



Model Textbook of

English

Based on National Curriculum 2022-23

National Curriculum Council Secretariat,
Ministry of Federal Education and Professional Training,
Government of Pakistan



National Book Foundation
as
Federal Textbook Board, Islamabad



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Model Textbook of English
for Grade 5



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Preface

Model Textbook of English for Grade 5 has been developed in accordance with the standards of the National Curriculum of Pakistan 2022. With its new design and layout, it meets contemporary standards of quality textbooks. The textbook is comprised of a collection of materials carefully developed to enhance communicative competence among learners through oral and written instructional materials. It is a colorful book.

The main objective of this textbook is to enable learners to acquire logical, interactive and communicative skills. The content will inculcate ideas and nourish critical thinking skills in young minds. Students will benefit from appropriate sociolinguistic and psycholinguistic aspects of the English language addressed in the textbook.

The National Book Foundation has always strived for improvement in all qualitative aspects of its textbooks ranging from designing to writing and printing. This new edition of the Model Textbook incorporates graphics, content and exercises. The balanced blend of these elements is intended to make learning more pleasant while taking into consideration modern pedagogical principles for textbook design as well as the learning needs of the students. The production of the textbook has been collaborative process. Many thanks to the writers, reviewers, technical facilitators, graphic designers and particularly the staff of National Curriculum Council Secretariat, Ministry of Federal Education & Professional Training and the National Book Foundation.

An amalgamation of the best possible efforts of all engaged in its production. However, there is always room for further improvement based on suggestions from the teachers and the community. It has been ensured that the notifications issued by the Ministry of Religious Affairs, concerning the Muslim faith and beliefs regarding Hazrat Muhammad Rasoolullah (ﷺ) have been duly and completely embedded and implemented. All suggestions from the teachers will definitely help us to further improve it in the coming years. Such feedback will be highly appreciated. After incorporating the changes, textbook will be again published.

May Allah guide and help us, (Ameen).

Dr. Raja Mazhar Hameed
Managing Director

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
 نَدْوَةُ اللّٰهِ كَلَامٌ عَرَبِيٌّ لِمَنْ تَعَلَّمَ الْعَرَبِيَّةَ وَتَدَرَّبَ عَلَيْهَا
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About the Book

Unit 7 **What Goes Around, Comes Around**

Learning Outcomes

After completing this unit, you will be able to:

- apply critical thinking to interact with a text using intensive reading strategies (rifle reading) to quickly identify different words from context.
- use critical thinking to respond to the text (rifle-reading), applying world knowledge and their own opinion to the text.
- identify and practise the use of the words starting with consonant and vowel sounds.
- demonstrate conventions and dynamics of oral interactions in a group to engage in conversation.
- recognise and describe the main story elements.
- tell others and create the story to self.
- describe the characters in a story and express preference about them.
- relate a story orally and in writing.
- summarise a short text through appop summary exercise.
- use common compound words in their own speech and writing e.g. mikabaha, al-poor.
- join some words to make common compound words and use them in speech and writing.
- locate, identify, differentiate between, and use some simple pairs of words including homonyms.
- recognise and use the personal pronouns myself, yourself, himself, he, she, ourselves, themselves, and itself.
- recognise and use the do and do not to make interrogative sentences.
- read the text or paragraphs before writing.
- locate the elements of a story: plot, beginning, middle and the end of a story with context and vocabulary.
- write a 6-10 line story using the elements of story writing.



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Learning outcomes provide key learning expectations.

Each unit revolves around a social/ethical theme and content for the development of four language skills.

Getting Started

Look at the pictures and try to guess the action verbs in them.



Let's Talk

- Why is a sound sleep important for good health?
- What do you eat to keep yourself healthy?
- How do you keep yourself fit and healthy?
- What do you do to keep yourself clean?

A Fit and Healthy Life

Pre-reading

- Look at the pictures and think and guess who is speaking.
- Do you think personal hygiene is important?

Lubna and her classmates were very excited because Dr. Haroon was coming to their school. The school had invited Dr. Haroon to talk about personal hygiene matters and raise awareness about COVID-19. Dr. Haroon instructed school management to distribute masks to everyone and maintain physical distancing during his visit. The children were eager to meet him.

"Hello, children! Hope you are fine. Today, I'm going to talk to you about how to look after yourself. Now, can you tell me how can we prevent the spread of COVID-19?" Dr. Haroon addressed the children.

"We should wash our hands with soap, especially after touching something dirty," Maryam replied. "We should wash our hands for at least 20 seconds before eating and after using the toilet," Aqsa added. Wasif said, "We should cover our face while sneezing."



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Text is organised around the theme of the unit. Pictures aid in better understanding of the text.

Review pages have been provided throughout the book to assess students' learning.

C) Language Focus

1. Vocabulary Building

I. Read the given words with their meanings.

hygiene	to keep yourself and your environment clean
prevent	to stop something from happening
viral	caused by a virus
germs	microbes that cause infection
plenty	enough

Homophones

II. Read the given homophones and their use.

right	You gave the right answer.
write	He had to write a report on healthy food.
insect	They will meet you soon.
meat	All likes to eat red meat.
brakes	I need a break.
brake	He had to put on the brakes to avoid an accident.
ate	They ate a lot at dinner.
eight	Sara is eight years old.
week	There are seven days in a week.
weak	His child is getting weak.

Read Me

It is easy to confuse some words that sound the same, but have different spellings and meanings.

C1) Ask students to listen to the audio of the given words. C2) Ask them to share some examples of homophones.

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It provides information about the concept being taught.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.

Teaching points make teaching more effective and skillful.

Review - 1

A) Oral Communication

1. Learning the Sounds

Read the given sentences and circle the words with silent letters.

- The bird is eating bread crumbs.
- Do you know who knocked at the door?
- Sana is climbing the mountain.
- Yasir wrapped the wrist watch.
- Ahmad's knee got injured.

Get students into pairs and ask them to share their opinions about their favourite careers.

B) Reading and Critical Thinking

1. Reading Comprehension

Answer the given questions.

- Write four to five sentences on your favourite female personality.
- How do we show our love to Allah (الله)؟
- Why was our last Rasoolullah (الرسول الله صلى الله عليه وآله وسلم) called Saadiq and Ameen?

Look at the picture and answer the following questions using position words in complete sentences.

- Where are the fish?
- Where is the cat sitting?
- Where is the squirrel?

C) Language Focus

1. Vocabulary Building

Read the given words and write their meanings.

inspiration support fascinating bitterly courage

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Unit 1

Patience

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to: predict the content of a text from topic/pictures, title/headings etc., by using prior knowledge.
- apply critical thinking to interact with the text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- use critical thinking to respond to the text (post reading): applying world knowledge and own opinion to the text read and relate their feelings and experiences to what is read.
- pronounce and practise more words with silent letters such as 't' in 'switch', 'g' sound in 'high'.
- identify, demonstrate and practise previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee.
- articulate, practise and syllabify words containing digraphs, trigraphs, and silent letters.
- read a paragraph as a large meaningful unit of expression to recognise that: the main idea in a paragraph is carried in a sentence called topic sentence. Other sentences in the paragraph support the topic sentence.
- recognise each paragraph in a text as a separate meaningful unit of expression.
- classify into different categories, and use more naming, action and describing words, from pictures, signboards, advertisements, labels, etc in their immediate and extended environment.
- recall, and demonstrate the use of more common/proper nouns, countable/ uncountable nouns and collective nouns from the immediate and extended environment.
- recall and apply the rules for the use of a and an.
- classify adjectives of quantity, quality, size, shape, colour, and origin.
- write multi-syllable words with correct spelling.
- analyse a simple paragraph to recognise that a paragraph comprises a group of sentences that develops a single main idea.
- the main idea of a paragraph is given in the topic sentence and other sentences in the paragraph support the topic sentence.
- analyse and use the above organizing principles of paragraph writing to write a meaningful and unified paragraph.



- Do not compel the students from minorities to study the lesson with Islamic content.
- In case of question from Islamic content, substitute question may be given to the student of minorities.



Getting Started



Azlan, Ayesha, Meerab and Ali were group members. They were asked to make a project on the personality traits of Rasoolullah (ﷺ). Each was given a particular personality trait to write about. Azlan was to write on patience. Everyone, except Azlan, completed their work on time. The group members asked him for his part of the project as time was running out. Instead of explaining his delay in writing, Azlan misbehaved with the other group members. He was trying to hide his laziness. Even though their project was now going to be late, Ayesha was patient with Azlan's behaviour and shared a book with him to help him finish his part.



Let's Talk

- What values do we need to consider while working in a group ?
- Why is it important to have patience when working with friends?
- What would you do if you were in Azlan's place?

Patience

Pre-reading

- Why are moral values important to us?
- Have you ever faced any situation in which you showed patience? How?

Everyone in the world needs some **inspiration**. We get inspired and make someone our role model or ideal to be followed. In the same way, I have my own role model too, who is none other than Hazrat Muhammad Rasoolullah (ﷺ). He (ﷺ) is the only **personality** who is complete in all aspects. Hazrat Muhammad Rasoolullah (ﷺ) was called Saadiq and Ameen for his **honest** nature. He (ﷺ) always spoke the truth without considering the consequences.



- Encourage students to discuss the picture given above.
- Encourage students to Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener.

When he (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) started preaching that there is no God but Allah, every other person turned against him.

He (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) did not get scared of his enemies and always spoke what Allah (ﺳﻴﻤﺎﺋﻪ ﻭﺗﻌﺎﻟﻰ) wanted him to speak. So, Allah (ﺳﻴﻤﺎﺋﻪ ﻭﺗﻌﺎﻟﻰ) helped him and Rasoolullah (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) set an example of patience.

He (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) always prayed to Allah to guide people towards the right path and forgive them.

Once, Rasoolullah (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) decided to travel to the city of Taif to spread the divine message of Islam. He (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) was accompanied by Hazrat Zaid bin Haritha (ﺯﻳﺪ ﺑﻦ ﺍﻟﻪﺯﺯﺎﺭﻯ ﻋﻨﻪ).

Rasoolullah (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) stayed in Taif for ten days. During this period, he (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) invited tribal chiefs to embrace Islam but they rejected his message and mocked him. One day, a mob pelted him with pebbles, injuring him. Despite his injuries, he (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) prayed for them. Then, an angel appeared before Rasoolullah (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) and sought his permission to destroy the city of Taif by crushing the mountains surrounding the city.

Rasoolullah (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ), who comes as a blessing for the whole universe, prayed to Allah (ﺳﻴﻤﺎﺋﻪ ﻭﺗﻌﺎﻟﻰ) and said, "O Allah (ﺳﻴﻤﺎﺋﻪ ﻭﺗﻌﺎﻟﻰ), guide the people of Taif to the right path. Though they have not accepted Islam, I hope that their children will definitely accept the Divine Faith."

He (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) always spread the message of love and peace. No matter how hard the situations were, he (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) neither lost his patience, nor scolded his enemies. The teachings and life of Hazrat Muhammad Rasoolullah (ﺻﻠﯩﺌﯩﻠﻠﻪﮬﯩﻲ ﻭﻭﺳﻠﯩﻢ ﻋﻠﻴﻪ ﻭﺍﻟﻪﻳﻬﯩﻤﯩﻠﻢ) are examples of patience for entire mankind to follow.

While-reading

If someone misbehaves with you, what would be your reaction?

Post-reading

- Who is your role model and why? Discuss.
- Do you think helping others is good for us?



- Model the text with correct pronunciation and intonation. Discuss the importance of tolerance, honesty, and truth with students. Relate the lesson to real life experiences and their own experiences. Give different situations related to break time or off time to students and ask how they handle them. Ask them to answer the given questions. Note their responses.
- Guide the students to carefully listen to the argument/ point of view of the speaker and notice the non-verbal gestures for better understanding of the arguments.



A) Glossary

i. Read the given words with their meanings.

Words	Meaning
inspiration	a person or thing that motivates
personality	the various aspects of a person's character
honest	truthful and sincere
patience	tolerance
betterment	improvement



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- How did the people of Taif treat Rasoolullah (ﷺ)?
- Why was Rasoolullah (ﷺ) called Saadiq and Al-Amin?
- How did Rasoolullah (ﷺ) treat his opponents?

ii. Read the given sentences and notice the use of digraphs and silent letters.

Digraph

- The farmer is cutting **w**heat.
- The **ch**ildren are playing in the park.
- **Br**ush your **te**eth daily.

Silent letters

- Sana is clim**b**ing the mountain.
- He wrapped the **w**rist watch.
- Do you know who **k**nocked at the door?

Read Me

A **digraph** is a sound made by the combination of two letters.



- Ask students to learn the vocabulary with meanings.
- Encourage students to share answers to the given questions orally.
- Help students read and understand questions by marking "Wh" words and identify their meanings to answer questions (simple knowledge based to more implied meaning based questions given in the text.)

iii. Read the given text. Circle the digraphs in red, trigraphs in green and silent letters in blue.

It was a Wednesday morning. We all got up early. We had to gather in the ground for the cricket match. Everyone reached the playground at 8 o'clock. We were very excited and took photographs.

iv. Read the given paragraph and notice the use of the topic sentence and supporting details.

Topic sentence

Supporting sentences

Salma is a good friend of Sana who helped her in her difficult time. A good friend is a blessing of Allah (سبحانه وتعالى). A good friend is one who stays by your side at all times like Salma. Her friendship is like a precious jewel for Sana. We should value our friends and take care of them.

v. Read the main idea of the paragraph given on the previous page.

A good friend is one who helps us in times of need. Such a friend is definitely a valuable asset.

vi. Read the lesson again and fill in the blanks.

- Rasoolullah (صلى الله عليه وسلم) was called _____ due to his truthfulness.
- Rasoolullah (صلى الله عليه وسلم) taught us never to _____ servants.
- The people of Taif refused to accept _____.
- Rasoolullah (صلى الله عليه وسلم) stayed in Taif for _____.

Analytical Reading

i. Read any incident from the internet / book / newspaper about patience and note it down in your notebook.

- Discuss and know, how paragraphs are structured and linked.
- Discuss the meanings of unfamiliar words you encountered in reading.



- Ask them to share some examples of digraphs and silent letters.
- Explain the concept of a topic sentence and supporting details by giving more examples.
- Tell students about the main idea of the paragraph. Ask them to tell answers correctly.
- Guide the students to read and evaluate a variety of text for purpose, style, clarity and organization.

Grammar

Common and Proper Nouns

i. Read the given sentences and notice the use of common and proper nouns.

Common nouns

- My **grandmother** lives in a **village**.
- I made a **cake** for my **mother**.
- There is a **masjid** near my **house**.
- She likes to play with a **doll**.
- There are beautiful **mountains** in my **country**.

Read Me

Common nouns are names of a class of people, places, animals or things, for example boy, school, pencil, etc. **Proper nouns** are names of a particular person, place, animal or thing. They always start with a capital letter, for example Azlan, Faisal Masjid, the Holy Quran, etc.

Proper nouns

- **Allama Iqbal** is our national poet.
- They went to the **Faisal Masjid**.
- **Nida** reads the **Holy Quran** in the morning.
- The national animal of Pakistan is **Markhor**.
- **Muhammad Ali Jinnah** is the founder of **Pakistan**.

ii. Underline the nouns in the given sentences and write whether they are common or proper nouns.

- We will go to Rawal Lake next week. _____
- My father is a hard-working man. _____
- It is a huge building. _____
- Islamabad is a beautiful city. _____
- K-2 is the highest peak of Pakistan. _____



• Explain the concepts of common and proper nouns in detail. Ask students to share more examples.



C) Language Focus

Naming, Action and Describing Words

- i. Read the given advertisement carefully. Find and write two naming, action and describing words each. Use them in your own sentences in your notebook.

Naming words

Action words

Describing words

Learning to Spell

- i. Fill in the missing letters to complete the words.

worl ____

com ____ let ____

hon ____ s ____

t ____ uth

for ____ iv ____

d ____ z ____ n



- Ask students to complete the words, learn their meanings and use them in their daily conversation.
- Explain the concept of naming, action and describing words to students. Encourage them to share more examples.

Countable, Uncountable and Collective Nouns

iii. Read the given paragraph and notice the use of countable, uncountable and collective nouns.

Hira went to the shopping mall with her mother. There were many **shops**. They went there to buy **fruits** and **vegetables**. Hira's mother bought some **onions**, a **bunch of grapes** and a **dozen bananas**. Hira went to the **bookstore** and bought a new **storybook** for her friend. She also bought a **bouquet of flowers** for her father. They also enjoyed **tea** with **chocolate cake** in the **cafe**. It was a good **experience**.

Read Me

Countable nouns are nouns which can be counted. They have plural forms.

Uncountable nouns are nouns which cannot be counted. They don't have plural forms, for example rain, weather, pain.

Collective nouns are names for a group of people, things or for a collection.

iv. Tick (✓) the correct option.

- There is ___ book on the table.
- Sara had ___ egg for breakfast.
- Please give me ___ apple.
- I saw ___ small cat in the park.
- Maria bought ___ umbrella.

a an

a an

a an

a an

a an

v. Write three countable, uncountable and collective nouns in your notebook. Then use these nouns in your sentences.



- Explain to students the concept of countable, uncountable and collective nouns in detail. Ask students to share more examples. Show different pictures or objects to students. Ask them to name and categorise them into countable, uncountable and collective nouns.

Articles 'a' and 'an'

vi. Read the given paragraph and notice the use of articles.

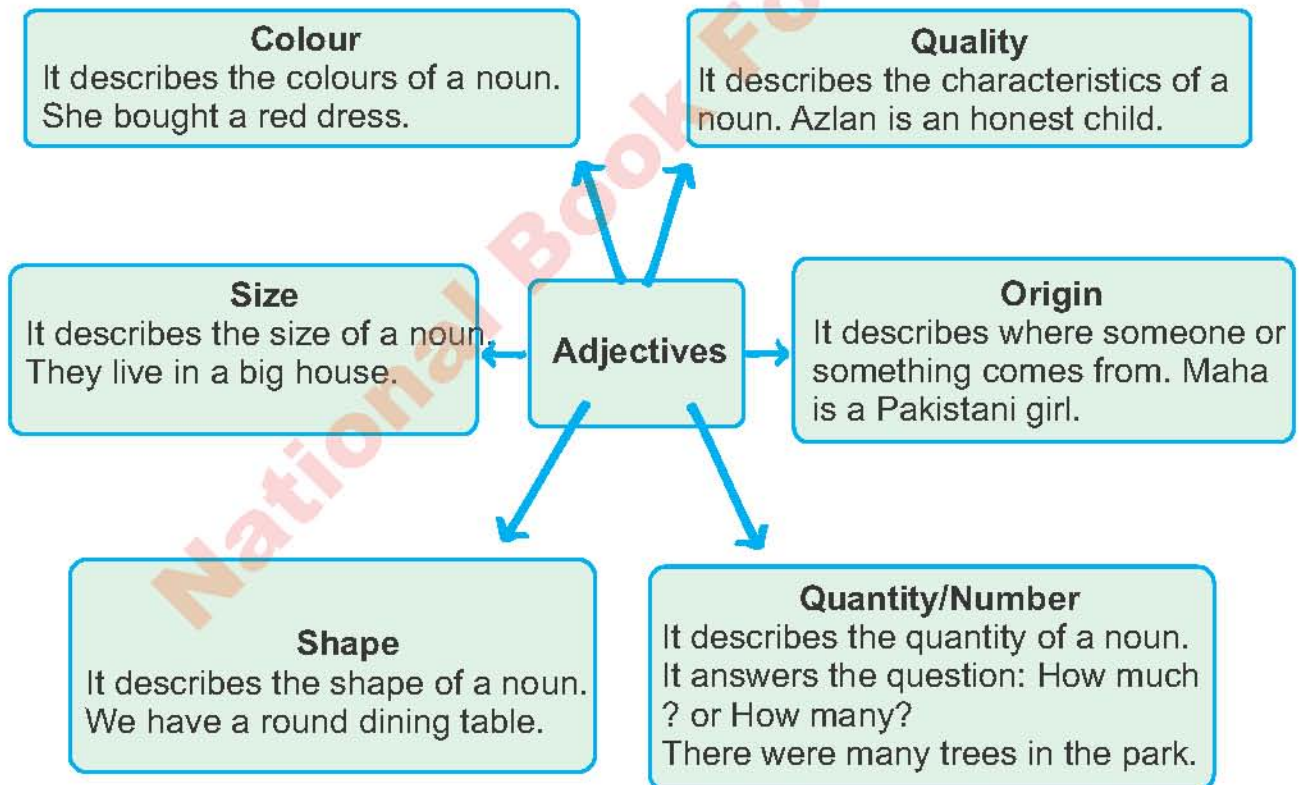
There were dark clouds in the sky. I took **an** umbrella and walked to the market. I bought **an** ice cream from the shop. I saw **a** cat near **a** tree outside that shop. She looked hungry. I bought **a** packet of biscuits and broke them into pieces. Then, I gave these biscuits to her. She ate them thankfully.

Read Me

'A' is used before a noun starting with a consonant. The article 'an' is used before a word starting with a vowel.

Adjectives

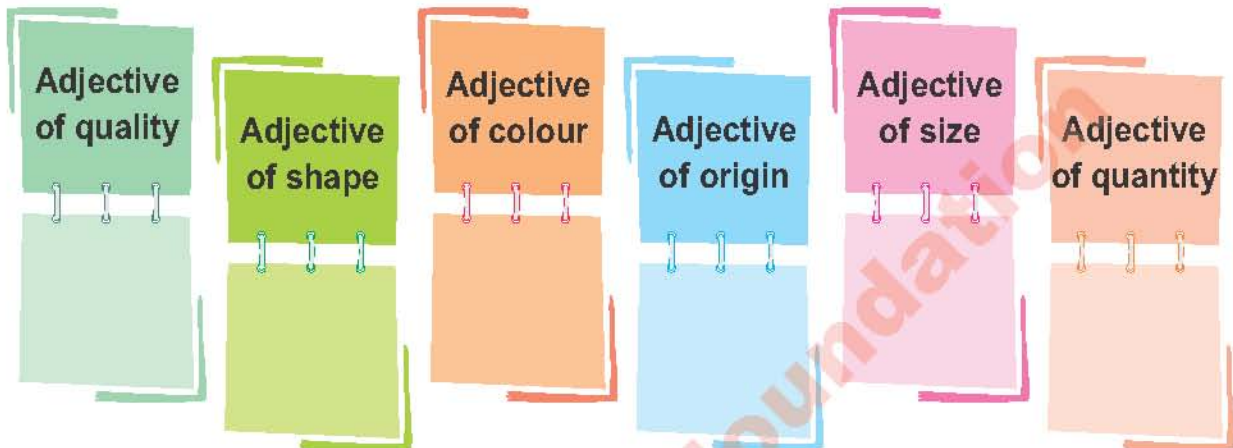
vii. Read the given sentences and notice the types of adjectives.



- Explain the concept of articles 'a' and 'an' to students.
- Explain all the types of adjectives to students by sharing more examples.

viii. Put the following adjectives in the correct boxes.

intelligent large black few round American
Chinese oval one short truthful yellow



D) Oral Communication

Learning to Speak

i. Read and practise the given dialogue.

Ali: Assalaamu Alaikum, Danish! How are you?

Danish: Wa Alaikum Asalaam! I am fine. Nice to see you here in the playground.

Ali: Thank you. I just came here to practise for a cricket match.

Danish: Oh! That's great.

Ali: Tomorrow, my school team has its final match with another school.

Danish: Oh! That's great. Let's practise together.

ii. Arrange a role-play activity in the class and use the above routine greetings and social courtesies in your dialogues.



- Encourage them to practise the given dialogue with correct pronunciation.
- Engage students in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.



E) Writing

Learning to Write

Read Me

Multi-syllable words have more than one syllable.

i. Read the given words with their syllable division.

Word	Syllable division	Number of syllables
model	mod·el	2
tolerance	tol·er·ance	3
personality	per·son·al·i·ty	5
forgiveness	for·give·ness	3
beautiful	beau·ti·ful	3

ii. Divide the given words into their syllables and also write the number of syllables in your notebook.

vegetable

project

complete

computer

mountain

iii. Read the first paragraph of the lesson carefully. Write its topic sentence and supporting details in your notebook. Also write its main idea in your own words using correct capitalisation, punctuation and spelling.



- Recall the concept of syllables to students. Tell them that combinations of more than one unit of sound in a language are called multi-syllables.
- Guide students in writing a main idea. Ask them to use the learnt rules while writing a paragraph.

Writing Practice

i. Write some good qualities which you can show in school/classroom. Also, write how they would help you in becoming a better person in your notebook. Use correct capitalisation, punctuation and spelling.

Use joined - up hand writing in all writing.

Good Qualities



Note: While designing any formative or summative assessment, in case of question from any Islamic topic, alternate question be given for minority students.

- Guide and encourage students to practise fast, fluent and legible handwriting styles in their creative writing tasks and use punctuation marks appropriately.

Learning Outcomes

After completing this unit, you will be able to:

- recite poems with actions. Express opinion about them.
- apply critical thinking to interact with a text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- classify more words that begin with vowel sounds.
- use appropriate expressions in a conversation to express and respond to an opinion.
- describe a series of events or sequence in a picture, an illustration or a diagram.
- create a short poem using rhyming words on a given topic.
- use appropriate expressions in conversation to: express and respond to opinion and to offer and accept apology.
- change the number of regular and irregular nouns.
- choose between a or an before words that start with mute consonant letters.
- recall, identify and use the definite article 'the'. Differentiate between the use of definite and indefinite articles.
- articulate, identify and use degrees of regular adjectives.
- classify items (e.g. vocabulary) required for a given task/topic.
- write a paragraph to describe/show sequence in a picture/series of pictures.
- analyse and use conjunctions, e.g. and, but, or, because, transitional words, e.g. for example, for instance, therefore and sequence markers, e.g. first(ly), second (ly), then, next, etc.



- Do not compel the students from minorities to study the lesson with Islamic content.
- In case of question from Islamic content, substitute question may be given to the student of minorities.



Getting Started

Look at the pictures and write the names of the given blessings in the boxes below.



Let's Talk

- What is your favourite fruit or vegetable?
- Describe why you like it the most.
- Can you explain the nutritional value of the chosen fruit or vegetable?
- Imagine what life would be like if these blessings were not created by Allah (سبحانه وتعالى).
- Name a few more natural things without which life is not possible.



- Engage students in conversation to practise oral communication skills.
- Encourage students to speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener.

Oh Allah Love Me!

Pre-reading

- Look at the picture and read the title of the lesson. Guess five words related to it.
- Name some blessings of Allah (سبحانه وتعالى).

I see You in the stars,
When the night glows with a **spark**,
When the trees **sway** in the air,
And birds enjoy their share,

When the flowers bloom in a queue,
And sleep at night with dew,
When I need a lot of care,
I feel Your presence there,

Do help me in my deeds,
I smile or when I weep,
As no one else can hear,
When I **bitterly** shed my tears,

Nor other can **support** my smile,
I've judged it far off miles,
Enlighten please my core,
O Allah! Just love me more!!!

Fatima Mehru

Post-reading

- How do you show your love for Allah (سبحانه وتعالى)? Discuss different ways.
- Write a note on the blessings of Allah (سبحانه وتعالى) for us.



- Tell students that Allah (سبحانه وتعالى) loves you more than anything. We should love Him and obey Him. Relate the poem to students' own experiences or surroundings. It will help them better understand the poem and its theme. Ask them to recite the poem with actions.
- Guide the students to carefully listen to the argument/ point of view of the speaker and notice the non-verbal gestures for better understanding of the arguments.

While-reading

Which quality of Allah (سبحانه وتعالى) is discussed in the second stanza of the poem?



A) Glossary

i. Read the given words with their meanings.

Words	Meaning
spark	a small flash of light
sway	to move slowly from side to side
bitterly	in a way that shows that you feel sad or angry
support	to help or encourage somebody
enlighten	to give somebody information so that they understand something better



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- In which things does the poetess see Allah (سبحانه وتعالى)?
- When does the poetess feel the presence of Allah (سبحانه وتعالى)?
- Why does the poetess want more love from Allah (سبحانه وتعالى)?



- Ask students to learn the meanings of the given words.
- Help students read and understand questions by marking "Wh" words and identify their meanings to answer questions (simple knowledge based to more implied meaning based questions given in the text.)

ii. Look at the given pictures and read the story.



Once, there was a lion sleeping in a forest. Suddenly, a mouse came and climbed on its body. The lion got disturbed and woke up from his sleep.



The lion angrily took hold of the tiny mouse. The mouse pleaded with the lion to let him go, saying he would help him in need. The lion laughed at the mouse and let him go.

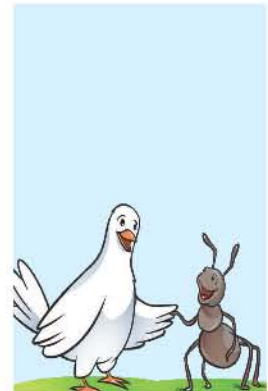


One day, a hunter came and spread a net to catch the lion. The lion did not see that net and got stuck in it. He roared and tried to escape but he failed.



The mouse heard the lion's roars and came there. He started cutting the net with his teeth. The lion got out of the net and thanked the mouse. The mouse fulfilled his promise and saved the lion's life.

iii. Look at the given pictures and write a story in your notebook.



- Help students understand how to describe the pictures with meaningful expression and supporting details.
- Ask students to look at the pictures carefully and write a story in their own words. Ask them to keep the story in correct sequence. Ask them to express their opinions about them.

iv. Read the poem again and fill in the blanks with the correct options.

- The poetess sees Allah (سبحانه وتعالى) in the _____ at night.
i) moon ii) sun iii) stars iv) clouds
- The poetess says that the flowers _____ in a queue.
i) dry up ii) bloom iii) wither iv) fade
- The poetess wants _____.
i) father's love ii) mother's love
iii) a friend's love iv) Allah's (سبحانه وتعالى) love
- Allah is always _____ the poetess when she cries or smiles.
i) away from ii) near iii) far from iv) beyond
- When the poetess needs a lot of care, _____ is always there.
i) her mother ii) her father
iii) Allah (سبحانه وتعالى) iv) her brother

Analytical Reading

i. Read the poem again and observe different blessings of Allah (سبحانه وتعالى) around you. Also make a list of blessings mentioned in that poem. Now write a few lines about what life would be if Allah's blessings (trees, birds, air, sun, water, etc.) were not there.

Learning the Sounds

Vowel Sounds

i. Read the given sentences and notice the use of words with vowel sounds.

- Ants are amazing creatures of Allah (سبحانه وتعالى).
- The children saw an elephant in the zoo.
- They lived in an igloo during the winter season.
- There is an octopus in the sea.
- He used an umbrella during the rain.

Read Me

A vowel is a letter that makes a distinct sound by itself. The five vowels in the English alphabet are a, e, i, o and u.



- Ask students to tell the correct answers.
- Ask them to read the poem again or any poem about Allah's blessing by using the internet and make a list of blessings mentioned in that poem. Now ask them to think that what would happen if Allah's blessings were not around them.
- Guide the students to read and evaluate a variety of text for purpose, style, clarity and organization.
- Ask students to share more words that begin with vowel sounds.

ii. Underline the words that begin with vowel sounds.

- Rida usually eats an egg with bread in the morning.
- The woodcutter works with an axe.
- My mother brought some oranges.
- Put some ice in the juice.
- He was a famous umpire.

iii. Write ten words that begin with vowel sounds in your notebook.

iv. Write a short poem on the topic 'Friendship' using the given rhyming words in your notebook. The first stanza has been given for you.

Friendship is a priceless gift, that cannot be bought or sold.

But its value is far greater, than a mountain of gold.

hear, cheer

understand, hand

sends, friends

Expressing an Opinion

v. Read the given expressions carefully.

Express an Opinion
In my opinion ...
Personally, I think...
In my experience...
As far as I'm concerned...

Respond to an Opinion
You're absolutely right.
Yes, I agree.
I don't agree with you.
Of course

vi. Arrange the classroom discussion and ask students to express their opinions about any of their favourite poem.

vii. Read the given dialogue and notice the use of these expressions.

Danish: So Ali, what do you think makes a good friend?

Ali: Well to me, a friend is someone who is fun to be with.

Danish: Hm...fun to be with? Can you give me an example?



- Guide students through writing a poem by using the given rhyming words.
- Tell students that different expressions are used in various situations. Encourage them to use them in different situations. Ask them to use the given expressions in their daily conversation.

Ali: I like friends who go out and have fun together.
Danish: So, does that mean a friend has to like the same things you do?
Ali: No, not really. Just that they have a jolly personality. You know, fun to be with whatever we do.

Offering and Accepting an Apology

viii. Read the given expressions of offering and accepting an apology.

Offering an apology	Accepting an apology
Sorry, it was all my fault.	It's okay.
Pardon me.	Don't worry about this.
Please accept my apology.	That's okay.
I'm so sorry.	No problem.

ix. Read the given dialogue and notice the use of these expressions.

Sara: Excuse me, Miss Amna.
Miss Amna: Yes, what is it?
Sara: I'm sorry I didn't bring my English workbook. I was doing my homework last night. I left it on my table.
Miss Amna: Be careful next time. Make sure that you bring it tomorrow.
Sara: I will be careful next time. Thanks, Miss Amna.

x. Write a dialogue of your own using the expressions given above in your notebook.

Learning to Spell

i. Fill in the missing letters to complete the words.

ju__ge

qu__ue

presen__e

__nlighten

bitt__rly



- Tell students that when you apologise, it means that you are telling someone that you are sorry for the hurt you caused, even if you did not do it purposefully. Ask them to learn the given expressions and use them in their daily conversation.



C) Language Focus

Grammar

Regular and Irregular Nouns

i. Read the given regular and irregular nouns.

Regular nouns	
day	days
bag	bags
bench	benches
fox	foxes

Irregular nouns	
man	men
foot	feet
mouse	mice
tooth	teeth

Read Me

Regular nouns are easily made plural with a few simple changes, such as adding an "s" or "es" to the end of the word. Irregular nouns don't follow these rules.

ii. Write plurals of the given regular and irregular nouns.

Regular nouns	
tree	
table	
bush	
page	

Irregular nouns	
woman	
goose	
ox	
child	

iii. Rewrite the given sentences using the correct plural forms of the underlined nouns in your notebook. Write the underlined words in the correct columns.

Sentences	Regular nouns	Irregular nouns
This <u>cat</u> is chasing the <u>mouse</u> .		
There was a <u>man</u> and a <u>woman</u> at the party.		
The <u>dentist</u> will examine my <u>tooth</u> .		
The <u>girls</u> put a <u>glass</u> and a <u>plate</u> on the <u>table</u> .		
My <u>mother</u> bought a <u>book</u> .		



- Explain to students the concept of regular and irregular nouns and their plurals by giving more examples. Make two columns, regular nouns and irregular nouns, on the board. Have students come up with different nouns and their plurals. Write them in the relevant columns.

Definite Article (the)

iv. Read the given sentences and notice the use of the definite article 'the'.

When we talk about something already known or which has been previously mentioned.

I have a parrot. **The** parrot is green.
Do you know where I left **the** keys?

We define or identify a particular person or object.

Can you see **the** boy in **the** red shirt?
The man who wrote this book is famous.

Refer to people or objects that are unique.

Clouds drifted across **the** sky.
The sun sets at 7 o'clock in **the** evening.

Before superlatives of adjectives and ordinal numbers.

This is **the** highest building in Lahore.
This is **the** third time I have called you today.

With nouns, to refer to a whole group of people.

The giraffe is **the** tallest animal.
She has given a lot of money to **the** poor.

With the names of rivers, mountain ranges, groups of islands, canals and oceans.

Their ship crossed **the** Atlantic in three days.
They caught fish from **the** Ravi.
Hiking across **the** Himalayas would be difficult.

With the names of famous buildings, museums, or monuments.

We went to **the** Lahore Museum.
Sara visited **the** Faisal Mosque.

v. Fill in the blanks with the correct articles.

- Asia is _____ largest continent in the world. (an/the)
- My cousin is _____ doctor. (the/a)



- Explain to students the concept of the definite article 'the' and its rules in detail by giving more examples. Also have them recall the use of indefinite articles.

- There is _____ orange on the table. (a/an)
- Bring me _____ bottle of water. (a/an)
- Sadia is _____ honest girl. (a/an)
- He quickly ate _____ cake. (the/an)

vi. Rewrite each sentence using the correct articles in your notebook.

- Indus is longest river in Pakistan.
- Egg has oval shape.
- He lives in house next to ours.
- His father likes to read Daily News.
- You can go anywhere in world.

'a' and 'an' with mute consonant letters

vii. Read the given sentences and notice the use of 'a' and 'an' with mute consonant letters.

- Sara had returned after **an** hour.
- Yousaf is **an** honourable citizen.
- His father is **an** honest businessman.
- He gave him **a** wrapped gift box.
- My mother bought **a** wrist watch.
- Bring **a** knife from the kitchen.
- The teacher has shown the diagram of **a** knee.

Read Me

Some words have initial consonants which are not pronounced, e.g. h in honest, w in wrap, k in knock. We put the article **a** or **an** with those words by focusing on the second letter.

Degrees of Regular Adjectives

viii. Read the given degrees of regular adjectives with their sentences.

Positive degree	Comparative degree	Superlative degree
This path is long .	This path is longer than that.	This path is the longest of all the paths.
My bag is heavy .	My bag is heavier than yours.	My bag is the heaviest of all three.

Read Me

There are three degrees of adjectives. **Comparative adjectives** compare two things using 'than.' **Superlative adjectives** compare more than two things.



- Tell students that consonants at the beginning of words which are not pronounced are called mute consonant.
- Recall the concept 'a' and 'an' and explain their use with mute consonant letters.
- Recall the concept of adjectives and ask students to share some examples. Also recall the concept of regular adjectives and explain degrees of adjectives.

This is a small box.	This box is smaller than yours.	It is the smallest box in this room.
Her brother is tall .	Her brother is taller than my brother.	Her brother is the tallest boy in our school.
My house is big .	My house is bigger than yours.	My house is the biggest house in the town.

ix. Write the degrees of the given regular adjectives in your notebook and use them in your own sentences.

large

young

brave

old

fast



D) Oral Communication

Learning to Speak

i. Read and practise the given dialogue.

Hina: Good morning, Maryam. How are you?

Maryam: Good morning, Hina. I am fine. Thank you, what about you?

Hina: I am fine too. Did you read the poem, "O Allah Love Me"?

Maryam: Yes, I read it last night.

Hina: Did you like this poem? What's your opinion about it?

Maryam: Of course, I like it. I think it gives us a good message that Allah (سبحانه وتعالى) loves us a lot and He is always there for us when we are sad or happy.

Hina: Yes. You are right, Maryam.

Maryam: We should love Him and obey His commands throughout our lives. We should be thankful to Him for His blessings.

ii. Arrange a classroom discussion and ask students to express their opinions about any of their favourite poems.



- Arrange a class discussion on the topic 'My hobbies' or 'My aim in life'. Ask students to express their opinions and respond to others' opinions politely using the expressions 'In my opinion', 'I think', etc.
- Guide the students to carefully listen to the argument/ point of view of the speaker and notice the non-verbal gestures for better understanding of the arguments.
- Engage students in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.



E) Writing

Learning to Write

Read Me

Conjunctions are words that join words, phrases or sentences. For example, and, but or, because, etc. are the most frequently used conjunctions.

i. Read the given sentences and notice the use of conjunctions.

Ali and Ahmad were not going to school **because** it was raining outside. They were playing **and** jumping in their room. Ali was hungry **so** he went to the kitchen and looked for something to eat in the fridge. He opened the side cabinet and saw different snacks in it. He grabbed a few and asked Ahmad, "Would you like to take chips **or** biscuits?"

ii. Write sentences using the above conjunctions in your notebook.

iii. Read the given sentences and notice the use of transitional words.

For example

- We eat healthy food; for example: eggs, milk, fruit and vegetables.
- You should adopt good habits in your life. For Example: helping others and being kind to others.

For instance

- For instance, delight is the opposite of sorrow.
- For instance, a designer can develop an excellent web page.

Therefore

- She came first. Therefore, she got admission in a good college.
- I'm sleepy. Therefore, I'm going to bed.

Read Me

Transitional words are used to carry a thought from one sentence to another. 'For example' and 'for instance' are used to illustrate what has been already said. We use 'therefore' to show the result of an action.



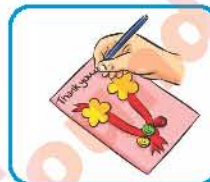
- Explain to students the concept of conjunctions and transitional words in detail. Tell students that conjunctions and transitional words are the words that provide connections between ideas, sentences and paragraphs. Ask them to share some more examples.

iv. Make two sentences each using the transitional words above in your notebook.

v. Circle those things from the given items that you need for making a card.

plain paper football colour pencil scissors a pencil

vi. Use the given pictures for writing the procedure of card making in correct sequence.



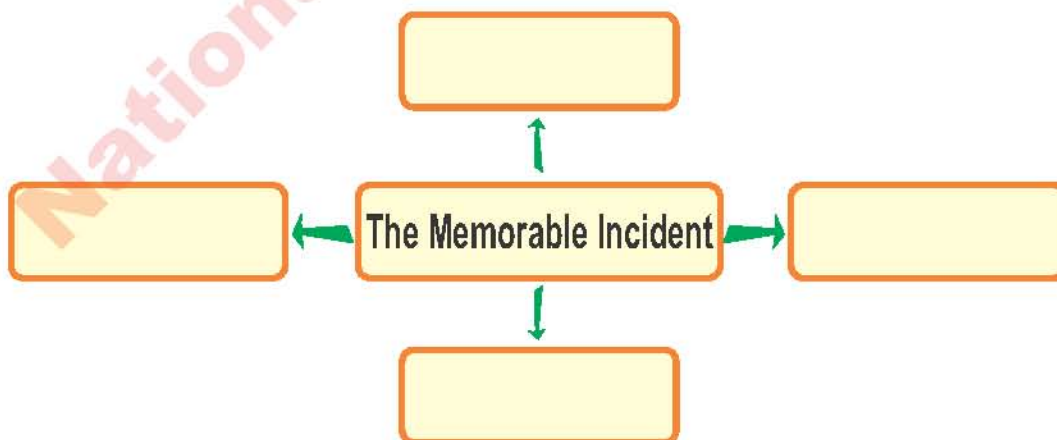
Read Me

Sequence markers are words that organise our writing, such as first, next, then, after that and finally. We often use sequencers when we give instructions, describe a process, or tell stories.

Writing Practice

i. Write any incident of your life when you treated somebody with kindness.

Use joined up hand writing in all writing.

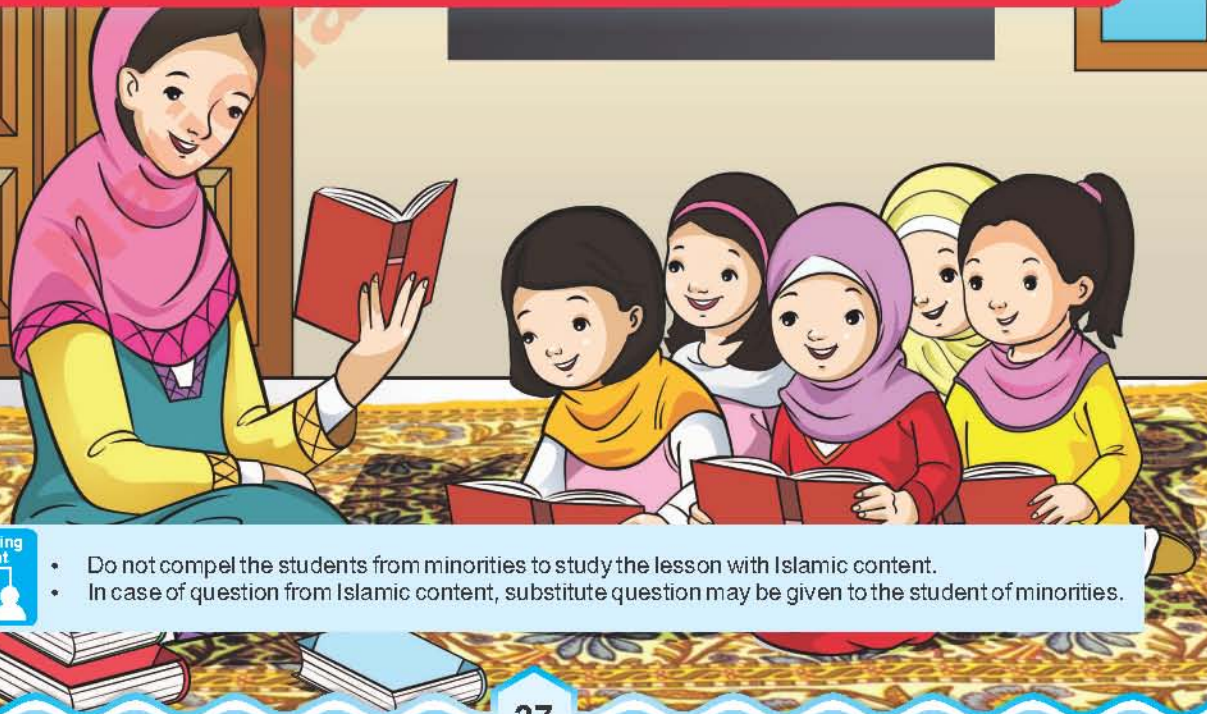


- Guide students through writing a procedure of card making. Help them if needed.
- Write the given topic on the board. Brainstorm vocabulary related to the topic and write the words on the board. Ask students to fill in the mind map on their own.
- Guide and encourage students to practise fast, fluent and legible handwriting styles in their creative writing tasks and use punctuation marks appropriately.

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict the content of a text from topic/ pictures, title/headings etc., by using prior knowledge.
- apply critical thinking to interact with the text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- use critical thinking to respond to the text (post reading): relate their feelings and experiences to what is read.
- pronounce and practise long and short vowels as they occur as practice items and sentences in reading lessons and in speech.
- use appropriate expressions in conversation to offer and accept an apology.
- identify and recognise the function of pronouns and transitional devices: (therefore, however, for example)
- show relationships between sentences in a paragraph and between paragraphs.
- explain position and direction on an illustration or a map.
- skim a simple text for specific information.
- use appropriate expressions in conversation to request and respond to requests. Give and respond to simple instructions and directions.
- recognise nouns with no change in number.
- recognise and use more action verbs from an extended environment including other academic subjects in speech and writing.
- write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.



- Do not compel the students from minorities to study the lesson with Islamic content.
- In case of question from Islamic content, substitute question may be given to the student of minorities.



Getting Started

Women have always been a very important part of this world in all times. History depicts that whenever females get suitable circumstances, they perform well and achieve their goals. Look at the given pictures and see how women are doing different jobs.



Let's Talk

Do you like seeing your mother in any of the above mentioned professions? Why?

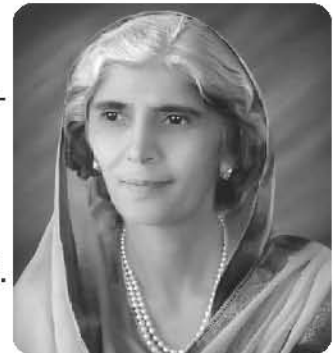
Women as Role Model

Pre-reading

- Read the title and guess what the text can be about.
- Share the names of some notable women of Pakistan.

History is filled with wonderful examples of role models – men, women and children – who teach us to be great mothers, fathers, teachers, friends, students, etc. Our women have always been a great support for men. They are equal to men in terms of spirit, hard work, **achievement** etc. Their positive qualities are helping us to build a strong nation. Here only four Pakistani women are being discussed who have created history.

Miss Fatima Jinnah was the younger sister of Quaid-e-Azam Muhammad Ali Jinnah. She was born in 1893. Her keen interest in education helped to complete her studies. She was a dentist by profession and later on gave it up to help her brother in the Pakistan Movement.



- Engage students in conversation to practice oral communication skills.
- Encourage students to Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener.

She was an inspiration to many Muslim women, especially during the Pakistan Movement. She formed the Women's Relief Committee, which later was renamed as All Pakistan Women's Association. Due to her untiring efforts, she got the title of "Madar-e-Millat", or "Mother of the Nation". She died in Karachi on July 8, 1967.

While-reading

Which committee did Fatima Jinnah form for women?

Dr. Ruth Pfau was a German doctor and nun who is known as Mother Teresa of Pakistan. She devoted her life to fighting leprosy in Pakistan. She travelled to various parts of Pakistan with the aim of helping patients. She set up 150 leprosy clinics across the country. Due to her efforts, the disease came under control in 1996. She was given numerous awards for her work, including Hilal-e-Imtiaz, Hilal-e-Pakistan and German Staufer Medal.



Arfa Abdul Karim Randhawa became the **pride** of our country when she was only nine years old. She achieved the world's youngest Microsoft Certified Professional award at this young age. Her appearance in various **prestigious** technology-related events, made our country proud in the whole world. She flew her first aircraft at the age of ten in the U.A.E. She was a gem of our country, but sadly she left this world on January 14, 2012 at the age of sixteen due to heart failure.



Samina Khayal Baig is the first Pakistani woman to climb Mount Everest and she is also the first Muslim lady to climb all Seven Summits. She was born on September 19, 1990. She loved climbing mountains and her brother supported and guided her in her **mountaineering** career. She climbed Chashkin Sar, a 6000 meters peak in Shimshal, in 2010. She also climbed Koh-i-Brobar in 2011. Samina Baig belongs to the Shimshal village in Hunza Gojal, Gilgit-Baltistan, Pakistan.



Post-reading

- Which award did Arfa get at the age of nine?
- Why should we respect our national heroes? Discuss it in five lines.



- Tell students that hard work always pays off. They can become successful with their skills and education. Explain to them the importance of female education. Tell students that Seven Summits are all the highest mountains of each of the seven continents.



A) Glossary

i. Read the given words with their meanings.

Words	Meaning
pride	honour
prestigious	respected
significant	important
mountaineering	mountain climbing
achievement	success



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Why did the people of Pakistan give the title of 'Madar-e-Millat' to Fatima Jinnah?
- How old Ruth Pfau help in controlling leprosy in Pakistan?
- Write a few sentences about how females help in the development of a society.

ii. Read the given paragraph. Notice the use of transitional devices.

John loves playing games, **whereas**, his sister likes to read storybooks. On the weekend, John participated in a wheelchair race. **First**, he reached the sports ground. **Then**, he joined other participants to get ready for the race. Soon, the race started and he ran as fast as he could. **Finally**, he won the race.



Read Me

Some words are used to connect sentences or paragraphs, for example firstly, secondly, however, whereas, therefore, for example, etc. They help to carry a thought from one sentence to another, or from one paragraph to another.



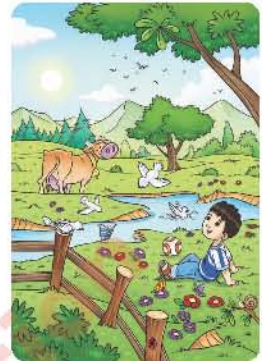
- Ask students to learn the meanings of the given words. Guide them through writing a poem by using the given rhyming words.
- Encourage students to answer the given questions orally.
- Ask them to write a paragraph using the joining words.
- Have students recall the concept of position words.
- Help students read and understand questions by marking "Wh" words and identify their meanings to answer questions (simple knowledge based to more implied meaning based questions given in the text.)

iii. Write a short paragraph using the words first, then, next, finally and however. First sentence is given below to begin with.

First, we boil some water to make a cup of tea.

iv. Look at the picture and answer the following questions using position words in complete sentences.

- Where is the cow standing?
- Where is the boy sitting?
- Where is the sun?



Analytical Reading

i. Use the internet and read an article on “why education is important for females”.

- Discuss how paragraphs are structured and linked.
- Discuss the meaning of unfamiliar words you encountered in reading.



Learning the Sounds

Short and Long Vowel Sounds

i. Read and say the long and short vowel sounds given in the coloured words below.

Read Me

Vowels can make **long** and **short** sounds in words. A long vowel sound is held longer in pronunciation than a short vowel sound.

Short	Long
I have a black hat .	I hate peanut butter.
Umar captured the bird with a net .	Umar always keeps his room neat and tidy.
I did not write the questions.	I wrote the note .
Come in and sit down.	They went to see the site for the new school.
Cut it with a knife.	She is really cute .



- Guide the students to read and evaluate a variety of text for purpose, style, clarity and organization.
- Make their concepts clear by explaining the positions of different objects in the classroom. Model by giving examples.

ii. Circle the words with short vowel sounds and tick the words with long vowel sounds.

tub pine cot tape tap coat pin jet key tube



C) Language Focus

Learning to Spell

i. Fill in the missing letters to complete the words.

c__rtif__ed

youn__est

p__oud

reмар__able

re__ugees

Grammar

Nouns with no Change

i. Read the following sentences to understand the use of nouns.

The **sheep** is running fast.
The **sheep** are running fast.

There is a **fish** in the pond.
There are **fish** in the pond.

Read Me

There are some **nouns** that do not change their spelling to make their plurals, for example deer, fish, sheep, etc.

ii. Make sentences of your own using the given nouns.

cattle

deer

hair



- Explain to students the concept of nouns with no change in their plurals. Give them more examples for better understanding.
- Read the words with long and short vowel sounds aloud and ask students to repeat after you with correct pronunciation and intonation.

Action Words

iii. Read the given text and notice the use of action words in it (past tense).

We should **wash** our hands with soap before eating and after using the toilet. Germs can **go** into our mouth from our hands and make us ill. We should also be careful about the type of food we **eat** and the type of water we drink. We should always **drink** clean water.

Read Me

An **action word** describes an action such as sleep, jump, talk, drink, walk, etc.

iv. Describe the picture in four sentences using action words in the past tense in your notebook.



D) Oral Communication

Learning to Speak

i. Read and practise the given dialogue.

Umar: Good morning, teacher.
Teacher: Good morning, Umar. Why are you so late today?
Umar: I am sorry, teacher. I got up late in the morning.
Teacher: It's ok, but be careful the next time.
Umar: Yes, sure. Thank you, teacher.

ii. Conduct a role-play activity in the class using the dialogue given above.



- Have them recall the concept of action words.
- Ask them to look at the given picture and write four sentences about it.
- Ask students to role-play the dialogue given above.
- Engage students in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.
- Ask them to pair up to use the given expressions in their daily conversation.



E) Writing

Learning to Write

i. Read the speech bubbles.

1. Let me tell you how to send an email.

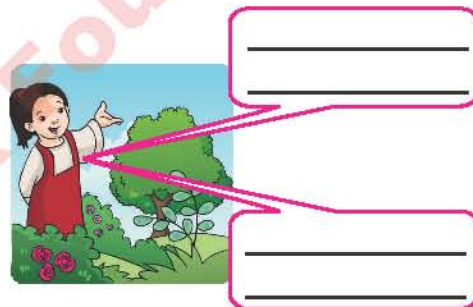
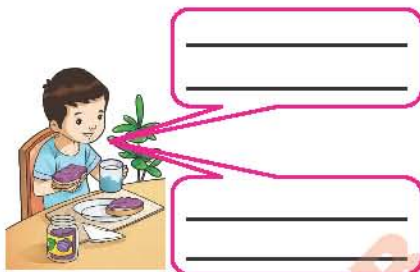


2. Sure! Dad.

Read Me

A **speech bubble** expresses a character's thoughts or words written inside it.

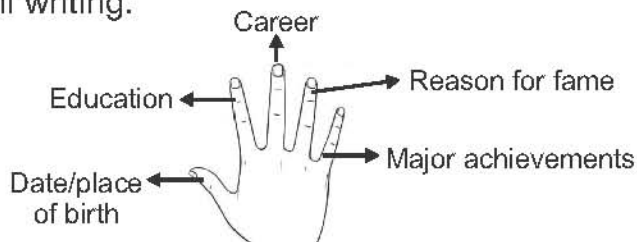
ii. Fill in the speech bubbles.



Writing Practice

i. Write a biography of your favourite personality in your notebook.

Use joined-up hand writing in all writing.



- Have students recall the concept of speech bubbles.
- Encourage them to write a dialogue of their own in the speech bubbles.
- Guide them throughout the activity and ask them to write with correct spelling, capitalisation and punctuation. Encourage the students to practise fast, fluent and legible hand writing styles.
- Guide and encourage students to practise fast, fluent and legible handwriting styles in their creative writing tasks and use punctuation marks appropriately.

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