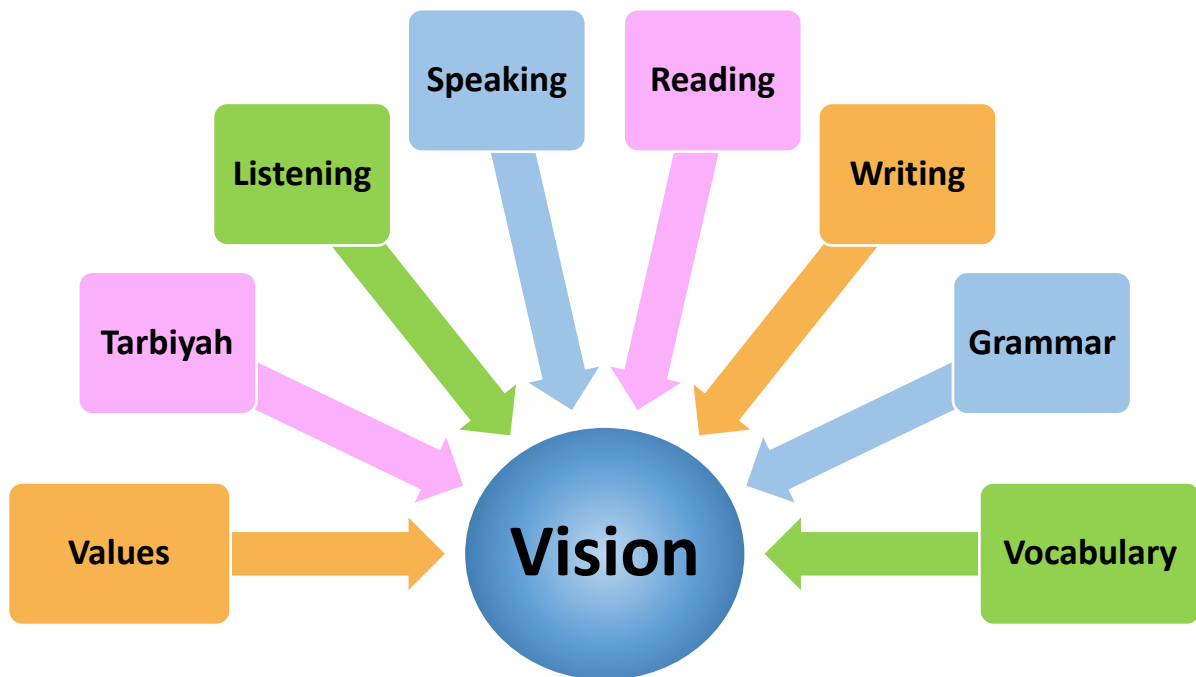




EDUCATIONAL RESEARCH INSTITUTE

VISION 5 Teacher's Guide

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Vision V:

“This world is cursed. And whoever is in it is also cursed except for the remembrance of Allah and whoever helps us to remember Allah and the teacher and the students.”

(At-Tirmidhi)

Dear Teacher,

Assalam-u-Alaikum!

Make sure that the English teaching periods are divided into: Text (2) Vocabulary and Listening (1), Grammar (2) and Creative Writing (2). Make the students note the division down in their notebook and follow it religiously.

At the beginning of the term, identify the students whose handwriting is not legible and help them improve by making them write a page daily in a separate notebook for handwriting.

Also identify weak students who need remedial teaching so that arrangements can be made to help them.

For creative writing, study the rubrics thoroughly and prepare the students to reach the required standard.

REMEMBER

In Holy Quran Almighty Allah says: **“Allah elevates to high positions those from amongst you who are faithful and those who have acquired knowledge”.**

(Quran, 58:11)

Vision is focused on four major skills of language (i.e. listening, speaking, reading and writing), so carefully as to make the students speak by listening and write by reading.

The objectives that are focused for the development of these skills at the level of Grade V are as follows:

LISTENING:

- Listen to the instructions and follow them.
- Listen and label.
- Listen and sort different phonetic sounds.
- Listen the description and identify the object.
- Listen and arrange in proper sequence.
- Listen and draw things according to the given details.
- Listen and match.
- Listen and transform the information into a table.
- Listen and comprehend.
- Listen to the directions and identify locations on the map.

SPEAKING:

- Talking about causes and effects
- Talking about habits and routines.
- Talking about likes and dislikes
- Requesting others.
- Giving opinions
- Asking for and giving directions of different places.
- Interviewing
- Giving instructions.
- Role-plays.

READING:

- Reading new vocabulary.
- Reading Dialogues.
- Reading descriptions.
- Reading poetry.
- Reading Islamic festivals and customs in English text.
- Reading narrations.
- Reading letters to the editor
- Reading biography.

WRITING:

- Writing paragraphs using web.
- Writing paragraphs focusing on introduction, main idea and conclusion.
- Sequencing pictures and writing stories.
- Writing core version of the text.
- Writing paragraph with the help of given vocabulary.
- Writing descriptions.
- Writing reasons.
- Writing descriptions.
- Writing instructions.
- Writing routines.
- Writing habits.
- Letter writing.
- Transforming text into table.
- Transforming data into text.

Pre Reading Activities:

- Talk about the picture shown on the page# 1

e.g. Possible guiding questions:

Which place is this?	If students do not comprehend any of the word in the question,
<input type="checkbox"/> What are the boys doing?	then use the following strategies:
<input type="checkbox"/> What is the situation?	1. Rephrase your question using an easier word and then repeat the previous question also so that the child understands the meaning
<input type="checkbox"/> What do you think are these three boys friends or not?	2. Act out the meaning of the word
<input type="checkbox"/> Was it a safe place to do fishing?	3. Ask a student to act it out 4. Ask a student to give an Urdu alternative (avoid this step as much as possible)
	Our objectives don't only remain to the picture but one can relate it with real life where possible

- **Talk about the topic**

e.g. Possible guiding questions:

<p>Questions could be asked like.</p> <ol style="list-style-type: none"> 1. What things do you find in newspapers? 2. What are advertisements? 3. Do they always fulfill our expectations? 4. What attracts you more in the advertisement? 	<p>If students do not comprehend any of the word in the question then use the following strategies:</p> <ol style="list-style-type: none"> 1. Rephrase your question using an easier word and then repeat the previous question also so that the child understands the meaning 2. Act out the meaning of the word. 3. Ask a student to act it out 4. Ask a student to give an Urdu alternative (avoid this step as much as possible)
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5. Vocabulary could be introduced in term of games.

e.g. Circle the verbs in the Vocabulary Box.

Underline the words that are new for you.

Note: While the child does these activities the out come should be speaking of these words and then these words could be displayed on the soft board under the headings of the above-mentioned activities.

- To focus on these words, word of the day could be given daily. Teacher can ask students to use in their conversation or in writing and make at least three sentences of the word in H.W.

Possible Vocabulary Games:

- A small box, such as a shoebox, is a very useful tool in the classroom - it can become a vocabulary box. You also need some small blank cards or pieces of paper.

At the end of each vocabulary lesson - for example 'Nightmare, - either you or the students should write words from the lesson on different cards. So, you may end up with ten words on ten cards – vanished, brayed, victim, vowed- and these cards are then placed in the vocabulary box. If you have time, and with better classes, you, or the students, may write a definition/ meaning of the word on the reverse of each card.

- This vocabulary box can then be used at any time to review the vocabulary studied over the weeks.

You could simply pick words from the box at random, give the meaning and ask for the word. This can be done as a simple team game.

- Or you may try something more active. For example, when you've had this vocabulary box for a month or two months and there are quite a lot of cards in there, you might say to the students 'OK, collectively I want all these cards divided into nouns, adjectives and verbs ... Go! You have three minutes'.

This box just becomes so flexible in how you can use it. It could be at the end of the lesson. For example 'You can't leave the classroom until you've used two words that are in the box'. Vocabulary boxes are fantastic and they take so little time but provide so many activities.

Vocabulary Bingo Materials: • Copies of Bingo grids • Small markers (pieces of paper, buttons, etc.)

Description:

1. Create a set of various Bingo cards by writing vocabulary words in the squares of the Bingo grid, or give students a list of words that they copy onto their own grids.
2. Hand out a different card to each student.
3. Draw vocabulary words out of a bag or bowl. After calling out the words, keep them separate in order to check the winner's card.
4. Call out a vocabulary word. Students cover that square on the card with a marker.
5. Keep calling out words to continue play.
6. Have students yell "Bingo" when four squares in a row are covered (three on a nine square grid).
7. Bingo can be won across, down, or diagonally.
8. After a couple of rounds, students may swap cards with each other. Continue play.
9. Have students take turns as the vocabulary word caller. Suggestions: For adapting cards to different levels: •

Beginning: Make cards with pictures to represent vocabulary words, or pictures and words. Another option is to show the words and/or pictures to students as they are being called out. •

Intermediate: Make cards with words. • Advanced: Call out descriptions of the words or definitions. • Multi-level: Use all three cards (beginning, intermediate, advanced). Distribute them according to individual student's levels.

While Reading:

As the reading of the lesson proceeds you must stop and ask questions to check understanding. Explain only when the students do not understand. The questions will help students to focus on the parts that need their attention. Moreover they will teach them the way of answering questions. This will help them to complete the exercises at the end of the lesson independently. These questions must be asked several times as the reading proceeds before going on to the exercises.

A narrative text:

- a. For narrative texts teacher can pause at certain turning points or situations of the stories and let children predict what will happen next.
- a. Teacher can even stop before the ending and ask students to give their own end to the story. Later the teacher
 - i. Can compare their ending with the real one to see which one is the nearest to the original. (But all ending will be appreciated and accepted)
 - ii. Who wrote the best ending?
 - iii. Can be posted on soft boards or magazine boards.

b. If there is a narrative text don't discuss or reveal the whole story before reading.

e.g. if it's '*The Nightmare*' teacher can use different motivational strategies to begin it.

1. By asking Questions regarding the title.

- i. What is meant by nightmare?
- ii. Have you ever seen a nightmare?
- iii. How do you feel after that?

a. While reading a narrative text let the first reading be reading for pleasure i.e. it should not be interrupted with too many questions.

An Informative Text:

- a. Chapters like '*Bread Making*' and '*The special animal in The Service of Mankind*' are the informative texts. Meanings of the vocabulary of these text could be dealt while reading the text
- b. Content of these chapters could be discussed thoroughly before the teacher begins the chapter or a particular heading or could be exposed with real life objects.

For Example after students have finished the text of 'The camel' a real camel can be shown to students. Teacher can make them focus the callus, interlocking eyelashes, stone like nail which would enable them to relate their learnt vocabulary and understanding.

Similarly after the reading of 'Bread Making' a visit to a bread factory or any other factory having a production procedure could be visited. If the visit is not possible then dough can be prepared and baked in the school.

Biography:

From Vision IV, series of biographies of Islamic heroes, begins.

This is familiarizes our students with these important figure and to give them information about their lives, struggles, achievements and contribution towards Islam and Jihad.

It is suggested not to reveal whole life of that figure while motivating, but to ask students some questions to guide them towards the topic.

e.g Have you ever heard of Salahuddin Ayubi?

Who was Salahuddin Ayubi?

What he was famous for?

(A child may answer wrong but here teacher's purpose should be to encourage them to speak and predict).

Grammar:

Vision tackles grammar in contextual way and not in isolated way.

e.g. What do the Underlined words refer to? (page # 125). Here pronouns are being tested.

When a new Grammar topic is introduced it appears in a box e.g. pg. No#10, 29 etc.

- Exercises on topics that are not in box are previously introduced. And are given repeatedly throughout the book for practice.
- Once a new topic is planned teacher must explain and discuss it with students, by giving various examples from the chapter or by her own.(If she relates from the same text which the students have read it would be easy for them to comprehend)
- Once the teacher has explained, students should do the exercise independently without teacher's help.
- For more practice on same topic, exercises from other chapters could be done
- If teacher feels there is a problem in understanding, she must teach it again.

WRITING

Use the web to write a paragraph

1. Webbing is a pre-writing strategy to organize thoughts before writing. Always encourage students to add to the web. This is already being practiced in Vision 4.

There should be a lot of oral discussion before writing the paragraph. Depending on the level you can either go beyond the web or just stick to the web. If your students can handle you can ask guiding questions and students can add to the web.

e.g.

- Do you have friends?
- Do you like them? Why?
- What is common between you and your friend?
- How do they help you?
- Do they help you when you are in need?

In vision 5, *Free writing* is introduced to make the child first think of all the possibilities and then choose the best idea in order to write effectively. In this free writing task a child may be asked to write on any topic or teacher can supply a list of topic. When the time begins student will start writing without lifting, or stopping their pencils. After four minutes have passed she can make them stop and ask to underline three best words or phrases or sentences. Now amongst those three they will be asked to choose one and write on it.

For *Essay Writing* it's focused to write their views in consideration of *Introduction, Main Idea and Conclusion*.

In the beginning teacher can make them brain storm all the ideas about the topic and write on black board then teacher can facilitate them to classify those sentences under the heading of introduction, main idea or conclusion. After 2 to 3 times guided practice this task could be given independently.

Transformation is the other that was previously introduced. Gathering information from the given data and translating it into a paragraph e.g. pg# 54.

Teacher must make her students focus on the writing strategies that are mentioned on pg# 74. It's advisable to paste them on the class wall or soft board.

READING FOR INFORMATION:

Objectives of this section is to make students aware of our beloved Prophet's (ﷺ) Sunnahs.

This can also be used as reading comprehension.

Teacher can make questions out of it.

e.g. page 94

- Why did Hazrat Ibrahim bin Yazeed Taimee not wear better clothes?
- Quote the Hadith heard from Abu Darda (رضي الله عنه).
- Who was Hazrat Ibrahim bin Yazeed Taimee?
- What do you think about this Hadith?

Poem:

The teacher in the beginning, middle or end of the chapter or exercise can recite poem.

The poem must be recited by the teacher clearly with proper intonation and pronunciation, the students must follow.

- After the recitation the teacher must summarize the theme of the poem.
- She may ask a few questions to ensure comprehension. Or poetry comprehension can also be constructed.
- The teacher may ask students to pick out rhyming words from the poem. The rhyming words help children to develop their spelling competence.
- The poem should be drilled throughout the chapter in order to make the children learn it.

Note: Vision Exercises are very carefully constructed and the flow goes from easy to hard. It's strongly recommended to follow the sequence of the chapters in which they appear.

The following rubrics will be helpful for the teachers to check the pieces of students writing

Rubrics:

Rubrics can indeed be useful tools for teachers to assess students' writing pieces. They provide a clear and structured framework for evaluating various aspects of the writing, ensuring fairness and consistency in the grading process.

Here are some rubric criteria that can be helpful for teachers when checking students' writing:

Rubric for Narratives

You may rate your work by giving yourself (Excellent, Acceptable, Below Average or Unacceptable)

SCORE	TRAITS
	<p>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</p> <ol style="list-style-type: none"> Narrative is logically sequenced, with clear beginning, middle and end. Transition words or phrases connect paragraphs smoothly (cohesion) and give the narrative proper chronological order. (First, later, Finally, The next day, After sometime, Early in the morning ...) Lead sentence (story opening) grabs the reader's attention. (Start with one of the following: something unexpected, a quote, dialogue, a question, description, action...)
	<p>SENTENCE VARIATION IN PARAGRAPHS</p> <ol style="list-style-type: none"> Introductory participial phrase (<u>Burning</u> like the sun, the diamond... (<u>Carved</u> from a massive cliff, the statue...) Compound sentence (Alia kept her secret and no one else ever knew.) (Ali screamed loudly but Sabir ran away.) Two independent clauses separated by a semicolon (Samir turned; he glimpsed the ghost.) (Nadir called for help; no one came.) Appositive phrase (Sara, my next door neighbour, is an <i>Alima</i>.) (Jabeen, the best speller in the class, won the contest.) Introductory prepositional phrase (With his gold pen in his hand, Sultan began to write.) Introductory adverb clause (After Hasan wrote the poem, he had it published.) (Until, Since, Before, When, Although...) Variety of sentence length
	<p>WORD CHOICE</p> <ol style="list-style-type: none"> Vivid, lively verbs are used. (Weak: Ali <u>is</u> a cricket player. Strong: Like a skilled batsman, Ali stepped forward and lofted another ball for a huge six.) Imaginative, unusual adjectives are used. (<u>seary</u>, menacing, bloodcurdling, chilling) (<u>beautiful</u>, angelic, magnificent, awe-inspiring) Vague, overused, repetitive language is avoided (a lot, very, really, then, big, pretty...)
	<p>FIGURATIVE LANGUAGE</p> <ol style="list-style-type: none"> Metaphor (Sara's braids are thick, soft, twisted brown ropes.) (Our house is a zoo.) Simile (Sarim was as weak as overcooked pasta) (Our house is like a circus) Personification (The path invited me to begin my journey) (The summer breeze whispered quietly to me. The stars looked down on me and helped me find my way. Gossip is everyone's enemy.)
	<p>EDITING FOR GRAMMAR, USAGE, MECHANICS</p> <ol style="list-style-type: none"> No run-on sentences (My grandmother is elegant, she always wears white shalwar kameez.) No sentence fragments (because my grandmother always wears white shalwar kameez. If Ali went to the doctor.) Subject/verb agreement (Correct: One of the toys is missing.) Correct, consistent verb tense usage (Don't accidentally mix present and past tenses.) Punctuation is correct. Capitalization is correct. Spelling is correct. Paragraphs are indented correctly.

Rubric for Descriptive Writing

You may rate your work by giving yourself (Excellent, Acceptable, Below Average or Unacceptable)

SCORE	TRAITS
	<p>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</p> <ol style="list-style-type: none"> 1. Main idea (theses) is clearly written in the introductory paragraph so that the reader understands what the writer is planning to describe. 2. Topic sentences in the middle (body) paragraphs clearly relate to main idea. 3. Supporting details clearly relate to the topic sentences. 4. Transition words/phrases connect paragraphs smoothly. (First, Finally, In addition, On the other hand...) 5. Introduction, body and conclusion provide logical sequencing of ideas (spatial, chronological or order of importance), leading to an understandable description.
	<p>SENTENCE VARIATION IN PARAGRAPHS</p> <ol style="list-style-type: none"> 8. Introductory participial phrase (<u>Burning</u> like the sun, the diamond... (<u>Carved</u> from a massive cliff, the statue...) 9. Compound sentence (Alia kept her secret and no one else ever knew.) 10. Two independent clauses separated by a semicolon (Samir turned; he glimpsed the ghost.) 11. Appositive phrase (Sara, my next door neighbour, is an <i>Alima</i>.) 12. Introductory prepositional phrase (With his gold pen in his hand, Sultan began to write.) 13. Introductory adverb clause (After Hasan wrote the poem, he had it published.) (Until, Since, Before, When, Although...)
	<p>WORD CHOICE</p> <ol style="list-style-type: none"> 4. Vivid, lively verbs are used. (Weak: Ali <u>is</u> a cricket player. Strong: Like a skilled batsman, Ali stepped forward and lofted another ball for a huge six.) 5. Imaginative, unusual adjectives are used. (seary, menacing, bloodcurdling, chilling) 6. Vague, overused, repetitive language is avoided (a lot, very, really, then, big, pretty...)
	<p>FIGURATIVE LANGUAGE</p> <ol style="list-style-type: none"> 4. Metaphor (Sara's braids are thick, soft, twisted brown ropes.) 5. Simile (Sarim was as weak as overcooked pasta) 6. Personification (The path invited me to begin my journey)
	<p>EDITING FOR GRAMMAR, USAGE, MECHANICS</p> <ol style="list-style-type: none"> 1. No run-on sentences (My grandmother is elegant, she always wears white shalwar kameez.) 2. No sentence fragments (because my grandmother always wears white shalwar kameez.) 3. Subject/verb agreement (Correct: One of the toys <u>is</u> missing.) 4. Correct, consistent verb tense usage (Don't accidentally mix present and past tenses.) 5. Punctuation is correct. 6. Capitalization is correct. 7. Spelling is correct. 8. Paragraphs are indented correctly.

(Adapted from: Patty Foster 2004)

Procedure Writing Rubric

What are we looking for in an instructional text?	1	2	3
1. Clear information on how to make something or do something with enough details for the reader to follow			
2. Material clearly listed in dot points with accurate quantities			
3. Numbered steps give detailed directions in order			
4. Words to show time order—eg. Then, next, for 20 minutes etc.			
5. Action verbs—eg. Mix, turn, fill, stick etc.			
6. Writing that makes sense			
7. Use of punctuation			
8. Correct spelling/legible writing/clear formatting			

Rubric for Recounts

What are we looking for in a recount?	1	2	3
1. The retelling of an event that happened in the past			
2. Background information about who, what, where, how and when			
3. A series of events in chronological (time) order			
4. Personal expression of attitudes and feelings			
5. Details and personal reactions to add interest			
6. Action verbs			
7. Past tense verbs			
8. Linking words related to time			
9. Introduction, paragraphs, conclusion			
10. Writing that makes sense/has a clear message			
11. Use of punctuation			
12. Correct spelling/legible writing/clear formatting			

Writing Rubric - Paragraphs

	1 Beginner	2 Intermediate	3 Writer	4 Advanced	5 Expert
Conventions	Not indented Many spelling and punctuation mistakes	Not indented Some spelling and punctuation mistakes	Indented Some spelling and punctuation mistakes	Indented Few spelling and punctuation mistakes. “Tier Three” words are spelled correctly	Indented No spelling or punctuation mistakes. Work is carefully proofread
Sentences	All sentences start or end the same way. There are many incomplete or run-on sentences.	Most sentences start or end the same way. There are some incomplete or run-one sentences.	Most sentences start or end the same way. There are no run on or incomplete sentences.	Sentences start in different ways and some end in different ways. There are no run on or incomplete sentences.	Sentences start in different ways and some end in different ways. There are no run on or incomplete sentences.
Topic sentence	The reader cannot tell the main idea from the topic sentence or there is none.	The reader can tell the main idea from the topic sentence but the word “because” is used in the topic sentence.	There is a topic sentence that introduces the main idea of the paragraph.	The topic sentence of the paragraph is interesting. The topic sentence may be a firm statement or a question to interest the reader.	The topic sentence of the paragraph is interesting. The writer tried to introduce the topic by using descriptive language or a SASSY sentence beginning.
Vocabulary	Common words such as “like” and “fun” are used.	Common words such as “like” and “fun” are used, but in addition to better vocabulary.	Common words such as “like” and “fun” are replaced with better vocabulary.	The writer used colourful words (adjectives) and specific action words (verbs) to enhance the writing.	The writer used colourful words (adjectives) and specific action words (verbs) to enhance the writing. The writer used a simile/metaphor.
Support Sentences	None of the sentences support the main idea. The format is wrong (a story, not a paragraph)	None of the sentences support the main idea. The format is correct.	Some of the sentences support the main idea. The format is correct. The message is clear.	Most of the sentences support the main idea. The format is correct. The message is clear and the ideas were well-thought out.	All of the sentences support the main idea. The format is correct. The message is clear and the ideas were well-thought out.
Closing Sentence	There is no closing sentence.	There is a closing sentence, but it ends with “that’s how, that’s why, “ etc. to restate the main idea.	There is a closing sentence that restates the main idea of the paragraph.	There is a closing sentence that restates the main idea of the paragraph in an interesting or exciting way (think exclamation or question)	There is a closing sentence that restates the main idea of the paragraph in an interesting or exciting way using a SASSY sentence.

Unit 1 Friendship

Modal Lesson Plan:

Hadith:

The Hoy Prophet Mohammad (S.A.W) said:

Man is influenced by the faith of his friends. Therefore be careful of whom you associate with. (Binarul-Anwar, Vol 74)

Stage	Time	Methodology	Stage Aim
Pre-Reading	7 min	The Tr will write the word Friend on the board and will ask the students what comes in their mind when they read this word. The Ss will elicit some of the responses such as caring loving etc... The Tr will write the responses on the board and will integrate a hadith (See Appendix) and would ask the Ss to make a title page.	To motivate students towards the unit.
While Reading <i>Skimming</i>	10 min	Students are told to read the first part and are asked a. Underline the characters and list them down The Tr will take the feedback.	To skim the text for the main idea.
<i>Scanning</i>	15min	Read the part 1 and answer the following questions. a. Why Asif, Junaid and Waqar thought themselves lucky? b. What did they plan to do? c. Name the river where they went for fishing? d. Who recited the Quranic Ayah?	To scan the text for specific piece of information and to compose answers.

Intensive Reading	15 min	The Tr will ask the Ss to: a. Describe River Kunhar in your own words. You can refer dictionary or glossary as well.	The ss will be able to read the text intensively for detailed information to compose a paragraph in their own words.
Post Reading	8 min	The Tr will ask the Ss to: a. Put the scrambled sentence in correct order. (Ex E)	The Students will be able to use their knowledge about the reading comprehension and will put the scrambled sentence in order
Follow-up	5 min	The Tr will discuss the task in class and ask the Ss to do the following task as a home work : a. Write the reasons of the following statement. b. Quote a hadith or any saying about friendship.	To reinforce the contents of the text.

Reading Comprehension: (pg. # 5)

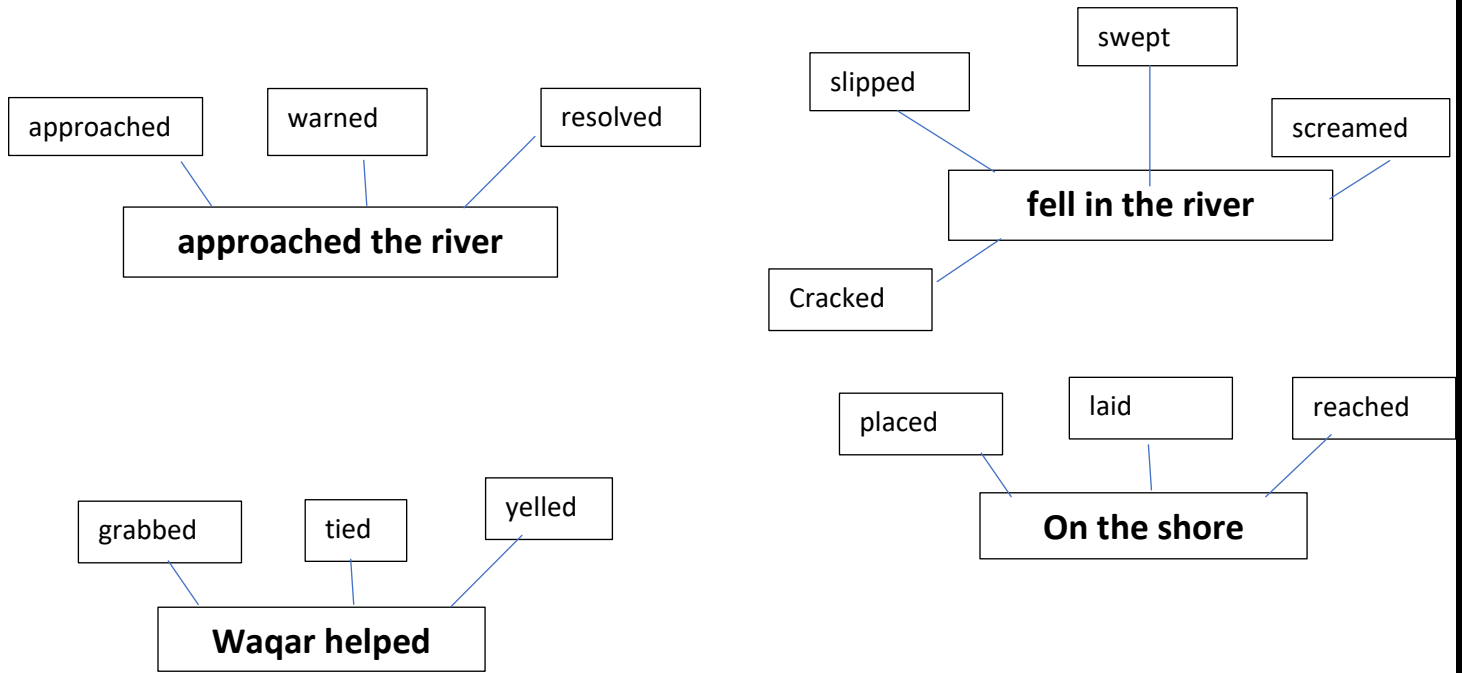
A. Write the names of the characters, appearing in the text.

- Asif
- Junaid
- Waqar
- fisherman
- the two men

Ex B 3: Rewrite the words in the order they occur in the text, the first being approached.

resolved warned approached greeted walked Ignored tossed felt hauled slipped swept screamed watched
disappeared yelled grabbed tied swam reached seized cracked pulled laid pressed asked

B4: group the words round the events which took place.



B5: Now write out the events in your own words using these words to help you. One has been done for you.

Event 2: Junaid slipped in the water. He was swept by the water. He screamed for help. He disappeared in the water and then popped up again. He yelled for help.

Ex D: Write the reasons of the following statements:

Statements	Reasons
1. The children went to Kaghan.	They were on holidays.
2. Junaid called his friends to help him pull the fish.	He had caught a big fish.
3. The branch of the tree cracked	It couldn't hold the weight of the two friends.
4. Junaid lay on his stomach.	To pump out the water he had swallowed.
5. Junaid would never forget this incident.	He was in a daze and had felt death closely.

Ex E: Put the statements in the correct sequence.

- The children went fishing.
- The fisherman told them that the place was dangerous for fishing.
- They ignored the warning.
- Junaid stepped back and fell from the rock.
- Waqar tied a rope round his waist and jumped in the water.
- He held on to a branch of a tree.
- He then caught hold of Junaid.
- They swam to safety.

Ex F: Read the text and fill the given table.

Place	Description of the place	What did they do there?
river	fascinating sight and deafening sound	fishing
rock	large, wet and slippery	fishing
water	calm and peaceful	fishing

Thing	Description of the thing	What did they do with it?
fishing line	Small thin rod	fishing
tree	Thin	Tied a rope
rope	Long	To help his friend

Choose one place and any two things and write a few lines on it. One has been done for you.

River: Asif, Waqar and Junaid went to the mighty river Kunhar. They went for trout fishing. The river made a deafening sound.

Ex G: Tick the actions done by the characters in the story. Give reasons for their actions.

Actions	Character	Why?
a. advised children to fish in a safe area.	fisherman	The place was risky for fishing
b. recited the Quranic Ayah	Waqar	Fascinated by the sight.
c. suggested to find another place.	fisherman	It wasn't a safe place for fishing.
d. frowned and ignored the warning.	Asif and Junaid	They liked the place for fishing.
e. reluctantly took part in fishing	Waqar	He knew that it wasn't a safe place.
f. instructed to tie the rope to the tree trunk.	Waqar	So that he can go into the water to rescue Junaid.
g. prayed continuously	Waqar	Asking help from Allah SWT
h. assisted in hauling them out.	Two men	They came to help out Asif.
i. pressed the abdomen	Waqar	To pump out the water swallowed.
j. was relieved and thanked Allah SWT	Junaid	That he was safe.
k. would remember the kind action of his friend.	Junaid	How his friend risked his own life to rescue him.

Ex I: Fill in the given table writing who said the following words, the place, and why he said them.

Statements	Who?	Where?	Why?
1. Give me a hand	Junaid	on the shore	He wanted help because he caught a big fish.
2. Help!	Junaid	on the rock	The strong current swept him away from the trunk.
3. Why were you fishing there?	One man	riverbank	The man was surprised because it was not a safe place for fishing.
4. Let us find another place.	Waqar	A large rock near the river	It wasn't safe place for fishing.
5. We are sorry.	Waqar	riverbank	He saved his friends from embarrassment.
6. Bismillah!	The three friends	A large rock near the river	We should recite in the beginning of any work

Vocabulary:

Ex A: find the words in the maze to which the suffix “ment” can be added.

- excite + ment = excitement
- embarrass + ment = embarrassment
- ship + ment = shipment
- amuse + ment = amusement
- retire + ment = retirement
- equip + ment = equipment

Ex B1:

- | | |
|------------------|--------------------|
| 1. <u>d, iii</u> | 2. <u>c, i</u> |
| 3. <u>f, v</u> | 4. <u>c, iv</u> |
| 5. <u>a, ii</u> | 6. <u>b, vi</u> |
| 7. <u>l, xii</u> | 8. <u>j, vii</u> |
| 9. <u>h, x</u> | 10. <u>g, viii</u> |
| 11. <u>k, ix</u> | 12. <u>i, xi</u> |

Ex C: Put suitable words in the blank spaces.

- a. The lion was **surrounded** by the hunters. One of the hunters aimed at the lion and **pulled** the trigger of his shot gun. The bullet hit the lion. The lion was **shocked**. It gave a **mighty** roar and fell down dead.
- b. The building caught fire **rapidly**. The firemen **hauled** the trapped boy out from the window. They **rescued** all the people. The people **praised** the firemen.

Ex D: Match the phrases with their meanings.

Phrases	Meanings
1. gasping for air 2. trembling with cold and fear 3. began to recover 4. give me a hand 5. was in daze 6. struggling in vain 7. just the right place	unable to breathe shivering violently got better ask for help state of shock unable to breathe suitable area

Ex E: Fill in the blanks with suitable Phrases from the exercise B.

- a. Asma sat near the window seat of the train. It was **just the right place** for a good view.
- b. Mother asked everyone to **give me a hand** in cleaning the store room.
- c. After the heart surgery, grandfather **began to recover** very slowly.
- d. The wicket-keeper who took the powerful catch **was in a daze**.
- e. The air on the top of the mountain was very thin, mountaineers were **unable to breathe** so they had put on oxygen masks.
- f. The fly was **struggling in vain** w to get itself free from the spider’s web.

Ex F: Pair the Antonyms:

Words	Antonyms
1. permitted 2. fascinated 3. ignored 4. tightly 5. seriously 6. decided 7. freezing 8. excited	banned disgusted attended loosely humorously undecided balmy bored

Grammar:

Ex A: Fill in the blanks with a suitable word from the box.

1. My uncle gave me a **bar** of chocolate.
2. My grandmother asked me to sprinkle a **pinch** of salt on the fried egg.
3. A **puff** of smoke is coming out from the exhaust pipe of the wagon.
4. The butcher cut a **chunk** of meat for the customer.
5. The men fed the cow with a **bundle** of grass.
6. Mother bough a **jar** of honey from the grocery.
7. Please add a **spoonful** of sugar in my tea.
8. Go and fetch a **pint** of milk from the milkman.

Ex B:

It was eleven o'clock **at** night. Alina was sound asleep in her bedroom. Suddenly she woke up. She heard a sound coming **from** her writing table. She got **up** quickly and switched **on** the light. She saw that her pet cat Mano was sitting **on** the writing table. She had knocked Alina's empty water bottle . Alina smiled and went back to bed.

Ex C:

small, dense, short, brown, big, bushy, long, large, sticky, sharp

Ex D:

lives	Lived
eats	Ate
pops	Popped
gather	Gathered
captures	Captured
fight	Fought

Ex E: Underline the helping verbs in the following sentences.

Write whether they are present or past continuous sentences.

1. The boy **is** sleeping. *Present Continuous*
2. I **am** driving the car. *Present Continuous*
3. My baby brother **was** drinking milk. *Past Continuous*
4. We **are** going to school. *Present Continuous*
5. They **were** baking a cake. *Past Continuous*
6. He **was** digging a whole. *Past Continuous*
7. She **is** combing her hair. *Present Continuous*
8. The monkey **was** jumping from tree to tree. *Past Continuous*
9. The babies **were** crying. *Past Continuous*
10. The farmer **is** sowing the seeds. *Present Continuous*

Ex F: Change the Nouns in the following paragraph into plural.

Ants were looking for something to eat. The ants climbed over apples and jumped on oranges nearby. They went around the huge loaves of breads. Suddenly they saw bowls and stopped. In the bowls they saw toffees. The ants called their brothers and sisters and enjoyed the picnic.

Ex G: look at the pictures. Fill in the blanks with correct degree of adjectives.

- a. Adil is a tall boy. Majid is **taller** than Hunain but Adil is the **tallest**. Majid is a **naughty** boy. Hunain is **naughtier** than Majid but Adil is the **naughtiest** boy.
- b. Bismah has **long** hair. Nadia has **longer** hair than Ayesha. But Bismah has the **longest** hair.
- c. An airplane travels very **fast**. The train is **faster** than the oil tanker but the airplane is the **fastest**.
- d. An elephant is a **strong** animal. A camel is **stronger** than the donkey but the elephant is the **strongest**. The elephant is a **heavy** animal. The camel is **heavier** than the donkey but the elephant is the **heaviest**.

Ex H: fill in the blanks with “is, are, am.”

1. Here **is** Kulsoom. She **is** sitting under the tree. I **am** looking for her.
2. “Where **is** Hassan?” asked Kulsoom. “I cannot see him”. Kulsoom and Maryam **are** looking for Hassan. “Where **are** you? Please come out”. Said Maryam. Hassan replied “Look up. I **am** here on the tree.”
3. We **are** playing in the garden. It **is** very late. Mother **is** calling us. We **are** going home.

Ex I: Punctuate and put the capital letters where necessary.

1. The Amazon is an area of dense rainforest where it is hot, damp and gloomy.
2. The era of Haroon-al-Rashid is called golden period of the Abbasid caliphate.
3. Silk was discovered in China during 1500-2000 BC. Chinese silk cloth was so popular in the west that the land route from China to Rome was called The Silk Route.
4. Do you know rice is the world’s most popular food. It is mostly grown in Asian countries such as Pakistan, China, Malaysia and Japan. Pakistani basmati rice is famous all over the world.
5. Grandmother and grandfather live far away. When I go to visit them I fly in the airplane.

Ex J: Change the paragraph in exercise “F” into present tense.

An ant is looking for something to eat. The ant climbs over an apple and jumps on an orange nearby. It goes around the huge loaf of bread. Suddenly it sees a bowl and stops. In the bowl it sees a toffee. The ant calls its brother and sister and enjoy the picnic.

Ex K: Find out the hidden sets of Homophones in the forest. You may colour the sets of homophones using different colours.

1. brake, break
2. pail, pale
3. hair, hare
4. mail, male
5. meat, meet
6. Son, sun
7. Ear, year
8. sale, sail
9. hear, here
10. right, write
11. sea, see

Unit: 2 A Special Animal in the Service of Mankind

Modal Lesson Plan:

Stage	Methodology	Stage Aim
Pre-Reading	<p>The Tr will write the word Camel on the board and will ask the students what comes in their mind when they read this word.</p> <p>The Ss will elicit some of the responses such as animal, ship of desert etc...</p> <p>The Tr will write the responses on the board and will integrate an Ayah and would ask the Ss to make a title page.</p> <p>Ayah: “Have they not looked at the camel? How it was created?” [surah Al Ghashiyah]</p>	To motivate students towards the lesson.
While Reading	<p>The tr will let the students to divide the lesson into chunks.</p> <p>Students are told to read the first part. The tr will explain abt Bedouins.</p> <p>The Bedouin are a part of a predominantly desert-dwelling Arabian group traditionally divided into tribes. They are simply called people of deserts, and animals’ herders.</p> <p>Then tr will ask paragraph related questions verbally while reading.</p> <ol style="list-style-type: none"> What are the 2 means of livelihood, Bedouins have? How are camels useful for? <p>Moving towards the next two paragraphs..</p> <ol style="list-style-type: none"> How many types of camels are existing today? Differentiate between dromedary and Bactrian camels by filling the table below: 	So they can muster up their skills to learn from the new reading task.

camels	Characte ristics	Use	Region	Rate of riding	Leg move ment	Height	Legs/ feet	Hairs	color
dromedary									
bactrian									

Post Reading	<p>Students will do ex A of reading comprehension on pg 31 in their note books.</p> <p>Then tr will call few students to come in front n present what they have learned today.</p> <p>Then the students will asked to write few lines comparing the two animals. (ex B, pg 31) in their notebooks.</p>	To reinforce the information.
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READING COMPREHENSION: (pg. 31)

A. Compare Bactrian and Dromedary camel by filling in the table:

	Bactrian Camel	Dromedary Camel
1. hump	Two	one
2. height	Short	7 to 8 feet tall
3. legs	shorter legs	long legs
4. built	more heavily built	less heavily built
5. habitat	Hot deserts of Arabia, Asia and North Africa	Central Asia (cold climates)

B. Now write a few lines comparing the two animals.

The Bactrian and Dromedary camels are different to look at and while the Bactrian Camel is found in colder areas the Dromedary lives in the hot deserts of Arabia, Asia and Central Africa.

The Bactrian camel is shorter in height ,has short legs and is more heavily built than Dromedary which is very tall, about seven to eight feet tall, and has a normal built.

C. Match the following columns:

A	B
1. mass of fat	a. can feed on trees high from the ground
2. dust not enter the eyes	b. two toes
3. fat long neck	c. callus
4. skin as hard and thick as a horn	d. hump
5. joined by an elastic pad	e. interlocking eye lashes

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

D. Answer the following questions:

a. What extreme temperatures can the camel bear?

Ans: Its body can adapt itself to severe weather conditions. Desert camels are not affected by high temperatures up to 50°C and Bactrians camels can survive very low temperatures down to -50 °C.

b. What is callus? What use is it for the animal?

Ans: The knees are covered with callus, which is composed of skin as hard ad thick as a horn. When the animal lies down on hot sand, this callused structure protects the animal from been injured by extremely hot ground.

c. Describe the feet of the camel. Write at least three points.

Ans: The feet are totally suitable for all types of all land conditions. The feet has two toes joined with an elastic pad. This structure also has four fatty balls, which enables the animal to firmly grasp the earth.

d. How much water can a camel drink in ten minutes.

Ans: Camels can consume up to 130 liters of water in almost ten minutes.

e. How much food does it consume in one day?

Ans: It can take up to 30 to 40 kilograms of food in a day. In tough conditions it is able to live up to one month with only 2kg of grass a day.

E. What special feature has Allah SWT given the camel?

- a. does not feel hot while walking in the desert

Ans: The thick skin under the soles is a protection against the burning desert sand.

- b. can eat the cactus plants of the deserts?

Ans: Camels have very strong and rubber like lips that allow them to eat thorns sharp enough to pierce thick leather.

- c. is not affected by the dust storms.

Ans: The eyelashes have interlocking system. In case of danger they are automatically shut.

The nose and the ears are covered with long hair which protect the animal from sand and dust.

F. Give reasons for the following statements:

The camel can

1. hold moisture from the air

Ans: with its curved nose mucus it can hold up to 66% of the moisture of the air.

2. Live without water for long periods

Ans: the cell walls have special structure, which prevents extra water loss.

3. Live up to many days with little food

Ans: The hump is the other support of the camel. The hump is in the form of a mass of fats, which provides nutriment to the animal in time of death and starvation.

4. Eat and digest thorns

Ans: its stomach has a very strong digestive system with which it can digest everything it eats.

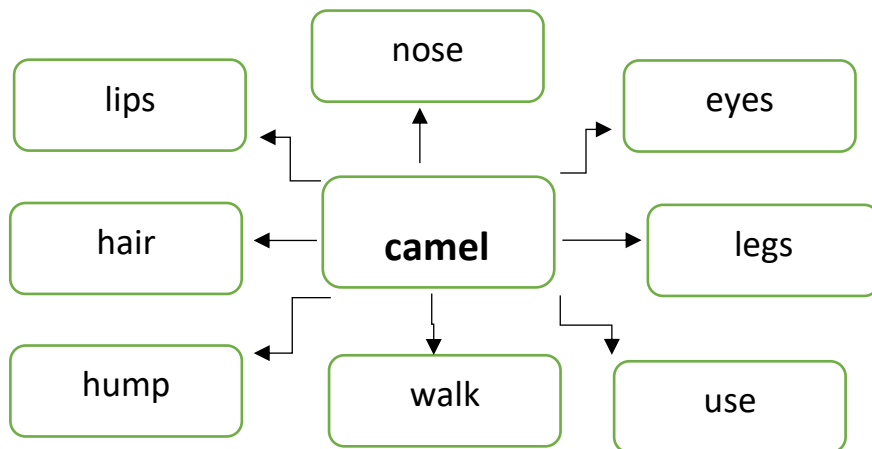
5. bear extreme temperatures

Ans: This wool consists of thick and matted hair that protects the body of the animal against freezing and burning conditions.

6. walk easily in the desert

Ans: The feet has two toes joined with an elastic pad. This structure has four fatty balls, which enables the animal to firmly grasp the earth. It is totally suitable for all kinds of land conditions.

G. Read the text and fill in the given web. Write only the key words.



H. Now write a few lines with the help of the web on camels.

The camel is a unique creation of Allah SWT. It can survive in extreme conditions of heat and cold because of its special body structure. It has long legs and special feet which enable it to walk in the desert daily. The eyes have interlocking eyelashes. The nose and ears have long hair which do not allow dust particles to enter. It has rubber like lips and can eat and digest cactus plants. It stores fat in the hump which provides nutrition when food is not available.

VOCABULARY

A. Look up the following words in the glossary. Make sentences with them.

Pierce structure miracle interlocking starvation bestowed eliminate

B. Write the opposites of the following words.

Words	Opposites	Words	Opposites
a. tough	Easy	h. danger	safe
b. freezing	Melting	i. hot	cold
c. complete	Incomplete	j. strong	weak
d. lose	Gain	k. sharp	blunt
e. shut	Open	l. thick	thin
f. covered	Bare	l. best	worst
g. long	Short	n. curved	straight

C. Make sentences with any five pairs of opposites using the words together in a sentence. Slight changes can be made in the words. One has been done for you.

The manager shut the door of the room when he opened the safe.

1. In winter the days are short while the nights are long.
2. The branches of the trees are thick at one end and thin at the other.
3. It is tough getting up for *Salat -ul -Fajr* in the beginning but becomes easy as the habit develops.
4. The roads of Islamabad are straight while the roads of Murree are curved.
5. Traffic rules are made for the safety of people, those who break them cause danger to themselves and others.

D. Fill in the blanks with suitable words from the box.

1. The bullet pierced through the wall and hit the valuable wall clock hung on it. Its structure was destroyed but minimum damage was done to the frame.

3. May rules written on paper are stuck on the soft board. This enables everyone to read them and know their duties. Some enlarged pictures are also pasted which provide information on different topics.

2. Allah SWT has created many animals. Some animals are suitable for transporting goods and people. They have been created with extraordinary strength in order to bear heavy load.

4. The Earth has undergone many changes in its climate. Many animals have been eliminated from the earth. Many changes have been observed in the plant life too.

E. Replace the underlined words and phrases with another suitable one of your own to make new sentences.

1. The injured man was screaming in the hospital for the doctor at the top of his voice.
The fireman was calling for an ambulance at the top of his voice.
2. The Koala carries the baby on its back everywhere.
The mountaineer carries his luggage on his back while climbing the mountains.
3. Diamonds are highly prized gems.
Petrol is a highly prized fuel.
4. The car was moving at the rate of 80 kilometers per hour when the accident occurred.
The aeroplane was moving at the rate of 300 kilometers per hour when it took off from the airport.
5. This big blue plastic bottle can hold a lot of kerosene oil.
This square cardboard box can hold a lot of junk.

f. Fill in the blanks with suitable phrases from the box to complete the paragraph.

Highly prized beast of burden in proportion to heavily built

The camel is a beast of burden . It is a heavily built creature and can carry a large load in proportion to its size. It is a highly prized animal for the Bedouin.

G. Make five words with the following prefixes. Take help from the dictionary.

re_____	Inter	en	Uni
reward	Interest	enable	Unify
recall	Intermediate	enlarge	uniform
revise	Interfere	engross	Unity
remember	Interlock	enclose	unicell
Recover	Inter	enjoy	unique

H₁. Make rhyming words from the following.

- | | | |
|----------|--------|--------|
| a. Right | b.hump | c.hold |
| Night | Bump | bold |
| Fight | Dump | cold |
| Sight | Clump | fold |
| Fright | Lump | mold |
| Bright | Pump | told |

H₂. Use the rhyming words and write a short poem. It could be a silly poem.

e.g: When we are in a fight

My brother shows his might

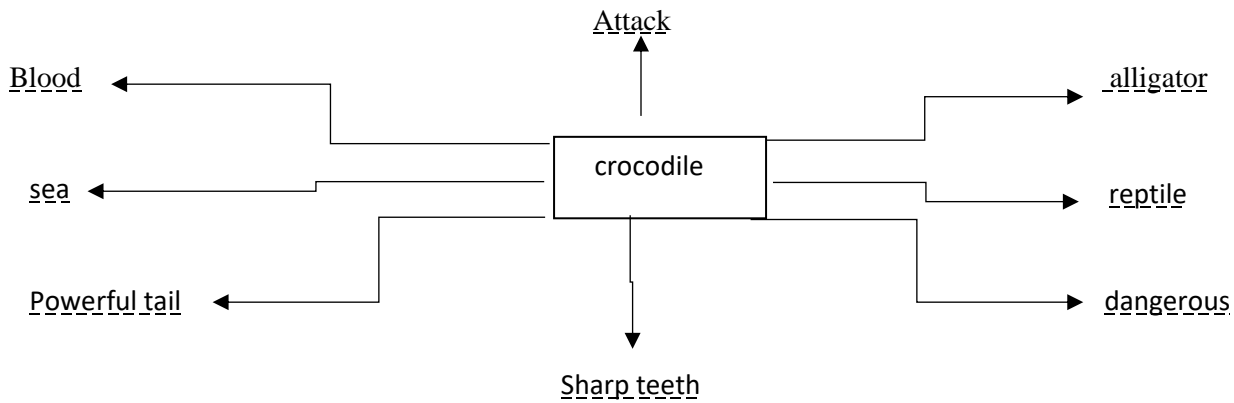
‘This is not at all right’

Said the morning light

Taking my side.

Oh how I wait to hold
The icecream mold
Which mother has told
To lick the bowl

I. Write all the words that come to your mind when you think of ‘the crocodile’.



GRAMMAR

A. Read the sentences and underline all the Pronouns. Fill in the blanks with the correct pronoun from the brackets. The first one is done for you.

1. This is my book. The book is mine. (me, mine)
2. That is your coat. The coat is yours. (you, yours)
3. She is feeding her parrot. The parrot is hers. (hers, her)
4. We are baking a cake. The cake is for us. (I, us)
5. Those are our badminton rackets. Those badminton rackets are ours.(us, ours)
6. Yesterday we attended computer class. It was our first computer lesson. (us our)
7. The children were making too much noise in the library. The librarian warned them not to break the library rules. (their, them)

B. Read the paragraph and pick all the Common Nouns, Proper nouns and Present Tense Verbs and write them in your notebooks.

Allah SWT is present everywhere. We do not see Allah, but Allah sees us all the time. Allah says he is **closer** to us than our carotid artery. The carotid artery supplies blood to our brain. It is the **most important** artery in the entire body. This means that he is closer to us than we are to ourselves. This means that he is always there to help us. Allah SWT loves and cares about us. When we call Allah SWT, he answers our calls. We may not hear His answers, but He accepts our prayers.

Common nouns	Proper Nouns	Present Tense Verbs
Carotid artery, blood	Allah,	Present,see,sipplies,help,
Brain,body,answer,prayer		calls,hear,accept

C. Two adjectives have been underlined in exercise B. Write their degrees.

Close ,closer, closest

important, more important, most important

D₁. Fill in the blanks with the correct preposition.

In of by to from

After the downfall of the Ottaman Empire. Palestine was occupied by the British. At the time Muslims, Christians and Jews were living together in Palestine. The Muslims were from the majority, but the British encouraged the Jews from other lands to come and settle there after the second world war.

By of for with between

The United Nations divided the country for the Muslims and the Jews. The Jewish state was named Israel and the Arab state was united with Jordan. At this injustice the Arabs rose against the Jews, but the Arabs were crushed jointly by Israel, America and Britain. The Palestinians till this day are striving for their independence. The establishment of an independent State still remains a dream.

D₂. Pick out all the Proper Nouns from the paragraph and write them in your notebook.

Ottoman Empire, Muslims	Palestine, Israel, Arab
Christians, Jews	America, Palestinians

E. Picture 1. a. thickest b. thick c. thicker

Picture 2. d. heaviest e. heavier f. heavy

Picture 3. h. softer i. soft j. softest

Make sentences comparing the pictures to one another in exercise 'E'. One has been done for you.

1. Pencil 'a' is long but pencil 'b' is longer than pencil 'a'. Pencil 'c' is the longest.
2. The keys are heavy but the lock is heavier than the key. The hammer is the heaviest.
3. Socks are soft but wool is softer than the socks. Cotton is the softest.
4. The crescent moon 'k' is bright but the crescent moon 'b' is brighter than crescent moon 'k'. Full moon 'm' is the brightest.

F. Fill in the blanks with suitable Conjunctions from the box.

While if after than because

1. After the final examination was over we had ten holiday.
2. I have finished my work because I started early.
3. You will never forgot the lesson if you revise it many times.
4. I did my homework while mother was washing the dishes.
5. Sana is taller than Javeria.
6. We reached the airport after the plane had landed.
7. Mother said “ I shall be pleased if you offer all *salah* on time.’
8. He got ‘A’ grade because he worked hard.
9. You prepare the grocery list while I mop the floor.
10. The earth is larger than the moon.

G. Make proper ‘Simple past Tense’ and ‘Simple Present Tense’ sentences with the help of given boxes.

Use each word given in the box only once.

Prepositions and other words can be added to make more meaningful sentences.

1. Faiza and Saman draw a picture.
2. The bird flew in the sky.
3. I drink soup from a bowl.
4. He traveled by train.
5. We threw garbage in the can.
6. She climbs a tall tree.
7. They drove to the city in a car.

G. Rewrite the passage choosing the correct Homophones.

Muslims know Allah SWT is One and that He is our Creator and the Lord. They worship none other than Him. They believe all human beings are created by Allah SWT. They know all the creations belongs to Allah SWT. Muslims respect the rights of all human beings and all the creations of Allah SWT. A true Muslim lives only by teachings of the Quran and the Sunnah, the way of Rasulullah S.A. He always does the things that are Halal and he does not do the things that are Haram. He practices what is right and avoids what is wrong.

**I. Read the paragraph and underline all the ‘Uncountable Nouns’.
Change them into Plural Nouns.**

Eating is fun, especially when you are hungry. Most people have a favourite food. Some people enjoy eating sweet things like cakes, chocolate and ice cream. Other people enjoy savoury foods like cheese and meat. Many of our foods, like bread, cheese, butter and meat are solid foods. Some of them are liquids like milk, juice, honey and soup.

pieces of cake	bars chocolate	cups of ice-cream
chunks of meat	loaves of bread	blobs of butter
jars of honey	bowls of soup	liters of milk
plates of food	glasses of juice	

J. Read the above paragraph and pick five ‘Common Nouns’. Write them in your notebook. Give suitable ‘Adjectives’ for the ‘common Nouns’

Adjectives	Nouns
delicious	food
chocolate	Cakes
busy	People
white	Cheese
sweet	honey

K. Read the paragraph and make Questions using ‘Who,’ ‘what’ and ‘where’.

This is Ali. He is in the garden. He is sitting under the tree. He is looking at a butterfly. The butterfly is sitting on a flower.

1. What is the name of the boy?
2. Who is sitting under the tree.
3. Where is the butterfly sitting?
4. What is the butterfly looking at?

L. Fill in the blanks with ‘is’ and ‘are’.

The largest British bird is the mute swan. It weighs up to eighteen kilograms and is one hundred and fifty centimeter long. A swan can fly very well. Its bones are hollow and light. The swan’s body is smooth. The wings of the swan are in special shape. They are rounded above hollow underneath. When air moves past the wings the bird is lifted upwards.

**M. Write all the Uncountable Nouns given in the given boxes in alphabetical order ,
Uncountable Nouns. Not in text book**

Box 1	Bread, coffee, cotton, meat, milk ,petrol, rice, soap, sugar, water	Air, cheese, cloth, mud, oil, salt, silver, soup, work, yogurt	Box 2
-------	---	---	-------

N. Pick up any ten Uncountable Nouns from ‘Box1’ and ‘Box 2’. Make them Plural by adding appropriate words. Eg: Chunks of meat.

1. cups of coffee
2. teaspoons of sugar
3. a bundle of cloth
4. cans of oil
5. loads of work



a writer

BRAIN STORMING

First choose a topic for brain storming from the list.

Study the example ‘Brain storming’ of ‘The P.T period’ given below.

Think and list all the ideas that come to your mind.

After writing underline or circle the ideas that you like the best.

My first day in school	Money	Friends
New uniform, bag, bottle	Father brings money	Many friends
Lunch	Father has to work hard	School friends
Washed and dressed	Can buy many things	Neighborhood friends
Happy	Spend carefully	Help me and I help them
Decorated class	Do not buy unnecessary things	Play together
Many activities and games	Keep carefully	Share books
Smiling teacher	Help the poor	Exchange story book
Assembly		Play in the ground
Earn new things		Good students
Make new friends		Good in games
Liked the school		

A. Write a paragraph describing the diagram below. You may take help from the given words.

In the middle/center	around	swollen	broad
at the bottom	on the top	flat	coloured

Note for the teacher: Each child must have his own introduction beginning to the paragraph. Explain what an introduction is and encourage him to write by himself. Some examples of introduction are given below.

1. One day I went to the garden and plucked a flower from a plant. This is what I saw in the flower.
2. Sitting by the window I saw some flowers in the vase. I took one out and this is what I saw.
3. When I opened the room the fragrance of lilies hit me. I looked at the flowers kept on the table.

In the center of the flower is a structure called pistil which has three parts. The top flat end is called the stigma. A narrow tube is attached to the stigma called the style which goes to the bottom to the ovary. The ovary is the swollen part below. Inside the ovary are the ovules. Below the pistil is the receptacle. All around the pistil are many narrow tubes called the stamen. The narrow tubes of the stamen are called the filaments and the top part is called the anther. The most beautiful part of the flower are the broad petals which are usually brightly coloured. At the bottom the flower is held by the sepal which is green in colour.

B. Use the given ‘Topic sentences’ to write a Paragraph on ‘My Hobby’

- I have many hobbies but my favorite hobby is reading.
- My favorite book is
- I have a small collection of book

I have many hobbies but my favorite hobby is reading. Books are man’s best friend. I am never alone or lonely before going to bed I usually read some story book. I like to read both English and Urdu books.

My favorite book is Charlie and the Chocolate Factory. The author isit is a funny story of a poor boy called Charlie who used to get one chocolate bar only on his birthday. Then one day he landed in a chocolate factory where everything was made of chocolate. It is an extremely interesting book and I have read it many times.

I have a small collection of books on my shelf. There is “A Children’s Encyclopedia” This is also my favorite because it has a lot of information. It helps me in my school work. I have books on Islamic stories also. Sometimes I exchange books with my friends too. I collect my pocket money and buy books for myself.

- B. Imagine that your neighbor has a flat tyre and does not know how to change it. Write instructions for your neighbor with the help of words given in the box and the pictures.

Loosen the nuts with a spanner. Insert the jack under the body of the car close to the wheel. Lift the car .remove the nuts of the wheel and remove the punctured wheel. Replace the wheel. Fix the nuts. Remove the jack. Tighten the nuts with spanner.

CONVERSATION

READING FOR INFORMATION.

Once Rasulallah SAW was talking about his Mairaj. i.e.the time Allah SWT made him visit the paradise. He said that when he was there he heard the sound of footsteps ahead of him. On inquiring he was told that it was Bilal RA.

Allah's Messenger SAW asked Bilal how he got to enter Paradise before Him. Bilal RA thought for a moment and replied that maybe it was because he always kept himself clean. He made wudu whenever he thought he was going to lose it, and prayed optional prayers as much as Allah willed him to do.

Answer the questions (not given in book)

1. Where did Rasulallah SAW saw Bilal RA in Paradise?
Bilal RA was seen ahead of the Prophet SAW.
2. What reason did Bilal RA give for been before Rasulallah SAW in Paradise?
Ans: he always kept himself clean by been constantly on wudu.
3. What message do we get from this incident?
Ans: Always be on wudu and keep ourselves clean.

POETRY

Here is a poem about an animal,

He is indeed a special one,
His home is the desert
On the sand, under the sun.

He has some unique features
Which other animals have not.
He can eat thorns on cacti
And not mind weather too cold or hot.

His neck is long and thin,
Very useful for him indeed,
He can reach three meters high,
Whenever he needs a feed!

When he's thirsty, he takes a drink,
From oasis, in the deserts far and wide,
130 liters of water at a time,
In his hump, he does hide.

His fur is thick and brown.
And protects him night and day.
From hot and cold temperature,
And water loss in everyway.

His eyelashes interlock
Protecting his eyes from dust and sand,
Allah's unique "Ship of the desert"
Incomparable to nay animal on land!

Find rhyming words in this stanza. Try to insert a line of your own.

Here is a poem about an animal
Children think him to be a lot of fun.
His home is the desert
Where very fast does he run

Write these lines in prose.

The camel has a long and thin neck which enables him to feed on leaves which are very high.

Write these lines in prose.

He has a brown thick fur on his body, which protects him from the heat
During the day and from cold at night.

Unit # 3 BREAD MAKING

Objective: The teacher will discuss with students about whole wheat and flour. And also eating whole wheat is sunnah. Furthermore she will discuss the above information in her own words about the difference of whole wheat and white flour and benefits and hazards for health.

She will also discuss the frenzy of baking items and how it has become a status symbol that people can't live without such items such as cakes, pizza, pastries etc.

Islamic Interpretation about Wheat:

The word is mentioned in the Quran:

He bring forth for us of what the earth grows — of its herbs and its cucumbers and its wheat and its lentils and its onions. ' [2:62]

When Sahl bin Sad was asked, "Did Allah's Apostle ever eat white flour?" he replied, "Allah's Apostle never saw white flour [from the time] Allah sent him as an Apostle till He took him unto Him."

Activity 1:

Objective: to understand the steps of making of a bread

Plan a visit to a bakery/ bakers institute or any biscuit factory.

Activity 2:

Objective: To motivate the students to eat homemade roti other than bakery items made of white flour.

Preparation: The teacher will ask the students to bring home made roti made of whole wheat or wheat other than white flour. The teacher will discuss the benefits of wheat.

Model Plan for the chapter:

Objective: Students will Inshallah be able to identify the different stages of bread making and will learn and use the related vocabulary in their language.

Stage	Interaction/time	Methodology	Stage Aim
Warm up	T=S	Students will be provided with a piece of bread to eat. They will be left to wonder about how much effort it takes to make bread.	To grasp the students' attention to prepare them for the upcoming task.
Task-1(presentation)	T=S	Students will be shown a presentation about the stages of	To inform the students about bread making process and the related vocabulary.

		bread making and its vocabulary.	
Practice	S	T will ask the std to do Ex D1,E and G pg 57-58	To practice the learnt vocab.
Production	S	Students will be given a task to make sentences Ex D2 pg 57And Ex F pg 58 (replace and make new sentences).	Students will Inshallah be able to use new words in their sentences.

Home Work: Do Ex A,B,C pg56-57 in your books.

OBJECTIVE: Students will Inshallah be able to practice more about the different stages of bread making and will practice the related vocabulary in their language.

Stage	Interaction/time	Methodology	Stage Aim
Warm Up+ pre reading	T=S	T will ask Qs like have they seen their mothers kneading the dough? Have they seen anyone baking bread? Etc	To prepare the students for the upcoming task.
While reading	S	WS will be given which the students will solve while reading the text.	To let the students read and comprehend the text.
Post reading	S	Students will be given the ex B, C on pg 53. Ex I and A on pg 56 H.W. ExD₁, D₂ and E on pg 54. Ex F,G and H on pg55. J,K and L on pg56 in text copies.	To practice the related vocabulary by using the word of the day strategy.

(Vision Exercises)

A: Reading Comprehension: (pg. 53)

1. Answer the following questions:

a. What is meant by staple food?

Ans: Staple food is that makes up the dominant part of a populations diet.

b. Name the steps in making bread.

Ans: 1. Mixing the dough 2. Kneading 3. Rising 4. Moulding 5. The second Rising 6. Baking 7. Slicing

c. Why does the dough rise?

Ans: The dough rises because of the action of the yeast on the flour. The carbon dioxide trapped in the dough makes the bread rise.

d. What is meant by fermentation?

Ans: the yeast multiply and react with the starch of the flour. They give our acid and carbon dioxide gas. This process is called fermentation.

e. Describe the slicing machine?

Ans: the slicing machine has thin vibrating blade, the loaves of bread are pushed through the blades on a conveyor belt.

2. Think and Write:

a. What will happen to the bread after reaching the conveyor belt?

Ans: after being sliced they will be packed and distributed.

b. Name some common cereals?

Ans: Wheat, rice, maize, corn, barley, oat.

c. Name some of the people who make our breakfast delicious.

Ans: Farmer, People working in the factory e.g. Engineers, foremen, labourers, watchmen, electricians, people who make and look after and repair the machines, factory owners, drivers, cleaners, etc.

B. Give one word for:

a. the outer part of the wheat grain bran

b. cutting of the bread slicing.

c. water which is neither hot nor cold lukewarm.

d. to press flour and water to make a dough knead.

e. Actions of yeast on starch fermentation.

f. floury paste dough.

g. Another name of the yeast fungus.

h. Cannot be seen with naked eye microscopic.

C. Give the required information about what:

a. Name of the grain: wheat.

b. Soil and climate: wide range of soils and almost all climates.

c. Height of the plant: one meter tall

d. Parts: three parts

e. Seed: wheat germ.

f. fuel: endosperm

g. Storing easy/ difficult: easy

h. Used for: bread, buns, pastry, rooti.

D1: Match the columns:

Ans: 1. **b, iii** 2. **e, iv** 3. **f, i** 4. **a, ii** 5. **d, vi** 6. **c, vii** 7. **g, v**

D2 : Now write complete sentences.

1. While mixing the dough add lukewarm water to activate for yeast.
2. When kneading the dough, knead thoroughly to make the dough elastic.
3. While rising the temperature should not be more than 70- 80 to make the dough rise properly.
4. While moulding punch the dough to let out the gas to give it to different shapes.
5. In the second rising leave the dough to rise again to keep the bread light.
6. When slicing cool the bread to cut neatly.

E. Underline the wrong word in the sentence and then write the correct sentence.

- a. Each plant has years of wheat at the top. Ears
- b. The village ladies shift the wheat by throwing it up in the air. sift
- c. The flour ground in earlier times was pan in colour. tan
- d. Punch yourself before shaping the dough. The dough
- e. Beast is added to flour to make it rise. Yeast
- f. Oxygen gas is released as a result of fermentation. Carbondioxide
- g. Sometimes sloopy seeds are sprinkled on the bread. poppy
- h. The dough is moulded in different capas before baking. Shapes

F. Make correct sentences from the table.

1. The wheat is a highly nutritious food.
2. The wheat plant grows one metre tall.
3. The wheat is cleaned by removing stones, dust and other impurities.
4. the wheat plant has ears of grain.
6. The wheat is passed through steel rollers.
7. the wheat is used for making bread, buns, rusks, cakes etc.

G. Complete the definitions of the following processes.

- a. Slicing is a process by which we cut.
- b. Stifing is a process by which we clean.
- c. Moulding is a process by which we shape.
- d. Miling is a process by which we grind.
- e. Kneading is a process by which we mix.
- f. Baking is a process by which we cook.

H. Put the following sentences in the proper order.

- a. All the ingredients are mixed together.
- b. work with the hands till the dough in a suitable temperature till it becomes bigger.
- c. put the dough in containers of different designs.
- d. leave it aside once more.
- d. Put in a heated oven till a crust is formed.
- e. Cool and cut.
- f. Pack and sell.

I. Write suitable precautions for the different steps in bread making.

Steps for bread making	Precautions
a. Cleaning	Remove all impurities.
b. Milling	Sift well.
c. Mixing	Add lukewarm water.
d. Kneading	Knead well.
e. Rising	Temperature not too high or low.
f. Moulding	Punch to let out gas
g. The second rising	Do not punch the dough
h. Baking	Pre-heat the oven
i. Slicing	Cool the bread.

Vocabulary:

A: Encircle the things in the box which are made of flour.

<i>cake</i>	paint	soap	<i>chapatti</i>	yeast	<i>patties</i>	fruit
bread	paper	<i>naan</i>	<i>paratha</i>	carrot	milk	jam
<i>roll</i>	loaf	<i>bun</i>	pastry	rusk	ice-cream	

B: Fill in the table with:

Grain	Flour	Products
a. Gram	Gram flour	Pakora
b. Wheat	Atta	Roti
c. Wheat	Maida	Puri, cake, pastry
d. Corn	Corn flour	Corn roti

C: Fill in the blanks with the correct word from the box:

1. Samosas are **fried.**
2. Cakes are **baked.**
3. Tikkas are **barbequed**
4. Eggs are **boiled.**
5. Beef is **roasted.**

D 1: Match the opposite word in the column.

1. c 2. d 3. e 4. a 5. b
6. i 7. i 8. g 9. f 10. H

D2: Make sentences using both the words in a single sentences.

1. Rain water is **pure** while the water in the ditch is **impure**.
2. I asked the shopkeeper for a unique piece of jewellery rather than the common one.
3. The main roads of the Karachi are wide while the lanes are narrow.
4. Together we are a team rather than working separately.
5. Cover all the uncovered utensils in the kitchen.

E : Match the synonyms:

1 d. 2, c 3 f, 4 b, 5 a, 6 e, 7. j 8. 1 9. H 10. K 11. I 12. G

F: Replace the underlined words to make sentences of your own:

- a. unique: a **unique** feature of the bee is its ability to make honey from the pollen.
- b. Sprinkled: Mother **sprinkled** chocolate on the cake.
Mother **sprinkled** water on the clothes before ironing them.
- c. The eyes of the merchant was **puffy** because he had flu.
- d. The boxer **punched** his opponent and he fell down.
- e. Pakistan exports a **bulk** of fruit to Saudi Arabia.
- f. Some pudding was eaten by me but the **bulk** was eaten by my mother.

G: Fill in the blanks with suitable phrases from the box.

Diamond is coal in its best form. In **earlier times** it was cut and shaped by hand. The cutting and shaping of this precious stone is **much the same** these days except that it is done by machines. A **wide range** of diamonds are available in the market it is mostly used in making jewelry. It is also **used for** cutting glass. Zircon is **much the same** in appearance as a diamond but it is far cheaper. The Kohinoor diamond is **at the top** of all diamonds in its beauty and sparkle.

H1: Write adjectives of the following verbs. Write two suitable nouns with them.

Verbs	Adjectives	Nouns
1. Comfort	Comfortable	Chair, house
2. suit	Suitable	dress, book
3. control	Controllable	Class, speed
4. remove	Removable	Ink, stain
5. work	Workable	Plan instructions
6. forget	Forgettable	numbers address
7. desire	Desirable	lunch ideas

H2: Make sentences with them. One has been done for you: (ask them to do any two or leave the exercise)

1. My father sits on a comfortable chair to do his office work.
2. Farah selected suitable books from the library to do her assignments.
3. My father told Asim to drive the car at a controllable speed.
4. There are markers with removable ink in them.
5. The teacher gave us a workable plan to improve our study skills.
6. Almost all the addresses are instantly forgettable.
7. The new house is at a desirable location.

I: Complete the table below with the missing words:

Adjective	Noun	Verb	Adverb
relative	Relation	relate	relatively
creative	Creation	create	creatively
informative	Information	Inform	informatively
communicative	Communication	communicate	communicatively
interactive	Interaction	interact	interactively
extensive	Extension	extend	extensively

J: Fill in the blanks with suitable forms of the words given in the brackets.

- The university campus will be extended during the summer holidays. In the extension will be a big science laboratory. This laboratory will be Inshallah used for extensive research work by the teachers and students.
- Animals communicate with one another through sounds and noises. Zoologists study their communication to understand their behavior.
- Newspapers inform the public about the latest events in the world. This information helps the governments to plan their actions.
- Allah SWT has created the camel. It is one of the best creations of Allah SWT.
- Muslims have good relations with one another. If all of them knew the Arabic language it would be relatively easy to understand each other.

K.1. Select suitable Adjectives from the box for the Nouns given in the columns below.

Sticky	creamy	beautiful	chocolate	watery	sweet	tasty	fluffy
Spongy	colourful	white	powdery	soft	gritty	plain	brownish

flour	Dough	Cake
white	watery	Creamy
powdery	creamy	Tasty
soft	spongy	Fluffy
Plain	white	Chocolate
gritty	soft	Colorful
		Spongy
		Soft
		brownish
		Plain

K2: Write a descriptive paragraph on any one of them.

The cake in the plate is a small, creamy chocolate cake. It is brownish in color and is soft and spongy. It has colorful pattern of icing on it. It looks very tasty.

L: Make a class chain of words using from the text only. Begin with the words “Kneading”

Instructions: The class can be divided into rows or groups and each one can be given a page to select the words from:

Kneading – grit- temperature- elastic- cool-leave-ears-special-lukewarm

M: Fill in the blanks with the following types of bread.

1. Sandwiches were made from fresh **bread**.
2. The **bun** kababs my mother made were delicious.
3. There were **croissants** for breakfast at the hotel.
4. We will make chicken **rolls** for the picnic.
5. Big **loaves** of bread were on the shelves of the bakery.

O: Make a web of the parts of a sofa. Write paragraph on it. Take help from the web and paragraph of “Jacket”.

This is sofa. Sofas are usually made of wood, cloth, foam and springs. They all come from different sources. The frame is usually made of wood which comes from trees. It has springs which are made of iron which comes from the mines in the mountains. Next is a layer of foam which is prepared from rubber which comes from the rubber trees. Then is a covering of cloth which comes from cotton plant. If we notice closely we have to conclude that nothing can be made without things created by Allah SWT.

GRAMMAR:

A. Make future tense sentences with the verbs in the box. One has been done for you.

1. The teacher will give our report cards on Monday.
2. I will mail you all the documents.
3. The cobbler will mend my shoes tomorrow.
4. The bread will rise within half an hour.
5. We will decide for the feast soon.
6. I will mix all the colours for thumb painting.

B: Fill in the blanks with ‘has; or ‘have’.

1. I **have** taken the medicine.
2. She **has** read an interesting book.
3. Father **has** called for the taxi.
4. We **have** gone to Rawalpindi by Allama Iqbal Express.
5. Khalid and Hassan **have** completed their project work.
6. He **has** finished cutting the trees.
7. The minister **has** attended the meeting at Ankara.
8. Tahir **has** switched on the fan.
9. The doctor **has** checked all the patients in the clinic.
10. The rain **has** wet the grounds.

Ex C: Make 'Present Tense'sentence using the given verbs.

The butcher slaughter the goat with a sharp knife.

- a. The architect will construct a big building on Hali Road.
- b. The driver struggled to take us to school on time because there was heavy traffic on the road.
- c. He earns money by working honestly.
- d. We have good food every day. Oh Allah bless us more.
- e. I revise my lesson daily.
- f. Rahila has completed her work on science.
- g. The bear eats honey.
- h. Ammi beats the eggs to make an omelet for the breakfast.

D: Read the following sentences. Underline all the helping verbs. Re write the sentences by changing the Helping Verbs into present tense.

1. My sisters were baking a cake. (are)
2. The women were offering Salat-ul-Maghrib. (are)
3. Anum was reading the newspaper. (is)
4. Habib and his father were shopping together. (are)
5. I was attending the meeting of the prefects after school. (is)
6. She was doing her sums systematically. (is)
7. We were eating doughnuts for tea in the afternoon. (are)
8. I was working hard to clear the exams. (is)

E: Match the column to make appropriate phrases of 'uncountable Nouns'

a glass of milk (water), a chunk of cheese, a bar of chocolate, a heap of sand, a pinch of salt, a packet of sugar.
a drop of milk (water)

a puff of smoke, a bundle of grass, a ray of light, a cube of ice, a bunch of flowers, , a gallon of petrol.

F: Choose any five phrases and make sentences.

1. I drink a glass of milk every day.
2. Father sprinkled a pinch of salt on the eggs.
3. There is only one packet of sugar in the cupboard.
4. I will have a glass of lemonade with two cubes of ice.
5. The gardener put the bundle of grass on his cycle.

G: Change the sentences into plural form.

1. The children are crossing the road.
2. The men are carrying sacs of flour.
3. The chases the stray sheep from their fields.
4. The mice picked up chunks of cheese kept on the shelves.
5. The women are cleaning the houses and the men are watering the gardens.

H: Fill in the blanks with the correct degree of the Adjectives.

wide wider widest	little less least
cool cooler coolest	happy happier happiest
deep deeper deepest	silky silkier silkiest
heavy heavier heaviest	heavy heavier heaviest
dirty dirtier dirtiest	bright brighter brightest
neat neater neatest	warm warmer warmest
many more most	high higher highest

I: Match the Homophones to make pairs. Use any five pairs to make sentences. Use the dictionary for new words.

hear-here, where—wear, ear-year, there-their, principle-principal, sun-son, hole-whole, meet-meat, right-write, fare-fair, route-root, know-no, male-mail.

J: Fill in the blanks with suitable Prepositions.

The tallest mountain **of** the world is called Mount Everest. It looks like a beautiful pyramid **of** snow. The air is so **thin at** Everest's high peak that most climbers bring oxygen tanks breathe. The Matterhorn **in** Switzerland is one **of** the most famous mountains **in** Europe. Mount Kilimanjaro raises high **in** the African plains. The highest mountain **of** the United States is Mount McKinley in Alaska. Its snowy top is a little less than five miles high.

K: Read the above paragraph and pick out all the i. Adjectives ii. Proper Nouns iii. Common Nouns

Adjectives	Proper Nouns	Common Nouns
Tallest	Mount Everest, Everest.	Mountain, world, pyramid, snow, peak, climbers, tanks, plains, top.
Beautiful, black	Matter Horn, Switzerland	
High, oxygen	Europe, Kiamanjaro, African	
Famous, highest	United States, Mount McKinley.	
Snowy, five	Alaska	

L: fill in the blanks with 'has' and 'have'.

1. I **have** curly hair but my brother **has** straight hair.
2. Allah **has** created angles from the divine light called Noor. They **have** wings. They can take different shapes and forms.
3. All muslims **have** common beliefs. They believe in One God Allah. Allah **has** sent many books to lead humankind to the path of Islam. Allah has sent many prophets and messengers to guide people to the true path of Islam.
4. While performing Hajj all the Hujjaj **have** to stay at Arafaah on 9th Dhul Hajj to complete Hajj.

Be a writer

D: Imagine that you are Sulaiman Shafiq. Answer the letter of your friend Ashraf.

Dear Ashraf,
Assalam-o-Alikum,

What a surprise! It is nice to know that you have joined a computer course. I have joined Karate classes. They are held three days a week in the school. Brother Mustafa is our teacher. He is a black belt and teaches us with patient. We will soon have a contest at the end of course. We will also be given certificates. Beside that Abu is teaching Math as I am not so good in it. He gives me a lot of work for practice. I thought it would it be easy but it is not so. We use a cut pen to write it. I will send you a sample of my keep in touch through the e-mail address is suleman@hotmail.com. I have emailed my reply. Now we will keep in touch through the e-mail, Insha Allah. Give me my regards to your parents.

Yours loving friend
Sulaiman

Unit 4: Advertisement

Pre-Reading Tasks:

How many words are of this type:

Adv

Advertise

Advertisement

Advertising

Advertiser

2.
 - a. Put four big colourful advertisement on the soft board.
 - b. Write the following information on the blackboard from the table on Page 59.
 - c. Divide the children into 4 Groups.
 - d. Assign one advertisement to each group. Ask them to discuss the advertisement and fill in the following table.

3. Look at the advertisements and fill in the given table:

Name of the advertisement:
1. Colours
2. Attractiveness
3. Details
4. Address
5. Special quality
6. Price
7. Discount
8. Truth
9. Islamic aspect
10. Logo

Home assignment:

Find an advertisement and paste it in your copy. Write the information about it.

Vocabulary Box:

1. Ask the children to read the first column and tick the meanings of the words they know.
2. Then ask them to tell you the words whose meaning they do not know.
3. Write those words on the blackboard and ask them to find the meaning in the glossary.

(The teacher will read the following article and discuss with the students along with the Islamic integration. She will make them understand that how we have to spread Islam and positivity through these mediums)

Narrated by Abu Huraira: The Prophet Muhammad (peace be upon him) said, "Convey from me even if it is just one verse." (Sahih al-Bukhari)

Medium of Advertisement in 21st Century

Today, I'm going to tell you about the latest medium of advertising in the 21st century. Advertising is a way for companies and businesses to tell people about their products or services. In the past, advertising was done through television, radio, newspapers, and billboards. But in the 21st century, there is a new and exciting medium of advertising that has become very popular. It's called "digital advertising."

Digital advertising uses the power of the internet and technology to reach people. Let's talk about a few different types of digital advertising:

1. **Websites and Blogs:** Many companies have their own websites or write blogs to promote their products or services. They create attractive web pages with pictures and information to grab people's attention. When you visit a website, you might see advertisements for other products related to what you're looking at.
2. **Social Media:** I'm sure you're familiar with social media platforms like Facebook, Instagram, and YouTube. These platforms are not only for connecting with friends but also for advertising. Companies create accounts and post pictures, videos, or sponsored content to get people interested in their products. Sometimes, influencers on social media also promote products to their follower. It can be in the form of banners, videos, or even interactive ads.
3. **Mobile Apps and Games:** Have you ever played a game on your mobile device and seen an ad pop up? Many apps and games have advertisements that appear while you're using them. They can be in the form of banners, videos, or even interactive ads. This helps companies reach a wide audience because many people use mobile devices.
4. **Online Videos:** When you watch videos on platforms like YouTube, you might notice ads at the beginning, middle, or end of the video. They allow companies to showcase their products or services to a large number of viewers.
5. **Influencer Marketing:** This is when companies collaborate with popular social media influencers who have a large following. Influencers promote products in their posts or videos, recommending them to their audience. This form of advertising has become very effective because people trust the influencers they follow.

These are just a few examples of digital advertising in the 21st century. With the advancements in technology, there are always new and innovative ways for companies to reach their target audience. So, the next time you

see an ad while browsing the internet or watching videos, you'll know that it's part of the exciting world of digital advertising!

Ask the students to read page 59 silently and find the answers to the following questions. Write the questions on the blackboard.

Hint can be given that the answer to the question 1 is in the 1st paragraph and so on:

Questions:

1. How are the television programs interrupted again and again?
2. Why is advertisement a powerful tool?
3. Why does the writer call the advertisers smart people?

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1st Paragraph:

4. What did the barkers do in the older days?
5. Why did they have a pleasant voice?

2nd Paragraph:

6. Where were sign boards placed?
7. What did the Romans do? why did they colour the walls white?
8. What happened in the 19th century?

3rd paragraph:

9. When was the printing machine invented?
10. What boost did it give to advertisement?
11. What was the hand bill?
12. What did it contain?
13. What dream does the merchant have?
14. How did his dream become true?

4th paragraph:

15. What was the name of the first printed newspaper?
16. When was it printed?
17. Why are colourful illustrations used?
18. What do you think is typography?

5th paragraph:

19. Why does the writer say that advertisement in newspaper is quick and flexible?

1st paragraph

20. Why does a newspaper have a short life?

2nd paragraph:

21. What type of goods were produced in the factory for the first time?

22. How were the goods quickly distributed?

23. Why was there growth in advertisement?

3rd paragraph:

24. What was the new medium of advertisement?

25. Why is the radio very effective?

26. What is the disadvantage of a radio advertisement?

27. What give a big boost to the advertisement?

28. Why is the television the most powerful medium?

29. Which medium produces emotions?

30. Why do you think that television advertisements are very expensive?

4th paragraph

31. What is the “Persuasion formula”.

32. What is the AIDA formula?

33. Why is it difficult to choose a product?

34. What do I have to decide?

READING COMPREHENSION: (pg. 77)

1. Fill in the given timeline about the development of advertisement?

1. T.V: - 19th Century

2. Radio: - 18th Century

3. Play cards / advertisements on the wall newspaper advertisement: - 18th Century

4. Advertisements on papyrus: - 11th Century

B. True and false:

1. Barkers announce the arrival of ships. **T**

2. Advertisements are a powerful tool of communication. **T**

3. In the newspaper specific goods are advertised on special pages. **F**

4. Typography is the tone of voice. **F**

5. The most effective medium of advertisement in the newspaper. **T**

6. The life of a newspaper is short because it is thrown away. **T**

C. Answer the following questions:

a. How many times has the word advertisement been used in the first paragraph of the text?

Ans: It has been used seven times.

b. What is the difference between a banner and a poster?

Ans: A banner is a large strip of cloth showing an emblem or a slogan or giving information.

A poster is a large notice often with a picture on it which is put in a public place.

c. What must the advertiser know in order to make a good advertisement?

Ans: They must know how to attract the attention of the people and which things delight the people.

d. Why were the earliest advertisements on sheets of papyrus?

Ans: Earlier advertisements were made on sheets of papyrus because paper had not been invented at that time.

e. Where is the earliest advertisement preserved?

Ans: The earliest advertisement is preserved in the British museum.

f. Why did the merchants need bakers?

Ans: The merchants needed bakers to shout their wares to passer -by.

g. What qualities should a good crier have?

Ans. A good crier should have a pleasant manner and applying voice, speak clearly and use good language.

h. Name all the countries mentioned in the text? Look at the given map and colour them.

Egypt, Britain, Rome.

D: Compare the three mediums of advertisements:

Information	Newspaper	Radio	Television
1. sound	✓	✓	✓
2. colours	colourful	no	colourful
3. movement	no	no	no
4. jingles	✓	✓	✓
5. slogan	✓	✓	✓
6. emotions	No	✓	✓
7. cost	less expensive	more expensive	very expensive

I. Write a paragraph comparing the three mediums of advertisements.

Newspaper advertising primarily relies on written content and visual elements. It provides information through articles, images, and headlines. While it lacks sound, movement, and jingles, newspapers often incorporate slogans to grab attention and convey key messages. They are generally less expensive compared to radio and television advertising. Radio advertising, on the other hand, utilizes sound, jingles, and slogans to capture listeners' attention. It offers the advantage of reaching a wide audience through audio content. With the power of sound and emotions, radio advertisements can create a strong impact on listeners. While it lacks visual elements and movement, it compensates by creating a personal and engaging experience through voice and sound effects. Radio advertising costs more than newspaper advertising but is generally less expensive than television advertising. Television advertising is the most expensive but also the most impactful medium of the three. It combines sound, movement, colours, jingles, slogans, and emotions to create a visually engaging and persuasive experience for viewers. Television advertisements can reach a vast audience, making them suitable for national or international campaigns. They offer a high level of creativity and production value, allowing companies to showcase their products or services in an immersive and captivating way. However, the high production costs and media buying expenses make television advertising the most expensive option.

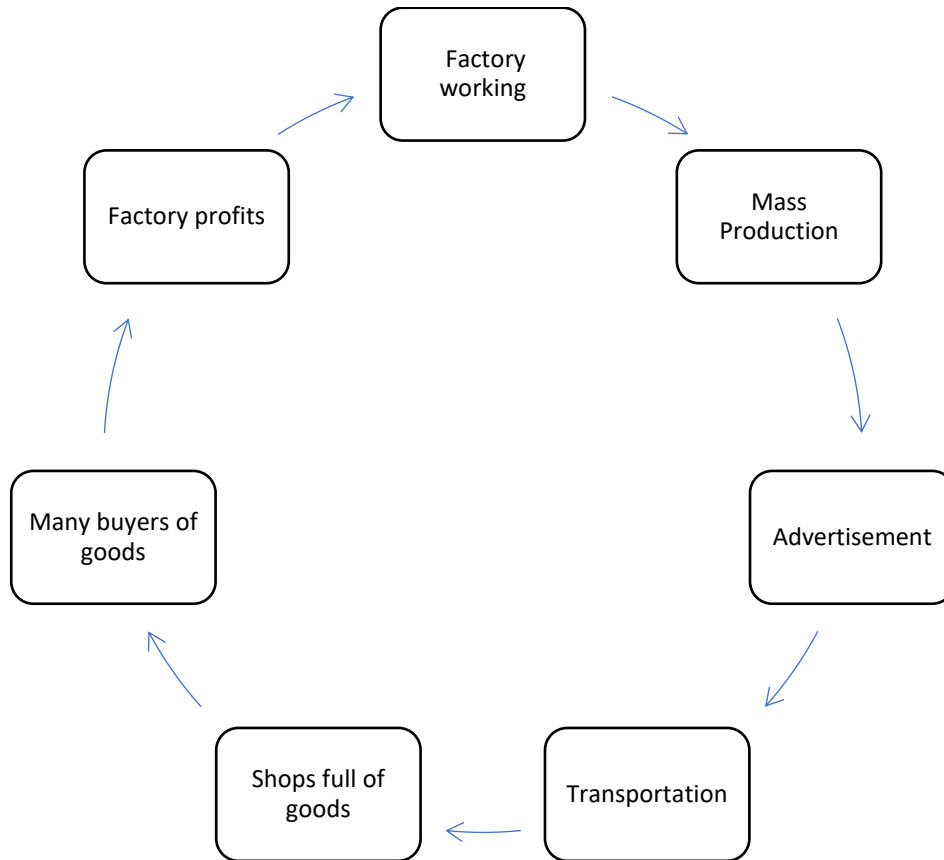
In conclusion, while newspaper advertising is cost-effective and provides detailed information, radio advertising utilizes sound and emotions to engage listeners, and television advertising offers a visually captivating and impactful experience. The choice of medium depends on factors such as target audience, budget, reach, and desired impact, with each medium having its own strengths and limitations.

Regenerate response

F. Read the following statements. Mention the medium to whom they belong.

1. Repeated interruptions in the program. *T.V., radio*
2. Two third of the paper filled with advertisements. *newspaper*
3. Message passes from the seller to the buyer. *Newspaper, T.V., radio*
4. Pleasant and voice is appealing *T.V., radio*
5. Colourful *newspaper T.V.,*
6. Attractive illustrations attract the attention of the public. *newspaper*
7. Different typography is used. *T.V., newspaper*

G. How do advertisement and mass production help each other fill in the chart with the help of the words given in the box.



H. Now write a paragraph about mass production cycle.

Factories mass produce the goods. These are advertised on newspapers, televisions, radio and on banners and posters in the city. These goods are transported to shops. The shops are full of consumer items. There are many buyers of these goods. The factories make profits and the wheel of the factories keep running.

Vocabulary:

C. Match the opposites of the following words:

1. b , 2. d 3. e 4. f 5. g 6. c 7. a

D: Fill in the blanks with the opposites of underlined words.

- Letter writing is an **ancient** means of communication where email is a **modern** one.
- The conquerors **destroyed** the libraries of the Muslims but **preserved** their scientific research.
- Travelling by an aero plane is **expensive** while travelling by train is **cheap**.
- Sweets, toffees and pastries have a **pleasant** taste while medicines have an **unpleasant** taste.

E. Match synonyms in the given columns. Take help from thesaurus.

1. b, ii

6. a, iv

2. c, i

7. h, vi

3. e, viii

8. d, vii

4. g, v

5. f, iii

F. Replace the words in *italics* in the sentences to make a sentence of your own:

1. Ruins: The ruins of the *Graves at Maklee* show that the *people* were *good designers*.
The ruins of **Mohenjo daro** show that the *individuals* were **traders**.
2. Typography: *The newspaper* has many *types* of typography to attract the readers.
The *advertisements* have many *kinds* of typography to attract the readers.
3. Flourish: In *Ramadhan dates* flourish in the *market*.
In the *summer season mangoes* flourish in the *Bazaar*.
4. Inscription: The *tourist* read the inscription written *on the walls*
The *patients* read the inscription written *on the notice board of the hospital*.
5. Flexible: The **timings** of the *job* are flexible
The *teacher's style of teaching* is flexible.

G. Fill in the blanks with words from the box:

1. Red fort is in Delhi. Its walls and ceilings are covered with poetic versus in different **era**. They **fascinate** the visitors. The fort is a unique piece of architecture in Mughal **typography**
2. Pakistan exports many goods. Hand-knotted carpets are its important **merchandise**. Foreign **consumers** like the **pleasant** designs. These **designs** keep the carpets in the **limelight** all over the world

Grammar:

A. Read the sentences and underline the similies

1. The water of the lake Saiful Muluk was **as clear as a crystal**.
2. The new bakery sells cakes **as hard as rocks**.
3. The thief was **as cunning as a fox** and escaped in crowd.
4. The babies hair is **as black as a coal**.
5. My younger sister is **as playful as a kitten**.
6. Tooba takes too long to finish her meal. She is **as slow as a snail**.
7. The guards of the bank are **as strong as an elephant**.

B. Fill in the blanks with correct similies from the box.

1. Rabiya's kitten is as White as snow.
2. My mother's silk dupatta is as light as a feather.
3. My younger brother is as strong as an elephant.
4. My father gets up before fajr prayers and sleeps very late he is as busy as a bee.
5. Her hair is as black as coal.
6. All the nursery children like their teacher she is as gentle as a lamb.

C. Fill in the blanks with suitable prepositions from the box.

1. Humera went to Malaysia in the month of February on 1998. She reached column Kualalampur Airport at half past five in the evening.
2. I was born on 9th December in 1986 at quarter past three.
3. My grandfather gets up every day at 5 o'clock. On Friday he walks to the nearby mosque to offer Salat-ul-Fajr. My grandfather was born in March 1922 and he is going to be 80 years old by next Monday.
4. We are planning to travel to Nathia Gali. First, we will go to Rawalpindi by Tezgam and then we will reach Nathia Gali by car.
5. Tunisia is a small country situated in North Africa. It was conquered by the Muslims during the caliphate of Hazrat Usman RA. In 1883 France captured it. Tunisians for against them and as a result of heart struggle they got independence in 1956.

D. Punctuate and put capital letters where necessary in the following sentences.

1. Rasulullah S.A.W said, "I am leaving you with two things, if you hold fast to them you will not lose your Islamic way".
2. Indonesia and Malaysia are the biggest producers of rubber. They have big plants for manufacturing tyres, tubes and other articles of rubber.
3. Ah! I have hurt my elbow.
4. Where is your house?
5. When it is hot, we like to drink cold, sweet mango juice.

E. Join the sentences using 'while' 'so' 'then' 'because' if.

1. Ali went to school **while** Hassan stayed at home.
2. He wants to improve his writing **so** he writes a page daily.
3. Ali did not come to school **because** he was sick.
4. If he reads more books **so** his vocabulary will improve.
5. She went to sleep **because** she was tired.
6. My mother wanted to bake a cake **so** she asked me to clean the oven.
7. We take notes **while** the teacher explains the chapter.

F. Change the sentences into plural form.

1. The children are walking with men.
2. We must share our wealth with our families.
3. The carpenters make shelves, racks and legs of chairs
4. Put the spoons, knives and forks on the table.
5. My scarves are dirty. I will wash them tonight.

G. Use the given sets of Subject, Verb and Object to make proper sentences of Simple Present Tense and Future Tense.

1. The baby drinks milk from the bottle.
2. The lion will eat the meat of the animal it will kill.
3. They draw the picture of computer in their journal.
4. I cooked rice for dinner in the evening.
5. He reads the story book which he borrowed from the library.

H. What do the underlined words refer to: The first one is done as an example.

1. scientists, explorers
2. clock
3. resources
4. Maldives
5. Indus valley

I. Fill in the blanks with a suitable 'Question Word' from the box.

1. When, why
2. Which
3. Why
4. What
5. Who
6. Where
7. Who
8. Where
9. Who
10. What
11. Why
12. Why

J. Complete the sentences with correct form of the verbs.

1. Yesterday evening mother had a headache. She **made** tea for herself and **drank** it while sitting in her favourite sofa.
2. Sameer **fell** down from the apple tree and **hurt** his leg last night.
3. Rashid **swam** swiftly in the deep swimming pool.
4. The farmer **plants** the cotton seeds and **waters** them. When the **plants** grow up the farmer **sprays** insecticide to kill the insects that may harm the cotton
5. We must always **speak** in a loud clear voice when talking to a large group.

K. Underline the adverbs in the following sentences and write whether they are “Adverbs of Manner” or Adverbs of Time, the first one has been done for you.

Adverb of Time 1. We say our prayers regularly.

Adverb of Manner 2. You write neatly in your copy.

Adverb of Manner 3. He works carefully.

Adverb of Manner 4. He changed the punctured tyre quickly.

Adverb of Time 5. Father sometimes goes to the park.

L. Underline the Adverbs in the following sentences.

1. I recite the Quran daily in the morning.
2. Baby Rahima is sleeping soundly.
3. He walked backwards in fear. (Manner)
4. Khalid Bin Waleed fought the kuffar bravely. (Manner)
5. The postman distributes the letters daily.
6. On 26th March 2002 the earthquake destroyed the city of Nehran completely.
7. The athlete was jumping over the hurdles smoothly.
- 8.

Be a Writer:

A: Select the idea that interests you most. Write a composition of three paragraphs. The first paragraph will be the introduction the second will be the “Main Body” and the third will be the “Conclusion”

There are many kinds of trees and they have many uses. The wood of freeze like deodar, pine, keekar, sheesham are used for making furniture. They are shopped and then cut into planks. The planks are then sold in the market. The people who make furniture by the planks and then cut and shape them according to their needs sofas, cupboards, tables, cabinets, beds, chairs are made by the carpenters. The furniture is then polished and painted. This gives it a good appearance. Wood is also used for making houses. Our pencils are also made of wood.

Fruits are liked by everyone they are grown on trees, plants and vines. Some are hard and big like the coconut while others are small and soft, like the grapes are grown on vines while the coconut trees are tall and big many other things are made from fruit like jams and jellies these are called preserves. New techniques have been developed for growing and storing fruits. So now fruits are available all year round.

B: Describe the Bicycle with the help of the picture and the labels.

A bicycle is a vehicle designed for riding. At the front of the bicycle, you'll find the handlebars. Directly below the handlebars is the front wheel, which is round in shape. Attached to the front wheel, there are three routes, commonly known as spokes. The center rod of the bicycle holds a seat for the rider. While some bicycles have a carrier positioned behind the seat, this particular bicycle does not include a carrier.

Unit 5 Letters to the Editor

Motivation:

Collect some letters to the editor from the young world or any other paper or magazine.

Make the children read the letters and answer to the editor has given them.

Draw columns on the blackboard and give them heading which can be formed after reading the letters what have been collected.

Have a class discussion

Children's Mail:

1. Make four groups and divide each letter among them.
2. First make them read the children's letters. Identify the problem, reason and result.
3. Then make them read the suggestions given by editor.

Modal Lesson Plan

Stage	Time	Methodology	Stage Aim
Warm-up	5 min	The Tr will read a Quranic ayah and discuss it with the Ss	To create interaction b/w Ss.
Pre-Reading	5 min	Before reading the chapter the Tr will ask several questions.	To create a rapport and introduce the chapter.
While-Reading	15 min	<ul style="list-style-type: none"> • Read pg#95-97 quickly and fill in the given table. The Tr will discuss the difference b/w positive and negative feelings.	Students will read the text for the main idea.
	15 min	<ul style="list-style-type: none"> • Put the following words in the correct column. Make sentences with them. 	Sentence building
Post-Reading	10 min	<ul style="list-style-type: none"> • The Ss will match the problems with the Islamic solution. 	To be familiarize with the problems and the suggested Islamic solution.
	10 min	<ul style="list-style-type: none"> • For more reinforcement the Tr would ask to find the problems that are discussed in the letter. The Tr will write the responses on the board and ask the Ss to suggest the solution in the light of Islamic integration of their own. 	To be able to find and give proper solution in the light of Islamic references.

Reading Comprehension:

A1. Read the letters carefully and fill in the given table. The first one has been done for you.

No	Problem	Reason	Conclusion/ Result
1.	a. Not talking b. Teases	quarrel not talking	Disturbed
2.	a. Pulls hair	long hair	a. Frustration b. Irritation c. angry
3.	a. Name calling b. Pinching c. Being laughed at	a. Sensitive b. Fat c. Classmates do not help d. not able to tell the teacher.	e. Lose my temper f. Shout g. Studies are being affected h. Mother scolds
4.	a. No one talks to me b. Not understood c. No friend.	a. New school b. Shy c. Difficulty making friends	d. no self confidence e. cry to sleep f. miserable

b. Looking at the problems you have written in the table. Fill in the columns below. Add some more problems from your personal observation.

Physical bullying	Emotional bullying
a. hitting	a.. calling names
b. pulling hair, belt, legs	b.. being laughed at
c. pinching	c.. not talking
d. playing jokes like tripping	d..not included in groups or games
e. pushing	e..whispering to others
	f.. ignoring
	g.. threats

A1. Which do you think is more harmful? Physical bullying or emotional bullying? Why?

Ans: Both bullying are harmful. Emotional bullying is more harmful because no one can see the pain and it hurts a person and has a bad impact on the personality of a person.

B. Answer the following questions:

1. Why did the children write these letters?

Ans:

- a. It is a children's newspaper.
- b. They have a problem and they think that sister can give them good advice.
- c. Those who have similar problems can be helped.

a. Why is bullying harmful?

Ans: Bullying is harmful for both, bully and the person who is being bullied. The person who is being bullied feels insecure, scared and helpless.

b. How can you stop being bullied?

Try been kind to the bully.

Try not to be scared.

Ignore the bully.

Try helping him in his problems.

Talk to the teachers and parents.

Excel in my studies.

Think and Write:

- a. Which suggestions do you think is most suitable for the given problems?
- b. Why do you think a person bullies?

I think a person bullies because

1. He wants attention.
2. He wants to feel important.
3. He does not know how to behave in an acceptable manner.
4. He does not understand the harmful affects of his behaviour.

C. What do you think is the role of the school in preventing bullying?

School is a place of learning.

1. The bully should be helped to learn acceptable behaviour.
2. The bully should be helped to deal with his aggression.
3. Children should be encouraged to talk about their problems.
4. Games should be encouraged so that the children have a chance to release their energies.

D. Match the two columns

1.b

2.a

3.d

4.e

5.c

D. Find a Quranic Ayah or Hadith on any one of the following topics and make a chart for your class.

Surah Al- Hujurat 49:11

C.VOCABULARY

Frustrating	content	disturbing	crying	ridicule	accept
Confused	aggressive	jealous	reject	miserable	laugh

Positive feelings	Negative feelings
Laugh	frustrating
Satisfied	irritates
Accept	disturbing
	crying
	ridicule
	reject
	confuse
	temper
	jealous
	frown
	miserable
	ignore

D. Match the Phrases with their meanings.

1.b 2.a 3.d 4.e 5.C

E. Fill in the blanks with suitable Phrases from Exercise D.'1.

1.b

2.a

3. d

4. e

5.c

E. A word has several meanings .

Give at least two words which are similar in meaning to each words given below. Use the thesaurus to help you.

Word	meanings	
admit	Accept	confess
fun	Amusement	entertaining
formulate	Plan	create prepare
constantly	Continually	always
explain	describe	clarify
quarrel	clash	fight(argue)
undesirable	unwanted	uninvited (dislike)
adult	mature	grown up
measures	weight	Action

G. Write the Antonyms of the following words.

- Courage, cowardice
- accept, refuse
- frowned, smiled
- miserable, happy

H. a. highlight: The teacher highlighted the main points of the new lesson to develop the interest of the students.

b. phase: The engineer informed the city nazim that the bridge will be constructed in three phases.

c. scared: Last month there was a severe earthquake even the government got scared.

d. excel: Mustafa does not like cricket but he excels in football.

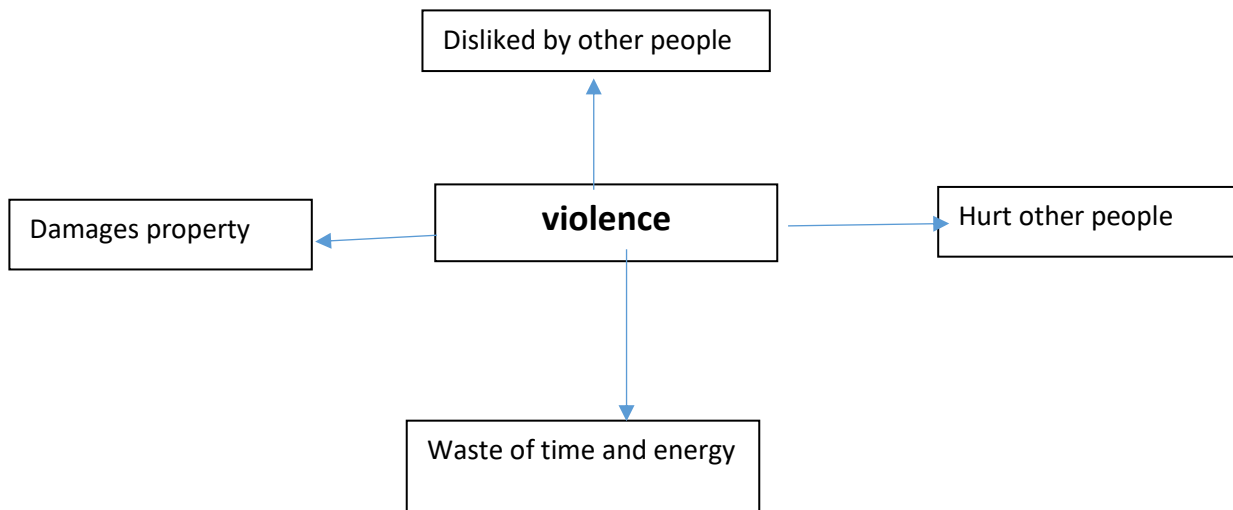
I. Write the Nouns of the following Verbs in the suitable column according to its suffix. Some changes may have to be made in the spellings.

verb	Nouns		
	-ion	-ment	-ance
1. Confuse	confusion		
2. amuse		amusement	
3. disturb			disturbance
4. admit	admission		
5. frustrate	frustration		
6. accept			acceptance
7. adjust		adjustment	
8. irritate	irritation		
9. measure		measurement	
10. interact	interaction		
11. allow			allowance

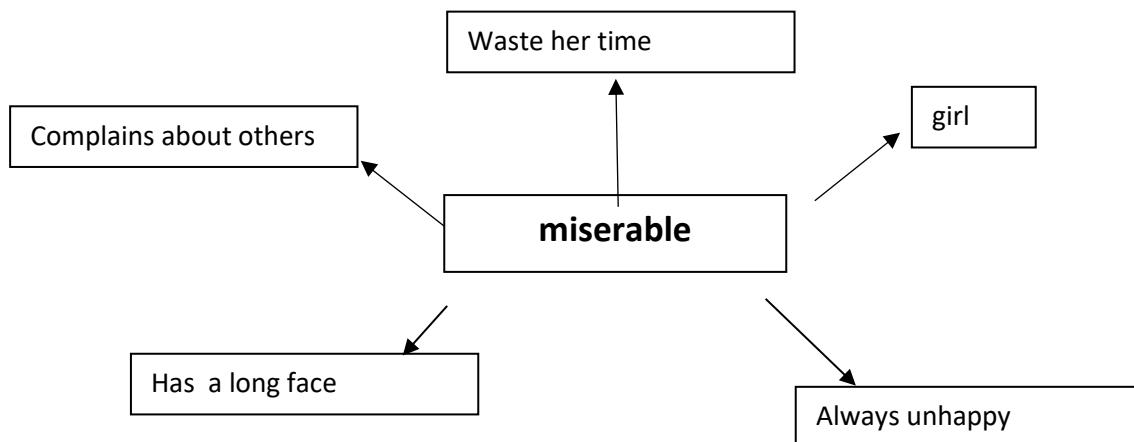
J. Write at least three synonyms of the following words.

responsible	careful	dependable	active	reliable	trustworthy
violence	noisy	destruction	loss	hurt	hate
miserable	unhappy	alone	help	attention	solution
courage	brave	fearless	liked	responsible	loyal

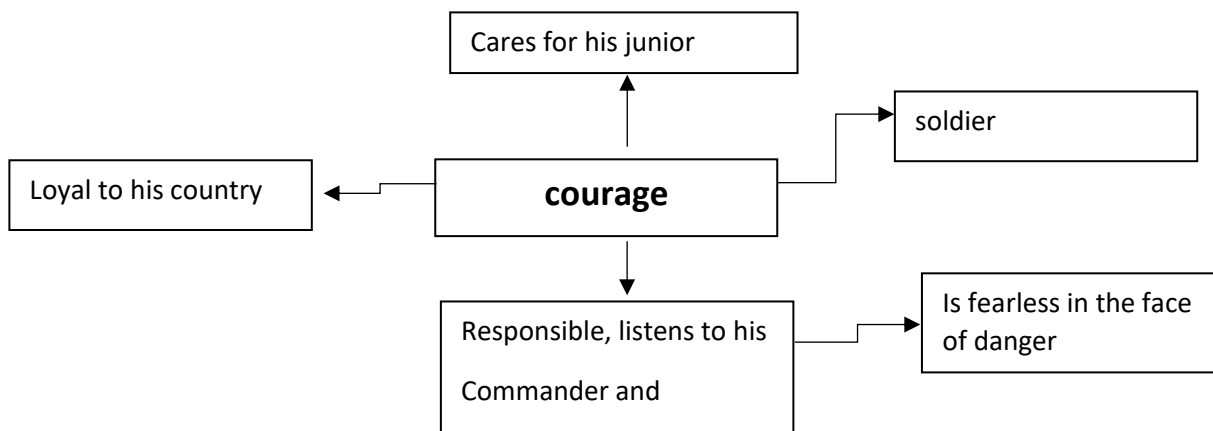
K. Now choose any three words from the above boxes and make a web. Then write a paragraph on any one of them. One has been done for you.



Zaid is a violent child . He hurts other people and waste his time and energy on playing vedio games, he sometimes damages the properties of his neighbours and he is disliked by others.



Salma is a miserable girl. She has a long face all the time. She is never happy with all bounties Allah SWT has given her. She is always complaining about others . she wastes her time in thinking but does nothing to improve her actions. She will soon have no friends if she does not change her attitude.



Major Musab is a responsible soldier in the Pakistan Army. He is courageous and fearless in the face of danger. He is alert and skillful in the use of firearms. He is loyal to his country and listens to his commander. Everyone in the army likes him because he cares for his junior soldiers too. He is stationed at Upper Topa in Murree.

GRAMMAR

A. Write whether the sentences are Negative and Affirmative. Underline the Verbs in the sentences.

1. Affirmative, draw
2. Negative, go
3. Affirmative, appear.
4. Negative, share
5. Affirmative, clean.
6. Affirmative, finished
7. Affirmative, sent
8. Negative,
9. Affirmative, go
10. Affirmative, click

Unit 6: Salahuddin Ayubi

Motivation:

Write the names of any two of your heroes in history.

1. Hazrat Umar RA
2. Tipu Sultan

Write any two of his qualities.

God fearing, brave, trustworthy, kind, just, helpful.

Conclusion:

A person becomes a hero when he is a person with the good character. He has love of Allah and loves his people too.

Vocabulary Box:

Divide the columns between the children and ask them to find the meanings of the words from the glossary (all of them or those do not know the meaning of or the one you select for them).

Words	Meanings	Words	Meanings
1. Survived	lived	19. conquest	invasion, occupation
2. admire	think highly of	20. widows	women whose husband is dead
3. agreed	accepted	21. surrender	admit defeat, give up
4. pardon	forgive	22. slaves	A person owned by someone not free.
5. liberate	set free	23. mentioning	talk about
6. massacre	slaughter	24. cruel	unkind
7. experience	events from life	25. wailing	crying, weeping
8. persistence	insistence	26. wondrous	magnificent
9. oppression	injustice	27. sacred	holy
10. amazed	surprised	28. mercilessly	ruthlessly
11. fortified	made stronger	29. tremors	shivers
12. demanded	claimed	30. intense	severe
13. generations	age group	31. looting	plunder, theft
14. valor	bravery	32. uprising	revolt
15. harsh	cruel	33. ammunition	weapons
16. afford	have enough money to pay for	34. barbaric	savage
17. undoubtedly	certainly		
18. just	fair		

B.

Phrases	Meanings
Stay out clearly in the mind	able to imagine
Round the clock	continuously
Filled with spirit	enthusiastic
Give free pardon	forgive
Raining on our heads	falling continuously and heavily
To our horror	to our surprise

Read the text and underline the words and phrases in the vocabulary box in the text.

As you read the text answer the following questions.

Instructions before beginning the text:

Mark the paragraph of the lesson. There are twelve paragraphs in the lesson. Read instructions before beginning

Paragraph 1:

a. What do you think of the meaning of the phrase “I will not make it”, is?

- i. I will lose the fight ii. I will die

b. Why does the writer want to note down his experiences?

Ans: The writer wants to note down his experiences to share with the future generations.

Paragraph 2

c. Who do you think the writer is?

- a. a soldier b. a civilian

d. Which phrase tells you that he is a soldier?

Ans: I've fought many battles.

e. Whom does the writer admire and why?

The writer admires Salahuddin Ayubi for his persistence, courage and valor.

f. Is the writer a Muslim or Non-Muslim?

Ans: He is a Non-Muslim.

Paragraph 3:

In this paragraph ask the children to make two questions and give it to their partner to answer and they correct it themselves.

What type of person was Salahuddin Ayubi?

What was the aim of Salahuddin Ayubi?

What was the aim of Salahuddin Ayubi?

What is Jihad?

Was Salahuddin Ayubi a Muslim?

Paragraph 4:

Answer the questions of Stop and Think

1. Why do you think the writer hated the Muslims?

Ans: The writer hated the Muslims because they had pushed back the combined forces of the Italian, Dutch, German, French and English.

2. Why do you think the non-Muslims were always ready to unite against the Muslims?

Ans: They were ready to unite against the Muslims because they hated the Muslims.

Paragraph 5:

g. _____ conquered Jerusalem in July, 1099 AD. (the Christians)

h. what did Godfrey of Bouillon do with the Muslim prisoners?

i. why did the Christians kill so many Muslims?

j. for how many years did Jerusalem remain in the hands of the Christians?

Stop and Think:

1. What do you think about the treatment of the prisoners of war?

They were treated very cruelly.

2. Do you think that after such cruel treatment the Muslims could ever rise again? Justify your answer.

Ans: The Muslims would again rise because they are brave people and are not afraid of anyone except Allah.

Paragraph 6:

k. give three forms of swear.

Swear, swore, sworn.

l. Give three synonyms of swear.

Promise, oath, vow.

m. What did Salahuddin Ayubi swear he would do?

n. How had the Christians protect themselves?

Paragraph 7:

- o. what did Salahuddin tell the enemies who were hiding in the city gate?
- p. Why did the Christians laugh?
- q. Who paid for the poor people?
- r. How did Salahuddin and his brother help the poor people?
- s. where is Masjid al Aqsa? Why was adhan given there?
- t. What change happen to the writer?

Reading Comprehension: (pg 123)

A1. Look up the following words in the text. Write the sentence down in which the words have appeared. Find their meaning in the glossary.

A2. Fill in the given table.

Who	Action	What?/ Whom	Where?	Why?
The Christians	Fortified	the city walls	Jerusalem	from attacks by Muslims
Muslims	Rejoicing	Conquest	Jerusalem	Freedom after 88 years
	Broke			
The Christians	massacred	Muslim	Jerusalem	Hated Muslims
The writer's	Desire	join the army	Jerusalem	Dislike of Salahuddin
The writer's	Tremors	Body		Fear of Salahuddin
Salahuddin	re-conquering	different areas	Arabia	To free Jerusalem

B. Now write sentences combining the above information.

1. The Christians fortified the city walls in Jerusalem from the attack by Muslims.
2. The Muslims were rejoicing after the conquest of Jerusalem because they had freed it after eighty eight years.
3. The Christians massacred the Muslims of Jerusalem because they hated the Muslims.
4. The writer's desire to join the army because he disliked Muslims specially Salahuddin Ayubi.
5. The write's body was shaken by tremors even at mentioning the name of Salahuddin Ayubi.
6. Salahuddin re-conquered different areas in Arabia before conquering Jerusalem.

F. Write three points to answer the following questions:

a. Why did author write the story?

- To tell the world what had actually happened
- To compare the treatment given by the Christians and Muslim soldiers.
- To tell the world the Muslims are not terrorist, history proves that they followed the rules of war given to them by Prophet Muhammad SAW and were very kind and forgiving to the enemies.
- To tell the world how and why he became Muslim.

b. Why did the soldiers laugh at Salauddin's call?

They laughed at Salahuddin's call because army of the Muslims was very small while their army was large and behind well protected city walls. The bricks were no match for their ammunitions. Archers and soldiers were also guarding the city walls around the clock.

c. Why did the Muslims gather around the Salahuddin?

The Muslims gathered around Salahuddin's call because he was the bold and peace-loving man. His aim in life was to free people from unjust and cruel rulers.

d. Why did the author accept Islam?

The author accepted Islam because he saw that the Muslims were bold and peace loving they were just and kept their promises, they let the enemies go free, even paying for their passage they were given mules and camels for travelling,, along with some money for expenses special help were given to our friends widows and the old people

e. i. Make a class list of all the reasons for accepting Islam.

- ii. Select three points which you think are the most important.**
- iii. Give reasons for your selection.**

G. Good Conqueror:

Actions	Qualities
1. Behaved very honorably and promised to be just 2. There was neither massacre nor looting 3. All citizens were given free pardon 4. Special help was given to orphans and widows 5. Gathered to pray 6. The leaders and soldiers acted generously and kindly 7. Group and regroup to attack the city walls. 8. Did not want to fight and shed the blood in the holy city.	Honorable, truthful honest just for giving generous god fearing generous, kind preserving persistent brave peace loving

Bad Conqueror:

Actions	Qualities
1. Killed many people so that they would be no of uprising	harsh
2. Broke the promises	dishonest
3. Laughed at the offer.	arrogant
4. Dragged the prisoners through the city with the hands tight on their backs	unkind
5. ordered men women and children to be killed	unkind
6. Burnt the people alive.	cruel

D. Now write a paragraph comparing their treatment of the prisoners you can use the following words of comparison while, whereas, but, instead.

The Muslims behaved justly and honorably while the Christians did not keep their promise the Christians were cruel and ordered men women and children to be killed and people to be burnt alive, whereas when the Muslims conquered Jerusalem. They were helpful and generous and gave special help to the widows and the orphans the Christians were arrogant and laughed at their offer, whereas the Muslims were persistent and grouped and re-grouped to attack the city walls. The Muslims were peace loving and so all the citizens gave free pardon but the Christians army killed many people so that there would be know up rising.

H. Put the following sentences into the proper order.

- a. The writer disliked the Muslims.
- b. He fought against Salauddin.
- c. The Muslims conquered the city of Jerusalem.
- d. He was taken as a prisoner.
- e. He was set free.
- f. He happened to hear Adhan.
- g. He saw Muslims praying together.

B. Match the phrases with their meanings.

Phrases	Meanings
1. Raced through their minds	f. Many ideas came at once, thought quickly
2. Were no match	c. Could not complete
3. Round the clock	a. Continuously
4. Melt their hearts	b. Have pity
5. Kept all the promises	d. Did as they did
6. Give free pardon	e. To forgive without any penalty

C. Fill in the blanks with suitable phrases from Exercise 2:

1. The emergency department of the hospital is open **round the clock**.
2. Prophet Muhammad S.A.W **give free pardon** to the non-believers after the conquest of Makkah.
3. The Innocent looks of the children in the refugee camp **melted the hearts** of the social workers.
4. Leaders **kept all the promises** they made to their voters.
5. The junior team **was no match** against the champion team.

D. Underline the following words in the text. Find out their meanings and make sentences with them.

Words	Meanings	Sentences
1.pardon	Forgive	1. My father kept his promise and gave me a magnificent cycle when I finished learning to read the Quran. 2. When ammunition of the archers finished, they surrendered to the enemy who later pardoned them. 3. She was reciting Quran with intense feeling. 4. I cannot afford to break my promise . 5. We went on a world tour with the help of the globe.
2. reciting	repeat	
3. globe	world	
4. archers	someone who shoots with a bow and arrow.	
5. ammunition	weapons	
6. afford	Able to pay for	
7. promise	Oath, pledge	
8. magnificent	Grand	
9. intense	Severe	
10. surrender	Give up	

E. Match the words with their opposites.

Words	Opposite	Words	Opposite
1. demand	a. friend	6. combine	f. boil
2. Just	b. kind	7. peace	g. moaning
3. Harsh	c. disagreed	8. rejoicing	h. war
4. Enemy	d. supply	9. generous	i. separate
5. agreed	e. unjust	10. melt	j. miser

1. d 2. E. 3.d 4. a 5.c
 6 .i 7. h 8.g 9.j 10. f

F. Match the similar words in the columns and make sentences with any five.

Words	Synonym
1. unite	a. join
2. amazed	b. surprised
3. massacre	c. kill
4. wailing	d. crying
5. tremor	e. shake

6. constant	f. continuous
7. desire	g. wish
8. promise	h. vow
9. citizen	i. national
10. valour	j. courage

G. Fill in the blanks with suitable words from the box.

- My grandfather often tells me about her father. He belonged to the **generation** of readers. He could talk on any topic because he was **persistent** in reading many newspapers and magazines every day. I was **amazed** at the collections of books in his
- Tahir agreed to sell his barren land on the demand of his brothers. Then they could **afford** a big house in which all the brothers would live together. Thus they would be able to look after the **widow** and children of the younger brother.
- The judge was **just**. He did not **offence** the man who hurt the poor women in the accident. This was the man's second **pardon**. The judge said, "The life of everyone is **sacred**. You are merciless and so you should be punished.

I. Make nouns from the following words.

Words	Nouns	Words	Nouns
a. Prison	prisoner	h. sell	seller
b. Call	caller	i. write	writer
c. Farm	farmer	j. read	reader
d. Play	player	k. paint	painter
e. Teach	teacher	l. run	runner
f. Garden	gardener	m. think	thinker
g. ride	rider	n. rule	ruler

J. Add less and change the following verbs into adjectives. Add lessly to the verbs and make them Adverbs.

Verb	Adjective	Adverb
1. care	careless	carelessly
2. hope	hopeless	hopelessly
3. fear	fearless	fearlessly
4. aim	aimless	aimlessly
5. mercy	merciless	mercilessly

K. Add 're' to the following words and make sentences with them.

Words	Re	Sentences
1. conquer	re conquer	The Romans tried to re conquer Spain.
2. call	recall	I tried to re call the number.
3. turn	return	I will return the book tomorrow.
4. known	re known	she was re known for her generosity.
5. group	regroup	They regrouped to help again.
6. write	rewrite	Please rewrite the paragraph.

GRAMMAR:-

A. Change the sentences into Negative.

1. I do not play in the field.
2. He does not want to go home.
3. The teacher **did not** give me a book.
4. The boys do not run to the mosque.
5. Asim **does not** know Khalid.
6. We **did not** catch the fish in the river.
7. The **do not** like our house.
8. I **do not** wash my hands.
9. Maria **does not** write good essays.
10. We **do not** make our beds.

B. Underline the correct Verb in the bracket.

Open the front door (sat, **sit**, sits) comfortably on the driving seat. First (inserts, **insert**, inserted) the car key in the keyhole and (turned, turns, turn) it clockwise. Then (press, presses, pressed) the accelerator lightly.

C. Read the paragraph and make five questions. Exchange the questions with your partner copy down them in your notebook and answer them.

1. What did you open?
2. Where do you sit?
3. What do you insert?
4. Where do you insert the key?
5. How do you turn the key?
6. What do you press?
7. What do you think happens when you press the accelerator?

D. Underline the Similes in the following sentences:

1. The custard powder was **as sweet as honey**.
2. The beautiful metal handle shone like gold.
3. The plastic bottle was as light as a feather.
4. Alam Channa the tallest man in Pakistan was as strong as an elephant.
5. My grandfather's kurta is as white as snow.

E. Fill in the blanks with the correct Pronouns from the box.

1. his
2. yours.
3. hers.
4. mine.
5. theirs.

F. Change the sentences into Questions. Two examples are given.

1. **They complete** their task now.

Do they complete their task now?

2. Khalid draws a picture.

Does Khalid draw a picture?

3. Tauheed digs the ground to plant a tree.

Does Tauheed dig the ground to plant a tree?

5. Sidra and Alia buy bags from the store.

Do Sidra and Alia buy bags from the store?

7. They ride on horses in the evening.

Do they ride on horses in the evening?

4. Saboor mows the lawn.

Does Saboor **mow** the lawn?

6. Danial fires correctly at the target?

Does Danial **fire** correctly at the target?

8. Shah Baba rings the school bell?

Does Shah Baba ring the school bell?

9. We sit in the room on the first floor.

Do we sit in the room on the first floor?

10. The school has nineteen rooms.

Does the school have nineteen rooms?

G. Insert 'has' or 'have' where necessary.

1. She **has** drew the map clearly.
2. Shameena **has** come here several times.
3. Sher Khan is an expert driver. He **has** driven in congested areas of the city many times
4. The children **have** eaten the cake stores in the fridge.
5. Baby Rahema **has** fallen from the cradle.
6. Sadaf **has** run upstairs to bring her diary.
7. Ali **has** shaken hands with the Muslim scientist. The scientist has signed his autograph.
8. Rohail **has** swam in the river efficiently.
9. Sharmeen will **have** forgotten the sad incident.

H. Arrange each column in Alphabetical order.

Verbs	nouns	Adjectives	Pronouns	adverbs	prepositions	Conjunction
adopt	decision	metallic	myself	angrily	back	although
admire	defense	merciless	herself	anxiously	behind	when
absorb	choice	mysterious	yourself	breathlessly	beneath	whenever
appear	belief	mischievous	himself	cheerfully	beside	which
agree	description	peaceful	ourselves	correctly	beyond	while
apply	device	neatness	themselves	thoughtfully	by	though

I. Fill in the blanks with suitable Adverbs from the box.

1. clearly, reasonably
2. early
3. softly
4. heavily
5. usually
6. early
7. gently
8. frequently
9. always
10. badly

J. Pick up all the Adjectives from the above sentences, write them in your notebook. Choose any five of them and make sentences.

My mother usually speaks to us softly.

He has hurt his knee badly because he frequently falls down.

I always go to play early in the evening.

K. Match the columns A to complete the Proverbs

Actions speak louder than words.

A friend indeed is a friend indeed.

God helps those who help themselves.

Honesty is the best policy.

Little strokes fell great oaks.

No pain no gain

Necessity is the mother of invention.

L. Fill in the blanks with suitable words from the box.

1. if 2. because 3. when 4. unless 5. as

Unit 7: Nightmare

Motivation:

The teacher will ask the following questions to the students for building a rapport:

- What kinds of dreams do you have?
- Have you ever gone through any nightmare?
- What do you think what is it?
- How do you feel?



Vocabulary Box:

1. merrily	happily	14. haste	hurry	27. purred	made a low sound
2. sparkled	shone brightly	15. criminal	unlawful	28. shivered	tremor, shuddered
3. chuckled	giggled	16. victim	sufferer	29. blurry	dim, not clear
4. glaring	Staring constantly	17. sternly	harshly	30. charged	accused
5. mistreating	abusing	18. sprang	jumped	31. errands	a short journey to give or buy something
6. defendants	a person accused in a legal case	19. vowed	promised	32. snuggling	cuddling
7. proclaimed	announced	20. distributed to people	give or share	33. menacingly	threateningly
8. vanished	disappeared	21. numerous	many	34. familiar	well known
9. bruise	coloured skin due to injury	22. nightmare	bad dream	35. prisoner	captive, jailbird
10. tagging	attaching a label	23. pranks	tricks	36. testimony	Proof, evidence
11. trial	a formal examination of evidence in a low court.	24. imitating	copying	38. mercy	a forgiving action by someone who has the power to punish
12. annoying	irritating	25. handcuffs	chains tired to the hand	39. concerned	worried
13. mischievously	naughtily	26. frantically	madly, desperately	40. brayed	The sound made by a donkey
				50. scars	marks

Reading Comprehension:

A: Answer the following questions:

a. Which games did Asim like to play?

Asim liked to play pranks on others. He enjoyed teasing others.

b. Why do you think he fell from the stairs?

He fell from the stairs because he missed one stair and stumbled down. Another point of view could be that he really hurt everyone including animals, cats, trees and neighbors. So Allah SWT had punished him.

c. What was the nightmare?

The nightmare was of a court scene. Asim found himself in a court room. He was wearing handcuffs and stood like a prisoner. Everyone who had been hurt or teased by Asim were there with lots of complain including cats and donkeys, trees, birds and neighbors. When everybody complained about Asim's behavior he felt guilty and promised to never misbehave or mistreat anyone. He asked for mercy and promised to be a better person.

d. Where was Asim when he awoke from the nightmare?

Asim found himself lying on the bed and he was in the hospital.

e. Was the nightmare "a blessing" for Asim. If so, how?

The nightmare was a blessing. Asim was a changed person. He realized his mistake and became a better person for his family and society.

Ex B:

Rewrite them in the order as they appear in the story.

skipped
looked
pulled
laughed
walked
saw
growled
picked
threw
limped

B1 Rewrite the first paragraph of the text yourself with the help of these verbs.

Ex C. Put the sentences in the correct order.

1. Asim was standing in the courtroom.
2. Two guards were standing in the courtroom.
3. He wanted to bribe the cat.
4. Asim felt terrible after listening to the story of the cat.
5. All the animals and trees told their stories.
6. He begged for mercy and promised to behave better.

Ex D: Work in groups for the following exercise.

- List all the benefits we get from trees.
- How should trees and plants be treated by people?
- Find Hadiths about trees and share with your friends.
- Make posters to promote the planting of trees.

Ex E: How did Asim behave with the creations of Allah SWT? Fill in the table below.

Allah's Creations	Before the Nightmare	After the Nightmare
1. cat	threw stones on it	gave milk to the cat and put the leftover food for them.
2. tree	hit with his bat, broke its branches and laughed at it.	watered the plants and distributed the fruits among neighbors.
3. bird	pulled out it's nest and broke all the eggs.	put some bread and water.
4. donkey	pushed its tail and hit him	never teased it again.
5. neighbours	rang the bell and slammed the main door.	did errands for them and inquired about their health.

Ex F: Read pages of the text and find out to whom do the following Pronouns in the bold refer to:

Pronouns	Refer to
my	tree
his	Asim
it	court
their	neighbours
those	Asim's friends

Vocabulary:

A: Pair the synonyms:

Words	Synonym	Words	Synonym
1. merrily	a. happily	7. vowed	g. promised
2. pranks	b. tricks	8. vanished	h. disappeared
3. imitating	c. copying	9. numerous	i. many
4. menacingly	d. threateningly	10. victim	j. prey
5. charged	e. accused	11. glaring	k. staring
6. shiver	f. tremor	12. scars	l. marks

B. Select the correct words from the box to form compound words.

eyelash	Hand	man	foot
eyebrow	handkerchief	manpower	football
eyesight	Handprint	mankind	footpath
eyeball	Handmade	manmade	footprint
eyedrop	Handwriting	manhunt	flatfoot

C. Fill in the crossword with the words in Box A. The clues are given in Box B.

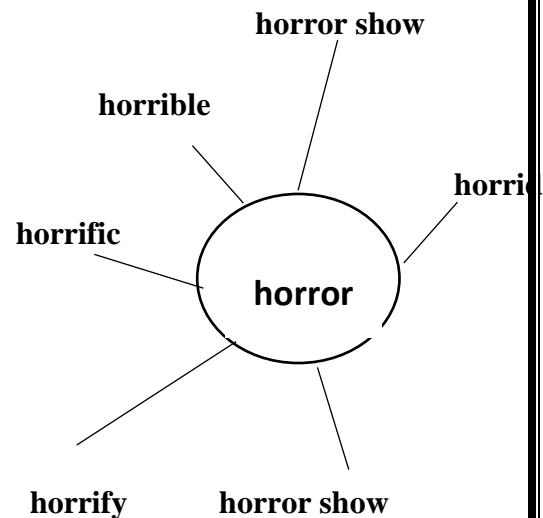
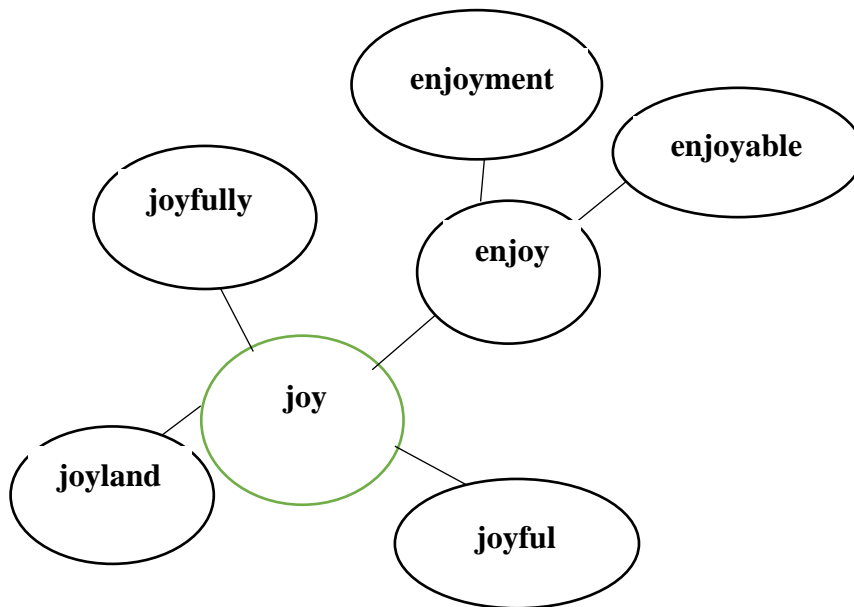
Ex D: Fill in the blanks with the correct words from the box.

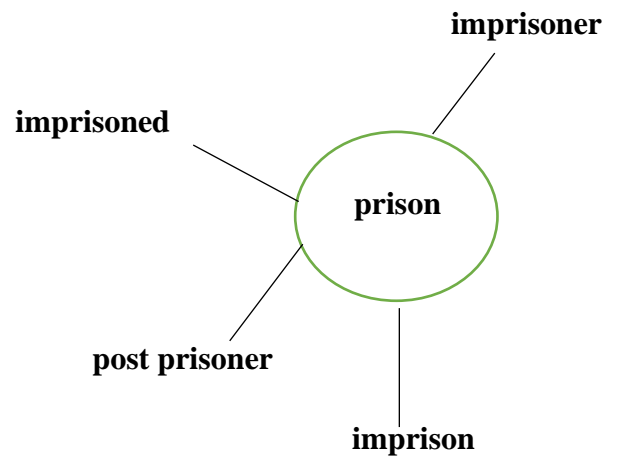
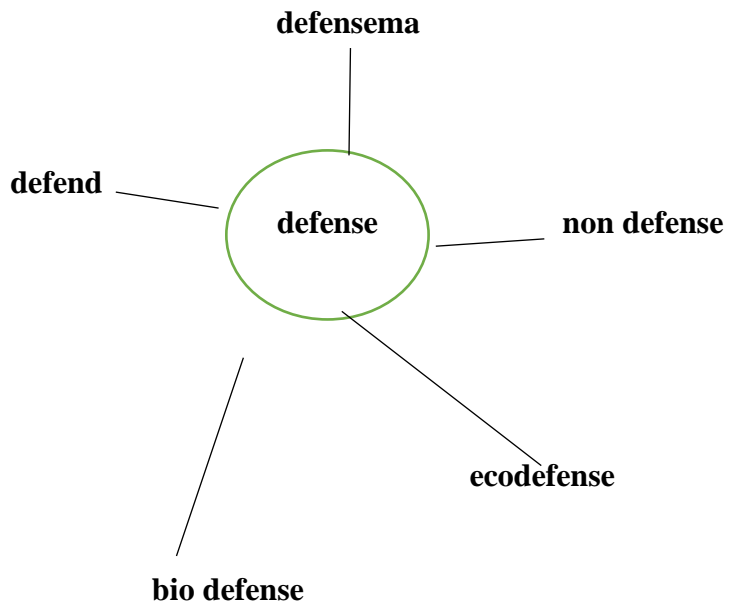
- a. The clown was dressed as a bear. He **imitated** its voice and actions. The children clapped **merrily** at his pranks. Sometimes he came near them **menacingly** which made them laugh loudly.
- b. The policeman **proclaimed** that he searched the area for the thieves. He had nearly caught one who had a **scar** on his left cheek. But he escaped hitting the policeman on his leg. He showed the **bruise** on his ankle. The other policeman **vowed** that they would catch the thieves.
- c. Aslam's eyes **sparkled** when he saw an encyclopedia on the pushcart. The title was **familiar**. He had seen it in his teacher's hand. He **frantically** searched his pockets and counted the notes and coins. He **inquired** about the price and **gasp**ed when the vendor told him that it was for twenty rupees only. He **snuggled** the book under his arms and left happily.

Ex E: Fill in the blanks with suitable Phrases from the box.

- a. Salma **felt terrible** when she forgot her homework. She **pleads guilty** when the teacher excused her.
- b. Sometimes when the criminal **pleads guilty** the jury **reaches a verdict** quickly and the sentence is shortened.
- c. It is impolite to **slam the door** as its sound may disturb someone. Do not **bang at the door** when visiting someone. Knock at the door three times. If there is no answer **leave quietly**.
- d. I remember being in Quetta when the earthquake took place. I still **shudder in fear** when I think of all the lives that were lost. I remember all my belongings were lost and I **had felt terrible**. I used to **look forward to** the relief goods especially the ones sent by school children.

Ex F: the root word is given in the box. Make as many words as you can think of with it. Take the help of a dictionary. One has been done for you.





Grammar:

Ex A: What do the underlined words refer to?

1. that it	plants, grass and trees growing naturally
2. they	forest
3. which	dams
4. it	company
5. they which that it	people bulb wire wire

Ex B:

1. The ripe fruit is falling down from the tree.
The ripe fruit was falling down from the tree.
2. Adil is throwing the ball straight.
Adil was throwing the ball straight.
3. The children are kneeling down to look for the lost nib.
The children were kneeling down to look for the lost nib.
4. Rohail is riding the horses.
Rohail was riding the horses.
5. I am going to Multan.
I was going to Multan.
6. The servant is stacking the papers in the file cabinet.
The servant was stacking the papers in the file cabinet.
7. The cattle is grazing in the field.
The cattle was grazing in the field.
8. Ahmed and Sajid are shaking the tree as hard as they can.
Ahmed and Sajid were shaking the tree as hard as they can.
9. Mother is spending carefully.
Mother was spending carefully.
10. The fishmonger is selling fresh fish.
The fishmonger was selling fresh fish.

Ex C: Fill in the blanks with suitable Adverbs.

1. Chipboard is **usually** manufactured from wood. Wood is chopped up **finely** into tiny pieces. These pieces are **thoroughly** mixed with glue. It is then pressed **tightly** to form large boards.
2. Scientists are **always** trying to find new ways to grow more food. New kinds of plants are bred **regularly** which will give us varieties of food.
3. All ponds have stillwater. The wind **gently** ripples the surface. Usually, the pond is shallow so the sunlight **easily** reaches the bottom. This allows plants to grow.

Ex D:

<u>Adverbs of manner</u>	<u>Adverbs of time</u>
safely	monthly
bravely	now
nearly	twice
silently	daily
clearly	weekly
happily	before
bravely	annually
away	always
frequently	yesterday
merrily	
systematically	
bitterly	

Ex F: Fill in the blanks with the correct Pronouns.

1. I am enjoying **myself** in the garden.
2. The town **itself** is not very large.
3. The girls hid **themselves** behind the wall.
4. Behave **yourself** or you will be punished.
5. The dog could see **itself** in the water.
6. One must be allowed to please **oneself**.
7. Father cut **himself** while shaving.
8. Mariam saw **herself** in the mirror.
9. We taught **ourselves** to swim.
10. Tanvir hit **himself** against the wall.

Ex G: Change the paragraph into past tense.

Amna made curry for her family. They sat in the garden to eat their lunch. The lunch was tasty. They enjoyed their lunch and thanked Allah SWT for His gifts. Amna was happy because they all praised her cooking.

Ex H: Rewrite the paragraph by changing the Verbs into “Future Tense”.

Biloo our pet cat, will go out with her four kittens. On the way, she will see two puppies in a park. A group of naughty boys will start to chase the kittens. An old man sitting on the bench will be annoyed and he will tell the boys to behave themselves or he will punish them severely. The boys will feel ashamed and will leave the park quietly.

Ex I: Read the stories in exercise G and H. Fill the table.

Adjective	Noun	Verb	Adverb	Preposition
tasty	family	makes	quietly	in
	Amna	sit	severely	on
happy	curry	eat		out
four	garden	enjoy		far
old	lunch	praise		
naughty	Allah S.W.T	see		
ashamed	Biloo	tell		
	puppies	feel		
	kittens	leave		
	gifts	thank		
	park bench	punish		
	boys			

Ex J: Fill in the blanks with ‘has’ or ‘have’.

1. The dog **has** bitten the young boy on the leg.
2. She **has** caught a pigeon from the window sill.
3. It **has** fallen from the tall mango tree.
4. Ali and Rashid **have** given away their money in charity.
5. They **have** dug a deep ditch to fix the pole.
6. Mano the kitten **has** grown into a beautiful fluffy cat.
7. He **has** drunk the whole bottle of milk.

Ex K: Make Question Sentences from the following sentences.

1. Does Khalid blow up the balloon quickly?
2. Do we play together in the ground?
3. Do I make colourful candles?
4. Does Jawad cut the hedge with shears?
5. Do they leave the baby unattended?

Ex L 2: Arrange each of the above lists of words in alphabetical order.

drake	Duck	cygnet
ram	ewe	duckling
stallion	mare	foal
swan	pen	kitten
tom cat	tabby cat	lamb

Ex M. Fill in the blanks with suitable words from the box to complete the similes in the sentences.

- a. The flowers in the garden were as beautiful as the **rainbow**.
- b. Don't worry about Sameer, he is as fit as a **fiddle**.
- c. Tahir is as quiet as a **mouse**.
- d. The bus was moving as slowly as a **snail**.
- e. These grapes are as sweet as **honey**.
- f. The vacant house was as silent as a **grave**.
- g. The warship Badar sailed in the Indian Ocean as graceful as a **swan**.
- h. Kaleem's two-year old brother is as playful as a **kitten**.

Ex N: fill in the blanks with the most suitable Proverbs.

1. Rafia advised Samina to discuss the problems with another student as **two heads are better than one**.
2. Mother told Ali, Sajid and Wali never to fight with one another because **unity is strength**.
3. Rehmat began studying from the very first day of her new class because she knew that **slow and steady wins the race**.
4. We must be very careful while talking to our friends and relatives as **there is no venom like that of the tongue**.
5. Always cross the road carefully as **prevention is better than cure**.

Be a writer:

Ex A: Write a letter to your grandfather who has gone to visit his relatives in Muscat. Tell him that you are missing him very much and ask him to pray that you pass the examination with good grades.

Dear Dada jan
Assalam-o-Alikum!

I hope this letter finds you well. I miss you a lot and I hope you are having a good time with your Uncle Ali and his family in Muscat. It's not the same without you here, and I can't wait for you to come back home.

As you know, my exams are coming up soon, and I am feeling a bit nervous. I have been studying hard, but I could really use your prayers and support. Please pray for me to do well in my exams and get good grades. Your blessings and encouragement mean a lot to me.

I hope you are enjoying your trip, and I can't wait to hear all about it when you return. Take care and come back soon.

With love and respect,

Your grandson, Ahmed

Imagine that you are going to buy a new computer and you want to sell your old one. Design an advertisement to sell your old computer.

Ex D: Use the given information about the highest and coldest ice glacier to write a paragraph on “Siachen Glacier”

The Siachen glacier is situated in the Karakorum range and measures an astounding 76 km in length. This glacier is the highest and coldest in the world, with temperatures plunging to as low as minus 60° Celsius. The snowfall in this region is so heavy that it can accumulate up to 8 to 10 feet in depth. Standing tall at around 20,000 feet above sea level, this glacier is located at the border of Kashmir and is notoriously difficult to reach. The Pakistani Army stands guard in this region, due to its strategic location, rendering it one of the most important outposts in the region. Despite the harsh environment, the Siachen glacier continues to fascinate people around the world.
