
  - Who did they ask for help and why?
  - What does the word tsunami mean?
  - What is the difference between fiction and non-fiction?

Afterwards ask students to find out some information about their favourite author. They can also take the help from the school librarian if required.

- **Writing time:** Ask students to complete Exercise A. This will help them understand the difference between fiction and non-fiction.

Wrap-up: Volunteers to share one idea about how the environment can be saved.
SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1. Video watch; brainstorming session</td>
<td>10 mins</td>
</tr>
<tr>
<td>2. Practicing library rules</td>
<td>10 mins</td>
</tr>
<tr>
<td>3. Looking for information</td>
<td>20 mins</td>
</tr>
<tr>
<td>4. Writing time</td>
<td>20 mins</td>
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</tbody>
</table>

LESSON 3

OBJECTIVES

- Gain comprehensive understanding about causes and effects of climate change
- Sequence events in an order
- write a picture story
- understand the purpose of speech marks

LEARNING OUTCOMES

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

- use critical thinking skills to evaluate causes, effects and solutions to climate change
- sequence events in a story in an order
- place speech marks in the correct order
- revise work for grammar and punctuation

METHOD

- **Starter**: Students to share their experiences about giving a class presentation.
- **Reading**: students to read the passage individually. Meanwhile, write these drill questions on the board for class discussion: *Circle all the terms related to climate change. What are the leading greenhouse gases causing global warming? What is meant by the term ‘blanket of greenhouse gases’? Summarize the effects of climate change. Summarize our responsibility in preventing global warming.* **Reading time** Exercise A to be completed individually.
- **Sequencing**: Explain the sequencing is sorting events in an order. Every story has events happening in an order. One event happens first, another event happens next, followed by the last event. Students to scan the article and write 3 points about what happens first,
next and finally. Take feedback. Next, students to observe the pictures on page 24. Ask: *What is happening? Are the picture jumbled up or given in an order? What has caused the fire? How did it spread? What happened to people and animals? How was it stopped?* Students to write answers individually, then discuss.

- **Presentations:** Ask students if they have ever given presentations before or seen anyone giving a presentation. What are the things they should be careful about while giving any presentation? Allow students to brainstorm and note their ideas on the board. Possible answers might be:
  - Stand with the correct posture.
  - Speak loudly and clearly so that everyone can hear.
  - Be prepared with the material that you want to present.
  - Make eye contact with the listeners.

- **The presentation:** Ask students to read Salma and Amna’s presentation on natural disasters and then complete the exercise. They can share the questions with their classmates and discuss the answers.

- **Speech Marks:** Explain to your students that speech marks are used to show what a person has said. Write the following sentence on the board:
  
  ‘I like to eat chicken biryani,’ said Atif. Explain that the speech marks show us what Atif said. The tagline - said Atif - shows us who said something and how. It could be stated, exclaimed, yelled, whispered, etc. Explain that speech marks always come in pairs. They must always use two speech marks when writing dialogues. Point out that speech marks only enclose the words spoken by the speaker, not other words like he said or she said.

  To practice using speech marks, write the following sentences on the board and ask volunteers to place the missing speech marks.

  1. ‘I just love to shop, said Neha.
  2. Oh, it is so much fun,’ Sundus exclaimed.
  3. ‘I wish I had a lot of money, then I could go shopping every day, sighed Neha.
  4. ‘I know what you mean, Sundus said sympathetically. ‘I always spend all my pocket money at the beginning of the month.’
  5. ‘You know we should be more careful. After all, you have to work hard to earn money, said Neha

- Read aloud the conversation between Amna, Salma, and their library teacher. Pause and point out the punctuation marks used in the conversation.
SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Discussion – presentation</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Reading passage on climate change</td>
<td>20 mins</td>
</tr>
<tr>
<td>3. Reading time exercise</td>
<td>10 mins</td>
</tr>
<tr>
<td>4. Sequencing</td>
<td>10 mins</td>
</tr>
<tr>
<td>5. <strong>Speech marks</strong>: Students learn the use of speech marks and then complete the exercise.</td>
<td>20 mins</td>
</tr>
</tbody>
</table>

LESSON 4

OBJECTIVES

- Identify topic sentence in a given passage
- Write a paragraph
- Read a poem and express an opinion about it
- Study literary devices: rhyme and onomatopoeia

LEARNING OUTCOMES

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

- Write topic sentences
- Write a paragraph
- discuss words related to different sounds.
- read and recite a poem with expression and discuss them.

RESOURCES

- Graphic organizer – paragraph

METHOD

- **Recall** topic sentence with students. Write these features on the board for students to jot down in their exercise books.

A topic sentence contains the central idea of a paragraph. Features of a topic sentence are:

  - Introduces the topic
  - Raises questions in the reader’s mind
  - It is usually the first sentence, but not necessarily

Now ask students to identify topic sentences in each paragraph on page 21. Ask why they can be considered topic sentences.
• **Writing a paragraph:** Write example topic for explanation on the board: *Visiting northern areas of Pakistan.* Explain with the help of a graphic organizer.

<table>
<thead>
<tr>
<th><strong>Topic sentence:</strong></th>
<th>Visiting the northern areas of Pakistan is an adventurous experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail 1:</strong></td>
<td>The countryside is surrounded with beautiful, lush mountains.</td>
</tr>
<tr>
<td><strong>Detail 2:</strong></td>
<td>There are several beautiful places, such as Monal, Nathiagali and Bhurban.</td>
</tr>
<tr>
<td><strong>Detail 3:</strong></td>
<td>The weather during summers is breezy and pleasant. During winter, the areas face heavy snowfall.</td>
</tr>
<tr>
<td><strong>Conclusion:</strong></td>
<td>Summers and Autumnns are the best times to visit the Margalla Hills.</td>
</tr>
</tbody>
</table>

• Ask students if there are any confusions. Next, ask them to select any 1 topic from Ex. D on page 26. First, they should brainstorm the points and make a rough draft, similar to a graphic organizer, in their exercise books. They will move on to writing the paragraph individually.

• **Homework:** Syllables exercise

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recall – topic sentence</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Features of topic sentence</td>
<td>5 mins</td>
</tr>
<tr>
<td>3. Write a paragraph</td>
<td>15 mins</td>
</tr>
<tr>
<td>4. Sounds activity</td>
<td>15 mins</td>
</tr>
<tr>
<td>5. The storm poem</td>
<td>10 mins</td>
</tr>
<tr>
<td>6. Comprehension</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

**LESSON 5**

**OBJECTIVES:**

• Read poems and express opinions about them

**LEARNING OUTCOMES:**

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

• discuss words related to different sounds.
• read and recite poems with expression and discuss them.
METHOD:

• **Sounds:** Ask students to close their eyes and concentrate on the sounds they hear around them and list them in their exercise books. Then build a list of all the sounds heard in the classroom.

Next, ask your students to imagine that they are in the cafeteria.

Ask them what would be the noise or sound heard when:

- a food tray falls down. (crash, clang, bang)
- a plastic bag is opened. (rip)
- a student eats chips. (munch, crunch)
- students share secrets. (whisper)

Elicit the sound words as you ask the questions.

• **The Storm:** Ask a volunteer to read aloud the poem, ‘The Storm’. Ask students to underline all the sounds in the poem. Next, ask students to work in pairs and complete the exercise.

• **Activity time:** Ask students to think of fear. What is fear? Why are people afraid?

Build a list of possible things that people might be afraid of:

- darkness
- getting lost
- insects
- ghosts
- closed spaces
- monsters

Ask students to think what else might people be afraid of? Being rejected, becoming poor, loneliness, growing old, disappointing someone, losing a friend, failing, etc. Ask them to use these ideas and write about three things that they are afraid of.

Additionally divide the class into groups of four. Assign each group any one place in the school, e.g. library, playground, kitchen, etc. Ask them to very quietly, stand there for at least 10 minutes. They will hear many sounds, such as the sound of children talking, of cooking, glasses, cups, etc. They must make a note of these sounds and then share the sounds they have heard.
SUGGESTED LESSON OUTLINE (1 class period):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1. Sounds: Students learn about sounds through fun activities. For further practice they complete the exercises.</td>
<td>15 min</td>
</tr>
<tr>
<td>2. The Storm: Students read and discuss the poem</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Activity time: Students discuss their deepest fears and complete the exercises.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

- **Sound words**: Ask students to imagine they are at a certain place, for example, a park, playground, or cafeteria, or doing a certain task, for example, fixing a tyre or making breakfast. Tell them to think of as many sound words as they can related to that place or activity. They can then use the sound words to create a sound poem.
LESSON 1 – OUR HEROES

OBJECTIVES

• Describe qualities of a hero
• Talk about their favourite hero – fictional/real
• Learn about national heroes
• Solve a crossword puzzle

LEARNING OUTCOMES

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

• Develop a mind-map about qualities of a hero
• Learn about national heroes

METHOD

[Before class: Students to be given homework to research about national heroes of Pakistan – Quaid-e-Azam, Allama Iqbal, Mohtarma Fatima Jinnah, Abdul Sattar Edhi and Arfa Karim, and write 5 points about them, in their exercise books. If possible, prepare a Powerpoint containing pictures of national heroes for class discussion.]

• **Starter**: make a spider-web on the board and ask students to brainstorm what defines a hero / national hero. Check their prior knowledge of national heroes from their homework research. **Whose name comes to your mind when you think of a hero. What were their contributions that they acquired the status of a national hero. Which heroic acts are they known for?** Have they watched any movies or read books that have heroes? Encourage them to describe the hero’s/heroin’s contribution. Superman is fictional hero, for example.

• **Teacher’s exposition**: If instructor has prepared a Powerpoint presentation, it can be shown in class. Briefly describe each hero in the picture – including their contributions. **Definition: A hero is a person who does great acts of bravery to protect his/her community or defend the country. A hero does not have to be an ordinary person. It can be ordinary people who do extraordinary actions of defending their people.**

• Students to brainstorm qualities of a hero and jot them down in their exercise books. Take feedback. **Heroic, courageous, brave, honourable, valiant, lion-hearted, etc. We will find out more about our national heroes from the text. We will assess what qualities they have in common with one another. In our country, the highest military award for heroic service is the Nishan-e-Haider, awarded to soldiers who have demonstrated outstanding acts of bravery on the battlefield. The text mentions some of these heroes.**
• Students to read the passage. Ask them to: a) circle the qualities of each hero; b) underline their contributions; c) with the help of a thesaurus, look up opposite meanings of adjectives describing heroes, in pairs. After completion, ask these drill questions, encouraging different learners to answer briefly:
  o Which military officers have been awarded the Nashan-e-Haider?
  o Who was the first heroin who died in the line of duty?
  o This PAF pilot’s plane was hijacked, forcing him to crash the plane before reaching India. Who is he? Use 2 adjectives to describe him.
  o This local hero saved 2000 students, by confronting a suicide bomber. Who was he? This is to show that heroes do not always come in uniforms. There can be ordinary people among us who do heroic actions for the community.

• Students to note down answers in their notebooks. **Reading time** exercise to be completed individually. Next, students to solve crossword puzzle below (get photocopies on half-sheets) and find hidden six heroes (don’t announce their names): Quaid-e-Azam, Allama Iqbal, Abdul Sattar Edhi, Rashid Minhas, Fatima Jinnah, Arfa Karim. After completion, ask them who they could identify.

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• **Wrap-up:** learners to share about 1 hero/heroin they like and why. It can be a fictional/real character.
SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Starter – spider-web about hero</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Teacher’s exposition</td>
<td>5 mins</td>
</tr>
<tr>
<td>3. Qualities of a hero</td>
<td>10 mins</td>
</tr>
<tr>
<td>4. Reading text and Reading time exercises</td>
<td>25 mins</td>
</tr>
<tr>
<td>5. Crossword</td>
<td>10 mins</td>
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<tr>
<td>6. Wrap-up</td>
<td>5 mins</td>
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LESSON 2 – HANSEL AND GRETEL

OBJECTIVES

• Use critical thinking skills to understand the story
• Understand the concept of stranger danger
• Understand the concept of resilience
• Learn how to navigate through problematic life situations

LEARNING OUTCOMES

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

• Use critical thinking skills to answer questions about the story
• Understand the difference between good and bad characters
• Identify story elements

RESOURCES

• Chart paper

METHOD

• **Starter**: Ask students if they have ever heard about the story Hansel and Gretel. What do they remember from the story?

• Students to read the story silently. Meanwhile, ask them to note answers to these anchor questions:
  
  o There are 3 things extremely wrong in this story. What are they?
  o What would you have done if you were looking after Hansel and Gretel?
  o If you came across a nice house and the owner invited you, would you go in Why?
  o If you were Gretel, what would you have done if you knew the witch was going to eat Hansel?
The boy who saved the school

Teacher’s exposition:

- This is a story about solving problems. Whenever life gets tough, you need to be strong and work out a way to get around them.
- Stranger-danger: when you are in a difficult situation, not every solution might be the best for you. Although they were starving, and the witch’s house offered delicious food, going inside the witch’s house was dangerous for them.

Post-reading questions:

- Who was good? How?
- Who was wicked? How?
- Who was clever? Why?

* Story elements: Ask your students if they like reading stories. Tell them to think of their favourite story. Choose several volunteers from the class to narrate their favourite story to their classmates. After the narrations, explain that every story has some common elements. Each story has a beginning, middle, and end. The beginning tells us about the characters and setting. The middle tells us about a problem. In the end we see how the problem is solved. Divide the board into five sections. Write the headings title, characters, setting, beginning, middle, and end on the board. Define each story element for your students. Now read any simple fairy tale like ‘Hansel and Gretel’ to your class. Discuss the elements of ‘Hansel and Gretel’ with the class and note them down on the board.

Ask students to open their exercise books and copy the sections given on the board in their exercise books. Ask students to work in pairs for this activity. They must first note down the title of their favourite story in their exercise books.

Explain that every story has characters. The characters can be adults, children, or even animals. Ask students to work in pairs and discuss the characters of their favourite story with their partners. Is there any good or bad character in the story? Who is the main character of the story? Ask them to list down the characters and describe any two main characters briefly. Time this activity and give them 10 minutes to do this.

Next, discuss the term plot. Explain that the plot is the story itself. A good plot captures the reader’s attention and makes the reader want to keep reading. The plot consists of the beginning, middle, and end. Ask them to discuss the events in the beginning, middle, and end of their story and note these down in the appropriate column. They have another 10 minutes to do this.

Then 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. Ask them to discuss the setting of their story with their partner and note it down in their exercise books. They may be given another five minutes to complete this activity.
The boy who saved the school

• **Group activity:** Students can be sorted into groups of 5 to work on Exercise F, on a chart paper. Presentation includes: one child covering the *title* and *setting*, 2nd one covering *characters* and *plot*, 3rd one covering *beginning* and *middle* and 4th one finalizes the *ending* – all in their own words.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Starter –</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Reading: Hansel and Gretel</td>
<td>20 mins</td>
</tr>
<tr>
<td>3. Post-reading and exercises</td>
<td>20 mins</td>
</tr>
<tr>
<td>4. Masculine/Feminine nouns</td>
<td>10 mins</td>
</tr>
<tr>
<td>5. Story elements</td>
<td>15 mins</td>
</tr>
<tr>
<td>6. Wrap-up</td>
<td>5 mins</td>
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</table>

**EXTENDED ACTIVITIES:**

• Word detectives: Ask students to choose an article from any magazine. They must read the article carefully and underline five unknown words in it. They must next try to use context clues to guess the meanings of the words. After noting their guesses, they must find the actual meanings from the dictionary to check if they were able to guess correctly and make any corrections if necessary.
• Students complete *Worksheet 2*.

**LESSON 3**

**OBJECTIVES:**

• Classify nouns into masculine and feminine and recognize common gender used for both male and female
• Illustrate use of tenses previously learnt

**LEARNING OUTCOMES:**

By the end of this lesson, students should be able to:
• define nouns, distinguish between masculine, feminine, common, and neuter nouns.
• define verbs and use them in the past, present, and future tense.
• define and identify different story elements and predict the ending of a story.
METHOD:

- **Nouns; masculine and feminine:** Revise the concept of nouns with your students. Ask them to define the term noun. They will point out that a noun is a name of a person, place, animal, or thing. Afterwards play a noun game with your students to help revise nouns. Select random volunteers and assign them different letters of the alphabet. For example, you might say, ‘Think of a noun that begins with H.’ They may reply with ‘hat’ or ‘hair’. Make sure that all the students have at least one turn to practice this. Now move on to the concept of gender nouns. Explain that a noun may be *masculine, feminine, common,* or *neuter.*

Now draw four columns on the board. Give the following headings to each column: Masculine, Feminine, Common, and Neuter.

Explain that a noun may be of *masculine gender* if it refers to males, e.g. man, lion, hero, boy, king, horse, etc.

Then explain that a noun is said to be of feminine gender if it refers to females, e.g. woman, lioness, heroine, girl, mare, niece, empress, cow, etc.

Next explain that a noun is said to be of *common gender* if it can be used for both male and female, e.g. child, student, friend, applicant, candidate, servant, member, parliamentarian, actor, leader, etc.

After this explain that a noun is said to be of the *neuter* gender if it refers to an object that is neither a male nor a female, e.g. chair, table, tree, star, mountain, street, book, car, school, paper, pencil, computer, etc.

Now select random students and give them a noun from the following list. They must place the given noun in the correct column.

<table>
<thead>
<tr>
<th>noun</th>
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</tr>
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<tbody>
<tr>
<td>woman</td>
<td>feminine</td>
<td>bridegroom</td>
<td>neuter</td>
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<tr>
<td>hospital</td>
<td>common</td>
<td>hostess</td>
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<tr>
<td>father</td>
<td>common</td>
<td>reporter</td>
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<tr>
<td>teacher</td>
<td>common</td>
<td>grandmother</td>
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<tr>
<td>school</td>
<td>common</td>
<td>singer</td>
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<tr>
<td>engineer</td>
<td>common</td>
<td>lawyer</td>
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<td>knife</td>
<td>common</td>
<td>tigress</td>
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<tr>
<td>girl</td>
<td>common</td>
<td>mother</td>
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<tr>
<td>chair</td>
<td>common</td>
<td>lion</td>
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Ask students to then complete **Exercise C.**

- **Verbs and tenses:** Explain to the students that verbs are ‘Action Words.’ Verbs tell us what someone ‘is’, ‘was’, or ‘will be’ doing. Help students to distinguish between verbs and nouns by playing a simple game. Ask the class to stand up. Explain the definition of a noun, (a person, place, thing, or emotion) and a verb, (something that can be acted out.) Tell the students to freeze when they hear a noun and act out the verb when they hear that word. Call out a few nouns and verbs in random order until you are sure that most of the students understand the difference.
Explain to the students that verbs change their form according to the time of the action. Verbs which tell about things that are happening now are in the present tense. Verbs which tell about things that happened in the past are in past tense. Verbs which tell about things that will happen in the future are in the future tense.

To further illustrate this you may talk about events of the present day and write down the verbs used. Next ask students to talk about the events of yesterday, and make a list of those verbs. Then ask for volunteers to say what might take place tomorrow, listing out those verbs. Look at the lists of verbs and discuss their forms.

*Past, Present, and Future:* Draw three columns on the board. Label them ‘past’, ‘present’ and ‘future.’ Brainstorm with your class various events, personal and historical: cricket world cup, their birthday, a famous person’s birthday, holidays, current news, and any other event they can think of. List these events in the appropriate columns.

Then ask your students to choose one event from each column and write two sentences about it using the correct tenses. Ask volunteers to read their sentences. List the verbs they have used on the board in the appropriate columns and provide feedback, helping students to understand the use of correct tenses.

By now students should have a good idea of how to use verbs to describe events in the past, present, and future. Ask them to work independently to complete the exercises.

**SUGGESTED LESSON OUTLINE (4 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Nouns; masculine and feminine:</strong> Students revise the concept of nouns and learn the different kinds of gender nouns through fun games. For further practice they complete the exercises.</td>
<td>40 min</td>
</tr>
<tr>
<td>2. <strong>Verbs and tenses:</strong> Students learn to distinguish between nouns and verbs, they learn to use the correct tense to discuss events in the past, present, and future. Students practice the tenses further by completing the exercises.</td>
<td>40 min</td>
</tr>
<tr>
<td>3. <strong>Story elements:</strong> Students discuss their favourite story, learn about story elements through a fun activity, and complete the exercises.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Ask students to work in groups of five, and create their own story entitled ‘My encounter with an alien’. They must brainstorm together for ideas and think of the plot (beginning, middle, and end), setting, and characters of their story. Ask them to use these story elements to write down a simple story and share it with the rest of the class.
LESSON 4 – OUR FLAG

OBJECTIVES

• Discuss features of a Pakistani flag, with the help of a poem
• Reflect on the central idea of a poem
• Understand the importance of a flag for a country

LEARNING OUTCOMES

By the end of this lesson, students will have:

• Understood the importance of a national flag
• Understood the importance of hard work
• Brainstormed the central idea
• Written a rhyming poem about Pakistan

RESOURCES

Chart paper

METHOD

• **Introductory activity:** write these drill questions on the board, prompting students to brainstorm and test their prior knowledge about Pakistan’s flag. *Why do countries have a national flag? What do the symbols crescent and star represent? What do the colours green and white stand for? When is Independence Day of Pakistan and why do we celebrate it?*

• **Teacher’s exposition:** Make a mind-map on the board and jot down points about Pakistan’s flag.
  
  o Flags show that a country is an independent state. Other countries do not control it.
  
  o A flag represents a country’s unique, distinct identity. Imagine what would happen if all countries had the same flag.
  
  o It is a symbol of a country – for its land, people and government.
  
  o The colours of our flag are important. Green colours represents the Muslim majority; white represents non-Muslims and their right to everything that Muslims have access to – ID card, healthcare, education, going to their places of worship, security, housing, etc. We should not trample over rights of anyone.
  
  o The flag was designed by Syed Amir-uddin Kedwaii.

• Write this quote on the board, letting students copy. Give them 2 minutes to brainstorm the meaning and discuss.
You are free to go to your temples, you are free to go to your mosques or to any other place of worship in this state of Pakistan. You may belong to any religion or caste or creed, that has nothing to do with the business of State.

- Quaid-e-Azam Muhammad Ali Jinnah

• Students to read the poem individually and reflect over its meaning. They should use the dictionary to note meanings of unfamiliar words. Then write these verses on the board for class discussion: Islam our backbone, a mesmerizing green / Follow the star to light white / Respect every minority’s right.

• Then students to reflect and share meaning of these verses: To soaring heights shall you guide / That we may work / So that Quaid can rest in pride.

• Explain by writing on the board: the fight for freedom of a country is not easy. Pakistan came into being after the sacrifices of thousands of people who lost their homes, belongings, and families to migrate to Pakistan and have their own identity. Just like Muslims have rights, non-Muslims also have the right to go to their places of worship, hospitals, schools, offices and homes, with safety. We should not violate rights of anyone. The phrase ‘soaring heights’ means that our dignity is in our hard work, or what we call in Urdu: mehnat ki azmat. Rather than wasting time being idle, we should go out and be of service to the country and humanity. Quaid can rest in pride if we as a nation live up to his dreams for this country. Our duty is to reciprocate and give back to the country by working hard. Students to note in exercise books.

• Students then brainstorm the central idea(s): We must work hard for our nation to progress; We must let everyone enjoy their rights. Students note in exercise books.

• Group activity: sort students into groups of 5 and hand each group half a chart paper. They should work horizontally – picture on one side; poem on the other side. They should come up with the own poem and draw any picture relevant to the country. They can present their work.

• Wrap-up: What are the features of a Pakistani flag? Why is there white colour on the flag? We are better than non-Muslims – right or wrong?
The boy who saved the school

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th></th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory activity and Teacher’s exposition</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Individual reading of poem</td>
<td>5 mins</td>
</tr>
<tr>
<td>3. Post-reading discussion</td>
<td>5 mins</td>
</tr>
<tr>
<td>4. Group activity</td>
<td>25 mins</td>
</tr>
<tr>
<td>5. Wrap-up</td>
<td>5 mins</td>
</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES:

• Scan simple text for specific information
• Use reading texts as models for their own writing
• Write short informal letters

LEARNING OUTCOMES:

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

• search for specific information from various sources.
• understand and use the correct format to write letters.
• write short informal letters.

METHOD:

• Introduction: Ask students if they have ever received or sent a letter before. If they have, who have they sent it to? Does anyone in their family receive letters? Are letters useful in any way? Are they fun to read?

• Reading time: After a brief discussion about letters, tell your class that they will be reading a letter from Umair to his friend Asad. Read aloud the address first. Ask them to note how the house number, street number, area, and city are given on a separate line. Ask for volunteers from the class to write their addresses in a similar manner on right-hand side of the board. Correct any mistakes made by the students. After you believe they have had enough practice, write your own address in the correct format. Now move on to the greeting. Explain we usually use ‘Dear ________’ when greeting someone in the letter. Ask them to note how Umair addresses Asad. He also uses the greeting, ‘Dear Asad,’

Next, read the body of the letter. After reading the body, ask simple questions to check comprehension. Why is Umair writing to Asad? Where is he writing from? What is he describing in his letter? How long was the flight to London? Which airport did Asad and his father land at? What did they do after landing? Who are they visiting in London? What do they plan to do there?

Now read the closing sentence, ‘Bye for now’ followed by the closing and the name. Tell your class they should always end their letters properly, asking their friend to write soon, or stating that they are hoping to hear from them soon, and then moving on to an appropriate closing and signing off with their name.
خط نويك

صفحہ 1

منتقد

خصائص معلوماتی کے سادہ ہمت کی جانب پہچان کر

پہلے میں کسی اپنے کردار کے لیے نوشتے چاہتا ہوں کے طور پر استعمال

خصائص ذیلہ

نکات

اس سے قبل اگر عمومی طب کے اساس سے دیکھا جہاں پہاڑ ہے،

خیال زرائج سے مخصوص معلومات ہمیشہ کریں۔

یہ لگنے چاہے ہے یہ دوسرے ساتھ مبتلا فائدہ اور سے استعمال کریں۔

خصائص ذیلہ

ظریف کار

قادر ف: طالب سے پیش شدہ کر کا سب سے چھپتا ہے کیوں کہ کوئی دل کو نہیں وہ کوئی بھی کوئی دل کا ہے۔ آبہ آبہ نہ آئیں۔ ان یہاں کا یہاں نہ آئیں کوئی دل کا۔

بجھنا چاہتا ہے کیا ان کے سے گھیرنے والے کوئی دل کا ہے؟ کیا دل کا ہے۔ کیا یہ پہلے ہے؟ کیا یہ همکھ ہے؟ پہلے دو کوئی دل کا ہے۔ طالب سے پہلے کوئی دل کا ہے۔

ہر کوئی دو کوئی دل کا ہے۔

بھی ہے کیا ہے۔

احولہ لان کالی مسلک کی نہ ہو تو اپنے ذہن میں کئی ہے۔

اب بیانات کی جانب ایسے اور نہیں چکا ہے کہ عام طور پر کوئی کوئی دل کا محسوس نہیں ہے۔

Dear Asad,

انہوں نے اس کو خیال میں نہیں ہے۔ یہ بحث ہے کہ کیا ہے۔

Dear Asad,

بھی ہے پہلے ہے۔

ہر کوئی دو کوئی دل کا ہے۔

اب بیانات کی جانب ایسے اور نہیں چکا ہے کہ عام طور پر کوئی کوئی دل کا محسوس نہیں ہے۔

Bye for now.
Writing letters

- **Writing letters:** Write a similar body on the board. Tell your students that you are writing a letter to a friend about a trip to Lahore and they must help you. Ask how you might begin the letter. Ask: Should my opening sentence be used to ask my friend how he or she is doing? What should I write next? Should I tell her about my trip? Should I describe Lahore and what I saw there? Should I describe all the places I visited? While listening to their responses construct the body of the letter, using a few simple sentences about a trip to Lahore.

Close your own letter with an appropriate closing sentence.

- **Interesting places in London:** Ask your students to read the information about some interesting places in London.

- **Activity time:** Then brainstorm with your students all the places tourists might be interested in visiting in Karachi. Possible choices might be: the beach, Quaid-e-Azam’s Mausoleum, Kemari, Mohatta Palace Museum, Wazir Mansion, Frere Hall, Park Towers, Clifton Beach, National Museum of Pakistan, Three Swords Monument, etc. Now ask students to work in pairs to find out more information about any four places and note them down in their exercise books. If the library has an internet connection, they may do it online or research for this information in a book. Ask them to specifically look for pictures as well and draw rough sketches of the above places in their exercise books. Next, they can fill in the landing card on the same page.

- **Letter writing:** Ask students to practice writing the correct address and revise the format of the letter by completing the exercises.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students discuss the purpose of writing letters.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students read the letter and discuss the format of a letter.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Activity time: Students visit the library to read and research about some interesting places in their city.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Letter writing: Students practice writing the correct address and revise the format of the letter and write a letter to a friend.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Write a letter to a friend outside Pakistan. Invite them to visit your city. Describe at least three places of interest in your city and persuade them to visit soon.
<table>
<thead>
<tr>
<th>دوراتی</th>
<th>کام</th>
<th>چارچوب: طلاق خانگی کی ساخت کریئن</th>
<th>گریز کا وقت: طلاق خانگی کی ساخت کریئن</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>1</td>
<td>پچھنا کا وقت: طلاق خانگی کی ساخت کریئن</td>
<td>پچھنا کا وقت: طلاق خانگی کی ساخت کریئن</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>2</td>
<td>طلاق خانگی کی ساخت کریئن سے بھینج کریئن</td>
<td>طلاق خانگی کی ساخت کریئن سے بھینج کریئن</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>3</td>
<td>طلاق خانگی کی ساخت کریئن سے بھینج کریئن</td>
<td>طلاق خانگی کی ساخت کریئن سے بھینج کریئن</td>
</tr>
<tr>
<td>40 منٹ</td>
<td>4</td>
<td>طلاق خانگی کی ساخت کریئن سے بھینج کریئن</td>
<td>طلاق خانگی کی ساخت کریئن سے بھینج کریئن</td>
</tr>
</tbody>
</table>

نتیجہ سرگرمیان:

- پاکستان سے باہر آنے والے لوگ کو کافی وقت دیا جا سکتا ہے تا کہ وہ اپنے داخلہ اور اپنی مواقع کے بارے میں تجربہ کر سکے۔

نتیجہ:

- اگر ہم کسی بھی کارکن کے متعلق معلومات حاصل کرتے ہیں تو یہ معلومات داخلہ کی توثیق میں مدد کر سکتے ہیں۔
LESSON 2

OBJECTIVES:
• Recognize and apply capitalization where required
• Apply rules for use of a or an before words that start with mute consonant letters and vowel sounds
• Identify and use definite article the
• Write a simple poems using a poem as a model
• Articulate hard and soft sounds of c and g

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• recognize and apply capitalization properly.
• understand the use of the articles a, an, and the.
• write simple shape poems.
• pronounce correctly words which have hard and soft sounds of c and g.

RESOURCES REQUIRED:
• Chart papers

METHOD:
• **Capital letters:** Ask students to read the information about London and underline all the capital letters. Next ask them to look at the underlined letters carefully and think why capital letters have been used. Ask them to note that capital letters have been used:
  ▪ at the beginning of sentences
  ▪ for the names given to people and places
  ▪ and finally for the names of books.
Students must practice these rules with the help of examples. Write down a few sample sentences on the board and ask for volunteers to capitalize them.

For example:
omair went to tariq road on saturday.
quetta is quite cold in december.
ahmed and i read the book together.
خطی تولید

سقّیع

مناصر

• کہا جانے والا ضرورت ہے تو ہم کیا جائے گا؟

• تجربہ کیلئے اور علاقوں کی مختلف دلیا اور کسانی کا استعمال

• مخصوصاً جزو کا کام (ان، ار) کے استعمال کو جھاں گا۔

• سادہ سسٹم کی انسان کی کمک کے لیے قواعد کی فضائیہ کا درست کرنا

• سکیے کے لیے وکار امدادی اشیا:

• چپات نعتر:

طریقہ کار:

پہلے تجربہ کیلئے (عوام 21): یہ عامل کے سمتی 18 پر ہیں کہ انسان سے منحصر معلومات پر پہلا اور پیشے ہر تجربہ کی کوئی خاکہ کے چانسی سے کیے جا سکتے ہیں۔

• سختی سے کیا کہ کسی کا اور علاقوں کا درست کرنا

• سکیے کے لیے قواعد کی

• افراد کی امداد کے لیے

• اور باشکرد کے لیے

• طالبہ مالا کی حد سے ہدایت کا استعمال کی

• اور پر چھپنے ویلے پکڑنے کے لیے قواعد کی

omair went to tariq road on saturday.
quetta is quite cold in december.
ahmed and i read the book together.
• **Articles; a, an, the:** Write ‘A’, ‘AN’, and ‘THE’ in bold letters on the board. Explain that these three little words are called articles and play a very important role in sentences.

  - **The:** Explain that *the* is used with singular as well as plural nouns. Remind the class that a singular noun refers to one person, place, thing, or animal while a plural noun refers to more than one person, place, thing, or animal. Reinforce this concept with the help of examples:
    - The girl did her homework.
    - The girls did their homework.
    - Explain that we use *the* when the person, animal, place, or thing is mentioned a second time.
    - e.g. We called a taxi to take us to school. The taxi came in time.
    - Explain that we also use *the* before a person, place, or thing that is familiar.
    - e.g. The gardener is cutting the flowers. (familiar person)
    - The aeroplane is late. (the aeroplane that the person is waiting for)
    - Also we use *the* when it is very clear which person, place, or thing we are talking about.
    - e.g. I spoke to the new student in my class.

  - **A and An:** Explain *a* and *an* are only used with singular nouns. They must remember that *a* is used before words that begin with a consonant while *an* is used before words that begin with vowels — *a*, *e*, *i*, *o*, or *u* or words that begin with a vowel sound. Re-inforce this concept with the help of examples:
    - A girl played on the street.
    - An apple is good for health.
    - Also point out that we use *a* or *an* when we speak of a person, a thing, a place, or an animal for the first time.
    - e.g. We called a taxi to take us to school. The taxi came in time.

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

1. The boy loved riding his bike.
2. Nasir and Neha found a shell at the beach.
3. ‘We rode an elephant at the zoo,’ said Ali.
4. An apple a day keeps the doctor away.
5. Alina watched the movie, ‘The Lost World,’ with her family.
6. ‘Have you bought a new dress?’ Sara asked.
7. We have a large swing in our garden.

• **Shape poems:** Explain to the students that shape poems are written in different shapes. In a shape poem shapes and spaces are used along with words to create a mental picture of a particular topic. Ask students to look at the shape poems of their
The girl did her homework.
The girls did their homework.

We called a taxi to take us to school. The taxi came in time.

The gardener is cutting the flowers.
The aeroplane is late.

I spoke to the new student in my class.

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

We called a taxi to take us to school. The taxi came in time.

1. The boy loved riding his bike.
2. Nasir and Neha found a shell at the beach.
3. "We rode an elephant at the zoo," Ali said.
4. An apple a day keeps the doctor away.
5. Alina watched the movie, The Lost World, with her family.
6. "Have you bought a new dress?" Sara asked.
7. We have a large swing in our garden.
Writing letters

textbook. Ask students what is special about these poems. Ask them how the shape poems are alike. Ask them to think of some simple animals (like a cat or a dog) or objects (like a football or a hat) which they can draw and write easily about. Tell them to brainstorm descriptive words for their chosen object, follow the given instructions, and create their own shape poem. Tell them to draw the shape on a piece of chart paper and copy their poem down. Display the shape poems on the class board.

• **Hard and soft sounds of c and g:** Write the following on the board:

| A soft ‘c’ is pronounced as ‘s’ in cell, city, distance, juice, etc. |
| A hard ‘c’ is pronounced as ‘k’ in call, class, correct, cup, etc. |
| A soft ‘g’ is pronounced as ‘j’ in gentle, giant, large, etc. |
| A hard ‘g’ is pronounced as ‘g’ in gate, great, gum, etc. |

Explain that some words have both hard and soft sounds of the letters c and g. For example: success, circulate, clearance, bicycle, vacancy, garage, gauge, geography, gigantic, gorgeous, etc. Read the words aloud clearly laying emphasis on the hard and soft sound and ask students to repeat after you.

Now ask students to complete the given exercise.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Capital Letters:</strong> Students understand the use of capital letters. They to practice using capital letters.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Articles; a, an, the:</strong> Students understand the use of articles and complete the exercise.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Shape poems:</strong> Students read the shape poems and create their own shape poems.</td>
<td>30 min</td>
</tr>
<tr>
<td>4. <strong>Hard and soft sounds of c and g:</strong> Students understand the use of hard and soft sounds c and g. They practice further by completing the writing task.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

• **Shape poems:** Ask students to give poems as gifts. Encourage them to write a shape poem in honour of someone who’s having a birthday soon or as a gift for an upcoming holiday. Ask them to consider which shape the recipient would like best. Tell them to create their shape poem on colourful paper, decorate it, and present it to their friend or relative as a gift.
Shape Poems

Shape poems (صفحہ 23) are a type of poetic form where the arrangement of lines is designed to reflect the shape of the object being described. This page contains a table that lists different shapes and the corresponding poems that describe them. The table includes columns for the shape, description of the poem, and the number of lines. The shapes range from simple geometric forms like circle, square, and triangle to more complex forms like a key or a face.

The table also includes a brief explanation of the poems, indicating that they are designed to visually represent the shape they describe. The poems use a variety of refrains and repetition to emphasize the shape's characteristics.

At the bottom of the page, there is a note that mentions the book "Shape Poems" by Oxford University Press.

The page also contains a section on "الشکل بندی" (شکل بندی) which translates to "Shape" in English, and it appears to be a chapter or section title in a larger work related to Urdu language or literature.

The page number at the bottom right corner is 67.
LESSON 1

OBJECTIVES:

• Answer questions related to text
• Relate their reading to their own feelings and experiences
• Understand and use subject, verb, object patterns in simple sentences
• Recognize, find out, create, and use rhyming words and write simple poems

LEARNING OUTCOMES:

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

• answer simple questions related to a text.
• understand and use subject, verb, object pattern to construct simple sentences.
• recognize, find out, create, and use rhyming words to write simple poems.

RESOURCES REQUIRED (TEACHING AIDS):

• Pictures showing people helping each other
• Chart papers
• Copies of Worksheet 3

METHOD:

• Introduction: Collect pictures that show people helping each other. You can cut them out from magazines or newspapers. Show these pictures to your students. Ask students to explain how the various people in the pictures are being helpful or showing their friendship. List some of these qualities on the board. Using the list that the students have just made, ask them to list ways in which they can help in the classroom. Why are the things they have listed helpful? What would happen if the things listed were not done? Each student should be able to tell why the task is helpful to the classroom (whatever they suggest).

• Reading time — Helping others: Ask students to read the given text. Assign volunteers to read and role-play the dialogues of Nasir, Neha, Zahir, Nasir and Neha’s mother, and Zahir’s mother. Take the part of the narrator and, along with your volunteers read aloud the text. Pause at places and ask simple questions to check comprehension.

• Discussion and activity time: Ask students to think about each of the following questions carefully first.
قسم 1
مختصر

متن سے متعلق سوالات کے صحابہ اور دیگر
پڑھی جوہر کا اصل پہلا روزت اور پھر سے متعلق بزرتا
قابل فصل اور پس منند کے متعلق کو فصل اور پس منند کے متعلق کے بڑے کرکے کہا جاتا ہے。
تم کاپی اور پس منند کے متعلق بزرتا ہے۔ مغل کرکے کہار زمانہ کے سادے فصل کے مختلف کیا?

نتیجہ

اس قسم کے اختیار کے طبقاً کون گذاشتہ ہوا ہے۔ جنینہن سے متعلق سادے فصل کے بڑے کرکے کہا ہے کہ
پڑھی جوہر کا اصل پہلا روزت اور پھر سے متعلق بزرتا ہے۔ مقیم اور پس منند کے متعلق کو فصل اور پس منند کے متعلق کہا ہے۔ مغل کرکے کہار زمانہ کے سادے فصل کے مختلف کیا?

تقریباً کے لیے ورکر امدادی اشیا

ایک تاپواں سے منی لگا اور دومر کے متعلق کہار زمانہ ہے۔ نظریہ نہ رہی ہے۔ دونوں (ایک تاپواں انتظامی اور دومر کے مختلف کے)

چاہے مشترکہ

ورک شیو 3 کی انتظام

طریقہ کار

تغیف: اپنی تاپواں پر کہا گھی میں منی لگا اور دومر کے متعلق کہار زمانہ ہے۔ نظریہ نہ رہی ہے۔ دونوں (ایک تاپواں انتظامی اور دومر کے مختلف کے)

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Helping others

- What five qualities should a good friend have?
- Has any of your friends helped you in a big or small way? Tell others who helped you and how.
- Do you think Nasir and Neha could have helped Zahir in some other way also? What could they have done?

Now ask them to discuss their answers with a partner. Next they must share their answers with the rest of the class.

Then divide the class into groups of five. Provide each group with chart paper and explain the task. The students must discuss all the tasks that need to be done to clean their street and how they would divide all the duties. What else can they all do to try and win the reward? Tell them to share their ideas in class.

Next, ask them to think about how they can help in keeping their class and school clean? After this they can design a poster telling how to keep their school clean.

- Writing time: Ask students to work independently to complete the exercise.

- Subject and predicate: Explain to your students that a sentence is a group of words that expresses a complete thought. Write the following on the board and ask students whether they are sentences:
  - Ammar plays in the park.
  - Maryam went shopping with a friend.
  - a kite

After eliciting students’ responses explain that both (1) and (2) are sentences, but (3) is not a sentence as it does not express a complete thought. However, we can make a complete sentence by adding a few words to this sentence.

- Nasir and his friend bought a kite.

Now explain that every sentence has a subject and a predicate. Point out that the subject usually contains the main noun, and the predicate tells what the subject is doing, which contains the verb of the sentence. Ask students to look at the three sentences on the board again. Now underline the subjects first. The subjects would be ‘Ammar’, ‘Maryam’ and ‘Nasir and his friend’. Next circle the predicates. The predicates would be ‘plays in the park’, ‘went shopping with a friend’ and ‘bought a kite’.

For further practice ask students to write their own sentences on the board, and then identify the subject and predicate in each sentence.

- Subject-Predicate game: Divide the class into two groups. Ask each member of the first group to think of an interesting subject and write it down on a sheet of paper. Ask each member of the second group to think of really interesting predicates. Now ask the two groups to mingle. Each member of the subject group must pair up with a member of the predicate group. Ask each pair to read their sentences.
Ammar plays in the park.
Maryam went shopping with a friend.
a kite.

- Nasir and his friend bought a kite.

Field trips: Name: Nizar
Origin: Iran
Age: 10 years
Class: 4th grade

When did you last go on a field trip?
I went on a field trip last month.
What did you do on that field trip?
We went to a museum.
What did you see at the museum?
We saw many interesting things.
What did you learn on that field trip?
I learned a lot about history.

Subject and Predicate

Field trips: Name: Mary
Origin: Indonesia
Age: 12 years
Class: 5th grade

When did you last go on a field trip?
I went on a field trip last year.
What did you do on that field trip?
We went to a nature reserve.
What did you see at the nature reserve?
We saw many animals.
What did you learn on that field trip?
I learned a lot about wildlife.

Oxford University Press
Helping others

• Writing time: To further practice subjects and predicates ask students to complete Exercises B and C.

• Subject-Verb-Object: Divide the board into three sections. Recap that a sentence is made up of a subject and a predicate. Tell your students that a predicate must contain a verb and may also contain an object. Explain that in every simple sentence we find a verb and verbs are doing words. The subject of a sentence is a noun, usually the person or thing that performs the action for example in the sentences ‘the girl jumps’, or ‘the dolphins jump’, girl and dolphins are the subjects. They perform the action. ‘The footballer catches’ is a sentence but one might ask ‘what does he catch?’ This part of the sentence is called the object. The object comes after the verb. What does a monkey eat? A monkey eats bananas. What does the singer play? The singer plays a guitar. ‘Bananas’ and ‘a guitar’ are the objects. Write the definition of a subject, verb and object on the board.

  ▪ The subject of the sentence tells us who or what the sentence is about. It may be a noun or a pronoun.
  ▪ The verb is the action word and tells us the action being performed by the subject.
  ▪ The object tells what or who is the action is done to or for. The object represents to whom or for whom the action takes place.

Explain that they may create sentences using the subject-verb-object pattern. Ask for volunteers to come to the board and write sentences using the subject, verb, object pattern. Other volunteers may practice identifying the subject, verb, and object in these sentences. Continue this practice till you are sure that everybody understands the concept.

• Writing time: To practice sentence construction further ask students to complete Exercises D and E.

• Friends: Ask students to think about their best friend. What are the qualities that their best friend possesses? What is their best friend like? What are his or her likes and dislikes? Ask them to write a short paragraph describing their best friend. They can also draw a picture of their best friend. Then ask them to read the poem ‘Friends’ and complete the given tasks.
What does a monkey eat? A monkey eats bananas. What does the singer play?
The singer plays a guitar.

- Subject of the sentence tells us who or what the sentence is about. It may be a noun or a pronoun.
- The verb is the action word and tells us the action being performed by the subject.
- The object tells what or who is the action is done to or for. The object represents to whom or for whom the action takes place.
**SUGGESTED LESSON OUTLINE (4 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Introduction</em>: Discuss the importance of helping others.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <em>Reading time — Helping others</em>: Students read how Nasir and Neha help their friend.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <em>Discussion and activity time</em>: Students work in pairs to discuss the qualities of a good friend and ways in which they can help a friend in need. Next, they make a poster.</td>
<td>25 min</td>
</tr>
<tr>
<td>4. <em>Writing time</em>: Students work independently to complete the exercise.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <em>Subject and predicate</em>: Students learn to define and identify subject and predicate in a sentence with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <em>Subject-Predicate game</em>: Students practice forming sentences using different subjects and predicates.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <em>Writing time</em>: To further practice subject and predicates, students complete the exercises.</td>
<td>15 min</td>
</tr>
<tr>
<td>8. <em>Subject-Verb-Object</em>: Students define subject, verbs, and object and practice forming sentences using the subject, verb, and object pattern.</td>
<td>20 min</td>
</tr>
<tr>
<td>9. <em>Writing time</em>: Students complete the exercises.</td>
<td>10 min</td>
</tr>
<tr>
<td>10. <em>Friends</em>: Students talk about their best friend. Identify and use rhyming words to create a simple poem and share it with the rest of the class.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**
- Students complete *Worksheet 3* for further practice of subject, verb, object pattern.
## سباق کا جوہر خاکی (جماعت کے 4 بیر فیل)

<table>
<thead>
<tr>
<th>دورانیے</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>1. ظالہ پھاڑی بنا لیا ہے دورون کی بہر ان کی انتیت پر علاوہ خالی کریں گے‌‌</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>2. ظالہ کا وقت۔ دورون کی بہر ظالہ پھاڑی کے ناک کے رومیزی ہوں ہے اس ہدایت پر استعمال کرا بہریں۔</td>
</tr>
<tr>
<td>25 منٹ</td>
<td>3. جہاں خالی اور سہرگیری کا وقت۔ ظالہ نہیں بنا لیا ہے عام کریں اور اپنے دورون کی درجہ بندی کے بارے میں جانتا پر حفظ کریں۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>4. کل کے وقت میں ظالہ سب اور کریں اور مشق C کام کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>5. نظام رہاوی۔ ظالہ مہاوار سے سنجے میں خالی اور سہرگیری کے بارے میں ناک کے رومیزی اور اس کی تحریر کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>6. فعال سہرگیری کمکی میں ظالہ سب اور سہرگیری کے بارے میں ناک کے رومیزی کریں۔</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>7. کل کے وقت میں ظالہ سب اور سہرگیری کے بارے میں ناک کے رومیزی دی جائے شامل E کام کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>8. فعال سہرگیری میں ظالہ اور سہرگیری کے بارے میں ناک کے رومیزی کریں اور دوسرے مقام پر ناک کے رومیزی کریں۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>9. کل کے وقت میں ظالہ دی جائے شامل D کام کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>10. دوسرے ظالہ سب اور سہرگیری کے بارے میں ناک کے رومیزی کریں اور تحقیق کریں۔</td>
</tr>
</tbody>
</table>

## توصیہ سرگرمیان

- ظالہ سب اور سہرگیری کے بارے میں ناک کے رومیزی کے لئے دورہ مشق کمک کریں.
LESSON 1

OBJECTIVES:

• Write guided paragraphs
• Use joining words and, or, and but to show addition, alternative, and contrast, and because to express reason
• Pronounce minimal pair words

LEARNING OUTCOMES:

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

• independently write brief descriptive paragraphs on any given topic.
• write different kinds of sentences using the present and past continuous tenses.
• understand the use of conjunctions and use them in sentences of their own.

RESOURCES REQUIRED (TEACHING AIDS):

• Pictures of modern trains

METHOD:

• Introduction: Begin your lesson by asking students if they have ever travelled in a train. Ask several students to describe their experience. What was the station like? Was the train compartment comfortable? What did they see from the window after the train started moving? After a brief discussion, tell your students they will be learning more about railways. You can ask the students to research and find out interesting facts about the railway system.

• Reading time: Ask your students to read the text on railways and note what Zahir noticed at the railway station: (The platform is very crowded with passengers and their friends and relatives. The porters in red uniforms carried the luggage; they sometimes carry heavy trunks on their heads. There are small shops selling magazines, food, and other spicy snacks.) Ask students to imagine themselves at a platform. What are the things they would see and notice there?

• Discussion time: Ask students to think carefully about the questions in the discussion activity and share their views with a partner. Give them some time for this and then ask different pairs to discuss their opinions with the rest of the class. After discussing what the trains of the future would be like, ask students to draw the train of the future on sheets of loose paper. Display their work on the class board.
سکنٹ 1

متنصد: 
- روحوں پر چیں اور آف ہے
- اضافہ کے اس لئے لیے خوف رہی پر
- میں باور ہوں کہ یہ بات جن میں باور ہوں
- استعمال کرتا because اور or, and

ناراگ: 

اس سکنٹ کے اخلاص پر غالب کو ان تمام لوگوں سے باہر ہے کہ:
- بہت نیچے ہیں میں بالکہ ہیں لیے کہ ہے کہ ہیں۔
- دمہ دمہ کہ میں خود پر چیں پر آف آف ہے۔
- ہیں جانہ راہ راستہ ہیں پر تجربہ کرتا ہے جوہ یہ کہ ہیں۔
- خوف علی کہ ہیں میں ہیں اور پر چیں پر ہیں میں استعمال کرتا ہے۔

کلرنس کے لئے لیے درکار اہمیتی اشیاء:

- جیدہ دین گاڑی کی تحقیق

طریقہ کار:

- اچگر: سکنٹ کا اخلاق پر غالب کو ان تمام لوگوں سے باہر ہے کہ ہیں۔
- ہیں جانہ ہیں راہ راستہ ہیں پر تجربہ کرتا ہے جوہ یہ کہ ہیں۔
- ہیں میں بالکہ ہیں لیے کہ ہے کہ ہیں۔
- بہت نیچے ہیں میں ہیں

- پیچھے کا وقت (سالم 34 اور 35): غالب کو ان تمام لوگوں سے باہر ہے کہ ہیں۔
- ہیں جانہ ہیں راہ راستہ ہیں پر تجربہ کرتا ہے جوہ یہ کہ ہیں۔
- ہیں میں بالکہ ہیں لیے کہ ہے کہ ہیں۔
- بہت نیچے ہیں میں ہیں

- پیچھے کا وقت (سالم 35): غالب کو ان تمام لوگوں سے باہر ہے کہ ہیں۔
- ہیں جانہ ہیں راہ راستہ ہیں پر تجربہ کرتا ہے جوہ یہ کہ ہیں۔
- ہیں میں بالکہ ہیں لیے کہ ہے کہ ہیں۔
- بہت نیچے ہیں میں ہیں
• **Writing time:** Ask students to read the text again underlining the words given in Exercise A. They can try to guess the meanings of the words using context clues. Finally ask them to check the meanings of the words from the dictionary and use them in sentences of their own.

Next, tell your students they will be writing a descriptive paragraph. Help them by asking them to imagine they are at a bus stop or an airport. Ask them to think what they would see, hear, or smell and then note down these points. Using these points students can then complete Exercise B.

• **Research work:** Divide the class into groups of four. Ask each group to research and prepare a presentation on aeroplanes focusing on the invention and history of aeroplanes. They may even include ideas about what the planes of the future might look like. Ask them to share their presentation with the rest of the class.

• **The present continuous tense:** Draw two columns on the board. Give the headings ‘The Present Continuous Tense’ and ‘The Past Continuous Tense’. Explain that we use the present continuous to talk about something that is happening at the time of speaking. The action has not finished. For example, ‘He is speaking to Nasir.’ ‘The students are working hard to complete their assignment.’ The past continuous tense is used to say that an action was in progress at a particular time in the past. The action had already started at this time, but had not finished. For example, ‘He was speaking to Nasir.’ ‘The students were working hard to complete their assignment.

Write the following sentences in the present continuous tense on the board and ask your students to change them into the past continuous tense.

- The train is leaving the platform.
- I am trying to understand the present continuous tense.
- Sara is cooking the food.
- The bell is ringing.
- Mr Ahmed is giving the medicine to the patient.

Write the following sentences in the past continuous tense and ask your students to convert them to the present continuous tense.

- My friends were playing football.
- We were sleeping at our grandmother’s house.
- Sana and I were shopping yesterday.
- Mariam was waiting for me.
- I was running, as I was late for school.

After sufficient practice, ask your students to complete Exercise D.

Now move on to the three main forms of the present continuous tense: the **affirmative**, the **negative**, and **questions**. Divide the board into three columns. Give each column the following headings: Affirmative, Negative, and Questions. Now in the first column write affirmative statements in the present continuous tense. First change these
The Past Continuous Tense' and 'The Present Continuous Tense'

- The train is leaving the platform.
- I am trying to understand the present continuous tense.
- Sara is cooking the food.
- The bell is ringing.
- Mr. Ahmed is giving the medicine to the patient.
- My friends were playing football.
- We were sleeping at our grandmother’s house.
- Sana and I were shopping yesterday.
- Mariam was waiting for me.
- I was running, as I was late for school.

Questions (the affirmative)
- A: Zainab was reading a book yesterday. B: Yes, she was.
- A: Was Zainab reading a book yesterday? B: Yes, she was.
- A: Was Zainab reading a book yesterday? B: No, she wasn’t.

Questions (the negative)
- A: Zainab was reading a book yesterday. B: No, she wasn’t.
- A: Was Zainab reading a book yesterday? B: No, she wasn’t.
- A: Zainab wasn’t reading a book yesterday. B: Yes, she was.
- A: Was Zainab wasn’t reading a book yesterday? B: Yes, she was.
- A: Was Zainab wasn’t reading a book yesterday? B: No, she wasn’t.
statements into negatives and questions yourself and then ask volunteers to do so on the board. Continue this practice till you are sure your students are comfortable with writing all kinds of statements in the present continuous tense. You may repeat the same activity with the past continuous tense.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am playing.</td>
<td>I am not playing.</td>
<td>Am I playing?</td>
</tr>
<tr>
<td>You are playing.</td>
<td>You are not playing.</td>
<td>Are you playing?</td>
</tr>
<tr>
<td>He/She/It is playing.</td>
<td>He/She/It is not playing.</td>
<td>Is he/she/it playing?</td>
</tr>
<tr>
<td>We are playing.</td>
<td>We are not playing.</td>
<td>Are we playing?</td>
</tr>
<tr>
<td>You are playing (plural).</td>
<td>You are not playing.</td>
<td>Are you playing?</td>
</tr>
<tr>
<td>They are playing</td>
<td>They are not playing.</td>
<td>Are they playing?</td>
</tr>
</tbody>
</table>

Ask students to complete Exercises E, F, and G.

- **Conjunctions:** Revise conjunctions by explaining that a simple sentence has one subject and one verb. In order to make our writing more interesting, we can use two or more short, independent, simple sentences joined by conjunctions, which are also called joining words. For example, ‘I do not like pizza.’ is a simple sentence and ‘I like biryani.’ is also a simple sentence. We can join these together to make one, longer and more interesting sentence with the help of a conjunction:–

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

  Reinforce this concept with more examples.

  Tell your students that they must use conjunctions 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 took an umbrella. It was raining.
  - I took an umbrella and it was raining.
  - I took an umbrella as it was raining.
  - I took an umbrella but it was raining.
  - I took an umbrella so it was raining.

  Some of the sentences given above do not make sense. Therefore, not all conjunctions can be used in a sentence indiscriminately. We must pay careful attention while choosing conjunctions.
<table>
<thead>
<tr>
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<th>Negative</th>
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<tbody>
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<tr>
<td>You are playing.</td>
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<td>Are you playing?</td>
</tr>
<tr>
<td>He/She/Its is playing.</td>
<td>He/She/Its is not playing.</td>
<td>Is he/she/it playing?</td>
</tr>
<tr>
<td>We are playing.</td>
<td>We are not playing.</td>
<td>Are we playing?</td>
</tr>
<tr>
<td>You are playing (plural).</td>
<td>You are not playing.</td>
<td>Are you playing?</td>
</tr>
<tr>
<td>They are playing.</td>
<td>They are not playing.</td>
<td>Are they playing?</td>
</tr>
</tbody>
</table>

- **Objective**: S and Past Simple forms for expressing liking/unliking. The form is 'I like/unlike + Noun'.

- **Subjective**: Used to express feelings/disinterest. The form is 'I don't like + Noun'.

- **Mixed**: Used for mixed feelings or conditional liking. The form is 'I like/not like + Noun'.

- **Dependent**: Used for dependent liking or disliking. The form is 'I like/not like + Noun + because + reason'.

- **Contrastive**: Used to express contrast or comparison. The form is 'I like one thing more than another'.

- **Temporary**: Used for temporary liking or disliking. The form is 'I like/not like + Noun + when + condition'.
• **Writing time:** Write the following conjunctions on the board: where, before, after, until, since, when, whenever, while, although, though, whether, as, so. Ask your students to use these conjunctions to join the sentences given below.
  - The road was clear. She drove away.
  - It was extremely dark. The lights were switched off.
  - I cannot be sure. We may change our plans if the weather is bad.
  - The boys were eating pizzas. We saw them at dinner.
  - I thought that she was the culprit. I cannot be sure.
  - They have been much happier. They came back from their vacation last year.

Ask your students now to further practice conjunctions by completing **Exercise H**.

• **From a Railway Carriage:** Read aloud the poem. Ask your students if they have ever been on a train journey. Have they ever enjoyed the view out of a train window? What did they see? Did they see fields, animals, plants, huts, houses, people, etc.? Discuss all the things that the poet sees. Ask students to complete the writing task.

**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 are introduced to modern trains through pictures and discussion.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students look closely at a descriptive paragraph and read the passage.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Discussion time:</strong> Students share their views about the future of trains and try to draw their concept of the train of the future.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Writing time:</strong> Students complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Research work:</strong> Students complete a research assignment on aeroplanes. They also design the plane of the future.</td>
<td>30 min</td>
</tr>
<tr>
<td>6. <strong>The present continuous tense:</strong> Students learn to form different types of sentences in the present continuous tense and the past continuous tense. They complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Conjunctions:</strong> Students learn how to join simple sentences using conjunctions. They complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. <strong>From a Railway Carriage:</strong> Students read the poem and complete the given tasks.</td>
<td>30 min</td>
</tr>
</tbody>
</table>
The road was clear. She drove away.

It was extremely dark. The lights were switched off.

I cannot be sure. We may change our plans if the weather is bad.

The boys were eating pizzas. We saw them at dinner.

I thought that she was the culprit. I cannot be sure.

They have been much happier. They came back from their vacation last year.

**From a Railway Carriage**

**Summary**

Use a capital letter for the first word of each sentence. Begin with **“From a Railway Carriage”**.

---

**Table**

<table>
<thead>
<tr>
<th>Period</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Select a carriage: A or B. If A, the carriage is packed. If B, the carriage is empty.</td>
</tr>
<tr>
<td>20 min</td>
<td>Enter the carriage.</td>
</tr>
<tr>
<td>10 min</td>
<td>Wait for permission to enter.</td>
</tr>
<tr>
<td>20 min</td>
<td>Leave the carriage.</td>
</tr>
<tr>
<td>30 min</td>
<td>If A: Continue with the journey. If B: Restart the journey.</td>
</tr>
<tr>
<td>30 min</td>
<td>If A: Complete the journey. If B: Restart the journey.</td>
</tr>
</tbody>
</table>

---

**Notes**

- The journey starts at carriage A if the carriage is packed. If the carriage is empty, the journey starts at carriage B.
- The journey ends at carriage B if the carriage is packed. If the carriage is empty, the journey ends at carriage A.
LESSON 1

OBJECTIVES:

• Understand and use personal and reflexive pronouns
• Write the central idea of a poem in simple language
• Demonstrate use of subject verb agreement

LEARNING OUTCOMES:

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

• understand and use different kinds of pronouns.
• demonstrate their understanding of subject-verb agreement.
• write the central idea of a poem.

RESOURCES REQUIRED (TEACHING AIDS):

• A map of America and pictures of the American flag, a rose, and the bald eagle
• Chart papers
• Copies of Worksheet 4

METHOD:

• Introduction: Ask your students to name the seven continents: Asia, Africa, North America, South America, Europe, Australia, and Antarctica. Explain that America is a continent which has been discovered only recently. Show your students the map of America and the American flag.

Share the following basic facts about America:

• The United States of America gained independence on July 4, 1776.
• Its capital is Washington, District of Columbia (Washington, D.C.)
• National Bird: Bald Eagle
• National Flower: Rose
• National Anthem: Star-Spangled Banner
• National Holidays: Easter, Christmas, New Year’s Day, Thanksgiving, Fourth of July, Martin Luther King Day, Presidents’ Day, Memorial Day, Labor Day, Columbus Day, Veterans Day
Section 1

Controversy:

- Negative views on the use of湖北 or the existence of such a concept.
- Debate on the merits of a centralized or decentralized system of governance.
- Challenges in implementing a centralized or decentralized approach.

Result:

1. The controversy arises from the lack of a clear understanding of the concept of湖北 or its benefits.
2. The debate is further complicated by the varying perspectives on the role of the central government.
3. The implementation of a centralized system faces numerous obstacles.

For example:

- North America (North America), Africa (Africa), Asia (Asia), Europe (Europe), South America (South America), Antarctica (Antarctica), Australia (Australia), and the debates surrounding their governance models. (Canada, Argentina, Colombia, and the debates surrounding their governance models.

- The controversy stems from the lack of a clear understanding of the concept of湖北 or its benefits.

- The debate is further complicated by the varying perspectives on the role of the central government.

- The implementation of a centralized system faces numerous obstacles.

- For example:

- North America, Africa, Asia, Europe, South America, Antarctica, Australia, and the debates surrounding their governance models.

- The controversy stems from the lack of a clear understanding of the concept of湖北 or its benefits.

- The debate is further complicated by the varying perspectives on the role of the central government.

- The implementation of a centralized system faces numerous obstacles.

- For example:

- North America, Africa, Asia, Europe, South America, Antarctica, Australia, and the debates surrounding their governance models.
The discovery of a new continent

- **National Heroes:** George Washington, Thomas Jefferson, James Madison, Abraham Lincoln (Presidents), Benjamin Franklin, Patrick Henry, Paul Revere, Samuel Adams (Patriots), Martin Luther King Jr. (Civil Rights Leader), Rev. Billy Graham (Evangelist).

- **Reading time:** Tell your students that now they will read about Christopher Columbus. Read the passage pausing at intervals to ask simple questions.
  
  For example:
  - Where was Christopher Columbus from?
  - What did Columbus’s father do?
  - Why was it difficult for Europeans to reach India and China in those days?
  - Where did Columbus originally want to go?
  - What did the king and queen of Spain give Columbus?

- **Discussion time:** Take your students to the library. Divide the class into groups of 4 or 5 and ask them to use the atlases and encyclopedias in the library to complete the discussion activity. After the students have researched and noted their responses, ask them to discuss these with each other. Next, let different groups share their findings with the rest of the class.

- **Writing time:** Ask students to complete the writing exercises.

- **Activity time:** Divide the class into groups again. Ask each group to find out information on any one personality. Provide each group with chart papers so that they can design a poster for display.

- **Pronouns:** Ask your students to define pronouns. Review that a pronoun is a word that is used instead of a noun. Tell your students they will be learning four types of pronouns: **Subjective**, **Objective**, **Possessive**, and **Reflexive** pronouns. Divide the board into four columns:

  - **Subjective pronouns:** Give the first column the heading subjective pronouns. Explain that subjective pronouns take the place of the subject in a sentence. *I, you, he, she, it, we, you, they* function as the subject of a sentence:
    - I live in Karachi.
    - Do you like playing football?
    - He does not want to eat bananas.
    - She works in Lahore.
    - It was raining yesterday.
    - We are studying pronouns in class.
    - You went to London last year.
    - They bought a new house last month.

  Write the above examples on the board and identify the subjective pronoun in each example. Now use a verbal drill to practice subjective pronouns. Tell your students they will be playing ‘the pronoun game’ with you. Use a small ball for this game. Tell your students that you will randomly throw this ball to them and say aloud a subjective pronoun. Once they catch the ball they have to make a sentence using the subjective
Where was Christopher Columbus from?
What did Columbus’s father do?
Why was it difficult for Europeans to reach India and China in those days?
Where did Columbus originally want to go?
What did the king and queen of Spain give Columbus?

Subjective Pronouns
I live in Karachi.
Do you like playing football?
He does not want to eat bananas.
She works in Lahore.
It was raining yesterday.
We are studying pronouns in class.
You went to London last year.
They bought a new house last month.

Subjective Pronouns
I, you, he, she, it, we, you, they
pronoun you gave them. They will throw the ball back and the game will continue. Give different subjective pronouns to different students until you are sure your students understand the use of subjective pronouns.

**Objective pronouns** – Give the second column the heading objective pronouns. Explain that objective pronouns take the place of the object in a sentence. *Me, you, him, her, it, us, you, them* serve as the object of a verb.

- Give me the salt.
- He told you to complete your homework.
- She asked him to close the door.
- They visited her in London.
- She bought it only yesterday.
- He picked us up at the airport.
- The teacher asked you to finish your homework.
- I invited them to lunch.

Write the above examples on the board and identify the objective pronoun in each sentence. Then play a similar game as outlined above, but this time give them an objective pronoun to make sentences with. Give different objective pronouns to different students till you are sure your students understand the use of objective pronouns.

**Possessive pronouns**: Give the third column the heading possessive pronouns. Explain that possessive pronouns function as a possessor and are used to show ownership or relationship. *Mine, yours, his, hers, its, ours, yours, theirs* show that something belongs to someone. Note that the possessive pronouns are similar to possessive adjectives (*my, his, her*). The difference is that the object follows the possessive adjective but does not follow the possessive pronoun.

For example:

**Possessive Adjective**: That is my book.

**Possessive Pronoun**: That book is mine.

- That bag is mine.
- This bag is yours.
- I’m sorry, that bag is his.
- Those books are hers.
- Those shelves are ours.
- Look over there, those bags are yours.

Write the above examples on the board and identify the possessive pronoun in each example. Then play the game to practice possessive pronouns. Give different possessive pronouns to different students till you are sure your students understand the use of possessive pronouns.
89

- Give me the salt.
- He told you to complete your homework.
- She asked him to close the door.
- They visited her in London.
- She bought it only yesterday.
- He picked us up at the airport.
- The teacher asked you to finish your homework.
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Possessive Pronouns

Possessive Adjective: That is my book.
Possessive Pronoun:

- That book is mine.
- That bag is mine.
- This bag is yours.
- I’m sorry, that bag is his.
- Those books are hers.
- Those shelves are ours.
- Look over there, those bags are yours.

Possessive Pronouns

- Mine, yours, his, hers, its, ours, yours, theirs.
- "Mine, yours, his, hers, its, ours, yours, theirs.
- A possessive adjective function as the first element in a noun phrase following the noun.

Example: "That is my book."
Reflexive pronouns: Finally give the fourth column the heading reflexive pronouns. Explain to your students that reflexive pronouns are used as the object in a sentence to show that the subject and the object are the same person or thing. *Myself, himself, herself, themselves, ourselves, yourself, yourselves* are all reflexive pronouns.

- I cooked a meal myself.
- He hated himself for his carelessness.
- She did not want to do the work herself.
- They said they would bring the supplies themselves.
- We were told to take care of our things ourselves.
- You must clean your room yourself.
- You all must clean your class yourselves.

Write the above examples on the board and identify the reflexive pronoun in each example. Then you can play the same game to teach reflexive pronouns.

- **Writing time:** Ask your students to read silently the explanations and examples and complete Exercises *A* and *B*.
- **Subject-verb agreement:** Write on the board, ‘What are verbs and subjects?’ Elicit answers from the students until you are able to establish that verbs are action words, e.g. eat, sleep, talk, walk, do, buy, etc. On the other hand, a subject is the person or thing doing the action, e.g. 
  
  I eat.  
  The dog sleeps.  
  George talks.  
  They walk in the garden.  

Then go on to explain that the subject of a sentence can be singular (one) or plural (many). E.g. This car is old. (singular) or These cars are old. (plural)

Emphasize that the verb form changes depending on whether the subject is singular or plural. E.g. The shopping mall (singular subject) was (verb) crowded. or The shopping malls (plural subject) were (verb) crowded.

Explain that in the given examples each of the verbs agrees with its subject.

**Practice drill:** Write simple sentences on the board and ask volunteers to select the correct verb or subject.

- I like/likes apples.
- We hate/hates waiting.
- You love/loves bananas.
- He / she / it like/likes pizza.
- They dislike/dislikes pears.
- She work/works at a hospital.
- We recommend/recommends swimming.
Use reflexive pronouns when you want to focus on yourself. For example, "I cooked a meal myself." "They said they would bring the supplies themselves." "We were told to take care of our things ourselves."

- I cooked a meal myself.
- He hated himself for his carelessness.
- She did not want to do the work herself.
- They said they would bring the supplies themselves.
- We were told to take care of our things ourselves.
- You must clean your room yourself.
- You all must clean your class yourselves.

- I eat.
- The dog sleeps.
- George talks.
- They walk in the garden.

- This car is old.
- These cars are old.

The shopping mall (singular subject) was (verb) crowded, or

The shopping malls (plural subject) were (verb) crowded.

- I like/likes apples.

- We hate/hates waiting.
- You love/loves bananas.
- He / she / it like/likes pizza. t
- They dislike/dislikes pears.
- She work/works at a hospital.
- We recommend/recommends swimming.
The discovery of a new continent

- The sun rises/rise in the east.
- The dog chases/chase the cat.
- The dogs chases/chase the cat.
- Roses are/is red.
- Practice is/are important.

Tell your students to remember that ‘s’ is added to the third person singular (he, she, it). This is the way most regular verbs in the present tense work.

Next, explain that not all verbs work in a regular way. Some of the most common verbs are irregular, e.g. be, go, do, have. Write on the board:

- ‘to do’ = I do - he / she / it does
- ‘to have’ = I have - he / she / it has
- ‘to go’ = I go - he / she / it goes

Give the following examples:

I do. We do. You do. They do. He/she/it does.
I have. We have. You have. They have. He/she/it has.
I go. We go. You go. They go. He/she/it goes.

**Practice drill**: Ask students to choose the correct verb:

- She do / does not like swimming.
- They does / do a lot of work.
- It has / have an old room.
- They has / have a lot of money.
- She go/goes to visit her relatives every month.
- I go/goes to play football every week.

- **Writing time**: Ask students to complete Exercises C and D.
- The sun rises/rise in the east.
- The dog chases/chase the cat.
- The dogs chases/chase the cat.
- Roses are/is red.
- Practice is/are important.

جواب: ہمہ ہاں ہے کہ لوگوں کی کئی مثال میں (he, she, it) کے ساتھ 'a' قبلاں پڑھائی جاتی ہے۔ یہ افعال تین اور ان کے جملے میں مورّف ہوتے ہیں۔

'جو' میں افعال نیاہے ٹیا کے جملے میں سے بن جاتے ہیں۔

-go، be، have، down

'to do' = I do - he / she / it does
'to have' = I have - he / she / it has
'to go' = I go - he / she / it goes

Give the following examples:
I do. We do. You do. He/she/it does.
I have. We have. You have. He/she/it has.
I go. We go. They go. You go. He/she/it goes.

She do/does not like swimming.
They does/do a lot of work.
It has/have an old room.
They has/have a lot of money.
She go/goes to visit her relatives every month.
I go/goes to play football every week.

I've reached the end of this great history.
And all the land will talk of me:
I shall not die; these seeds I have sown will save
My name and reputation from the grave.
SUGGESTED LESSON OUTLINE (5 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction:</strong> Discuss facts about America.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>2. Reading time:</strong> Students read the text.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>3. Discussion time:</strong> Students complete the activity by using the resources in their library.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>4. Writing time:</strong> Students complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>5. Activity time:</strong> Students complete a research activity and design posters on their chosen personality.</td>
<td>30 min</td>
</tr>
<tr>
<td><strong>6. Pronouns:</strong> Students learn the use of different types of pronouns.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>7. Writing time:</strong> Students complete the exercises.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>8. Subject-verb agreement:</strong> Students learn about subject verb agreement through examples.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

- Ask students to complete **Worksheet 4** to practice the use of pronouns and subject/verb agreement.
And men of sense and wisdom will **proclaim**

*When I have gone, my praises and my fame*

Wondeirst ki bhi koi shair khalid ho aise bhi koi khaana ko nahi khane kare. Koi base kia dekhi, to base kia dekhi. Liye koi khaana kie aapna khaye aise (these seeds I have sown) kia dekhi, to base kia dekhi. Liye koi khaana kie na aapna khaye aise (the land will talk of me).

Will save My name and reputation from the grave.

'The poet believes that men are remembered after their deaths due to their good deeds.'

<table>
<thead>
<tr>
<th>بند</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>قافل: ایسے کا اجرا دومن میں حاصل ہوہے پتے تھے</td>
</tr>
<tr>
<td>2</td>
<td>پتے کا وقت: ظاہری 39 اور 40 کا مل کر ہوئے</td>
</tr>
<tr>
<td>3</td>
<td>جوان: خیال کا وقت: ظاہری اور ظاہری کے ذرائع استعمال کر کے بہوں ضعیف 40 پر ممکنہ گم کر کر ہیں</td>
</tr>
<tr>
<td>4</td>
<td>گلمگا کا وقت: ظاہری 40 اور 41 کی مل کر ہوئے</td>
</tr>
<tr>
<td>5</td>
<td>سرگرمی کا وقت: ظاہری قابل کام مکمل کر کر ہیں</td>
</tr>
<tr>
<td>6</td>
<td>ضاقت: ظاہری ضاقت کے ذرائع کے بارے میں دلکش ہوئے</td>
</tr>
<tr>
<td>7</td>
<td>کلمہ کا وقت: ظاہری 39 اور ظاہری A کی مل کر ہیں</td>
</tr>
<tr>
<td>8</td>
<td>فعال پچل ضاقت: ظاہری قابل کام مکمل کر کے بارے میں دلکش ہوئے</td>
</tr>
<tr>
<td>9</td>
<td>کلمہ کا وقت: ظاہری C کی مل کر ہیں</td>
</tr>
<tr>
<td>10</td>
<td>قلم: ظاہری اور ظاہری کے ذرائع کے بارے میں دلکش ہوئے</td>
</tr>
</tbody>
</table>

**توپی اس کے سرگرمی:**

ظاہری ضاقت کے ذرائع کے بارے میں دلکش ہوئے کے لیے وکل شیف 4 کامل کریں.
LESSON 1

OBJECTIVES:

• Use appropriate vocabulary and tense to write simple descriptive paragraphs
• Use reading text as models for own writing
• Illustrate use of tenses in speech and writing
• Demonstrate use of words showing position, time and movement, and direction

LEARNING OUTCOMES:

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

• write short descriptive paragraphs.
• understand and use the future tense in their own writing.
• understand the use of prepositions.

RESOURCES REQUIRED:

• Pictures of modern day inventions
• Copies of Worksheet 5

METHOD:

• Introduction: Show pictures of some famous inventions: light bulb, printing press, computer, bicycle, air plane, telephone, automobile, steam engine, etc. As you show each picture, share some basic information about these invention with your students. Ask your students to share what they believe is the importance of these inventions.

  ▪ The light bulb
  Thomas Edison invented the light bulb. He made a filament that could last for 1200 hours.

  ▪ The printing press
  The printing press was invented by Johannes Gutenberg in the 15th Century. For the first time books were made widely available through the printing press.

  ▪ The computer
  Many people have worked hard to invent the modern computer. Even in the 17th century, scientists were building machines that could do basic mathematical equations. Today’s computers can do everything from sending us to space to beating us at games. Computers and computerized appliances have become a necessity of modern life.
سکنی 1

متن محتویات:

- ساده و واضح بیان گراف کلی که لی اجلاسیون ویژه مناسب انتخابی استعمال
- دریافت و پرداخت بیش از ۹۰ درصد پرداخت‌ها
- تأخیر و تأخیر بین مصرف بیان که لی اجلاسیون ویژه استعمال
- مقام، وقت، تأخیر اجلاس که لی اجلاسیون ویژه استعمال

نتایج:

- ای که اخلاقان ویژه گام یک قدم دیگر باماک نکرده است
- قصیده و قصیده بزرگ‌ترین کره تولید
- رفاه و رفاه خانواده ویژه استعمال کرده‌اند
- قدردانی که لی ویژه ایجاد اطلاعات

جدید و دورک اینجات که ترویج

وک شرط کی انتقال

ظریف کار:

- تماشا و ویژه انتخابات که اضلاع و گذشته سه لی اجلاسیون
- پیچ و پل، کسی که پسک، گلگت، پیچ، پل، پل، پل، پل، پل، پل
- گفتگو و گفتگو به جای آن که اجلاسیون
- لیاکت بن: حقایق و نکات
- پیچ و پل: چهار نکته و پیچ و پل

که پرسید: چهار نکته و پیچ و پل

که پرسید: چهار نکته و پیچ و پل

که پرسید: چهار نکته و پیچ و پل

که پرسید: چهار نکته و پیچ و پل

The time machine

- **The bicycle**
  Bicycles are the most energy efficient mode of transportation. Almost a billion bicycles are used today as children’s toys, exercise equipment, and means of travel.

- **The airplane**
  The Wright brothers were the first to build a working airplane in 1903.

- **The telephone**
  The telephone was invented by Alexander Graham Bell.

- **The automobile**
  In 1885 the first practical automobile was invented by Karl Benz. The French were the first to manufacture a complete motor vehicle with engine and chassis, but when Henry Ford streamlined the car manufacturing process in 1913 car ownership became affordable for many people.

- **The steam engine**
  The steam engine was the most important invention of the industrial revolution.

Ask your students to choose any one of these modern inventions and find more information about it. Tell them to create a poster showing five most important things they found out about this invention. Ask students to share this information with their classmates.

- **Reading and discussion time:** Tell your class they would be reading the story of an amazing invention. Assign any five students the roles of Asad, Salman, Rizz, Professor Zaki, and the narrator. Ask these students to read their parts. After reading, discuss the questions with your class. Let different students share their views.

- **Writing time:** Introduce the students to the concept of descriptive writing. Ask them to read the description of Professor Zaki again and underline all the words and phrases that describe him or his things. After giving them some time to do so ask them to share their findings with the rest of the class. They must have some or all of the following phrases:
  - a short man with long, curly hair
  - an equally long mustache
  - small, round glasses
  - a bright red scarf

Now write these phrases on the board and underline the words, short, long, curly, small, round, bright, red. Point out to your students that these words are called adjectives. They are describing words and help the reader form a picture of the object or person being described in his or her mind. Now tell them that they are going to use describing words to describe a person and a place. The person is an older relative of theirs. Ask them to imagine an older relative and suggest adjectives to describe him or her. List these adjectives on the board.
a short man with long, curly hair
an equally long mustache
small, round glasses
a bright red scarf
A relative

Facial expression: kind, amused, sour, gentle, severe
Face: round, oblong, square
Skin: smooth, wrinkled, soft
Hair: long, short, curly, wavy, grey, blond, brown, straight, balding
Physique: tall, stately, rotund, short, chubby, round
Clothes: immaculate, well-dressed, brightly coloured, loud, garish, elegant, tasteful, stylish, classy, expensive
Particular features of speech or behavior may also be mentioned.

Our world in 2060

Roads: clean, metallic, shiny, dusty, broken, forgotten, spotless, dirt free
Buildings: tall, gleaming, shiny, sleek, polished, luminous, lustrous, grand
People: indifferent, detached, severe, mechanical, cold, uncaring
General: bare, empty, unattractive, sparkles, spiritless, depressing, gloomy, dismal

Ask students to complete these tasks. They must write their descriptions using some of the adjectives brainstormed in class. Next, distribute loose sheets of paper amongst your students. Ask them to imagine an amazing invention of their own. They must make a drawing of it on paper and write a sentence or two explaining what it does.

• Activity time: Discuss with your students what can be done to save the planet. Discuss what sort of harm humans have done to their environment and then ask what can be done to save the environment. Elicit different responses. Some of them might be:
  ▪ We can plant trees.
  ▪ We can use reusable bags.
  ▪ We can recycle products.
  ▪ We can donate to charities.
  ▪ We can save water.
  ▪ We can save energy.

Now ask your students to design a poster entitled ‘Save the Planet’. Discuss: What would they draw? What slogans might they use to put across their message?
## A relative

| Facial expression: | kind, amused, sour, gentle, severe |
| Face: | round, oblong, square |
| Skin: | smooth, wrinkled, soft |
| Hair: | long, short, curly, wavy, grey, blond, brown, straight, balding |
| Physique: | tall, stately, rotund, short, chubby, round |
| Clothes: | immaculate, well-dressed, brightly coloured, loud, garish, elegant, tasteful, stylish, classy, expensive |

## Our world in 2060

| Roads: | clean, metallic, shiny, dusty, broken, forgotten, spotless, dirt free |
| Buildings: | tall, gleaming, shiny, sleek, polished, luminous, lustrous, grand |
| People: | indifferent, detached, severe, mechanical, cold, uncaring |
| General: | bare, empty, unattractive, sparkles, spiritless, depressing, gloomy, dismal |

---

We can plant trees.
- We can use reusable bags.
- We can recycle products.
- We can donate to charities.
- We can save water.
- We can save energy.

End the sentence with a question mark.

What else can we do to help the environment?"
Future tense: Ask your students if they remember the different parts of speech. Remind them that the most important ones are nouns, verbs, adjectives, and adverbs. Recap that verbs are action or doing words. Unlike other parts of speech, verbs change their form, depending upon when the action takes place. We call this the tense of the verb.

Explain that if the action is taking place in the present we use the present tense; if the action took place in the past, we use the past tense, and if the action is going to happen, we use the future tense.

Now tell your students that you will talk about the simple future tense. Repeat the last two sentences again. The verbs happen and talk have been used in the simple future tense.

Explain that at first, you used going to happen, and then you used will talk. Explain that going to and will both refer to something in the future. We usually use going to when we are planning to do something. We use will more often to offer or promise to do something. Now explain with the help of more examples:

- I am going to leave for school.
- I will study hard from now on.
- It looks like it will rain tomorrow.

To form the negative of the verb we add not after will:

- I will not go to school today.
- I am not going to the movie.

Write the following sentences on the board. Explain to your students that some of the actions are in the past and some are in the present. Ask them to change these sentences to the simple future tense.

- Yesterday I went swimming at the club.
- Tomorrow ____________________________
- Now the boy appears on stage.
- Later ____________________________
- I do not get enough sleep.
- In future ____________________________
- Last Monday I left work early.
- Next Monday ____________________________
- She did her homework.
- Tomorrow afternoon ____________________________
- Every morning she exercises.
- This afternoon ____________________________
I am going to leave for school.
I will study hard from now on.
It looks like it will rain tomorrow.

I will not go to school today.
I am not going to the movie.

Yesterday I went swimming at the club.
Tomorrow
Now the boy appears on stage.
Later

I do not get enough sleep.
In future

Last Monday I left work early.
Next Monday
She did her homework.
Tomorrow afternoon

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

Now stand in different positions again and ask the students, ‘Where am I?’ They must reply with the appropriate position. For example, ‘You are in front of the chair.’

Point out that **on, behind, beside, next to, under, over** are **prepositions of place** and they tell us where somebody or something is.

Next, give the following examples: Walk **along** the park until you come to the gate. Turn left **into** the street. The Earth moves **around** the Sun. **Along, into, and around** are **prepositions of direction**.

Then explain that prepositions are also used to show time. Write the following examples on the board:

**On** is used with days. Example, We will be there on Monday. Our test is scheduled on Saturday. Ask students to give examples.

Next Explain that **at** is used with noon, night, midnight, afternoon, or with the time of day. Example, Their train leaves at noon. I will arrive tomorrow at 6 p.m.

Explain **in** is used with other parts of the day, with months, with years, and with seasons. Example. 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**

- He has been gone since two days. (*He left two days ago and has not returned.*)
- I will be attending a workshop in Karachi for the next two weeks. (*I will spend two weeks there.*)
- My vacations will be from May to July. (*Beginning in May and ending in July.*)
- The collection will be on display from spring until fall. (*Beginning in spring and ending in fall.*)
- I take a nap during the afternoon. (*For some period of time in the afternoon.*)
- We must complete all our preparations within a month. (*Not longer than a month.*)
Walk along the park until you come to the gate. Turn left into the street. The Earth moves around the Sun.

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

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.

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- We must complete all our preparations within a month. *(Not longer than a month.)*
The time machine

Write the following sentences on the board and ask your students to provide prepositions of time to fill in the blanks.

1. They are leaving for France __________ Monday __________ 7 o’clock __________ the morning.
2. Exactly __________ noon the break bell rang.
3. The party will be __________ Saturday __________ eight __________ the evening.
4. The festival will begin __________ August 21 and end __________ 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.

• **Writing time:** Ask students to complete **Exercise C** to practice prepositions.

**SUGGESTED LESSON OUTLINE (7 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students discuss some famous inventions and create a poster on their chosen invention.</td>
<td>40 min</td>
</tr>
<tr>
<td>2. <strong>Reading and discussion time:</strong> Students read the passage of their textbook and discuss the questions that follow.</td>
<td>40 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students complete the writing task.</td>
<td>40 min</td>
</tr>
<tr>
<td>4. <strong>Activity time:</strong> Students discuss what they can do to save the environment and make a poster showing their ideas.</td>
<td>40 min</td>
</tr>
<tr>
<td>5. <strong>Future tense:</strong> Students understand the use of simple future tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Writing time:</strong> Students complete the exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Prepositions:</strong> Students learn how to use prepositions of place, direction, and time.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. <strong>Writing time:</strong> Students complete <strong>Exercise C.</strong></td>
<td>20 min</td>
</tr>
</tbody>
</table>
1. They are leaving for France ________ Monday ________ 7 o’clock ________
   the morning.

2. Exactly ________ noon the break bell rang.

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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.

- Blurb (55) : "I don’t know why my brother has been so quiet lately."
- Blurb (55) : "I can’t believe it’s already been a year since we last talked."
- Blurb (55) : "I’m going to miss you more than words can express."
- Blurb (55) : "I can’t wait to see you again soon."
- Blurb (55) : "I hope you’re doing well."
- Blurb (55) : "I’m looking forward to our next meeting."
- Blurb (55) : "I’m really enjoying our conversations."
- Blurb (55) : "I’m glad we’re still in touch."
- Blurb (55) : "I’m excited to hear from you again soon."
- Blurb (55) : "I’m grateful for your friendship."

όμηρος πήδηξε τόνον άλοιφα το αυτόχρονο χρόνο σε πάντα κάτι βοήθησε το κούριο να μάθει.
EXTENDED ACTIVITIES:

- **Future Tense:** Tell your students what you plan to do after school that day. After sharing this with them, ask your students what they will do after school. Ask students to begin with, ‘I will …’ or ‘I am going to …’ as this is the future tense. After this activity recap the use of the future tense.

  Next, ask your students to write a paragraph about their future plans. They may begin with:

  ‘When I grow up, I am going to …’

- To practice descriptive writing further, ask students to complete **Worksheet 5**.
# 7 Marathi Language

<table>
<thead>
<tr>
<th>दौराने</th>
<th>काम</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 मिनट</td>
<td>1. पुढील यादाने ठेवावी: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
</tr>
<tr>
<td>40 मिनट</td>
<td>2. उद्योगाच्या शाखेने काळ: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
</tr>
<tr>
<td>40 मिनट</td>
<td>3. कॅफेटियात काळ: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
</tr>
<tr>
<td>40 मिनट</td>
<td>4. मर्यादा काळ: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
</tr>
<tr>
<td>20 मिनट</td>
<td>5. व्यवसायात काळ: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
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<td>7. ख्रुः बॉय: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
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</tr>
<tr>
<td>20 मिनट</td>
<td>9. बांध: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
</tr>
<tr>
<td>20 मिनट</td>
<td>10. मर्यादा काळ: त्याला असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.</td>
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**नोट:***

- देखील मानवीय: त्याला त्यांच्या मानवनुसार अनेक आपल्या आकडीलांमध्ये असं असं सांगका केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया. उद्योगाच्या शाखेने काळ: 'I am going to ...' 'I will ...' आणि 'will' यांना आपल्या केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया. "When I grow up, I am going to ..." यांना आपल्या केस क्षेत्र मध्ये 49, 50 व अधिक म्हणजेच अवसादात यादाने घेऊया.
LESSON 1

OBJECTIVES:
• Write simple descriptive paragraphs in the form of diary entry
• Classify adjectives of quantity, quality, size, shape, colour, and origin
• Understand use of question words
• Write poems

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• write a diary entry.
• use adjectives in the correct order.
• understand and use question words appropriately.
• understand the format of a Haiku poem.

METHOD:
• Reading and discussion time: Start the lesson by discussing diary writing. Ask your students, why do people use diaries? What do people write in a diary? After reading, discuss the questions with your class.

• Writing a diary: Tell your students they will be keeping a diary themselves. Discuss the listed features of a diary entry and ask them to write diary entries daily for a week. Tell your students to remember to:
  ▪ write in the correct order. They must start with events that happened early in the day, and end with events that took place later.
  ▪ write their entries in the first person.
  ▪ add suitable descriptive details.
  ▪ write about events that involved them or their close friends.
  ▪ describe their feelings and emotions.

• Adjectives: 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.

• Opinion or quality: Explain that an opinion adjective tells others what we think about
سیقی 1

متن مشترک:

(ب) دیواری گنجینگ کے انداد میں باب سالو وضاحتی نہاگرف آئتا

(ج) مقدار، میزان، انجام، باعثات و اورشیخ کی صفات کا ورپ نہیں

(د) سوال الفاظ کے استعمال کے ذریعہ

(ز) یہ کلامی

(س) ان کے سوال کے اجتناب کا ذریعہ کو کس کا قاہرہ دو چیپے کے ہو:

(ث) دیواری کلمات

(ع) درست ترتیب سے صفت کے کلمات

(ین) سوال الفاظ کا استعمال یہ کہ اورفہیم درست طریقت سے استعمال کر کے

(ین) باقاعدگی کی ترتیب کے کلمات

طرز کے کام:

پہلے اور سالو دیواری کا وقت (سایه 56، آور 58): دیواری گنجینگ کے بارے میں بات چیت کرنے سے قبل طالب علم نے پڑھی جانے

کہ گرگ را دیواری کلیش استعمال کر کے ہن ہیں؟ اگر دیواری کلیش کی نظر کہیں؟ پہلے کے بعد ان سوالات پچاپ ہے بہت جلد کیے

(ج) دیواری گنجینگ کے مختصر (سایه 58): دیواری گنجینگ کے بارے میں انقلاب کی ایک طالب علم سے کیے کہ دیواری استعمال یہ پاک را پرکش اور اپنے وہ قسم ہوکر دو دیواری کلیش (سایه 58):

(ز) طالب علم کے کام:

درست ترتیب سے کیے کہ، ان کے بارے میں مولانا روشن دو مینے واقعات کے ذریعہ اور ایک خیال واقعات کے بناء کے واقعات کے ذریعہ

(س) ارک بھی پری ہے یہ کہ،

(ش) مناسب کلمات کے استعمال،

(ہ) ایک میں واقعات کے ذریعہ اور ایک میں واقعات کے ذریعہ

(ہ) اسپیشال ہدیات اور استعمالات کے بارے میں

(ی) صفتات (سایه 59): دیواری گنجینگ کے ذریعہ، دیواری گنجینگ کے ذریعہ کی ایک بھی پری ہے ملکو ہو جان کر

(ین) ایک میں واقعات اور استعمالات کے بناء کے

(ین) مثال کے ذریعہ واقعات کے ذریعہ

(ین) واقعات کے ذریعہ

(ین) an old, wooden table; a smart, energetic, young man.

(ین) نور ہے تاکہ میں کہ ہیں

(ین) زیادہ واقعات اور استعمالات کے ذریعہ کی ایک بھی پری ہے

(ین) مثال کے ذریعہ واقعات کے ذریعہ

(ین) an old, wooden table; a smart, energetic, young man.
Dear diary

a certain object or describes a quality of a certain object. Examples include silly, beautiful, horrible, difficult etc. Ask students to brainstorm other examples and note them in the first ‘quality or opinion adjective’ column.

Size: Explain that a size adjective tells us how big or small a thing is. Examples include large, tiny, enormous, little, etc. Ask students to give other examples and note their responses.

Age: Explain that this adjective tells us how young or old an object or person is. Examples include ancient, new, old, young, etc.

Shape: State that a shape adjective describes the shape of an object. Examples include square, round, flat, rectangular, irregular, etc.

Colour: State that this adjectives states the colour of the object.

Nationality or origin: Explain that this adjective describes where something comes from. Examples include French, American, Pakistani, Greek, Latin, etc.

Material: Explain that this adjective tells what an object is made from. Examples would include, wooden, cotton, paper, silk, etc.

Students may use the mnemonic ‘OSAShCOM’ to remember the order.

O – Opinion or quality  S – Size  A – Age  Sh – Shape
C – Colour  O – Origin  M – Material

For practice write each of the following phrases on the board and ask students to arrange them in the correct order.

- French, thin, old woman
- steel, new, sharp knife
- black, beautiful, metal bed
- square, wooden, old table
- red, plastic, big bottle

• Writing time: For further practice with adjectives, ask students to complete the exercises.

• Question words: Revise that the listed question words are used to obtain certain information.

Who: to identify a person.
When: to ask for general or specific time
Where: to ask about places.
Why: to ask for the reason.
What: to ask for general information.

After your explanation ask students to phrase questions using these question words.
Language: Urdu

- فیضی متعلقہ: وظائفی کہتے ہیں۔ دوبارہ مفتی، کیمیاء کے موضوع پر کہ کمبین کی خصوصی حیرت اندازی کے باوجود ممکن ہے کہ کوئی چیز معنی کہدی ہے۔

  - difficult, horrible, beautiful, silly
  - 'quality or opinion adjective'

- فیضی ثقلی کا کہاں کے بارے میں سخت ہو۔ کئی مشہور کو 'قلیل کا ہم چیزی' کہتے ہیں کہ

  - little, enormous, tiny, large

- اسی طرح مشاہدے کے لیے کہیں اور ان کے خواتین میں کیئے گئے۔

  - young, old, new, ancient

- مثال: کسی کی سطح کے بارے میں بنی تاتالی۔ اس کی بھی کوئی جیسی تائیا ہے۔ اس کے پندرہ،

  - irregular, rectangular, flat, round, square

  - مثال: کسی کی سطح کے بارے میں بنی تاتالی۔

- قومیتی اخلاقی: اس سطح کے سمت میں ممکنہ بھی کوئی کا خاص وہ اس کے طریقے کا

  - Latin, Greek, Pakistani, American, solar, French

- مواد: کسی کی سطح کے سمت میں کوئی قسم مواد سے ممکنہ بھی۔ اس کے مشاہدے میں شائل ہوتی ہے:

  - wooden, silk, paper, cotton

- اسی طرح فیضی سے مفتی کی دوسرے ترتیب پیش کیے گئے۔

  - 'OSAShCOM'

O - Opinion or quality
S - Size
A - Age
Sh- Shape
C - Colour
O - Origin
M - Material

- فیضی متعلقہ کے لیے دریچہ دیہ کے برف گچ بھی ممکنہ اور ان سے کوئی کہ کوئی کہ کوئی کی

  - French, thin, old woman
  - steel, new, sharp knife
  - black, beautiful, metal bed
  - square, wooden, old table
  - red, plastic, big bottle

- کمیکٹ کا وقت (سحر 59 اور 60): سمت کی فیضی کے برف گچ سے کھلا کر کے لیے کے گئے۔

  - C: بند
  - B: کھلا

- کمیکٹ کا وقت (سحر 59 اور 60): سمت کی فیضی کے برف گچ سے کھلا کر کے لیے کے گئے۔

  - کوئی (Who) - فردی کی خصوصیت تو نہیں-

  - کمی (When) - ممکنہ روزمند وقت پر کھلا کے لیے-

  - کیونا (Where) - ممکنہ موہتر کے لیے-
SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading and discussion time: Students read the passage and discuss the questions.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Activity time: Students learn how to write a diary entry and keep a diary for a week.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Adjectives: Students learn how to use adjectives in the correct order.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Adjectives: Students practice placing adjectives in the correct order.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Writing time: For further practice with adjectives, students complete the exercises.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Question words: Students learn how to use question words appropriately.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Writing time: To practice using question words students complete the exercises.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
LESSON 1 – A VISIT TO THE STADIUM

OBJECTIVES
• Develop sports vocabulary
• Learn about famous sports personalities
• Integrate RWLS skills to present a famous sports personality

LEARNING OUTCOMES
By the end of this lesson, students will be able to:
• Recognize sports vocabulary
• Discuss different sports and talk about sports people

RESOURCES
Chart paper

METHOD
[Pre-class homework: (1) Individual task – read the dialogue and write meanings of difficult words, using a dictionary. (2) Students to search for one male and female sports personality and write points about them, in exercise books. (3) Before class, assign groups of 5 one of these famous football players. They will research about the player and write points in their notebook for the group activity. Make sure each and every group member has their own points written.]

• **Starter:** What kind of different sports are there? Do you know any famous sportspeople? Write answers on the board. Describe your experience of going to a stadium.

• **Read aloud dialogue:** Select 3 students to come to the front and read aloud dialogues of Ibrahim, Babar and Mr Rasheed.

• **Post-reading questions:**
  o Besides cricket, what are other famous sports of Pakistan?
  o Identify names of famous cricketers of Pakistan.
  o How did the characters feel?
  o Differentiate between fact and opinion. Skim the text and identify one fact and one opinion.
A visit to the stadium

- **Activity:** Students to note their answers and share with class. Next, volunteers to share any one personality that they researched about. Boys can share finding about a male personality; girls can share findings about a female personality.

- **Group activity:** Groups to work on the football player they researched about. Instructor to act as a mediator and make sure each person’s findings are included on the poster. Students may also use their artistic skills to draw an illustration of the player!

- **Presentation** time is 3-5 minutes for each group.

- **Wrap-up:** ‘It’s not winning or losing but how you play the game.’ Do you agree?

- **Homework:** 1) Research about Olympic Games and write 10 points about them (related to history, games, countries, timeline, symbol and values, including 2 famous players – for class Olympic Quiz. 2) Make a tabular timeline about Pakistan’s participation in the Olympics, with these columns: **Year of Participation; Famous Players; Games Played; Medals won**; 2) The same groups from this lesson are to research about Pakistani players for class activity. This can be done after Lesson 3 so that learners get time to do this homework.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starter</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Trio dialogue reading</td>
<td>5 mins</td>
</tr>
<tr>
<td>3. Post-reading discussion</td>
<td>5 mins</td>
</tr>
<tr>
<td>4. Activity</td>
<td>5 mins</td>
</tr>
<tr>
<td>5. Group activity</td>
<td>30 mins</td>
</tr>
<tr>
<td>6. Wrap-up</td>
<td>5 mins</td>
</tr>
</tbody>
</table>
LESSON 2 – THE OLYMPIC GAMES

OBJECTIVES
• Read about history of Olympics
• Understand origin of modern Olympics
• Put Olympic values in practice
• Study the Olympic symbol

LEARNING OUTCOMES
• Answer questions about Olympics
• Participate in a quiz related to Olympics
• Spell vocabulary about Olympics
• Make a list about Olympic games

METHOD
• Starter: What do you know about the Olympic Games? What do you think a marathon is?
• Pre-reading questions:
  o Does any know what the Olympic symbol is?
  o What do the rings represent?
  o How many countries compete in the Olympics?
  o When do the Olympics take place?
  o What are the Olympic values?
• Students to read the passage individually. They must underline important facts about the Olympics. Ask them to make a mind-map about the benefits of Olympic Games and share with class.
• Pair work: Write OLYMPICS on the board and ask students to brainstorm vocabulary related to Olympic Values. Write O – Opportunity, as an example.
• Teacher’s exposition (can be written in points on the board; let students copy):
  o In ancient times, Olympic Games were celebrated as a religious festival. The games were held in Olympia, Greece. Later on, Olympics were banned because they were considered a pagan festival.
  o The games remained banned for over 1500 years. French educator Baron Pierre de Coubertin [check pronunciation on YouTube] brought back the idea of Olympic Games.
A visit to the stadium

- The first modern Olympic Games happened in 1896, Athens, Greece. The idea was that both physical and mental health were important.

- The Olympic symbol includes 5 rings – blue, black, yellow, green, and red on a white field. This colours were designed to represent country flags at that time. It could also be to represent continents.

- Athletes from around the world who are physically and mentally strong, participate in the Olympic Games that happen every 4 years.

- The core values of Olympics are: **excellence** – to perform as best as you can; **respect** – to respect everyone regardless of their background, no matter which country they are from and what skin colour they are; **friendship** – to get to know new people; **courage** – to bravely overcome obstacles; **inspiration** – to learn from those who are better than you; **equality** – everyone is equal, regardless of their country, language and skin colour; and **determination** – strive to not give in your best, not to give up. Keep going.

**Post-reading:** If you were a sports person which event would you train for in the Olympics and why? Students to note answers for Activity time in their exercise books, and revise notes for **Olympic Class Quiz**.

**Group activity 1: Spelling marathon** – students to be sorted into groups of 6. For every turn, call 3 students to the front and ask them to spell the word you announce, collective. First child says first letter, 2nd child says the next letter and so on. The one who makes a mistake has to sit down. The spellings continue until the last child standing. 10 points for the winner, 8 points for 2nd place, 6 points for 3rd place.

- Even if a child makes a mistake, encourage the class to clap for him/her as this is **teamwork** – which is an important attribute of the Olympics.

- Words to use for teacher: **sportsmanship; teamwork; motivation; Olympics; inspiration; skiing; swimming; athletic; audience; anthem; competition; continent; contestant; humanity; nationality; medal; participant; participation; qualification; bronze medal; silver medal; spokesman; stamina; victory**.

**Group activity 2: Olympic Games** – start a timer of 1 minute. Without looking at their notes, students to note as many Olympic Games as they remember. Request them to keep their voices down to prevent distraction and other groups from overhearing each other. The team with highest number of games secures 10 points; 2nd – 8 points and 3rd – 6 points. Learners to clap for each other.
• **Wrap-up:** When and where did the last Olympic games happen? When and where are the next Olympic games? What are the values associated with Olympics?

• **Homework:** research a list of similes and save them on home computer, for future reference. Memorize as many as you can, for the next class. Keep revising them during weekends.

**SUGGESTED LESSON OUTLINE**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starter; Pre-reading questions</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Pair work - OLYMPICS</td>
<td>10 mins</td>
</tr>
<tr>
<td>3. Teacher’s exposition</td>
<td>5 mins</td>
</tr>
<tr>
<td>4. Post-reading and Activity time</td>
<td>10 mins</td>
</tr>
<tr>
<td>5. Group activity 1 – Spelling marathon</td>
<td>15 mins</td>
</tr>
<tr>
<td>6. Group activity 2 – Olympic Games</td>
<td>15 mins</td>
</tr>
</tbody>
</table>

**LESSON 3**

**OBJECTIVES**

• Use pre-reading strategies to predict content, vocabulary, what will happen next, etc.
• In text from pictures, titles, etc. and by using prior knowledge
• Identify and use adverb of manner, time, place, and frequency
• Understand use of collective nouns
• Classify nouns into different categories
• Write paragraphs using ideas gathered through various strategies

**LEARNING OUTCOMES**

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

• Use clues in a story to predict what will happen next.
• Define and use adverbs of manner, time, place, and frequency.
• Understand and use collective nouns and classify nouns into different categories.
• Write brief paragraphs on any given topic.
RESOURCES REQUIRED (TEACHING AIDS):

- Copies of Worksheet 6

METHOD

- **Simile – Exposition:** Similes are figures of speech that compare two things. We use the words LIKE, AS, SO and THAN for comparison. Examples: *as big as an elephant; as black as ebony; as light as a feather; as white as snow; as tall as a giraffe; as quick as lightning; as quick as a bee.*

- Next, ask students to share one simile they can think of. Write it on the board, if correct. Students will attempt **Writing time** exercises individually. Take feedback for Exercise B.

- **Adverbs:** Explain the definition of adverbs as given in the textbook. Then write the following list of words on the board:

<table>
<thead>
<tr>
<th>very</th>
<th>amazingly</th>
<th>soon</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>strongly</td>
<td>never</td>
</tr>
<tr>
<td>swiftly</td>
<td>neatly</td>
<td>close</td>
</tr>
<tr>
<td>today</td>
<td>cry</td>
<td>far</td>
</tr>
<tr>
<td>jump</td>
<td>shout</td>
<td>gracefully</td>
</tr>
<tr>
<td>so</td>
<td>wash</td>
<td>finally</td>
</tr>
<tr>
<td>quite</td>
<td>yesterday</td>
<td>too</td>
</tr>
<tr>
<td>quickly</td>
<td>somewhat</td>
<td>now</td>
</tr>
<tr>
<td>gently</td>
<td>tonight</td>
<td>kindly</td>
</tr>
<tr>
<td>write</td>
<td>carefully</td>
<td>inside</td>
</tr>
<tr>
<td>chew</td>
<td>outside</td>
<td>immediately</td>
</tr>
<tr>
<td>everywhere</td>
<td>there</td>
<td>quite</td>
</tr>
<tr>
<td>here</td>
<td>sleepily</td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

  Ask your students to categorize these words as adverbs of manner, place, time, and frequency. Then discuss their answers to see if they have understood. Also explain that an adverb is a word that modifies a verb, adjective, or another adverb by telling how something is done (the ‘ly’ words), when something is done, where something is done, and how often something is done.

  Write the following sentences on the board:
  - The cat ran into the house.
  - They will go shopping.
  - I love to jog.
  - I listen to music.
Ask the student to select an adverb for the first sentence that would tell how the cat ran into the house. For the second sentence, an adverb that tells when they will go shopping.

For the third sentence, an adverb that tells where. For the fourth, an adverb that tells how often.

After this explain the kinds of adverbs.

An *adverb of manner* tells us how something is done. e.g. She left the room quickly. The dog barked furiously.

An *adverb of place* tells us where someone or something is, e.g. Bob is going upstairs. The girls are playing outside.

An *adverb of time* tells us when something takes place. It can be the definite time or indefinite time, e.g. (Definite time): We will go to the party tonight. Yesterday we went to the fair. (Indefinite time): The student came late. They recently bought a new car.

An *adverb of frequency* tells us how often something happens, e.g. We often play tennis. She usually eats rice.

**Writing time:** Ask students to complete the exercises.

**Collective nouns:** Explain that collective nouns refer to a group of people, animals, or things. For example, the *gang* of thieves was scared by the animals. The *group* of friends lived happily together.

Ask your students to share other collective nouns that they can think of. Responses might include: army, audience, band, bunch, cabinet, cast, class, committee, congregation, crowd, department, faculty, family, group, jury, navy, party, school, senate, society, staff, team, troupe, etc.

Tell your students collective nouns may also refer to a group of animals.

Focus on the following frequently used collective nouns:

**Herd:** Group of grazing animals: cows, antelope, bison.

**Pack:** Group of social carnivores that hunt together: wolves, dogs, coyotes

**Flock:** A group of birds (sheep being an exception): geese, seagulls, sheep.

**Pod:** A group of large marine mammals in the ocean: whales, dolphins, seals (in the water).

**Colony:** A group that has established itself at a particular location: seals, bats, ants.

**Troop:** Gorillas, monkeys, baboons.

**Swarm:** A mass of insects: Bees, ants, flies, locusts.

**Litter:** Group of newborn animals: puppies, kittens.

**Team:** A group of animals used by people for pulling: oxen

**School/Shoal:** A group of fish. Herring, mackerel, tuna
A visit to the stadium

- **Wrap-up**: Recall a few similes and collective nouns.
- **Homework**: Students to attempt exercise H. Research about nutritional value of each food item and write it in the column. They should have their work ready for next class discussion and group activity.

**SUGGESTED LESSON OUTLINE (4 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Similes: Exposition and Written work</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Collective nouns: Exposition and Written work.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Adverbs: Exposition and Written work Wrap-up.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Adverbs: Students define and identify different types of adverbs.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Writing time: Students complete <strong>Exercises A and B.</strong></td>
<td>10 min</td>
</tr>
<tr>
<td>6. Collective nouns: Students learn about collective nouns.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Writing time: Students complete <strong>Exercises C, D, E, and F.</strong></td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- **Fun with adverb Charade**: Use index cards for this activity. Write different adverbs on index cards. Place these cards in a bag. Ask volunteers to take out a card from the bag. They must then act out the adverb on their card. If the class guesses correctly allow them to continue the activity, otherwise let others try.
- Make copies of **Worksheet 6** for further practice on adverbs and collective nouns.

**LESSON 4 – HEALTHY VS. UNHEALTHY FOOD**

**OBJECTIVES**

- Differentiate between healthy and unhealthy food
- Brainstorm a meal plan of one week

**LEARNING OUTCOMES**

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

- Analyse the importance of good nutrition
- Understand the harmful effects of junk food
- Reduce consumption of unhealthy food
METHOD

• **Healthy vs. unhealthy food:** Students to brainstorm healthy and unhealthy food. *What is the difference? Why is healthy food good for you? Why is junk food bad for you?*

• **Activity:** Students to write answers to these questions in their exercise books, then discuss:
  - What kinds of foods do you like?
  - Which food do your parents want you to eat?

• Next, draw their attention to the table on page 97. Ask these questions: What is the difference in nutritional values of healthy and unhealthy food? Is it better to eat food in the left column or the right column? Why? For teacher’s reference, a nutritional value table is provided at the end of this lesson.

• **Exposition:** Compare and contrast nutritional value of healthy and unhealthy food. Explain that healthy food has important nutrients that our body needs to grow normally. We should eat more healthy food and cut down on unhealthy food to only twice a week. Unhealthy food has fat that gets stored in the body and leads to health problems, such as high BP, cholesterol and heart diseases in the long-run.

• **Group activity:** Following is a mind map that can be given to the students as a guide. It is up to them to sort them according to days of the week. Exposition: Explain that there is a wise saying: you should eat breakfast like a king, lunch like a prince and dinner like a peasant. You should always eat in moderation. A balanced diet is key to a healthy lifestyle. Do not overeat and do not eat junk food excessively. Exercising is important to maintain good health. Groups to present their work.

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
<th>Snack/Supper</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boiled egg</td>
<td>Salad</td>
<td>Fruits</td>
<td>Wheat</td>
</tr>
<tr>
<td>Cereal</td>
<td>Sandwich</td>
<td>Fruit juice</td>
<td>Lentils</td>
</tr>
<tr>
<td>Toast with margarine</td>
<td>Meat</td>
<td>Nuts</td>
<td>Avoid fried/sugary food</td>
</tr>
<tr>
<td>Beans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• **Wrap-up:** Why should you eat healthy food more than unhealthy food?
A visit to the stadium

SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Healthy vs. unhealthy food</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Activity</td>
<td>5 mins</td>
</tr>
<tr>
<td>3. Exposition</td>
<td>10 mins</td>
</tr>
<tr>
<td>4. Group activity and presentations</td>
<td>35 mins</td>
</tr>
<tr>
<td>5. Wrap-up</td>
<td>5 mins</td>
</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES:

• Read and compare information given in charts
• Use appropriate vocabulary to write simple paragraphs
• Respond to and ask questions
• Locate specific information on a calendar
• Write sentences using correct capitalization, punctuation, and spellings

LEARNING OUTCOMES:

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

• read and compare information in charts.
• use appropriate vocabulary and correct punctuation to write paragraphs on any given topic.
• ask and answer questions.
• locate specific information on a calendar.

RESOURCES REQUIRED (TEACHING AIDS):

• Copies of popular children/teenage magazines
• Two charts showing a passage without punctuation and a correctly punctuated passage
• Copies of Worksheet 7

METHOD:

• Introduction: Bring a few popular magazines to class. Ask your class which magazines they like to read. Ask them what they like about the magazine of their choice. Discuss the different features of a magazine. Draw attention to the title, the cover page, the cover story, the different articles, letters to the editor, short stories, poems, recipes, jokes, drawings, reviews, etc.

• Reading time: Tell your students that now they will read how Naila, Bilal, and Amber’s class worked on their class magazines. Assign different students the different characters and read aloud with them as the narrator. Discuss the questions the children asked their principal. They asked the principal mainly about her childhood, her academic career, her skills as a sportsperson, and finally for some advice.

• The questionnaire: Tell your class, that the children of Class Five have decided to conduct a poll to find out more about what the students in their school like to do. Ask them to read the questionnaire and suggest two more questions they would like to add to this questionnaire.
اسکول کا رسالہ

سکیپ 1

متنی حاضر

1. ساختی چیز، گلی معلومات کو پہچاننا اور مروزین کرنا
2. سامانہ بین الاقوامی کمیونٹی کیلئے میں اخباراتی اغیاری اخبارات کا استعمال
3. حساب دینا اور موافقت کرنا
4. یہ کہ فہرست کی معلومات جلد اور کرنا
5. درست پرکشندہ، اوقات اور بپک پیش، استعمال کرنا جو بہترین نظم کا

تدریس

اس سکیپ کے اخباراتی تحقیق کا اکثر قلمیہ چاند جاتا ہے کہ دو نوع

1. یہ ہو سکتا ہے کہ معلومات پہچاننے کا اور موافقت کرنا
2. مخصوصاً اخبارات اور اوقات کے استعمال کرنا جو بہترین نظم کو پہچاننے کا
3. حساب دینا اور موافقت کرنا
4. یہ کہ فہرست کی معلومات جلد اور کرنا

تقریر

1. دیکھا ہے کہ معلومات کو پہچاننا کہ چاند جاتا ہے کہ دو نوع
2. الگ الگ اوقات کے استعمال کرنا جو بہترین نظم کا
3. حساب دینا اور موافقت کرنا

طریقہ کار

1. تعریف: معلومات کو پہچاننا کا اکثر قلمیہ چاند جاتا ہے کہ دو نوع
2. الگ الگ اوقات کے استعمال کرنا جو بہترین نظم کا
3. حساب دینا اور موافقت کرنا

پہلی والا وقت (قسم 70 اور 71)

1. الگ الگ اوقات کے استعمال کرنا جو بہترین نظم کا
2. حساب دینا اور موافقت کرنا

قسم 72

1. الگ الگ اوقات کے استعمال کرنا جو بہترین نظم کا
2. حساب دینا اور موافقت کرنا
The school magazine

- **Activity time:** Now ask the students to conduct a poll in their class using the same questionnaire.

- **The result:** Ask your students to read the graphs that show the results and answer the questions.

- **The Recipe:** Ask your students if they have ever tried cooking anything. What is their favourite dish? Do they know the recipe of their favourite dish? If so ask your students to share the recipe of their favourite dish with the rest of the class. Now read the prize-winning recipe and discuss the questions. Let students discuss what their school magazine might include, what would be the ideal name of their magazine and then interview you.

- **Activity time:** Ask students if they have ever made a personal planner. Explain that their personal planner would include the important events they have to attend or the things they have to do, along with the scheduled dates and discuss the advantage of keeping a personal planner. Tell your class to read Naila’s personal planner and complete the given activity. Next, ask them to create their own personal planner for the current month, using Naila’s personal planner as an example.

- **Punctuation marks:** Take a large chart paper and write the following passage on it.

  there was a great deal of activity in Class Five it was nearly the end of the school year and the students had decided to take out a school magazine we have to think of a name for our magazine and make it so interesting that everyone in the school would want to buy it and read it said Nialla who was going to be the editor of the magazine the magazine should not be too expensive said Bilal but we must make enough money to buy more books for the school library we also have to send letters to all the parents in case some people want to advertise their things in the magazine said Amber

  Show the chart to your class. Ask volunteers from the class to read aloud the passage and try to explain what it means. There will be a lot of confusion as students will find it difficult to understand the passage without the punctuation marks. Ask your students what is missing from the passage. Ask them what they need to add in order to understand the passage. Most of them will answer punctuation marks. Now tell your class to re-write the above passage in their exercise books with the correct punctuation marks. Ask the students to check whether they have punctuated the passage correctly by comparing it with text given on page 70.

  Ask students to point out the different punctuation marks used in the passage and discuss their function. As students respond, explain each punctuation mark.
there was a great deal of activity in Class Five it was nearly the end of the school year and the students had decided to take out a school magazine we have to think of a name for our magazine and make it so interesting that everyone in the school would want to buy it and read it said Naima who was going to be the editor of the magazine the magazine should not be too expensive said Bilal but we must make enough money to buy more books for the school library we also have to send letters to all the parents in case some people want to advertise their things in the magazine said Amber
The school magazine

Capital letters:

• Every sentence starts with a capital letter so there should always be a capital letter after a full stop, question mark, or exclamation mark.
  E.g.: Neha went shopping. She came back with a bag of chips. Did she go? She did.
• Use a capital letter for the word ‘I’ and for names of people, places, things (days, months, films, TV shows, song titles, etc.)
  E.g.: Sana, Karachi, Pakistan, Sunday, November, Independence day, etc.

Full stop:

• Used at the end of a statement.
  E.g.: She came back yesterday. The house is empty.

Speech marks:

• Used to show the exact words spoken by anybody.
  The prime minister said, ‘We will win the election.’
  ‘I can come today,’ she said, ‘but I cannot come tomorrow.’

Comma:

• Used to separate words or phrases, e.g. We bought pens, pencils, and erasers for ourselves. Mrs Ahmed, the librarian, is on leave.

Colon:

• Used to introduce a list in a sentence or a quote, and to separate two major parts of a sentence.
  They brought four things for the party: candles, sweets, cake, and juice.
  I want to ask you a question: When will you come back?
  There are three things you need to buy today: milk, sugar, and teabags.
  The children had a great time at the zoo. They saw the following animals: goats, cows, rabbits, and lambs.

Semicolon:

• Used to separate major parts of a compound sentence.
  Bilal has measles; his brother is sick too.
  The hotel is well known; its service is very good.
  Asad spends his time playing cricket and football; watching television; and collecting coins.

Hyphen:

• Used to join or to separate words, e.g. merry-go-round, twenty-four, re-entry, great-grandmother, banana-flavoured.
Neha went shopping. She came back with a bag of chips. Did she go? She did.

1. 'I am going to the cinema.'

We bought pens, pencils, and erasers for ourselves. Mrs Ahmed, the librarian, is on leave.

They brought four things for the party: candles, sweets, cake, and juice.

I want to ask you a question: When will you come back?

The children had a great time at the zoo. They saw the following animals: goats, cows, rabbits, and lambs.

Bilal has measles; his brother is sick too.

Asad spends his time playing cricket and football; watching television; and collecting coins.
Then write the following sentences on the board and ask students to add punctuation marks where necessary.

**Comma:**

1. I need some new shoes, socks, gloves and trousers before I start work.
2. Tomorrow I need to wash the car, clean my room and mow the garden.
3. In the morning I cleaned the kitchen, washed all the clothes, dusted the furniture and left the clothes to dry.
4. Are you someone who hates to run or even walk fast?
5. Runners have less chances of illnesses such as strokes or diabetes than people who do not take exercise.

**Colon:**

1. Swimming is something my whole family loves—we are all very good at it.
2. Here is what I want you to do: grab my bag, warm up the car, and take me to the station.
3. When you go to the exam, take these items: paper, pencil, and an eraser.
4. Make sure to bring the following: a sleeping bag, mosquito repellent, and some snacks.
5. There is someone I would never part with: my cat Filly.
6. In the words of Oscar Wilde: ‘I can resist everything except temptation.’
7. I’ll tell you what I’m going to do: I’m going to quit!

**Semi colon:**

1. I would like to introduce Mr Khan, our principal, Mrs Shewani, our vice-principal, and Mrs Haque, our head of department.
2. It is getting dark now; we should be getting back.
3. Some people have the ability to write well; others don’t.
4. Losing our luggage was bad enough; to find ourselves in the wrong hotel was intolerable.
5. Chips are bad for health; I eat them anyway.
6. The dispute included Rudolf, the dog; Blister, the cat; and Roller, the hamster.

**Hyphen:**

1. mother-in-law
2. twenty-nine
3. anti-smoking
4. chocolate-flavoured
5. hard-earned
6. forty-year-old
7. great-grandfather
Comma
1. I need some new shows socks gloves and trouser before I start work.
2. Tomorrow I need to wash the car clean my room and mow the garden.
3. In the morning I cleaned the kitchen washed all the clothes dusted the furniture and left the clothes to dry.
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6. The dispute included Rudolf, the dog Blister, the cat and Roller, the hamster.

Hyphen.
1. mother in law
2. twenty nine
3. anti smoking
4. chocolate flavoured
5. hard earned
6. forty year old
7. great grandfather
**The school magazine**

- **Writing time:** Ask students to complete **Exercises A, B, C, and D**.
- **Activity time:** Divide the class into groups of four and ask them to complete the given activities. Allocate some time to each group to present their work. Display the magazine covers of each group on the class board.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students have a look at some popular children/teenage magazines and discuss their features.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students read and discuss the text.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>The questionnaire:</strong> Students read and discuss the questionnaire and suggest more questions for the questionnaire.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Activity time:</strong> Students conduct a poll in their class and publish the results.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>The result:</strong> Students look at the poll results for class five and answer the questions.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>The Recipe:</strong> Students share their favourite recipe with the class, read the recipe on <strong>page 74</strong>, and complete the discussion task.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Activity time:</strong> Students discuss the importance of planning, read Naila's personal planner, and complete the given task.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. <strong>Punctuation marks:</strong> Students understand the importance of using punctuation. They define and understand the function of the comma, colon, semicolon, and hyphen.</td>
<td>30 min</td>
</tr>
<tr>
<td>9. <strong>Writing time:</strong> Students complete the exercises.</td>
<td>10 min</td>
</tr>
<tr>
<td>10. <strong>Activity time:</strong> Students work in groups to carry out the activity.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Students complete **Worksheet 7**.
<table>
<thead>
<tr>
<th>دوراتی</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>1. مذکورہ وقت: ظاہر کیے جانے والے وقت کو اور ان کی اسپیکیشن کو چاہئے چلائی کریں</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>2. پہلا جواب: ظاہر کیے جانے والے وقت کو اور اس کو چاہئے چالائی کریں</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>3. سوال جواب: ظاہر کیے جانے والے وقت کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>4. مقبول جواب: ظاہر کیے جانے والے وقت کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>5. کام کے پہلا تقریب: ظاہر کیے جانے والے وقت کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>6. سوال جواب: ظاہر کیے جانے والے وقت کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>7. اوقافی عناوین: ظاہر کیے جانے والے وقت کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
<tr>
<td>30 منٹ</td>
<td>8. اور خط رابط کے کام کے سوال جواب کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>9. چھٹا وقت: ظاہر کیے جانے والے وقت کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
<tr>
<td>40 منٹ</td>
<td>10. مقبول جواب: ظاہر کیے جانے والے وقت کو اور اس کے معنا، نظر نہ کریں</td>
</tr>
</tbody>
</table>

لزومیت سرگرمیان:

ظاہر وقت 7 کمل کریں.
Paragraph writing

A paragraph is a group of sentences dealing with one main idea.

- **Topic sentence** - the first sentence of a paragraph that tells the reader what the paragraph is about.
- **Supporting sentences** - these sentences add more information to the topic sentence.
- **Ending sentence** - this concludes or closes the paragraph.

Write short paragraphs using the points given below. Start by introducing your topic. Add a few supporting details and then end with a conclusive sentence.

1. Introduce your best friend.
   - Conclude with how much you value his/her friendship.
   - Topic: My Best Friend
   - Describe what he/she looks like.
   - Describe the qualities/habits you like most about him/her.

2. Describe where you went in your summer holidays.
   - Describe what you saw there.
   - Topic: Holidays
   - Describe what you did there.
   - Your plans for your next holidays.
Worksheet 2

Context Clues

A. Read the following story and decide what the underlined words mean using context clues. Deduce the meaning yourself first and then use a dictionary to find the actual meaning.

Sara’s Kitty

Sara had always desired to have a kitten. She had wanted a kitten since she was five years old. Then one bright morning her mother announced that she would buy Sara a kitten if Sara achieved good marks in her Maths test. Sara was determined to get her new kitten. She was ready to try anything, even asking her elder brother for help. Sara studied regularly, paid attention in class, and revised her Math exercises daily. Finally, the big day arrived. It was her Math test. Previously Sara had always struggled to complete her test on time, but now she was able to complete it in time. She received very good marks. She was very happy and wanted to show her test paper to her mother. When mother saw Sara’s result she told Sara that she was proud of her. Sara was elated when her mother took her to buy a new kitten. She was so excited that it was difficult for her to sit still in the car. She chose out the cutest kitten she had ever seen!

<table>
<thead>
<tr>
<th>Underlined word</th>
<th>Guessed meaning using context clues</th>
<th>Meaning given in the dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>desired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>announced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>determined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struggled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. **Match the underlined word with their meanings.**

1. The people running that company are a bunch of *amateurs*.  
   - fill with delight
2. One cannot be expected to *subsist* on vegetables alone.  
   - asked to leave
3. She was *expelled* from school for her bad behavior.  
   - remain alive
4. Her melodious voice *enraptured* the audience  
   - average
5. We were not impressed by her *mediocre* performance.  
   - lacking in experience
Worksheet 3

Subjects and Predicates

The subject of a sentence tells us who or what the sentence is about. The predicate of a sentence tells us what the subject does or is.

A. For each of the following sentences, circle the subject and underline the predicate.

1. The huge dog barked ferociously.
2. The little children rushed through the park.
3. Neha invited her friends to the party.
4. We went for a picnic.
5. The car crashed into the tree.
6. The abandoned, old house seemed haunted.
7. The little kitten was quite playful.
8. The sun shone cheerfully.
9. The apple pie was delicious.
10. Neha, Nasir, and Javed all play football.

B. The subjects below need predicates. Add a predicate and complete each sentence.

1. The little puppy ________________.
2. The pretty swan ________________.
3. The supple acrobat ________________.
4. The nice man next-door ____________.
5. The old car ____________________.
C. The predicates below need subjects. Add a subject and complete each sentence.

1. ____________ were all watching television.
2. ____________________ walked to the park.
3.___________________ leapt into the flames.
4. ________________________ floated high.
5. ______________________ began to decay.

D. Read the following sentences and underline the verbs. Find the subject of the verb and note it in the subject box. Find the object and write it in the object box.

1. The moon was shining brightly. 
2. Javeria ate an apple pie.
3. She gave me the diary. 
4. I played football last week. 
5. The old man was laughing. 

<table>
<thead>
<tr>
<th>Subjects:</th>
<th>Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4

Pronouns and Subject-Verb Agreement

A. Use any of the following personal pronouns to fill in the blanks in the letter below.

Subject pronouns: I - you - he - she - it - we - they

Object Pronouns: me - you - him - her - it - us - them

Dear Natasha,

__________ are having a wonderful time. Saba and __________ have fun all day long. __________ spend most of our day at the beach, building sandcastles, or reading lazily. Ahmed and Raheel have taken up water sports. Can __________ believe it? __________ are actually surfing. After a long, tiring, and fun-filled day, Mother treats us to her brownies. __________ are as scrumptious as ever. Father wanted to go sightseeing but was having trouble with the car. It took __________ a while to fix __________. Finally, __________ were able to go driving to the countryside. I wanted to drive. Unfortunately, __________ drove the car into the mud. Father told me to keep to reading and building sandcastles from now on. Wish __________ were here.

Lots of Love,

Neha.

B. Fill in the blanks with possessive pronouns.

1. I bought a toy car. It is __________.

2. The bag belongs to Danial. The bag is __________.

3. The books belong to Layla and Shabana. The books are __________.

4. The cell phone belongs to Sara. It is __________.

5. We study in this classroom. The classroom is __________.
C. Fill in the blanks with the correct reflexive pronoun.

1. No thank you - I must complete the project ________________.
2. This is not your responsibility. Tell her she must do it ________________.
3. He says he saw them doing the work ________________.
4. We need help. We cannot complete this ________________.
5. Are you going for a walk by ________________? (clue: alone)

D. Choose the right verb form in each of the following sentences, making sure each verb agrees with its subject.

1. There was/were many people at the stadium.
2. The shops was/were closed all day yesterday.
3. The shirt has/have so many stains that it need/needs to be replaced.
4. Mr and Mrs Ahmed have/has just moved next door.
5. He use/uses the computer to write reports for his manager.
Worksheet 5

My best friend (A descriptive writing task)

Who is your best friend? What does your best friend look like? Use the space below to draw a rough sketch of your best friend.

Is your best friend tall or short, chubby, or thin and has brown eyes or blue eyes? Write a few phrases to describe the physical appearance of your best friend. ____________________________

______________________________

What qualities does your best friend possess? What is his/her personality like? Is he/she kind, polite, encouraging, caring, aggressive, smart, etc. Brainstorm a few phrases describing your best friend’s personality.

______________________________

______________________________

What does your best friend enjoy doing? What are his/her hobbies? Describe them briefly. ____________________________

______________________________

______________________________

What do you enjoy doing with your best friend? What do you like most about him/her? ____________________________

______________________________

______________________________

Now use all the information you have written above to write a descriptive paragraph entitled, My Best Friend. ____________________________

______________________________

______________________________

______________________________
Adverbs and Collective Nouns

An adverb tells us more about the verbs. An adverb tells us when, where, and how, an action happens.

A. Fill in the blanks with an adverb which best fits the sentences given. Choose from the adverbs given below.

playfully - carefully - sincerely - slowly - happily - quickly – patiently
loudly - quietly - safely - outside - soon - angrily - later

1. Sana skipped ____________down the street to the new park.
2. The children played ______________ the house.
3. The teacher told the students to read ________________.
4. The little kitten ran after the ball ________________.
5. I will go to visit him _______________.
6. The old man walked ____________.
7. Shazia completed her test _______________ making sure she was accurate.
8. Maria left the house _________________.
9. The mother will be here _________________.
10. We sing the national anthem _________________ because we love our country.

B. Match the animals with their collective nouns.

1. fish  flock
2. ants  school
3. hounds  colony
4. birds  herd
5. cows  pack
C. Fill in the blanks with the correct collective noun. Choose from the list given below.

<table>
<thead>
<tr>
<th>pod</th>
<th>pride</th>
<th>pack</th>
<th>flock</th>
<th>shoal</th>
</tr>
</thead>
</table>

1. We saw a _____________ of herrings swimming in the shallow waters.
2. A __________ of sheep was being driven forward by an old shepherd.
3. They shivered when they heard a _____________ of wolves howling.
4. We enjoyed watching a _____________ of dolphins swimming happily in the sea.
5. The _____________ of lions roam around in the African Savannas.
Worksheet 7

Punctuation marks

A. Re-write the following sentences using commas in the correct places.
1. I might read, watch television, and then later go to sleep.
2. Sara, Sana, Shazia, and Shabana practice playing the piano every Saturday.
3. For dinner we had, soup, pizza, soft drinks, and chocolate brownies.
4. We are going to the grocery store to buy, cake, salt, bread, and eggs.
5. Mother told her to empty the trash, vacuum the carpet, and wash the windows.

B. Re-write the following sentences using semi-colons where necessary.
1. Kasim wants to play football, Kaleem wants to play basketball.
2. She is feeling cold because her hair is very wet; she just washed it.
3. I went to the basketball court; I was told it was closed for cleaning.
4. I wish I had a bicycle; I have always liked riding.
5. You should talk to Ali otherwise, he will continue to misunderstand what happened.

C. Re-write the following sentences using colons where necessary.
1. I always set my alarm clock for 5:45 AM.
2. If you go to the store, please bring these items: sweet oranges, some margarine, a pack of mozzarella cheese, corn soup, and potatoes.
3. I have four hobbies: soccer, music, reading, and hiking.
4. I love reading all types of books: mystery, horror, suspense, and biographies.
5. We learned in biology about the four parts of a plant: roots, stem, leaves, and flower.

D. Use a dictionary to define each of the following hyphenated words.
1. even-tempered
2. tight-lipped
3. wide-eyed
4. heavy-handed
5. hard-hearted
Answer key

Unit 1 – A great example to follow

Comprehension:
1. Saad had hit a boy with a stone because he was being bullied.
2. Hazrat Muhammad رضوان الله عليه وسلم remained patient and never gave up.
3. Saad decided to apologize to the boy he hit.

Writing time:
A. Example answer:
We can become good Muslims by following the teachings of Hazrat Muhammad رضوان الله عليه وسلم. We should remain steadfast during hard times and never give up. We must continue praying to Allah. We need to behave well, give charity and practice good deeds. We must fast during Ramadan. We should always keep ourselves neat and tidy. Also, we should not transgress rights of others: parents, children, neighbours, guests, friends, teachers, servants, orphans and so on.

B. Column A | Column B
---|---
Drench | To wet thoroughly
Brambles | Any rough, prickly shrub
Compassion | A feeling of sympathy for people who are suffering
Jeered | To laugh and shout insults at someone.

The Virus

Discussion: Coronavirus is a pandemic that started November 2019. It is called a pandemic by World Health Organisation because the disease has affected all countries of the world. People were told to work from home and students had to take online classes from home, to prevent spreading this contagious disease. Scientists are working on vaccines to stop Coronavirus. These include: Pfizer, Moderna, Sputnik, and Sinovac.

Coronavirus is termed as a zoonotic disease because it originated from bats. It was first detected in Wuhan, China. It is transferred from coughs and sneezes. The symptoms include: dry cough, difficulty breathing, flu, fever and loss of smell and taste, which can last about 14 days. To avoid catching it, you must wash your hands with a good handwash. Always wear a mask and stay 6 feet away from others. If anyone close to you catches it, you must stay in quarantine for 14 days.
Writing time:

A. Mind-map example:

What I know about Coronavirus

- Pandemic
- Originated in Wuhan, China
- Symptoms: fever, flu, cough, breathing problems
- Contagious
- Ways to protect: mask; 6 ft distance; cleanliness; quarantine

Rules to protect yourself:

1. Wash your hands with a good soap, for 20 seconds.
2. Keep a sanitizer in your bag, especially when going to public places.
3. Cover your mouth and nose when coughing or sneezing. Discard tissue immediately and sanitize your hands.
4. Do not pollute the environment. Throw litter in the trash bin.
5. Wear a face mask properly – covering your nose, mouth and chin.
6. Do not eat anything or touch your face with dirty hands.
7. Maintain a distance of 6 feet from others to avoid transmitting the disease.

Reading time

A. 1. Where, here  2. Know, where, knew  3. Would, see
   4. weight  5. Lose
B. Helping verbs given in the text: is, has, been, did, were, was.
C. 1. have  2. Has  3. Does  4. may  5. have
   6. is  7. will  8. are  9. was  10. are
Answer key

Writing time

2. Question: Have you gone to the shop?
   Statement: You have gone to the shop.

3. Question: Is there a lion in the zoo?
   Statement: There is a lion in the zoo.

4. Question: Are these cookies ready to eat?
   Statement: These cookies are ready to eat.

5. Question: Have you completed your chores?
   Statement: You have completed your chores.

B. 1. Have you got any mail today? Question
   2. Hurray! Our team has won the game! Exclamation
   3. Have you seen my sister, Noreen? Question [can be used without comma if sister’s name is Noreen.]
   4. The sky is really clear and blue today. Statement
   5. When is your birthday? Question
   6. I want to paint today. Statement
   7. Will you come to the school field trip? Question
   8. That is a friendly dog! Exclamation

Unit 2 – Shandoor Polo Festival

Comprehension

A. 1. Shandur Polo festival is held every year, on the highest polo ground, at Shandoor Pass, bordering Gilgit-Baltistan and Chitral.

2. It is held from 7 till 9 July.

3. It is held at an altitude of 12,200 feet.

4. Horses are specially trained because oxygen levels at this altitude are low and can cause breathing problems.

5. Shandur Pass is surrounded by lush greenery and meadows. Different types of birds and wildlife are known to visit the area.

6. **Action words (verbs) in the passage:**
   Going, visit, attend, reading, held, situated, breathing, playing, winning, celebrate, bred, trained, arrived, filled, roaring, performed, fishing, trekking, hiking, surrounded, spot, told, come, run.

Example sentences:

- I am going to the dentist.
- I need to visit my grandmother.
- I am reading an interesting science-fiction book.
• My parents like fishing during the weekends.
• Track 2 at Margalla Hills is a scenic route for hiking or trekking.


C. **Compound words and example sentences:**
1. **breakfast:** I eat egg and cereal for breakfast.
2. **policemen:** A policeman is standing near the traffic signal.
3. **goodbye:** Goodbye! See you next week.
4. **daydream:** She has a habit of daydreaming when she is bored.
5. **afternoon:** I return home from school in the afternoon.
6. **rainbow:** We saw a beautiful rainbow near the lake.

D. *This exercise is a dictation.*

E. **Topic sentences:**

**Paragraph 3:** Horses are specially bred and trained for the festival as the polo match at Shandoor is no ordinary horse’s game.

**Paragraph 4:** The landscape is filled with lush green meadows surrounded by mountains.

**Paragraph 5:** This festival is one of the biggest festivals in Pakistan and also popular amongst the foreign tourists.

F. *A fact is anything that is true. Answers depend on the students.*

**Activity time**

A. The purpose of this brochure is to convince students and families to attend Shandoor Festival, at discounted prices.
Answer key

Invitation letters
A. Parts of a letter are labelled as follows:

**Sender’s address**
Sunrise School
Gilgit-Baltistan

To,
Faisal Usman
House B/9: 120
Defence Housing Authority
Karachi
12 February 2021

Dear Mr Usman,

Hope you are doing well. We, the children of Sunrise School in Gilgit Baltistan will be honoured to invite you to our Annual Sports Day on the 3rd of March 2021 as our chief guest.

**Body of letter**

We will be honoured if you could attend our Annual Sports Day as we have practised and worked hard to organise it.

Thank you,

Yours faithfully,

Sunrise School

Unfortunately, Faisal Usman could not attend the event but sent a polite reply to the children declining their invitation.

**Sender’s address**
Faisal Usman
House B/9: 120
Defence Housing Authority
Karachi

To,
Dear Children,

I am very well, thank you. I am deeply touched by your invitation. Regretfully, I will not be able to attend the event on the said date as I will be in Dubai coaching the local cricket team there.

Body of letter

I wish you all the best in your efforts and pray it will be successful. Thank you again for inviting me.

Best wishes,

Faisal Usman

Unit 3 – Climate change

Writing time

<table>
<thead>
<tr>
<th>Alphabetical arrangement</th>
<th>Part of speech</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmosphere</td>
<td>Noun</td>
<td>Combination of gases around the Earth</td>
</tr>
<tr>
<td>Greenhouse</td>
<td>Noun</td>
<td>A building that has glass ceiling to let plants grow</td>
</tr>
<tr>
<td>Hurricane</td>
<td>Noun</td>
<td>A violent storm with strong winds</td>
</tr>
<tr>
<td>Radiation</td>
<td>Noun</td>
<td>Dangerous substances emitted from radioactive materials</td>
</tr>
</tbody>
</table>
Answer key

<table>
<thead>
<tr>
<th>Solar</th>
<th>Adjective</th>
<th>Energy from the Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. *Explain that when the first letter is the same, words should be arranged by 2nd or 3rd alphabet.*

About, aged, aim, always, annoy, apologies

C. *Fiction: Harry Potter and the Witch; Sindbad the Sailor; The Ant and the Elephant, The Giant and the Dwarf.*

*Non-fiction: Maps of Asia; Social Studies Book V; A History of Pakistan; Science for Beginners.*

D. 1. An unextinguished cigarette starts a fire.
2. Since grass quickly catches fire, the flames spread to the rest of the forest. This is called a wildfire.
3. The forest animals try to escape from the wildfire.
4. The people rush away from the forest.
5. Firefighters try to extinguish the wildfire.

Reading time

2. Atmosphere is a layer of gases surrounding Earth.
3. Among the many effects of global warming, two of them are: glaciers are melting and causing sea-levels to rise, which then cause extreme weathers, such as floods and hurricanes; animals are losing their habitats, due to which many species are endangered.
4. We should not burn down trees. We should not burn materials that emit greenhouse gases.
5. Fossil fuels are formed underground from dead plants and animals. These are burned to generate energy. Coal, oil and natural gas are fossil fuels. Burning them releases greenhouse gases.

B. ‘Always wash the fruit carefully.’ *Command*
   ‘Stop the noise at once!’ *Command*
   ‘May I please have another sweet?’ *Request*
   ‘I love ice cream!’ *Exclamation*
   ‘Hurray, we won!’ *Exclamation*

C. *Topic sentence:* This is called Global Warming and it is the cause of climate change.
The Storm

Rhyming words: crackled-whistled

Comprehension

3. Leaves: rustling, swishing, swooshing, swirling, whirling.

C.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>roared</td>
<td>1</td>
</tr>
<tr>
<td>crackled</td>
<td>2</td>
</tr>
<tr>
<td>grey</td>
<td>2</td>
</tr>
<tr>
<td>splayed</td>
<td>2</td>
</tr>
<tr>
<td>wind</td>
<td>1</td>
</tr>
<tr>
<td>all</td>
<td>1</td>
</tr>
<tr>
<td>sky</td>
<td>2</td>
</tr>
</tbody>
</table>

Unit 4 – The boy who saved his school

Reading time

A. 1. Sarah and Sumbal spent most of their time exploring the countryside.
2. Sarah was sad because she was missing her grandfather who died recently.
3. The packet included a medal for bravery awarded to Sarah’s grandfather, by the government.
4. Rashid Minhas died while trying to regain control of the aircraft from his enemy and crashing it near the border of India-Pakistan.
5. Major Raza Aziz Bhatti died defending his area.

Writing time

A. 1. They wanted to leave the children in the forest because they were unable to look after them.
2. After hearing his uncle and aunt’s conversation, Hansel collected pebbles and hid them in his pocket.
3. Birds ate the bread crumbs.
5. They found a treasure of gold coins in the witch’s house.

B. The sequence is in this order: 5, 6, 1, 8, 3, 2, 7, 4.
Answer key

C. Gender nouns:

<table>
<thead>
<tr>
<th>Masculine nouns</th>
<th>Feminine nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncle</td>
<td>Sister</td>
</tr>
<tr>
<td>Nephew</td>
<td>Niece</td>
</tr>
<tr>
<td>Husband</td>
<td>Aunt</td>
</tr>
<tr>
<td>Brother</td>
<td>Wife</td>
</tr>
<tr>
<td>Wizard</td>
<td></td>
</tr>
</tbody>
</table>

Gender-neutral nouns: dentist, businessperson, manager, doctor, teacher, principal, nurse, pilot, president, etc.

D. Past tense | Present tense
---|---
Looked | Look
Could | Can
Spent | Spend
Had | Have
Gave | Give
Brought | Bring
Saved | Save
Missed | Miss

E. 1. **Present tense:** Dorothy lies down on the bed and is soon fast asleep, but the scarecrow is not tired; he stands in a corner and waits patiently.

2. **Past tense:** The merchant took Aladdin to a cave. He handed him a ring and told him to wear it. Then they both moved the rock and Aladdin entered the cave.

3. **Future tense:** The shoemaker will go into his workshop. He will see a pair of shoes on the bench. He will call his wife to take a look.
F.

<table>
<thead>
<tr>
<th><strong>Title of the story</strong></th>
<th>Hansel and Gretel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting</strong></td>
<td>Forest</td>
</tr>
<tr>
<td><strong>Characters</strong></td>
<td>Uncle, Aunt, Hansel and Gretel</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>Two children are left in the forest by their uncle. They reach the house of a witch who imprisons them. They escape from the house with a treasure of gold coins.</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td>Hansel and Gretel's parents die. They start living with their aunt and uncle.</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Since their aunt and uncle are unable to look after them properly, they leave Hansel and Gretel in the forest. Although Hansel tries to find their way back home from bread crumbs, they get lost and reach a witch's cottage, where they get trapped.</td>
</tr>
<tr>
<td><strong>End</strong></td>
<td>Gretel pushes the witch inside an oven and rescues Hansel. They both find a treasure of gold coins that they take back home and live happily.</td>
</tr>
</tbody>
</table>

**Our flag: poem**

**Meaning of:**  
*Respect every minority's right*

This verse means that minorities of Pakistan – Christians, Hindus, etc. are entitled to as much rights and opportunities as majority citizens of Pakistan. Religion has warned us from transgressing anyone’s rights, including minorities. They should be looked after properly, be given a safe space and have access to education, healthcare and jobs. The white crescent and star on Pakistan’s flag represent minorities. It also reflects Quaid-e-Azam’s famous dialogue:

You are free to go to your temples, you are free to go to your mosques or to any other place of worship in this state of Pakistan. You may belong to any religion or caste or creed, that has nothing to do with the business of State.

Presidential Address to the Constituent Assembly of Pakistan 11 August, 1947
REVIEW TEST 1

1. Male: grandfather, uncle, wizard  
   Female: niece, widow, aunt  
   Either male or female: scientist, teacher, doctor

2. a. The River Thames in London is very famous.  
b. How long will Alison stay at the Shalimar Hotel?  
c. He lives on 24, Mall Road in Quetta.  
d. The Wizard of Oz is my favourite book.  
e. Have you read the new storybook?

3. a. The money on the table is yours.  
b. He is an obedient boy.  
c. The train is late again.  
d. Biryani is a Pakistani dish.  
e. My mother wants an airtight jar.  
f. Javed went for an interview today.  
g. The girl next door is very friendly.  
h. I want to buy a melon and some peaches.

4. a. taught  
b. came  
c. happened  
d. read  
e. took  
f. blew  
g. stayed  
h. caught

5. ‘Have you read Charlie and the Chocolate Factory?’ Zainab asked Mariam.  
   ‘No I haven’t,’ said Mariam. ‘What is it about?’  
   ‘It’s a book about a small boy who wins a ticket to visit a chocolate factory,’ said Zainab. ‘You must read it.’  
   ‘Who has written it?’ asked Mariam.  
   ‘A writer called Roald Dahl,’ said Zainab.

Unit 5 – Writing letters

Writing time

A. 1. Shahjahan built the Taj Mahal and the Shalimar gardens.  
   2. Mr. Babar lives on Jinnah Road in Peshawar.  
   3. The story ‘Sindbad — the Sailor’ is very exciting.  
   4. I would love to spend summer in Quetta and winter in Karachi.  
   5. The River Indus is the main river in Pakistan.  
   6. My sister studies at the University of Karachi.  
   7. My birthday is on Monday.  
   8. February is the second month of the year.  
   9. Jupiter is the largest planet.  
   10. Amna and Salma are friends.
B. 1. An octopus has eight legs. When an octopus feels danger, it produces a substance which stops possible attackers from seeing the octopus.
2. The student eating ice cream is Bilal. The boy next to him is Kamran.
3. We thanked the man who showed us the way to the airport.

Pronunciation check
D. soft ‘c’ - cell, distance, recent, cereal
hard ‘c’ - cabin, cake, cucumber, fact, public
soft ‘g’ - gem, general, change, energy, gym
hard ‘g’ - get, geese, glass, golf, grow, girl

Unit 6 – Helping others

Reading time
A. 1. Nasir and Neha wanted to buy some nice games that they could play together. Neha wanted to buy a badminton net and racquets so that they could play in the yard behind their house. Nasir wanted to buy a bicycle.
2. Zahir is unhappy because his mother is unwell and he is worried about her.
3. Nasir and Neha plan to help Zahir give his mother a great welcome when she returns from the hospital.
4. Nasir buys two cans of paint and asks Mr Babar, their next-door neighbour, for help. Nasir and Mr Babar paint the walls and the gate. A few more friends get together and clean the garden. They borrow a lawnmower and also cut the grass. Neha and her friends clean the house from inside. They put some flowers on the table and clean everything. The children’s mother bakes some biscuits and a big chocolate cake for them.
5. Zahir’s mother told Zahir that he had wonderful friends and he must also help them when they need his help.

B. 1. Monkeys love bananas.
2. Sheila is a teacher.
3. Mr Salim is going home.
4. The crocodile is a dangerous animal.
5. The boys are in the class.

D. 1. S: The boys V: are playing O: football
2. S: Saira V: is eating O: ice cream
3. S: Nasir V: painted O: the wall
4. S: Taha V: gave O: the ball
5. S: My brother V: bought O: car

E. 1. cart 2. English 3. toys 4. homework 5. coat
Answer Key

1. A friend is for sharing, (6 syllables)
   For giving and caring. (6 syllables)
   To cheer you when you’re sad, (6 syllables)
   To tell you when you’re bad. (6 syllables)
   Someone reliable, (5 syllables)
   Someone dependable, (6 syllables)
   Who is there tomorrow, (6 syllables)
   In happiness and sorrow. (7 syllables)

Unit 7 – Railways

Writing time

A. 1. porter: a person whose job is to carry peoples’ bags and other loads, especially at railway stations, airports, or in hotels.
   2. invention: something invented: as (1) : a product of the imagination; (2) : a device or process originated after study and experiment
   3. popular: of or relating to the general public
   4. trunks: (1) : a large rigid piece of luggage used usually for transporting clothing and personal effects (2) : the luggage compartment of an automobile
   5. tracks: the parallel rails of a railroad

D. 1. The train was chugging out of the station.
   2. Their friends were waving goodbye.
   3. There was a party.
   4. She has been doing her homework.
   5. They were buying their books.

E. 1. The train is not chugging out of the station.
   2. Their friends are not waving goodbye.
   3. There will not be any party.
   4. She did not do her homework.
   5. They have not brought their books.

F. 1. Is the train chugging out of the station?
   2. Has she done her homework?
   3. There was a party.
   4. She did her homework.
   5. Have they brought their books?

G. 1. The train chugged out of the station.
   2. Their friends waved goodbye.
   3. There was a party.
   4. She did her homework.
   5. Have they brought their books?
Answer key

Writing time

A. Rhyming words:
  - witches, bridges, ditches
  - houses, hedges
  - battle, cattle
  - plain, rain
  - eye, by
  - scrambles, brambles
  - road, load
  - river, forever.

B. 1. ditches: a long narrow excavation dug in the earth
  2. meadows: land that is covered or mostly covered with grass; especially: a tract of moist low-lying usually level grassland
  3. scrambles: to move or climb hastily on all fours
  4. brambles: any of a genus (Rubus) of usually prickly shrubs of the rose family including the raspberries and blackberries; also: the fruit of a bramble
  5. tramp: one who has no established residence and wanders idly from place to place without lawful or visible means of support
  6. glimpse: to get a brief look at

C. Bridges, houses, hedges, ditches, meadows, horses, cattle, hill, plain, painted stations, child, brambles, tramp, daisies, cart runaway in the road, load, mill, river.

Unit 8 – The discovery of a new continent

Comprehension

A. 1. Christopher Columbus was a navigator and an explorer.
  2. He was from Genoa in Italy.
  3. The king and queen of Spain gave Christopher Columbus three ships, men, and supplies to reach Asia.
  4. His men were terrified that they would be lost at sea.
  5. They named the island Hispaniola. The island is now the location of Haiti, and the Dominican Republic.
  6. Columbus did not realize that he had arrived in a new part of the world. He thought he was in India and therefore called the natives who lived on these islands, the Indians.

B. navigate: to sail a ship
   explore: to find something new; to travel to or around an area in order to learn about it; to examine something completely or carefully in order to find out more about it
   terrified: scared
   native: a person who has always lived in a place; a person born in a particular place
   voyage: a journey
Answer key

Activity time

A. 1. admitted  2. learned  3. met  4. cried  5. put

B. he (subjective)  his (possessive)  it (subjective)  they (subjective)

C. 1. Jameel pinched himself to make sure he was not dreaming.
   2. They blamed themselves for causing the accident.
   3. We cleaned the whole garden ourselves.
   4. Ahmed made the science project himself.
   5. The boys enjoyed themselves at the party.

D. 1. Computers (is/are) very useful.
   2. She (swim/swims) very well.
   3. The passengers (was/were) tired.
   4. The car tyre (is/are) punctured.
   5. A group of students (want/wants) to meet the principal.
   6. We (hope/hopes) the storm will be over soon.
   7. Physics (is/are) a difficult subject.
   8. Neha (is/are) helping her mother.

E. 1. Cats make nice pets.
   2. The swimming pool has clean water.
   3. The office workers prefer to bring their own lunch.
   4. Mrs Basheer cooks delicious food.
   5. Geography is the study of the Earth.
   6. No money was sent to the charity.
   7. Bilal doesn’t eat meat.
   8. The band doesn’t have an electric guitar.
   9. Neha likes to eat fruit.
   10. The teachers read a story.

F. 1. May  2. May  3. may not  4. may not

G. 1. cannot  2. can  3. cannot  4. can/cannot

H. 1. should  2. should not  3. should
REVIEW TEST 2

Answer key

1. a. anger  b. autumn  c. energy  
d. garlic  e. hollow  f. iguana  
g. jam  h. jellyfish  i. kangaroo  
j. lion  k. octopus  l. potato  
m. summer  n. umbrella  v. vapour  

Words beginning with vowels: anger, autumn, energy, iguana, octopus, umbrella

2. a. We found the lost books.  
b. They are in the library to research the topic.  
c. The girls bought the ice cream.  
d. History is an easy subject.  
e. It is Amber’s first day at school.  
f. The boy threw the ball in the field.  
g. Cats make nice pets.  
h. Alia cooks delicious food.

3. peculiar — strange  
permit — allow  
gleaming — shining  
popular — well liked  
rout — way  
tramp — homeless person

4. a. Mr Javed (s) teaches (v) Class Five (o).  
b. The stray dog (s) bit (v) the child (o).  
c. The children (s) tied (v) their shoelaces (o).  
d. Mr and Mrs Bashir (s) cleaned (v) the garbage (o).  
e. The angry farmer (s) chased (v) the fox (o).

6. a. Were the boats sailing in the sea?  
b. Was the Arabian horse racing at a great speed?  
c. Is she laughing because the jokes are funny?  
d. Are the stars shining in the sky?  
e. Were the teachers having a meeting with the principal?

7. a. The globe belongs to our class.  
b. They forgot their keys.  
c. Jawad completed the whole project himself.  
d. This dictionary is not mine.  
e. Did you do this work yourself?

9. a. Sara does not like to read storybooks.  
b. The teacher did not give the book to Sara.
c. Mother is not cooking dinner.

d. They are not playing in the garden.

e. The boy is not smiling.

10. a. The dogs bark at the stranger./ The dog barks at the stranger.
    b. The bed is made of iron. / The beds are made of iron.
    c. The trees have fruit on them./ The tree has fruit on them.
    d. The student wants to go out./ The students want to go out.
    e. Sara and Sana have a pet cat.

Unit 9 – The time machine

Grammar

A. 1. The students will do the homework on time.
    2. Sara is going to the post office. She will post the letters for you.
    3. Bilal will go to Lahore next month.
    4. My mother will bake a cake for my birthday.
    5. Mr Ahmed will write a letter to all the students.

B. 1. What do you want to eat?
    2. Do you agree with me?
    3. Where will you be tomorrow?
    4. What did Asad and Salman feel?
    5. Where were they?
    6. What do you do after school?

C. 1. She lives on Mall Road.
    2. I haven’t seen her since 2009.
    3. The school is near the park.
    4. The play begins at 6 p.m.
    5. The meeting for parents is between 9 a.m and 11 a.m

Unit 10 – Dear diary

Writing time

C. 1. My grandfather gave me an expensive, antique, rectangular mirror.
    2. That thin, young, Pakistani man is a cricketer.
    3. This company sells small, modern, Japanese laptops.
    4. I have a wonderful, old, Pakistani clock in my sitting room.
    5. I ate a delicious, ripe, green apple.
    6. The big, square, blue box is on the table.
    7. My father bought a large, black, woolen suit.
    8. There was an ugly, big, wooden desk in the old office.
    9. My sister has long, curly, black hair.
    10. I want to buy a beautiful, new, red bicycle.
Answer key

D. 1. Who did the teacher give the prize to?
2. When are you going to do your homework?
3. What will Sara give her sister for her birthday?
4. When will you send the invitation to Talha?
5. Where are the books kept?
6. Who is responsible for switching off the lights?
7. Where do people go if they want to swim?
8. When can you come to my house?
9. Why is your room dirty?
10. Where do you live?
11. What is your father’s name?
12. Why are you angry?

E. 1. The Principal wants to appoint Mr. Javed.
2. Being late makes my teacher angry.
3. Some money is missing from the office.
4. Sheila resembles her grandmother.
5. I left out question five.

Unit 11 – A Visit to the Stadium

Discussion time

A. Famous sports of Pakistan: cricket, hockey, polo and squash.


Activity

A. The following prompts can be given to students to make a poster about one male and female personality:
   • Name of personality
   • Profession:
   • Brief background:
   • Achievement:
   • Famous for:
   • One quote by this personality:
   • What can I learn from him/her:

B. Famous international footballers are: Christiano Ronaldo, Lionel Messi, Muhamed Salah, Neymar, and many more.

C. It’s not winning or losing but how you play the game.
   It means that if you lose, you should never give up. Keep learning from your mistakes. Know where you fell short and what you need to improve. Learn from the winners. What did they do that they won? Keep on trying to improve yourself. Life is a combination of winning and losing.
The Olympic Games

Stop and think

• The Olympic Games is an international sports competition that is held every 4 years. It can be categorized into Summer or Winter Olympics. Athletes from all over the world participate in robust sports activities to compete with other countries. Winners get gold, silver or bronze medals. The games require rigorous strength. Some of these games are: alpine skiing, swimming, sailing, weightlifting, cycling, hockey, etc.

• A marathon is a long-distance foot race that is usually 42 kilometers. More than 800 marathons happen each year and thousands of athletes participate at these events.

Activity time

A. 1. Pakistan’s National Olympic Committee was first established in 1948. Athletes from Pakistan first participated in the Olympics in 1948, in London. Since then, Pakistan has won 10 medals. In 2010, Mohammed Abbas became the first athlete from Pakistan to participate in Winter Olympic Games.

2. Pakistan has participated in Summer Olympics Games and once in Winter Olympic Games, in 2010.

3. Pakistan has won total ten medals: three gold, three silver medals and four bronze medals in sports boxing, hockey and wrestling.

Writing time

A. 1. As brave as a lion. 2. As proud as a peacock.

3. As friendly as a puppy. 4. As sly as a fox.

5. As fast as a cheetah. 6. As wise as an owl.

7. As greedy as a pig. 8. As quiet as a mouse.

B. Example answers: [Accept suitable answers from students]

1. As red as blood. 2. As green as grass.

2. As blue as the sky. 4. As black as coal.

5. As white as snow.

C. 1. abroad. 2. peacefully. 3. already 4. never 5. Today


[Accept suitable answers from students]

E. 1. herd of cows 2. bouquet of flowers 3. pride of lions

4. pack of wolves 5. pack of cards 6. crowd of spectators

7. army of soldiers 8. army of ants


4. school of fish 5. Pride of lions 6. Quiver of arrows


10. constellation of stars
G. 1. Did Mrs. Babar go abroad?  
2. Does the farmer get up before dawn?  
3. Do the footballers practice at 4 p.m.?  
4. Is there a storm coming?  
5. Were the students late?

H. Healthy food: spinach, apple, banana, mango, ladyfinger, fresh fruit juice, cucumber, cauliflower, carrot.  
Unhealthy food: burger, sweets, candy, cold drinks, French fries, fried chicken.

Writing time

C. 1. The student is going abroad.  
2. The baby is sleeping peacefully.  
3. Jameel has already completed his work.  
4. He never tells a lie.  
5. You must clean your room today.

D. 1. The lion roared ferociously.  
2. The soldier fought bravely.  
3. The rude man pushed me harshly.  
4. She opened her presents excitedly.  
5. He drives very carelessly.

E. 1. A herd of cows grazed in the field.  
2. Sara presented a bouquet of flowers to her teacher.  
3. A pride of lions roamed in the jungle.  
4. A pack of wolves attacked the small animals.  
5. Talha made a house with a pack of cards.  
6. A crowd of spectators watched the match.  
7. An army of soldiers fought the battle.  
8. Hamza saw an army of ants at the picnic.

F. 1. Swarm of bees  
2. Flock of sheep  
3. Caravan of camels  
4. School of fish  
5. Pride of lions  
6. Quiver of arrows  
7. Range of mountains  
8. Band of musicians  
9. Collection of stamps  
10. Constellation of stars

G. 1. Did Mrs Babar go abroad?  
2. Does the farmer get up before dawn?  
3. Do the footballers practise at 4 p.m.?  
4. Is a storm coming?  
5. Were the students late?

Unit 12 – The school magazine

Discussion time

1. Hockey is the most popular game.  
2. Pears and bananas are the least popular fruit.  
3. Computer Studies is liked by most students.  
4. Most children study Urdu or Computer Studies in their spare time.
Writing time

A. 1. I ordered chairs, tables, and cupboards for my new office.
   3. Naila, the magazine editor, is absent today.

B. 1. Please buy me these fruits: mangoes, apples, and peaches.
   2. The teacher said: I will take you all for a picnic.

C. 1. Taimur is from Lebanon; his teacher is from the same place.
   2. Their team won the match; the captain made a century.

D. 1. My great-grandmother is very old.
   2. I want a strawberry-flavoured milkshake.
   3. He has a four-year-old granddaughter.
   4. Mother sliced the pizza in one-half.
   5. Their son-in-law is coming to visit.
REVIEW TEST 3

1. a. The lion is a very ferocious animal.
   b. The muscular man lifted the heavy stones.
   c. The brave, young lady caught the cunning thief.
   d. The cute, little puppy was shivering in the cold rain.
   e. The talented singer joined a new band.

2. a. Jamal never talks about his work.
   b. Nadir’s father has just been promoted.
   c. It rained continuously so we had to take our umbrella.
   d. Zoya usually goes to sleep at 10 p.m. (usually)
   e. Mr Qureshi seldom watches television. (seldom)

3. Shahid wanted to see all the important buildings in Lahore: the Shalimar Gardens, Badshahi Mosque, and Minar-e-Pakistan.
   “Where do you want to go first?” asked his uncle.
   Shahid could not decide as the four-hour trip to Lahore had already tired him out.

4. | Noun   | Adjective | Pronoun | Verb   | Adverb | Preposition |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>Bright</td>
<td>Mine</td>
<td>Jumped</td>
<td>Slowly</td>
<td>At</td>
</tr>
<tr>
<td>Money</td>
<td>Intelligent</td>
<td>Himself</td>
<td>Flew</td>
<td>Always</td>
<td>Under</td>
</tr>
<tr>
<td>Bench</td>
<td>Lazy</td>
<td>Her</td>
<td>Cooking</td>
<td>Never</td>
<td>Upon</td>
</tr>
</tbody>
</table>

5. break – brake – brick
   hole – hall – whole
   soon – sun – son
dear – deer – die
   know – no – now
   soil – soul – sole
   father – farther – further
   met – meet – meat
   sweet – suite – suit
   hire – here – hear
   see – saw – sea
   weak – wick – week

6. a. You’re not allowed to play music in your room after eleven at night.
   b. Wheat is ground into flour for making bread.
   c. It’s very late to go all that way, why don’t you sleep over at our house?
   d. My sight is not as sharp as it used to be.
   e. The little boy threw the ball in the air.
7.  
   a. can, may, say, must  
   b. is, am, are, where  
   c. were, at, being, be  
   d. been, what, am, should  
   e. do, did, shall, done  
8.  
   a. Someone has broken into the house.  
   b. He was driving much too fast.  
   c. I am waiting for my sister.  
   d. Have you met my brother?  
   e. Can/Will you help me?  
   f. It will be later than you think.  
   g. If he will read better, he will learn more.  
   h. Mr Ahmed could not be persuaded to change.
Worksheet 2

Context Clues

A.

<table>
<thead>
<tr>
<th>Underlined word</th>
<th>Guessed meaning using context clues</th>
<th>Meaning given in the dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>desired</td>
<td>To express a wish for</td>
<td></td>
</tr>
<tr>
<td>announced</td>
<td>make something known especially by saying it publicly</td>
<td></td>
</tr>
<tr>
<td>determined</td>
<td>having reached a firm decision</td>
<td></td>
</tr>
<tr>
<td>struggled</td>
<td>to proceed with difficulty or with great effort</td>
<td></td>
</tr>
<tr>
<td>elated</td>
<td>marked by high spirits</td>
<td></td>
</tr>
</tbody>
</table>

B.  Match the underlined word with their meanings.

1. lacking in experience
2. remain alive
3. asked to leave
4. fill with delight
5. average
Worksheet 3

Subjects and Predicates

A. For each of the following sentences, circle the subject and underline the predicate.

1. The huge dog barked ferociously.
2. The little children rushed through the park.
3. Neha invited her friends to the party.
4. We went for a picnic.
5. The car crashed into the tree.
6. The abandoned, old house seemed haunted.
7. The little kitten was quite playful.
8. The sun shone cheerfully.
9. The apple pie was delicious.
10. Neha, Nasir, and Javed all play football.

D. Read the following sentences and underline the verbs. Find the subject of the verb and note it in the subject box. Find the object and write it in the object box.

<table>
<thead>
<tr>
<th>Subjects:</th>
<th>Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The moon</td>
<td>apple pie</td>
</tr>
<tr>
<td>Javeria</td>
<td>diary</td>
</tr>
<tr>
<td>She</td>
<td>foot ball</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>The old man</td>
<td></td>
</tr>
</tbody>
</table>

1. The moon was shining brightly.
2. Javeria ate an apple pie.
3. She gave me the diary.
4. I played football last week.
5. The old man was laughing.
Worksheet 4

Pronouns and Subject-Verb Agreement

A. Use any of the following personal pronouns to fill in the blanks in the letter below.

Dear Natasha,

We are having a wonderful time. Saba and I have fun all day long. We spend most of our day at the beach, building sandcastles, or reading lazily. Ahmed and Raheel have taken up water sports. Can You believe it? They are actually surfing. After a long, tiring, and fun-filled day, Mother treats us to her brownies. They are as scrumptious as ever. Father wanted to go sightseeing but was having trouble with the car. It took him a while to fix it. Finally, We were able to go driving to the countryside. I wanted to drive. Unfortunately, I drove the car into the mud. Father told me to keep to reading and building sandcastles from now on.

Wish you were here.

Lots of Love,

Neha.

B. Fill in the blanks with possessive pronouns.

1. mine 4. hers
2. his 5. ours
3. theirs

C. Fill in the blanks with the correct reflexive pronoun.

1. myself 4. ourselves
2. herself 5. yourself
3. themselves

D. Choose the right verb form in each of the following sentences, making sure each verb agrees with its subject.

1. were 4. have
2. were 5. uses
3. has; needs
Worksheet 6

Adverbs and Collective Nouns

A. Fill in the blanks with an adverb which best fits the sentences given. Choose from the adverbs given below.

1. happily
2. outside
3. quietly
4. playfully
5. later
6. slowly
7. carefully
8. angrily
9. soon
10. sincerely

B. Match the animals with their collective nouns.

1. fish school
2. ants colony
3. hounds pack
4. birds flock
5. cows herd

C. Fill in the blanks with the correct collective noun. Choose from the list given below.

1. shoal
2. flock
3. pack
4. school
5. pride
Worksheet 7

Punctuation marks

A. Re-write the following sentences using commas in the correct places.

1. I might read, watch, television, and then later go to sleep.
2. Sara, Sana, Shazia, and Shabana practice playing the piano every Saturday.
3. For dinner, we had soup, pizza, soft drinks, and chocolate brownies.
4. We are going to the grocery store to buy cake, salt, bread, and eggs.
5. Mother told her to empty the trash, vacuum the carpet, and wash the windows.

B. Re-write the following sentences using semi-colons where necessary.

1. Kasim wants to play football; Kaleem wants to play basketball.
2. She is feeling cold because her hair is very wet; she just washed it.
3. I went to the basketball court; I was told it was closed for cleaning.
4. I wish I had a bicycle; I have always liked riding.
5. You should talk to Ali; otherwise, he will continue to misunderstand what happened.

C. Re-write the following sentences using colons where necessary.

1. I always set my alarm clock for 5:45 AM.
2. If you go to the store, please bring these items: sweet oranges some margarine a pack of mozzarella cheese corn soup and potatoes.
3. I have four hobbies: soccer, music, reading and hiking.
4. I love reading all types of books: mystery, horror, suspense, and biographies.
5. We learned in biology about the four parts of a plant: roots, stem, leaves, and flower.

D. Use a dictionary to define each of the following hyphenated words.

1. even-tempered not easily angered or excited
2. tight-lipped silent, loath to speak
3. wide-eyed innocent
4. heavy-handed clumsy, awkward, insensitive, overly forceful
5. hard-hearted unsympathetic, cruel, cold
Assessment

Read the given passage and answer questions that follow.

Natural disasters

Natural disasters come in many shapes and sizes and most of them are related to the weather. Some, like hurricanes, can be predicted but others, like earthquakes, cannot be predicted. Some of the natural disasters we are going to discuss today are as follows:

Earthquakes are caused by the shaking, rolling, or sudden shift of the Earth's surface. They happen along the fault lines in the Earth's crust. Although they last less than a minute, they can be felt over a large area. Scientists cannot predict earthquakes, but they can measure how strong it is on a Richter scale. Earthquakes measuring less than 4.0 on this scale usually do not cause damage but those over 6.0 can be very destructive.

A tsunami is a series of huge waves which are the result of an earthquake or volcanic eruption. The waves travel in all directions from the area of disturbance and when they hit the shore they can be as high as 100 feet. They can cause a lot of destruction.

Floods are caused because of heavy rains, when rivers overflow, when snow melts too fast, or a dam breaks. The water can cover houses and destroy crops and property, and people are forced to flee from their homes.

Tornados are very violent storms. They can be very dangerous. They come from powerful thunderstorms and appear as circular shaped, rotating clouds. Tornado winds can sometimes reach a speed of 300 miles per hour.

Hurricanes are severe tropical storms. They gather heat and energy through contact with warm ocean waters. The winds can be at least 75 miles per hour or more, and they, together with rain and waves, can cause great damage. Everybody should stay away from the ocean during a hurricane warning.

1. Circle the correct answer.
   a. A series of huge waves that cause a volcanic eruption or earthquake is called:
      (i) Hurricane          (ii) Earthquake          (iii) Tsunami
   b. Earthquakes measuring over ____________ can be deadly.
      (i) 4.0                (ii) 6.0                (iii) 2.0
2. What do scientists use to measure the strength of an earthquake?

3. What are the reasons that cause floods?

4. How strong are the winds during a tornado?

5. How do hurricanes gather heat and energy?

6. Sort the following terms in an alphabetical order.

Volcano, convulsion, disaster, harbor, severe, tornado, flood, earthquake, tsunami, hurricane

7. Write True or False.
   (i) There is only one type of natural disaster.  
   (ii) An earthquake happens from fault lines in the Earth’s crust.  
   (iii) A tsunami wave can reach a height of one-thousand feet.  
   (iv) Floods are severe tropical storms.  
   (v) Hurricanes gather energy from cold ocean waters.

8. Fill in the blanks with words from the box below.

violent, floods, 100 feet, tornado, ocean

(i) People should stay away from the ________ during a hurricane emergency.
(ii) ________ winds can sometimes reach a speed of 300 miles per hour.
(iii) ________ are caused by heavy rains.
(iv) Tornadoes are powerful, ________ storms that can be dangerous.
(v) Tsunami waves can be as high as ________.
9. The topic sentence for the first paragraph has been underlined for you. Underline the topic sentences for the remaining paragraphs.

10. Natural disasters have a strong cause-and-effect relation with climate change. Write five steps about what you can do to prevent climate change.

(i) 

(ii) 

(iii) 

(iv) 

(v)