



# LearningWell's **English**

# 4

***Teacher's  
Resource Book***

For Order : 0320-5899031

✉ [info@learningwell.pk](mailto:info@learningwell.pk)    🌐 [www.learningwell.pk](http://www.learningwell.pk)

## CONTENTS

Lesson No.	Lesson Name	Page No.
1	Cocoon and the butterfly	2
2	Letter Writing	5
3	Mosey Dawdle and Speedy Weedy	8
4	The Fiddle	11
5	Princess Rose	14
6	Follow the instructions	17
7	The Elder Brother	21
8	Morning Time	24
9	The Foolish Man	27
10	The Great Pyramid of Giza	30
11	The Monkey and Bananas	34
12	So-la	36



## Lesson 1: Cocoon and the butterfly

### Learning Objectives

1. To teach children the way butterfly comes to the world
2. To help them learn about the importance of struggling
3. To help them know about the condition of someone before extending a helping hand

### Teacher Starter

Ask your students to describe the features of butterfly. They may use adjectives like colorful, tiny, friendly, beautiful, lightweight etc. Also ask students whether they know where and how these beautiful creatures are born.

### Teaching

Divide the class in reading groups and allow each group to read and explain one paragraph each from the chapter. While the chapter is being read, make sure children highlight and understand meanings of the difficult words like unappealing, struggle, combination, transform, cocoon, tweaked, emerged, enlarged, crawled and withered. At the end of the lesson, ensure that the children understand the moral of the story i.e. when helping anyone we should properly evaluate the situation and make sure that we do not cause more trouble to the person or animal we are helping.

### Answer these questions

1. Where does the butterfly come from?  
A. The butterfly comes from an unappealing worm.
2. Why did the man stop to see the butterfly?  
A. He stopped to see the butterfly as he loved butterflies for their colours and wanted to see how it would make its way to the world.
3. For how long did the man watch the butterfly?  
A. The man watched the butterfly for over 10 hours.
4. The butterfly did not come out of the cocoon, after so many struggles, why?  
A. The butterfly could not come out of the cocoon because it was not strong enough and did not develop its wings which would set it free from the cocoon.
5. What did the man do to help it?  
A. He brought a pair of scissors and tweaked the cocoon to make larger opening for the butterfly.
6. What happened to the butterfly, when it come out of the cocoon?  
A. The butterfly just crawled around with withered wings and huge body. It was never able to fly all through its life.



**Grammar Task****Count and Uncount Noun**

- Water
- Music
- Butter
- News
- Information
- Batter
- Flour
- Sugar

Read the sentences carefully and fill in the missing articles. Out a or an. If no articles are needed then put an (X).

1. X, the
2. The
3. The
4. The, a
5. X, the
6. A, a, the
7. An
8. The, X

Sort out the singular, plural and Uncount nouns from the list

**Plural Count nouns**

Refugees  
queue  
tourists  
fruits  
vegetables  
eyes  
patients

**Singular Count Nouns**

handwriting  
scenery  
doctor  
money  
brother  
man

**Uncount Nouns**

fear  
hair  
people

**Word Task**

Write the plurals with their correct singular

Cactus	: Cacti
Igloo	: Igloos
focus	: focuses
zero	: zeros
Chief	: chiefs
cliff	: cliffs
fungus	: fungi



nucleus	: nuclei
syllabus	: syllabuses
analysis	: analyses
diagnosis	: diagnoses
oasis	: oases
scarf	: scarves
thief	: thieves

**Rewrite the poem in your notebook.**

Trees  
streams  
swings  
dreams  
notes  
pools  
clouds  
skies  
breezes

**Read the passage given below and add commas where necessary.**

Flowers are a symbol of beauty, and peace. When we get up in the morning and see a flower, it brings a smile on our face. We feel peaceful and at least for a fraction of second, we forgot our worries. I have to start early to school. My school is just walking distance away, but the distance is twenty minutes' walk from my home. Since we do not stay in the city, we are away from the hustle and bustle of city life! I like walking from home to my school, because on the way I can see rainbow in the sky. Flowers make a place colorful and beautiful. The rose plant is most common in every garden, another common flower is jasmine that has a good odor. But favorite flower is lotus. The lotus is also the national flower of our country. The reason why I like the lotus is very funny. It's because, I have not seen anyone putting the lotus on the head to decorate their hair! I do not like plucking flowers to be put on the hair.

**We Write**

**My Butterfly**

Butterflies are one of the most beautiful of all insects. The word butterfly comes from the Old English word butterflege, meaning butter and flying creature.

Most butterflies fly during the day. A butterfly begins its life as a tiny egg, which hatches in to a caterpillar. The caterpillar spends most of their time eating and growing. But their skin does not grow, and so the caterpillar sheds it and grows a larger one. This process is repeated several times. After the caterpillar is done growing, it forms a protective shell. That shell is called a cocoon. Inside the cocoon a big change accurse, the caterpillar changes into a butterfly. The cocoon breaks when it is ready then comes a beautiful butterfly. The butterfly expands it wings and has to sit and let them dry.

**Extended Teaching**

**Resources at** [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

## Lesson 2: Letter Writing

**Learning Objectives**

1. To teach children the basic rules of letter writing
2. To help them learn about the important elements of a letter
3. To teach help them to learn the format of a letter

**Teacher Starter**

Ask your children if they have ever seen or written a letter or a message. Ask them if they know about any important elements that they include in their letter, like opening salutation or date.

**Teaching**

The main aim of the chapter is to introduce letter writing to the young children. As such, you should place special focus on the basic elements and format of a letter. You may also tell the students that there are various types of letters like formal letters and informal letters but for the current lesson, keep their exercise restricted to only informal letters i.e. letters written to family or friends.

**Answer these questions**

1. Have you ever written the letter? To whom?  
A. Yes, I once wrote a letter to my uncle who lives in Lahore.
2. Read letter 1 and tell why is Jenny writing this letter?  
A. Jenny is writing this letter to know more about a new Kids Club. She wants details of the club like its membership costs and place and timings on which club holds its meeting.
3. Who is Mark?  
A. Mark is a boy who lives next door of Jerry. He is good at sports and English. He likes animals and wants to become a vet when he is a grown up.
4. What is the new address of Jenny?  
A. Jenny's address is 1C 7/9, Block-1, Gulshan-e-Iqbal, Karachi.



5. Read letter 2 and tell what dad has advised to his son?  
 A. Dad has advised his son not to lose hope when he is stuck. He should take a break and re-focus on what he is doing.

### Grammar Task

**Write a proper noun for each common noun.**

Truck	: Ford
Restaurant	: Pizza Hut
park	: Aladdin Park
girl	: Asma
teacher	: Sir Faizan
school	: Aga Khan School
store	: Imtaiz Super store
movie	: Waar
boy	: Ahmed
dog	: tammy
river	: Indus
cartoon	: Tom & Jerry

**Write the collective noun on the line that best fits in the sentence.**

1. team
2. Crew
3. Students
4. Family
5. Army
6. Herds
7. Swarms

**Collective nouns used as sentence openers**

1. Teams
2. Crew
3. Students
4. Family
5. Army
6. Herds
7. Swarms

### Word Task

**Write the comparative and superlative terms of these adjectives**

Proud	prouder	proudest
Obedient	more Obedient	Most Obedient
Hardworking	more Hardworking	most hardworking
Generous	more generous	most generous



Shallow	shallower	shallowest
Crazy	crazier	craziest
Ugly	uglier	ugliest
New	newer	newest
Good	better	best
Beautiful	more beautiful	most beautiful

### Punctuation

**Write capital letter where necessary.**

1. Many Filipinos can speak English.
2. Dr. Najam works at South city Hospital.
3. The Lido Theater is on Burns road.
4. Kashmir day is a public holiday in Pakistan.
5. Many Chinese are Buddhists.
6. Saira's husband is a German.
7. Spain scored 5 goals against Italy.
8. Have you seen the movie. The lord of the rings?
9. Mauritius is an island in the Indian Ocean.
10. Dad has booked three tickets for the Dolphin show in Maritime museum.

### We Write

**Replies to both letters: Letter 1**

Miss Farah,  
1C 7/9, Block-1,  
Gulshan-e-Iqbal,  
Karachi.

1 October, 2007

Dear Miss Farah,

We have received your inquiry letter about our kids club, in which you have enquired different things. We would like to inform you that.

1. Our kids club has an age limit between 5 years and 15 years.
2. We have different locations in different cities for our clubs. In Karachi we have our campuses on two different locations. You can further visit our website for a detailed location map.
3. We have our annual subscription and registration fee for Rs. 5000/- per person. Upon registration you don't have to pay an annual subscription fee. From the following year, you have to pay an annual subscription fee for our club.
4. We have weekly activity sessions and different fun fairs and related activities throughout the year.
5. Meetings usually take place on weekends and on special occasions. We will inform about the timings and venue on event basis.

Street #11  
Gulberg,  
Lahore.





Thank you for showing interest in our club. We wish to serve you the best. If you have any questions, please contact me at [someone@example.com](mailto:someone@example.com) or on our contact no. 042-1234567.

Thank you,  
ABC

## Letter 2

Miss Mary,  
1C 9/7, Block-9,  
Gulshan-e-Iqbal,  
Karachi.

Dear Jerry,

I am fine. I received your letter and was glad to know that you are well. I wish to see your new home soon and would love to see how it is painted.

I am looking forward to meeting Mark as he seems to be really interesting. Even I like animals and would like to learn something from him.

I would love to see your story when it is done. Do send me a copy and I will reply back telling what I felt. I am sure you are going to be the best writer.

With lots of love,  
ABC

### Extended Teaching

Resources at [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

### Web Resources:

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

## Lesson 3: Mosey Dawdle and Speedy Weedy

### Learning Objectives

1. To teach children that slow but steady wins the race
2. To help them learn humility and not to be boastful
3. To teach them that laziness can bring defeat to the most abled creatures and people



**Teacher Starter**

Ask your students if they have ever seen a horse or a donkey race or a race of dogs. Encourage them to speak about the qualities that help anyone to win any race. Is it just the fast speed or the determination? Can a slow person win against a fast person? How and how not?

**Teaching**

Ask students to read the story and underline difficult words like hopping, plodding, twitched, snoring, boasting, slowpoke and shuffling. When finished with the chapter, you are advised to encourage your students to arrive at the moral of the story i.e. slow but steady wins the race, or one which shows laziness or boredom will lose even if he otherwise has skills and abilities.

**Answer these questions**

1. Why did Speedy Weedy called Mosey Dawdle a slowpoke? What does it mean?
  - A. Speedy Weedy called Mosey Dawdle a slowpoke because he was plodding along slowly step by step. Slowpoke means someone who acts or moves very slowly.
2. What did Speedy Weedy think of himself?
  - A. Speedy Weedy thought of himself that he was a whiz bang speeder. He could run so fast that he could disappear from sight in no time.
3. Why did Speedy Weedy get bored?
  - A. Speedy Weedy got bored while watching Mosey Dawdle plodding along, step by step.
4. What did Speedy Weedy say to praise himself?
  - A. Speedy Weedy said, "I am the highest jumper, I am the brownest. I am a Rocket of the countryside".
5. What did Mosey Dawdle suggest him to do for being bored?
  - A. Mosey Dawdle suggested him to take a little nap for being bored.
6. How did Speedy Weedy wake up and what did he do?
  - A. Speedy Weedy was woken up by animals who cried celebrating the win of Mosey Dawdle. Speedy Weedy had to hop away with his long ears laid back and a sour look on his sleepy face.

**Grammar Task****Simple Present Tense**

**Fill in the blanks with appropriate simple present tense form of the verb given in the brackets.**

- |            |             |
|------------|-------------|
| 1. Arrives | 6. Is       |
| 2. Comes   | 7. Are      |
| 3. Start   | 8. Depart   |
| 4. Rises   | 9. Finishes |
| 5. Begins  | 10. Arrives |



**Change the given sentences into negatives by using “do not” and “does not”.**

1. I do not watch movie daily.
2. They do not send me present on my birthday every year.
3. He does not bring me daily a bucket of fruits.
4. You do not look tired.
5. He does not tell lies.

**Page No. 22**

Activities	Never	Rarely	Sometimes	Regularly	Often
Reading				Yes	
Cycling					Yes
Play Computer Games			Yes		
Watch Movies		Yes			
Eating Out			Yes		

**Now make sentences using the information given above.**

1. I read books regularly.
2. I often do cycling in evening with my friends
3. Sometimes, I am allowed to play computer games.
4. We rarely go for watching movies.
5. Sometimes, on occasions we go for eating out.

**Word Task**

Underline the adverbs in the following sentences.

Sentences	Manner	Time	Place
Yesterday		Yes	
Happily	Yes		
Soon		Yes	
Upstairs			Yes
Carefully	Yes		
Yearly		Yes	
Here			Yes

**Adverbials**

Choose suitable adverbials from the box to complete the sentences.

1. Once a year
2. Near the beach
3. Down the stream
4. From overseas
5. Behind the sofa
6. At any moment
7. For a week

**Spellings:**

**Think of more words like this and make five sentences from any of these words.**

Fought =	we fought yesterday
Tough =	football is a tough game
Dough =	mom is making dough for cake
Although =	although I am good in Math but I like science
Enough =	I have enough material for science project

**We Write****Disadvantages of boasting off**

People who boast or show off face several disadvantages in their daily life. Most commonly, one would lose his relationships and friends and even family members if showing off becomes a habit. Other disadvantages of boasting off are as follows:

1. The person who boasts will be forced to prove what he is boasting off.
2. If the show off does not prove his claim, he would be considered a liar.
3. The person who excessively boasts will be envied and would create enemies.
4. The show off will not have genuine respect from others.
5. The show off will often be ashamed when his truth is revealed.

**What did you learn from the story?**

**Write your own experience.**

**Other people experience**

For all above do as directed.

**Extended Teaching**

**Resources at [www.learningwell.pk](http://www.learningwell.pk)**

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

**Lesson 4: The Fiddle****Learning Objective**

1. To familiarize children with the poetry format
2. To help them learn how to identify rhythms of poem



**Teacher Starter**

Ask children to read aloud any other poem except the one in the lesson that they remember. Also ask them to identify the difference between a poem and a prose.

**Teaching**

Get the poem recited in the class and make sure that students underline and understand the difficult words like fiddle, leafy, tune, valley, swift, shuffled, cracked and magic.

**Answer these questions**

1. Where did the fiddler play?
  - A. The fiddler played on a leafy plain field
  
2. What did he do?
  - A. He played an out of tune fiddle called hey-diddle-diddle
  
3. Why did the children come to him?
  - A. The children come to listen to his fiddles and its swift and sweet tune.
  
4. Find five rhyming words from the poem.
  - Fiddle-diddle
  - Came-name
  - Heard- word
  - Sweet- feet
  - Round- sound
  
5. Read the stanza and tell who is the poet talking about?
  - A. The poet is talking about the children and the villagers that came to listen to the fiddler and shuffled with their feet as if they were dancing to his tune.
  
6. Now explain this in your own words.
  - A. This poem tells about a fiddler who played interesting tunes which attracted the people of the hills and the valley. They came to listen to his fiddles and they enjoyed the tune he played. They also danced to his tunes.

**Grammar Task**

**Rewrite this paragraph, and change the verbs to past tense.**

Walked	didn't
Saw	licked
Ran	played
looked	stood
was	looked
catches	was



**Read the passage given below and fill in the blanks with the words given in the boxes.**

Excited

Told

Paid

Walked

Made

Explained

Portrayed

Devoted

Enjoyed

### Word Task

**Fill in the blanks with the past forms of the verbs in brackets to complete the sentences.**

- |         |               |
|---------|---------------|
| 1. Took | 6. Heard      |
| 2. Made | 7. Wrote      |
| 3. Drew | 8. Worn, went |
| 4. Sent | 9. Swam       |
| 5. Rode | 10. Sell      |

**Rewrite the following sentences, changing the words in bold print with an apostrophe.**

1. Girls' uniform
2. Mr. Aslam's Shoe
3. My teachers' advice
4. My dad's file
5. Dawood's books
6. Peoples' safety

### We write

**Write a poem of your own about a strange person who visits your locality.**

I'm staring at this old man,  
The old man's staring back,  
His eyes are dull and misty,  
His skin is weathered and slack,

Most of his teeth are missing,  
And his cheeks are all caved in,  
He has tufts of fluffy grey stuff,  
Where the hair on his head had once been.

Who is that strange old man,  
And why, oh why, does he stare,  
Where on earth has he come from,  
And how did he get over there?



**Extended Teaching**

Resources at [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

**Lesson 5: Princess Rose****Learning Objectives**

To help children learn the difference between good and evil, as depicted in the story

1. To help them learn that for every evil, there is a solution

**Teacher Starter**

Begin by telling your students that in old times, people were ruled by such people called kings and queens and their children prince and princess instead of elected governments. You can ask them to present some of their ideas about a world of kingdom.

**Teaching**

Divide the class in pair of students and ask each pair to read a paragraph or two from the story. Ensure that the children underline and understand the meanings of the difficult words used in the story like anguish, miracle, swelled, sneered, radiant, chirped, melody, instantly, terrible, lullaby, enchanting, alighted, warble, abided and delighted. Students should also be able to grasp the moral of the story i.e. good people, like princess in the story, may face some attacks but in the end the people who do good will surely win.

**Answer these questions**

1. Why the princess was called “princess rose”?  
A. She was called princess rose as she had hair of red colour just like roses and she also loved roses a lot.
2. What happened when the bird sat on princess shoulder?  
A. When the bird sat on the shoulders of the princess, her hair began to shine and ablaze with brilliant red light.
3. What strange happened when the witch cursed the princess?  
A. The hair of the princess turned black when she was cursed by the witch and her lullaby would bring nightmares to the people instead of good dreams.



4. What solution did the bird give to princess, to make her hair red again?  
 A. The bird advised the princess to dip her hair in rose water to turn them red again.
5. What did the witch do to stop anyone from breaking her curse?  
 A. The witch picked up all of the rose blossoms in the entire kingdom so that her curse could not be broken anymore.
6. Who was the prince and what did he do to break the curse?  
 A. The prince was a young man whom the princess had loved since her childhood.

### Grammar Task

#### Prepositions and phrasal Verbs

1. Down
2. Along
3. Through
4. Between
5. Passed
6. Around
7. Into
8. Across
9. To
10. At
11. Over

Look at the pictures and use suitable prepositions from the box to answer the questions.

1. Out of the box
2. In between policemen
3. On top of the ship
4. Ahead of number 2
5. Beside the restaurant
6. In front of the mirror.

Complete the following sentences with suitable sentence parts from the box. Then underline the phrasal verb in each sentence.

1. Aimed at the apple on his son's head.
2. Dressed up as an old woman.
3. Changed into a handsome prince.
4. Cuts down the beanstalk,
5. Turned into a very handsome young swan!
6. Escape from the tower
7. Change to a coach
8. Lived in a village near the forest
9. Ran after the Gingerbread man.
10. Blew down the house of straws.





**Word Task**

**Fill in the blanks with suitable adjectives to complete the simile.**

1. Active
2. Cute
3. Scary
4. Innocent
5. Weird
6. Pretty

**You can use similes to make your writing more interesting. Use words of your own to complete the following sentences.**

1. Loin
2. Flower
3. Steel
4. Rock

**Use suitable metaphors to complete the sentences.**

1. An elephant
2. A doll
3. Fleeting.
4. a snake
5. Deer

**Make words using 'in ,im and un'.**

- |                |                  |
|----------------|------------------|
| 1. Incomplete  | 7. Immature      |
| 2. Invisible   | 8. Unfair        |
| 3. Incorporate | 9. Unveil        |
| 4. Insane      | 10. Unaffordable |
| 5. Impossible  | 11. Unstoppable  |
| 6. Impair      | 12. Unaware.     |

**Write a story of a prince who has a wish**

There once lived a Prince, who hadn't found his princess yet. He traveled the seven seas in search of a suitable princess, but he didn't know whether the ones he met were real or fake princesses. Dismayed, he returned home.

One evening, there was a terrible thunderstorm. Someone knocked on the door, and the king opened it.

A princess was standing in front of the gate. Unfortunately, her appearance suggested otherwise. Her hair looked dirty; she was dripping with water, and her shoes were covered with mud. Still, she claimed to be a real princess.

"We'll soon find the truth," said the queen. The queen went to the bedroom and took all the mattresses of it. She placed a pea at the bottom and laid twenty mattresses on top of it. Next,



she placed twenty eider-down beds on top of the mattresses. The princess was asked to sleep on the bed for the night.

In the morning, the queen inquired the princess about her sleep. The princess replied, “It just couldn’t sleep all night. Only God knows what was in the bed, but it was something very hard.” The queen then understood that she was indeed the real princess. Only a real princess could feel the discomfort through the twenty mattresses and eiderdown beds. Knowing that she’s a real princess, the prince took her for his wife.

### Extended Teaching

Resources at [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

### Web Resources:

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

## Lesson 6: Follow the instructions

### Learning Objectives

1. To familiarize children with the concept of instructions
2. To help them draft basic instructions

### Teacher Starter

Ask students to identify places where they see or follow instructions. For example, instruction on the top of a test paper, instructions on use of toy cars, instructions of electrical appliances etc. Ask them to recall any instruction they have come across.

### Teaching

This is a practical lesson and hence must be taught via practical demonstration. Using the two instruction sets given in the lesson, practically demonstrate how you would create a lantern and a photo frame. Make sure that the students are first given the assignment to bring the materials from their home the day they read the lesson. The students will follow your demo and create the things on their own.

### Answer these questions.

1. What three qualities should be there while writing instructions?
  - A. Following three qualities are needed in instructions: clear, precise and complete
2. Write five instructions to make tea.
  - Boil cold filtered water and pour halfway into tea pot and teacups to warm them up. ...



- Set the correct water temperature for your tea. ...
  - Put 2 heaping teaspoons of tea (whole leaf tea is best) into tea pot.
  - Steep tea for the amount of time on your tea package. ...
  - Pour filtered tea into teacups
3. How would you make an airplane from paper?
- A. Follow these steps to make an airplane:
- Fold the paper in half vertically.
  - Unfold the paper and fold each of the top corners into the center line.
  - Fold the top edges into the center line.
  - Fold the plane in half toward you.
  - Fold the wings down, matching the top edges up with the bottom edge of the body.
  - Add double stick tape to the inside of the body.
4. Which things do you need to make a photo frame?
- A. Things needed to make a photo frame are: Craft sticks or ice cream sticks, cardboard and white glue, water colour and brush, scissors, pencil and ruler, photo and buttons, sequins, stars and fomic flowers for decoration.

### Grammar Task

#### Write four sentences to describe people in four pictures.

1. The children are playing football. Two of the boys wearing goggles. A lady is putting her daughter on her back. A boy and girl standing beside each other.
2. A little girl was smiling. The boy in the yellow shirt is stretching himself. The boy with goggles is working on a laptop.
3. This is a picture of a shopping mall. There are people walking around on the floor. On the top floor, people were enjoying their meal. There are so many lighting present in the mall.
4. In a screenshot, the bowler is balling a ball. While the batsmen is batting, and a fielder is fielding very close to the batsman.

#### Add suitable present participles to complete the following sentences.

1. Flying
2. Crying
3. Working
4. Shinning, raining
5. Celebrating, thanking
6. Climbing, shouting
7. Hiking.

**Insert the verbs given below in the past continuous tense.**

1. Was beating
2. X
3. Was crying
4. Trying
5. Revising
6. Was doing
7. Practicing
8. Hoping
9. Teaching
10. Entering
11. Practicing
12. Planning

**Word Task****Underline the transitive verb and highlight the objects of the underlined transitive verbs.****Highlighted = Bold**

1. My cat climbs **trees** and scratches **furniture**.
2. Tania usually reads a **book** in bed before she turns off the **light**.
3. Janet buys her new **pens** at the corner shop. While her friend Paula purchases hers at the **supermarket**.
4. Carpenters make **furniture**, tailors make **clothing**.
5. A doctor diagnoses **illnesses** and writes **prescriptions** for medicines.
6. Birds lay **eggs**, but mammals have **babies**.
7. Every weekend he visits his **grandparents**.
8. She tasted the **porridge** and liked it.

**Complete these sentences with suitable objects to make the verbs transitive.**

1. Meal
2. Teachers, them
3. Medicines, groceries
4. Fish, flowers
5. Composition, lyrics

**State whether the verbs in the following sentences are used transitively or intransitively.**

- |                  |                 |
|------------------|-----------------|
| 1. Transitive.   | 6. Intransitive |
| 2. Intransitive. | 7. transitive   |
| 3. transitive    | 8. intransitive |
| 4. Intransitive  | 9. transitive   |
| 5. transitive    | 10. transitive  |

**Sort verbs in the box into groups as shown below.**

1. Add ing standing, eating, crying, hanging, fishing, sleeping,
2. Drop e and add ing dancing, driving
3. Double the consonant and add ing dropping, planning, travelling, dripping, skipping, hopping
4. Change ie to y and add ing dying

**Make sentence using two verbs from each group.**

1. The baby is crying on the floor.
2. I am standing in front of your house.
3. He is dancing for quetta gladiators win
4. He is driving the car
5. Asim is travelling throughout Pakistan.
6. He is dropping all of us in his cab.
7. Plants are dying because of drought.
8. Animals are dying due to global warming.

**Fill in blanks with the –ing forms.**

1. Writing
2. Reading
3. Going
4. Asking
5. Wearing

**Write a recipe of any dish.****Recipe of Omelet****Ingredients**

1. cooking spray
2. 3 egg whites
3. Salt and ground black pepper to taste
4. ¼ cup of chopped fresh spinach, or more to taste
5. 6 tomatoes, sliced
6. 2 tablespoons crumbled feta cheese.

**Process**

1. Heat a skillet over medium heat and spray with cooking spray.
2. Whisk egg whites with salt and pepper in a bowl.
3. Pour egg mixture into the heated skillet and swirl until eggs cover entire bottom of skillet; cook for 1 to 2 minutes.
4. Arrange spinach, tomatoes, and feta cheese in the middle of the eggs. Cook until edges of eggs begin to curl up, 2 to 3 more minutes.
5. Loosen omelet from the skillet using a spatula and fold in half; continue cooking until cheese is melted, 2 to 3 more minutes.



**Extended Teaching**

Resources at [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

## Lesson 7: The Elder Brother

**Learning Objectives**

- Analyze the behavior and attitude of the two characters in the story;
- Explain the interpersonal relationships between siblings;
- Recognize the importance of forgiveness in relationships and inculcate it in daily behavior;

**Teacher Starter**

Ask students to speak of the extra responsibilities performed by their elder brothers or sisters or cousins. Ask them why elderly people assume more responsibility than younger people and why younger people are supposed to respect those older than them, especially their siblings.

**Teaching**

Get the chapter read by the students and make sure that they underline and understand the difficult words used in the lesson like property, scream, murmured, thundered, courtyard, harmony, disappeared, appetite etc. As supplementary teaching strategy for grammar, you may ask students to first identify noun clauses and define their functions. At the end of the lesson, make sure that students are clear with the moral of the story i.e. keeping united within the family is essential for its survival.

**Answer the following Questions.**

1. Why were the neighbors envious?  
A. The neighbours were envious because the young boy managed his duties effectively and helped the family prosper.
2. Who was responsible to do the household jobs?  
A. The eldest son was responsible to do the household jobs.

3. What did the neighbors' do to separate the three brothers?
  - A. The neighbours told the younger brothers that their eldest brother was actually a stepbrother.
4. Give reasons, why elder brother lost his appetite and got weak?
  - A. The eldest brother lost his appetite and got weak when he was told by his mother that a fierce snake entered his stomach through his mouth.
5. How did the neighbors' take advantage of elder brother's illness?
  - A. The neighbours built a wall across the courtyard of the three brothers and captured their land. They even seized their farm and implements.
6. How did the family get their belongings back from envious neighbors?
  - A. The family got their belongings back when the eldest son stood back on his feet and returned to work. The neighbors were frightened with his renewed anger so they returned the belongings.

### Grammar Task

Read the following groups of words to show whether they are phrases or sentences.

1. Phrase
2. Phrase
3. Sentence
4. Sentence
5. Phrase

### Adjectival phrase

1. With green lace on it
2. Behind the fence
3. In the next room
4. On space travel
5. About the heroic deeds
6. Of the front door
7. Of the president
8. Space travel

Fill in the blanks with the suitable adverbial phrases given in the box.

1. In the picnic
2. Across the river
3. Once a month
4. For a whole week
5. Every week
6. On top of the hill



**Word Task**

Each of these sentences has three adjectives given in brackets. Fill in the blanks with the adjectives in correct order.

1. Small, orange, striped
2. Black, big, old
3. Red, big, poisonous
4. Regular, cheesy, spicy
5. Brown, bushy, big
6. Broken, tall, stone
7. Final, long, winding
8. Latest, Big, modern.

Form adjectives from the following nouns.

1. Skinny
2. Reddish
3. Loveable
4. Cloudy
5. Darken
6. Valuable
7. Selfish
8. Wooden
9. Artistic
10. Boyish
11. Heroic
12. Basic

What Lesson we get from the story “The elder brother”

The story tells us that we should not pay attention to other voices against our family. Most of the time they do it out of jealousy, or they have their personal vendettas. So we should keep ourselves away from these external sways.

**Extended Teaching**

Resources at [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.





## Lesson 8: Morning Time

### Learning Objectives

1. To help children with the poetry format of writing
2. To help them appreciate the importance of rising early in the morning

### Teacher Starter

Ask your children about their usual wake-up times in the morning on weekdays and on weekends. Encourage them to speak about morning time and the activities one can do after getting up early in the morning, such as watering the plants, giving food to the pet, cleaning one's bicycle etc. When the class seems engaged, get the poem recited by the students.

### Teaching

As the students read the poem aloud, ask them to also underline the difficult words such as lark, wild, window-pane, creeping, weary, dreary, dew, peeping, slumbering and sash. Tell them that poetry can be one of the most effective ways to describe beautiful things such as morning time. As a supplementary activity, you can ask them to describe evening time in a poetry format using as many rhymes as possible.

### Answer these questions.

1. What is the poet saying about the flowers?
  - A. The poet tells that the flowers wept through the night before sleeping.
2. Who is waking up everyone in the morning?
  - A. The morning light and larks wild song are waking everyone in the morning.
3. Explain these lines in your own words.  
The winter drear  
Has fled with all things drear.
  - A. These lines mean that winter is over and all things linked with the winter season, like snow, are gone.
4. Whom is the poet addressing to in these lines?  
Awake while yet  
the dew is wet  
and day is young, my deary.
  - A. The poet is addressing the dew that has fallen in the night.
5. Write down five benefits of waking up early in the morning.  
Ans: following are the five benefits
  - We became more productive
  - We became mentally fit



- Have a better quality sleep
- Acquire good grades in studies
- We feel positive

**Simple and compound sentences.**

1. Simple sentence.
2. Compound sentence.
3. Compound sentence.
4. Compound sentence.
5. Simple sentence.
6. Simple sentence.
7. Compound sentence.
8. Compound sentence.
9. Simple sentence.
10. Compound sentence.

**Join the following pairs of simple sentences.**

1. It was raining, so they stayed at home instead of going to the park.
2. We could go by a car or we could go by train
3. Some animals move clumsily on land but they move gracefully in the water
4. They trolley crashed into the motorbike as the trolley drove off very fast.
5. Monkeys are easy to train so they are often seen in circuses.

**Compound Nouns**

1. Homework
2. Work book
3. Bookshelf
4. Classroom
5. Notebook
6. Textbook
7. Whiteboard
8. Yardstick
9. Printout

**Compound Adjectives.**

1. Self-legged
2. Right-handed
3. World-witted
4. Middle-aged
5. Good-lined
6. Black-and-deaf
7. Twenty-minute
8. Dim-footed
9. Open-hearted



10. Well-footed
11. Part-winded
12. Sure-shouldered
13. Bow-common
14. High-heeled
15. Board-eye

**Match the words with the correct ones to form compound adjectives.**

**(Matched)**

1. Good-looking
2. Well-known
3. Easy-going
4. North-east
5. Ten-pound
6. Short-sleeved
7. Brand-class
8. Badly-written
9. Part-time
10. First-time
11. Second-time

**Look at these sentences that either include or do not include hyphens. Is each sentence correct or not?**

1. Correct
2. Not Correct
3. Correct
4. Not Correct
5. Not Correct
6. Not Correct
7. Not Correct
8. Correct
9. Not Correct
10. Correct

**Write the above sentences correctly**

1. It hurts' a lot. I thought I'd been hit by a ten-ton truck
2. Pass me that bag of chocolate covered nuts. I just love them!
3. The university campus has been closed due to flood damage
4. John's co-workers bought him a new mp3 player for his birthday
5. Don't spoell it like that. Its' hyphen.
6. The teacher won an award for her literature classes, which focused on the nineteenth and twentieth century novels.



**Make five sentences of compound nouns**

1. Bluebird is a type of bird.
2. Greenhouse is a place where we grow plants.
3. I have to wait for bus number 12 at the bus stop.
4. Lots of fire-flies come at night in the summer season.
5. We played football today for two hours.

**Make five sentences of compound adjectives**

1. This is a four-foot table.
2. Daniella is a part-time worker.
3. This is an all-too-common error.
4. Beware of the green-eyed monster.
5. He is a cold-blooded man.

**Extended Teaching****Resources at [www.learningwell.pk](http://www.learningwell.pk)**

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

**Lesson 9: The Foolish Man****Learning Objectives**

1. To teach children not to believe in everything they see or read
2. To teach them that being intelligent or foolish has nothing to do with one's appearance.

**Teacher Starter**

Ask children if they ever saw a foolish person. Ask them what made them think that the person was foolish? Let them give examples from their friends or neighbors and when the class seems engaged, get the chapter reading started.

**Teaching**

Divide your class into groups and students and allow each group to read one paragraph each from the story. Ask the students to underline difficult words like delusion, haunting, grabbed, splashed, pondered, nurturing, blinked, wondered, disappointed and bushy. Also explain the meanings of the difficult words when they are being read. At the end of the lesson, ensure that the children understand the moral of the story i.e. it is not good to judge anyone's intelligence

from his appearance. A person can only prove to be intelligent or fool with the way he deals with people and problematic situations.

**Answer these questions.**

1. What was the man proud of? And what would he think of himself?
  - A. His long beard makes him proud. He thinks that his long beard looks scholarly and dignified.
2. How did he come to know that he is a fool?
  - A. He reads in a book.
3. Why did he decide to get rid of his beard?
  - A. He decided to get rid of his beard by thinking that, “What is the use of nurturing something that makes me look like a fool?”
4. What happened when he tried to burn his beard?
  - A. His beard instantly caught fire and began to burn. In a fraction of second, his beard and moustache were burnt to ashes. A spark leapt up and landed on his head, causing the fire to burn the hair on his head as well.
5. How he was saved from fire?
  - A. He was saved by neighbors. Neighbors came running hearing his cries. They splashed buckets of water onto the man’s face and put out the fire.
6. How is it proved that the man was a fool?
  - A. He proved himself a fool person by burning his beard.

**Grammar Task**

**Look at the pictures in Sadia’s photo album and change the positive comment into negative ones.**

1. Note: Already done in Text Book.
2. No one likes Amina’s cat. It is not very small, gentle and friendly. It does not like you patting it on the head.
3. This cabin in the mountain is not ours and we do not go there often. No one in our family skis or skates, so we really do not like snow. I do not know why we don’t go there – it is not fun.
4. Cricket is not Sarfaraz’s favorite sports. He does not play it every day because he does not like it. No one choose Sarfaraz first to be on their team because he is not good.

**Make five positive and five negative sentences about yourself.**

**Note: Student will do this exercise by them. Just for their guidance, exercise is done below.**

Positive Sentences	Negative Sentences
I play cricket	I do not like football to play
I eat cereals in breakfast	I do not like bread to eat in breakfast
My mom takes coffee in morning	My mom does not take tea
We prefer to eat in home	Eating out is not healthy for us
I read English stories in night	I could not read books in day time

### Word Task

**Complete the following sentences using the correct connective.**

1. But
2. Although                      and
3. So
4. Until
5. Then
6. And
7. So
8. Then
9. Until
10. So                      and
11. So then
12. But
13. So                      and
14. And                      but
15. And

### Exclamation Mark (!)

!  
!  
!  
!  
!  
!  
!  
!  
!  
!

### We Write

1. I am kind and honest and deal everyone with respect. I do not argue or fight with other people. I speak less and listen more. People have their trust on me because I never cheat or lie.
2. I will ignore any remark made on my possession or appearance.
3. I will only change for others if I have good reasons and also told by my parents and elders.



**Extended Teaching**

**Resources at** [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

## Lesson 10: The Great Pyramid of Giza

**Learning Objectives**

In this lesson the students will learn about the history of The Great Pyramid in several ways. This is not a lesson to be lectured as teachers we do want the students to stay interested. This will be a hands on lesson with hands on activities.

**Teacher Starter**

Start by asking questions related to pyramids of Egypt. You may ask one or more of the following questions:

- If you could build a temple/pyramid what valuables would you put in there?
- Why do you think the pyramid was built for this pharaoh?
- What were some of the difficulties for the workers who built the pyramids?

**Teaching**

Show students where Egypt is located on the map. Explain that Egypt is located on one of the seven continents, Africa. This activity helps students learn about mapping and geography. Next, ask students to find meanings of the difficult words used in the lesson like impressive, pyramids, ancient, survive, explore, monuments, treasure, archaeologist, ledges etc. You may also ask students to draw a diagram of the pyramids from inside including labels of the features and points discussed in the lesson.

**Answer these questions.**

1. Why did they build the pyramids?

A Pyramids were built for religious purposes. The Egyptians were one of the first civilizations to believe in an afterlife. They built it for their pharaohs.

2. How many types of pyramids are found?

A: The step pyramid, the bent pyramid, the red pyramid and the great pyramid.



3. How big were the pyramids?

A. The pyramids were as tall as 480 feet.

4. How did they build them?

A. The construction of pyramids is seen as a mystery by archeologists. It is believed that thousands of workers were used to cut up the large blocks and then slowly move them up on ramps.

5. What's inside the pyramids?

A. Deep inside the pyramids lies the pharaoh's burial chamber which would be filled with treasure and items for the pharaoh to use in the afterlife.

**Underline the independent clauses in the following sentences.**

Independent Clause = Asfandyar got out of bed reluctantly

Dependent Clause= When the alarm rang.

Independent Clause = He borrowed a computer

Dependent Clause= so that he could work

Independent Clause = We are unable to take part in the contest

Dependent Clause= Since we are late

Independent Clause = She was nervous

Dependent Clause= because it was a large crowd

Independent Clause = Arham is a good swimmer

Dependent Clause= while his brother is not

Independent Clause = You wont be able to finish your project

Dependent Clause= If you keep playing.

**Underline the adjectival clauses in these sentences.**

1. She is the girl who broke a **chair**.

2. This is the girl whose **sheep** were missing.

3. This is the plant which grew high into the **clouds**

4. This is the fruit which caused **Snow White** to die.

5. This is the character that fell off a **wall**.

6. He is the boy whose **nose** grew loner when he told a lie.

7. This is the person who gave **Jack** some beans in exchange for the cow.

8. This is the boy who made the **girls** cry.

9. This is the person who locked up **Hansel** in a cage.

10. This is the ugly bird that grew into a beautiful white **swan**.





**Change the verb into the correct form of the past simple or present perfect.**

- |          |             |
|----------|-------------|
| 1. Went  | 7. Visited  |
| 2. Lived | 8. Finished |
| 3. Lives | 9. Lost     |
| 4. Drank | 10. Visited |
| 5. Drunk | 11. Went    |
| 6. Lost  | 12. Went    |

**Make five sentences using past participle and present perfect tense.**

- Eaten: She has eaten all her breakfast.
- Stolen: They have stolen three pencils already.
- Seen: I have seen her since I graduated school.
- Gone: He has gone for a knockout.
- Washed: She has washed all her clothes today.
- Heard: We have heard so much about Naya Nazimabad.
- Bought: She has bought a new car.

**Word Task****Fill in the blanks with suitable reflexive pronouns.**

- |               |                |
|---------------|----------------|
| 1. Herself    | 6. Itself      |
| 2. Myself     | 7. Ourselves   |
| 3. Themselves | 8. Herself     |
| 4. Myself     | 9. Yourself    |
| 5. Yourself   | 10. Themselves |

**Use any five reflexive pronouns in your own sentences.**

- I was in a hurry, so I washed the car myself.
- You're going to have to drive yourself to school today.
- He wanted to impress her, so he baked a cake himself.
- Jennifer does chores herself because she doesn't trust others to do them right.
- That car is in a class all by itself.

**Circle the errors and rewrite the sentences correctly.**

- I and dolly are in the same class
- Samina is sitting between sana and me.
- All of them are invited to the party
- We will be able to complete the task by ourselves.
- These trousers are too small for me now. I am going to give these to my sister.
- Moin and Anas can bring their luggage themselves.

**Put in the appropriate quotation marks.**

- Kamaran said, " kim wants to study inside, not outside."
- "Have you seen the movie? Wrong Number"
- "Which shopping mall do you want to go by?" asked Maria.



4. "I believe you," he said, "you never tell a lie!"
5. "Where will you go?" she asked.
6. "Did not she say your poetry assignment is due Monday?" asked jim
7. "Finish your chores or forget your allowance!" his mother yelled.
8. "I have too much homework and don't have time to finish my chores!" Joe responded.
9. "I wish I knew who may teacher was going to be for the next year." Tom said.
10. "Do you realize how good those cookies smell?" Saleema remarked as she watched noni take the cookies out of the oven.
11. "You're it" yelled Sam.

### Essay on The Pyramids.

The pyramids are the stone tombs of Egypt's kings - the Pharaohs and one of the world's greatest historical mysteries. They have stood for thousands of years, filled with many hidden secrets: clues about what life (and death) was like in Ancient Egypt.

The Egyptians believed that if the pharaoh's body could be mummified after death the pharaoh would live forever. The tombs were designed to protect the buried Pharaoh's body and his belongings.

Most of the pyramids can be found on the western side of the Nile River, just into the dry desert. The reason for choosing these arid regions is The dry desert heat worked to keep the Pharaohs's body and his belongings from decomposing and rotting away.

The Great Pyramid is the largest and most famous of the pyramids. It was built for the Pharaoh Khufu. It is over 140 metres high and took 20 years to build.

We can learn about how the Egyptians lived by looking at the objects stored in pyramids ready to be used in the afterlife .As the Ancient Egyptians were buried with their belongings and the tomb walls were painted with scenes from the dead person's life. By examining the objects (artifacts) and paintings in the tombs, we have been able to understand a lot more about life in Ancient Egypt.

### Extended Teaching

**Resources at** [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

### Web Resources:

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

## Lesson 11: The Monkey and Bananas

### Learning Objectives

1. To teach children the importance of obeying family rituals
2. To help them learn to seek advice from elders before doing anything

### Teacher Starter

Ask students if they have ever seen a group of monkey in a zoo or anywhere else. Ask them to define behavior of the animals. Are they social? Are they friendly? Do they work in groups? You may allow each student to speak his or her part before getting the chapter read.

### Teaching

Ask students to underline the difficult words like announcement, disappeared, circumstances, mused, impatient, pounce, distribute, appointed, chanted, chattering etc. and also tell them the meanings of these words. Allow each child to read a few sentences of the story and try to explain it to the rest of the class while you assist him or her. During the reading, emphasize on the good qualities shown in the monkeys like obeying elders and taking their advice before doing anything new.

### Answer these questions.

1. Why did the monkeys go on a fast?  
A. The monkey observed the fast for their well-being.
2. Why did they gather bananas before fast?  
A. They gathered bananas before fast so that they would not have to find food later on.
3. Who suggested to distribute bananas and why?  
A. The chief's wife suggested to distribute bananas as she thought that when the monkeys would break the fast, they would all pounce together.
4. "What a lovely idea! Our group is filled with intelligent monkeys" why did the chief says this?  
A. The chief says this to appreciate the idea given by a young monkey.
5. Why did they keep bananas in their mouth?  
A. They kept bananas in their mouth as they were tempted and feeling hungry.
6. Did they keep their fast?  
A. Yes, they did keep their fast for some time but broke it before evening.



**Grammar Task****Put the verbs into the correct form (past perfect simple).**

1. Had built
2. Had not been
3. Already did
4. Had made
5. Puts on
6. I did not order
7. Had learned
8. Had fallen
9. Had he phoned
10. Did not ride

**Make five sentences using these words****1. Already**

- We have already seen this method work.
- What are you going to hide from me that I haven't already seen?
- You're already at the top of your class.
- Hadn't she already forgotten?
- If you already have a large amount of productivity, technology will amplify it.

**2. Just**

- I just did it.
- I guess she just wanted to say goodbye.
- But this wasn't just any trip
- I just can't believe this.
- Just an unexpected memory, I guess.

**3. Never**

- I've never thought about it before.
- They had never been anywhere else overnight together.
- Still, as a child she had never thought about it.
- "The flies never trouble me," said the Saw-Horse.
- I've never heard him.

**4. Not yet**

- I am not yet old enough to drive a car.
- The Congress has not yet passed the bill.
- We have not yet learned to punctuate correctly.
- The children have not yet learned to punctuate correctly.
- The child is not yet able to write.
- The matter is not yet fully resolved



**5. Once**

- I once took admission in swimming club near my house.
- Hear twice before you speak once.
- Truth, once crushed, will rise again.
- No man can do two things at once.
- The words once spoken can never be recalled.

**Extended Teaching**

**Resources at** [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.

**Lesson 12: So-la****Learning Objectives**

1. To teach children about the way birds greet morning while chirping
2. To help them build regard for birds as beautiful creatures of nature.

**Teacher Starter**

Ask your children if they have ever heard sound of some strange bird other than sparrows, kites and crows. Ask them what special thing they noted about the sounds of the birds and whether such sounds had any meanings.

**Teaching**

Get chapter read in class making sure that each student gets a few lines to read. Ask the class to underline difficult words like sickle, blowing, kindled, island, mist, tucked, sipped and nectar. As an additional activity, you may ask students to suggest what might have happened to the bird which caused her death.

**Answer these questions.**

1. Why did So-la sing in the morning?  
A. So-la used to sing in the morning to call the sun out of hiding in the morning.
2. What did So-la do make the sun sleep?  
A. So-la used to sing Teeee-la Teeee-la to make the sun sleep in the evening.



3. What did Maori do when he came to meet So-la?
  - A. Maori called her name several times to meet So-la.
  
4. For how many days did they walk and where were they going?
  - A. They walked for three days and they were going to an island of green in a sea of grasses dead and brown.
  
5. What happened to So-la in the end?
  - A. So-la died in the end.

### Grammar Task

#### Use the given words to write the play script in direct speech

“Are you ready yet, Kashif?” asked mum, “the whole family is waiting for you.”  
 “I am looking for my red tie,” Kashif said, “I can’t find it anywhere”  
 “I think you left in the TV lounge” mum suggested.  
 “I did, but it is not there now,” Kashif complained, “I’ll look in the dining room.”  
 “Please hurry Kashif or we will be late for the meeting,” mum pleaded, “why don’t you wear your blue instead? mum urged, “It suits you more.”  
 “But I want my red tie. It’s my favourite.” He exclaimed, “Perhaps you washed it.”  
 “Oh, Yes! You are right. I did wash it. Look in the laundry. It’s on the washing machine” mum said.  
 “Whew! I am really glad, got it. Let’s go, it’s already late” Kashif exclaimed.

#### Change these sentences to indirect speech

1. Samina said that she was excited and happy about the holiday plan.
2. Haris suggested that I could borrow his book
3. Amir explained that his father could not come to attend the parent’s teacher meeting as he was out of the city.
4. Arsalan complained that he was tired.
5. Farhan said that he could not play tennis that day.

### Word Task

#### Complete the sentences using suitable infinitives from the box

1. Saima and Kamran agreed \_\_\_\_\_ outside the theater (to go)
2. My father decided \_\_\_\_\_ a kitten for me. (to buy)
3. My family likes \_\_\_\_\_ for exercise. (to jog)
4. I am glad that you managed \_\_\_\_\_ your way here. (to come)
5. You are most welcome \_\_\_\_\_ with me in the party. (to join)
6. Don’t forget \_\_\_\_\_ the fish regularly while I am away. (to feed)
7. Farhat promised \_\_\_\_\_ his dad’s car next weekend. (to wash)
8. Our teacher allowed us \_\_\_\_\_ early \_\_\_\_\_ the game. (to leave, join)
9. The lady was afraid \_\_\_\_\_ the busy street. (cross)
10. Are you ready \_\_\_\_\_ home yet? (to come)



**Make 10 sentences using the words given in the above box.**

1. I need to go to a dentist.
2. It is too expensive for me to buy.
3. He wants to come into the business on his own terms.
4. Tie a knot to join those two pieces of rope.
5. The baby is too young to feed itself.
6. I'm just going to wash my hands.
7. To watch the sunrise must wait till dawn.
8. It's safe to cross the road now.
9. I got up early the next morning to jog.
10. I have to leave for Germany.

**Make a list of 10 more infinitive verbs**

1. To see
2. To cook
3. To help
4. To dance
5. To teach
6. To walk
7. To support
8. To deliver
9. To move
10. To dive

**Rewrite the paragraph by adding necessary punctuation.**

Three copper pennies jingled and jangled in a man's pocket as he walked along. They were round and worth much more than they are today. On one side sailed a swan; on the other sat a crown. The man rolled them through his fingers, pondering, or took them out of his pocket and held them on the flat of his hand. He tossed them up and let them settle.

One penny looked new, the other old, and the third had a hole in the middle.

"What if they had eyes?" thought he. "And what if they had ears? What did they see and what could they tell?" He put them back into his pocket and went on his way.

By and by he met a beggar. "A penny, dear sir," said the beggar opening his ancient hand. "God bless you."

"Take your choice," said the man, holding out the three coins on his palm.

The beggar stretched a dirty finger and poked the pennies. "I'll take not the new," he said, "for it only appears to be so. And I'll take not the old, for it will leave me pennyless," and saying that he took the penny with the hole in the middle and tipped his hat.

"You fool," said the man. "A shopkeeper might not take that penny. What's wrong with the other two?"

"Mine bears no burden," said the beggar.



**We Write****My Living Place**

I live in a small house. It has two bed rooms, one dining-cum-drawing room, one kitchen and one pantry besides a bathroom and toilet.

My home is situated on the Lawrence Road. It lies in J.K colony. Previously, it was an ordinary locality, but now it has turned into a posh area.

My parents share one bed-room and I have the other bed-room. We have no separate study room. Thus, I have to study in my room or in the drawing room. But, I think, my room is quite all right for my requirements, though it also contains a wardrobe in a part of it where the clothes of all the three members of the family are put.

My house is made of brick, though marble houses are now quite common in this locality. It is an old one and needs frequent repairs. My father says that he will one day pull it down and build a new one in its place.

I, however, love my house and don't want that it should ever be pulled down. I have, indeed, grown obsessed with it, so to say.

Although my house is made of brick it is well-plastered and has beautiful smooth floors and walls. The walls are whitewashed and the doors and windows are well-polished.

The house has a courtyard on either side. Behind our back court-yard there is another house. On both sides also we have houses of neighbours. Thus, our house opens on one side only. On this side we have a high boundary wall which keeps us almost shut off from whatever may be happening in the street outside.

**Extended Teaching**

**Resources at** [www.learningwell.pk](http://www.learningwell.pk)

Log on to your personal account at [www.learningwell.pk](http://www.learningwell.pk) to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at [www.TeachingWell.pk](http://www.TeachingWell.pk)

**Web Resources:**

For further information visit Google ([www.google.com](http://www.google.com)) and browse with related key words.