

GRADE-5

THIS WAY ENGLISH

According to Single National Curriculum 2020

NOC
Issued by

Directorate of Curriculum
and Teachers Education
Govt. of Khyber Pakhtunkhwa
Abbotabad.
No. XXXXXXXXXX/Ali Brotheran

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Published by:



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1

Kindness of the Holy Rasool

خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ
وَعَلَى الْأَئِمَّةِ وَأَصْحَابِهِ وَسَلَّمَ



Students' Learning Outcomes

After reading this lesson, the students 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 text using intensive reading strategies (while- reading) to:
- locate, scan specific information to answer short questions.
- identify an opinion in the text through these words: think, feel, believe, etc.
- use critical thinking to respond to text (post-reading) by applying world knowledge and own opinion to the text read.
- pronounce and practice diphthongs as they occur as practice items and sentences in reading lessons and in speech.
- analyse and use conjunctions (e.g. and, but, or, and because) transitional words.
- demonstrate use of prepositions showing position, time, movement and direction.
- use context to infer missing words.
- Identify and recognize the function of possessive pronouns.
- Demonstrate the use of joining words learnt earlier.

Teacher's Note

- Do model reading of the text with correct pronunciation and intonation in front of the class. Guide them about the life of our beloved Rasool (ﷺ).

Pre-Reading

- i) Do you know about the kind personality of our beloved Rasool (ﷺ)
وَعَلَىٰهُ وَآصْحَابِهِ وَسَلَّمَ ؟
- ii) Do you know who is the final Rasool (ﷺ)
وَعَلَىٰهُ وَآصْحَابِهِ وَسَلَّمَ ؟

The life of our kind Rasool is the role-model for all humanity till the Day of Judgment. Patience and kindness were the greatest virtues of our Holy Rasool (ﷺ). He repeatedly advised his companions to be kind to all the lives around them, without any discrimination. The Holy Rasool (ﷺ) was kind and affectionate not only to human beings but also to all creatures of the universe. For this very reason Allah Almighty was pleased to bestow upon him the title of ‘Benefactor of all the worlds.’ Once Holy Rasool (ﷺ) told his companions, “Allah Almighty will not be kind to him who is not kind to others” Whenever our kind Rasool (ﷺ) used to come across any animal which was over-burdened or ill fed he would speak mildly to the owner and say “Fear Allah regarding these dumb animals. Ride them when they are in good condition and feed them when they are in good condition.” (Abu Dawood-2548)

Once the Holy Rasool (ﷺ) was traveling with his companions. During their journey when they decided to have some rest under the shade of date palm trees, Rasool (ﷺ)

While-Reading

who is the role-model
for all humanity ?

entered in the bushes nearby which belonged to a man from Ansaar. Suddenly a camel came towards him weeping tenderly with its eyes welling with tears. When the camel reached Rasool ﷺ it began to groan and its eyes flowed with tears. Holy Rasool ﷺ patted on its hump and the base of its head until the camel quieted down. Then, He ﷺ asked “who is the owner of this camel?” a young man came forward and said “it is mine, O Messenger of Allah.” Rasool ﷺ said “Do you not fear Allah with regard to this creature which He has placed in your possession? It has complained to me that you starve it and put it to extreme work.” (Abu Dawood-2549) The young man understood the words of Rasool ﷺ and then the Holy Rasool ﷺ and his companions continued their journey.

The traditions of Holy Rasool Hazrat Muhammad ﷺ reminds us that human kind was sent on this earth to be the custodian of Allah’s Almighty creation. Our kind Rasool ﷺ was not just concerned about the physical health of animals but also their emotional conditions.



Once the Holy Rasool (ﷺ) went out on a journey along with some of his companions. While passing through, they came across a sparrow's nest. There were hatchlings, resting in absence of their mother. A companion of the Rasool (ﷺ) picked up one of the hatchling to inspect. All at once, few sparrows came crying and began to fly over his head, beating their wings in grief. The Holy Rasool (ﷺ) inquired why the sparrows were circling over them. Companions told the Holy Rasool (ﷺ) that a hatchling had been removed from its nest by one of us. The Holy Rasool (ﷺ) was greatly moved. He (ﷺ) felt sorry for the poor little birds which were incapable of doing anything about it. Holy Rasool (ﷺ) at once asked his companion to put back the hatchling in its nest, which he did without any delay. Circling sparrows were relieved after this and the cry of all the birds was finally over. (Abu Dawood-2675)

We should learn and follow our kind Prophet (ﷺ) and treat animals around us well. We should be considerate about their physical and emotional health and never harm them for sport.

Post-Reading

*what was did the birds do
when the hatchling was
removed from its nest ?*

EXERCISE



A Oral Communication

1 Pronunciation Skills

Diphthong

Point to Ponder

A diphthong is a combination of two vowel sounds or letters in a single syllable. The sound begins with one vowel and moves towards another e.g. oil, ain, etc.

i) Read the following sentences and notice the diphthongs.

- Balochistan is in the south of Pakistan.
- Birds are flying high in the sky.
- There was a lot of snow on the mountains.
- He boiled some eggs for breakfast.

ii) Read the lesson again and find at least five diphthongs. Use these diphthongs in sentences in your notebook.

2 Speaking Skills

Thanking elders

iii) Read and role-play the given conversation.

The illustration shows a grandfather with a beard and mustache sitting in a large yellow armchair, reading a red book to two young children who are sitting on his lap. The grandfather is smiling and looking at the book. The children are also smiling. The background is plain white.

**Assalam-o-Alikum
Baba Jan, which story are we going to read today?**

What is the story about, Baba Jan?

We are thankful that you read us such good stories.

**Today we are going to read a story from the life of our beloved Rasool ﷺ.
وَعَلَى اللَّهِ وَاضْحِيَاهُ وَسَلَّمَ**

This story has a great moral lesson of kindness.

You are welcome my children.

Teacher's Note

- Read the words with long and short vowel sounds aloud.
- Ask students to repeat after you with correct pronunciation and intonation.



B Reading and Critical Analysis

1 Reading Comprehension

i) Answer the following question.

- What did our Rasool (ﷺ) said whenever he used to come across any animal which was over-burdened or ill fed?
- What came to our Rasool (ﷺ) when he entered the bushes nearby on his journey?
- What does our Rasool's (ﷺ) traditions reminds us?
- What happened when a companion of our Rasool (ﷺ) picked up the hatchling from its nest?
- What did our Rasool (ﷺ) said about a good deed to an animal?

ii) Read the lesson again and tick (✓) the correct option.

- Suddenly a camel came towards him _____.

weeping

smiling

running

- Our Holy Rasool (ﷺ) felt sorry for the poor little _____.

fish

birds

animals

- There were _____ resting, absent their mother.

hatchlings

cubs

kitten

- Allah Almighty will not be kind to him who is not kind to _____.

himself/herself

its property

others

2 Analytical Reading

iii) Look for the meanings and synonyms of the given words in a dictionary and write them in your notebook.

revelation

customs

torments

disparity

sufficient



C Language Check

1 Vocabulary Building

i) Read the given words with their meanings:

Words	Meanings	Words	Meanings
virtues	high moral standard	grief	sadness
discrimination	difference	incapable	unable to do something
welling	rise up to surface	cruelty	harsh behaviour
hatchling	newly hatched bird	custodian	responsible

ii) Supply the missing letter in the following words.

sp_rrow	gr_an	we_ling
co_panion	alm_ghty	hatc_ling

iii) Now use the above completed words in your own sentences.

iv) Look for the meaning and synonyms of the given words and write them in your notebook.

entitled	customs	pursuit	creed	superior
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2 Grammar Focus

Personal and Possessive Pronouns

v) Read the following sentences.

- This is **my** pen. It is **mine**.
- That is **your** book. That is **yours**.
- This is **their** bike. This is **theirs**.
- That is **his** coat. That is **his**.
- This is **our** car. This is **ours**.

Point to Ponder

Personal Pronouns are used in place of names of people, places and things. e.g: 'he' 'she' / 'it', / 'my' 'you'
Possessive pronouns are used to express ownership over something e.g: mine, yours etc.

Teacher's Note: Encourage students to share more sentences having personal and possessive pronouns.

vi) Read the following sentences and encircle the possessive pronoun and write them in the given blanks.

- This is my plate.
- His bag was found in the closet.
- Our house is the one with red bricks.
- Their country is renowned for food.
- Her homework was well done.



D Writing Skills

1 Learn Writing

i) Read the following paragraph and notice the use of conjunctions.

Today all of us decided to play outdoor, **but** suddenly it started raining. Everyone got a little sad **then** our father came with an idea of indoor game ‘carrom board’. Ali had the highest score **because** he was not new to this game. Finally when it stopped raining all of us went out **and** got very happy to enjoy the pleasant weather.

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

iii) Write few lines about the kind character of **Holy Rasool** ﷺ with the help of word bank.

benefactor

role-model

kindness

affectionate

2 Creative Writing

iv) Write a paragraph about an incident of your life that you are proud of.

Teacher's Note: Help students to understand conjunctions better with more examples. Guide them in writing and revising their own written work.

2

Grandparents

Students' Learning Outcomes

After reading this unit, the students 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 while-reading strategies to interact with the text. locate/ scan specific information to answer short questions.
- use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read relate their feelings and experiences to what is read.
- pronounce and practice more words with silent letters such as ‘t’ in switch, ‘g’ sound in ‘high’.
- articulate, practice and syllabify words containing digraphs, tri-graphs, and silent letters.
- 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 use of more common/proper nouns, countable/uncountable nouns.
- recall and practice the use of article “a” and “an”. write multi-syllable words with their correct spellings.

Teacher's Note

- Do model reading of the text in front of class with correct pronunciation and intonation. Discuss the beauty of childhood with students. Ask them to answer the questions.

Pre-Reading

- i) Look at the picture and read the title of the poem.
- ii) Can you tell who are grandparents?

Grandparents are special people

with wisdom and pride.

They are always offering love and kindness

and are always there to guide.

They often make you feel

so confident and strong.

Their arms always open,

no matter what you did wrong.

They try to help out

in every way that they can.

They love all their grandchildren the same

whether you are a child, woman or man.

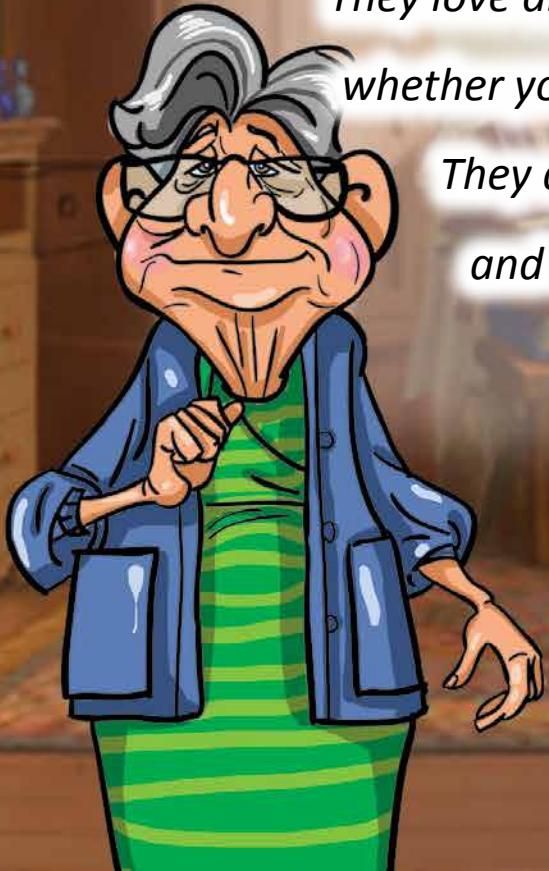
They are always there to listen

and to lend a helping hand.

Stacy Smith

Post-Reading

- i) Who tries to help us out whenever they can?
- ii) Should we all care for our grandparents, like they care for us?



About the Poem

Grandparents have a special place in our lives. They are the ones who guide us throughout their lives. Their love is unconditional and equal for all of us. They make us feel confident with their own wise ways. Grandparents offer kindness and care to all of us, no matter we are a child or a grown person. They offer help whenever needed. We should love them like they love us.

EXERCISE



A Oral Communication

1 Pronunciation Skills

i) Read the following words with silent letters.

know	knife	listen	debt
sub <u>tle</u>	s <u>c</u> issors	w <u>r</u> ite	w <u>ri</u> st

Point to Ponder

Silent letters are written but not pronounced.

2 Speaking Skills

Meeting a friend in Market

ii) Read and role-play the given conversation with your classmates.



Teacher's Note

- Recall the concept of silent letters for better understanding. Encourage students to say more words with silent letters.
- Encourage them to practice the given dialogue with correct pronunciation.



B Reading and Critical Analysis

1 Reading Comprehension

i) Answer the following questions.

- Who is the writer of the poem?
- From whom can we seek guidance?
- What do our grandparents always lend us whenever needed?
- Do grandparents love all their children equally?

ii) Read the lesson again and make a tick (✓) against true statement and cross (✗) against false one.

- Grandparents are special people.
- Grandparents make us feel confident.
- Grandparents hate us when we do something wrong.
- They are not always available to listen.
- Grandparents are not the same to their all grandchildren.

iii) Read the following sentences and notice the use of digraphs and trigraphs.

Digraph

- The fisherman is catching fish.
- The children are chasing the dogs.

Trigraph

- We have won the match.
- They are fighting for nothing.

iv) Read the following sentences. Underline the digraphs and circle the trigraphs.

- They are late for school today.
- She reached her office at 9 o'clock.
- They gathered for cricket match.
- He brushes his teeth regularly.

2 Analytical Reading

v) Read any poem about childhood and note it down in your notebook.

Teacher's Note

- Ask students to share some examples of digraphs and trigraphs.
- Explain to students the concept of naming, action and describing words.
- Ask them to share some more examples.



C Language Check

1 Vocabulary Building

i) Read the given words with their meanings.

Words	Meanings	Words	Meanings
wisdom	knowledge	often	usually
confident	sure	helping hand	help or assistance
lend	provide	pride	honour

Naming, Action and Describing Words:

ii) Read the following advertisement carefully. Find the naming, action and describing words and write them below.



Naming Words	Action Words	Describing Words

iii) Use the following words in your own sentence and write them in your notebook.

wrinkle

helpless

beads

young

old

2 Grammar Focus

iv) Read the following sentences and focus on the common and proper nouns.

Common Nouns:

- My father is a teacher.
- I am reading a storybook.
- They offered prayer in the masjid.
- She is riding her bicycle.
- I always help the poor.

Point to Ponder

The names of a class of people, places or things are called **common nouns**. For example: girl, home, book etc.

Proper Nouns:

- Quaid-e-Azam is the founder of Pakistan.
- Allama Iqbal was a great poet.
- Iqra recites the Holy Quran daily.
- They visited Murree Hills last year.
- Islamabad is a beautiful city.
- Hockey is our national sport.

Point to Ponder

The names of particular persons, places or things are called **proper nouns**. Proper nouns always start with a capital letter. For example: Badshahi Masjid, Lahore, Allama Iqbal, etc.

v) Read the following sentences. Underline the nouns and write their type (common nouns / proper nouns).

- My brother gave me a gift.
- Her sister stood first in the class.
- Karachi is a big city.
- She speaks English well.
- They enjoyed boating in the River Ravi.

vi) Read the following paragraph and notice the use of countable, uncountable and collective nouns.

Point to Ponder

The nouns which can be counted are called **countable nouns**, e.g. an apple, five books, thousand cars. They have plural forms. The nouns which cannot be counted are called **uncountable nouns**, e.g. rain, flour, sand. The nouns which show the group of people, things are called **collective nouns**, e.g. team, group, herd.

Last Sunday, I went to a bookshop with my friends. We wanted to buy storybooks, novels, magazines and colour pencils. When we were going home, we saw furniture store. Ali purchased a wooden chair for her mother. We ate ice-cream in the café and enjoyed the day very much.

vii) Read the following paragraph and pick out countable, uncountable and collective nouns and write them in the given spaces.

All of my friends and I decided to have a camp fire night near the jungle. It was a very beautiful night, and there were a lot of stars in the clear sky. We set up two camps right next to each other and started to make fire in the center. Once the fire was ignited all of us relaxed and started having the food we prepared at home. There were some hot beverages to keep us warm too. In a nutshell it was a memorable night.

Countable Nouns**Uncountable Nouns****Collective Nouns****Article 'a' and 'an':****Point to Ponder**

We use 'a' before a noun starting with a consonant and the article 'an' is used before a noun starting with a vowel.

viii) Read the following paragraph and focus on the use of articles.

Summer is a hot season. People like to wear light dresses. My friend Ali uses an umbrella to avoid sunlight. He buys an orange and eats it in the shade of trees. He also drinks a lot of water.

xi) Fill in the blanks with "a" / "an".

- I saw _____ lion in the zoo.
- Please give me _____ egg.
- Ali uses _____ umbrella everyday.
- There is _____ jug on the table.
- Ammar bought _____ book.
- I ate _____ apple yesterday.

**D Writing Skills****1 Learn Writing****i) Read the words and their syllable division.**

Words	Syllables Division	No. of syllables
use	use	1
under	un-der	2
computer	com-pu-ter	3
dutiful	du-ti-ful	3
intelligent	in-tel-li-gent	4

Teacher's Note: Explain the concept of articles 'a' and 'an' to students. 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.

- ii) Divide the following words into their syllables and give the number of syllables below.

Words	Syllables Partition	No. of syllables
notice		
option		
valley		
sentences		
forgiveness		
advertise		

2 | Creative Writing

- iii) Write a paragraph in your notebook about your career and how will you serve your nation?



Teacher's Note

- Encourage students to write their own piece of writing. Guide them in writing the main idea. Guide them about the topic sentence and supporting details.

3

Biography

Students' Learning Outcomes

After reading this unit, the students 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 while-reading strategies to interact with the text. locate/ scan specific information to answer short questions.
- use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read relate their feelings and experiences to what is read.
- classify and use adjectives of quantity, quality, size, shape, colour and origin.
- classify more words that begin with vowel sounds.
- use appropriate expression to express and respond to opinion
- change the number of regular and irregular nouns with no change in number.
- Recognize meaning of common adjectives and verbs in relation to each other.
- analyse and use conjunctions (e.g. and, but, or, and because) transitional words.
- write a paragraph to describe/show sequence in a picture/series of pictures.

Teacher's Note

- Do model reading of the text in front of students with correct pronunciation and intonation. Ask them to read the text on their own. Guide them about the biography.

Pre-Reading

- i) Do you know what a biography is?
- ii) Have you ever read a biography of any famous personality?

Biography means an account of a person's life written by someone else. Sometimes, you begin to like or admire a famous person about whom you have heard or read. Now you want to know more about that personality, so you will read their biography.

A biography tells the life story of a real person. Almost every famous person has a biography, written about him or her. Many biographies have the pictures of the person, too. The details in a biography are often true. The events in a person's life are told in the order in which they happened. Most biographies start by telling about the person as a child. Then a biography gives facts about the person's later life. You learn why the person is famous.

While-Reading

Most biographies starts in which sequence?

Some people make the world a better place to live in. Some have great adventures. Others are best at what they do. Read this true story about a famous teacher named Annie Sullivan. Her student, Helen Keller, who became a famous American author.

Annie Sullivan was an American teacher best known for being teacher and a companion to Helen Keller. At the age of five Annie contracted trachoma, an eye disease, which can almost blindness. Annie received her education at Perkins school for the Blind, where she learned Braille. Braille is the system by which blind people read by feeling raised dots on a page. She also learned how to talk to people who could not hear or see. She could tap words very quickly on their hands to communicate. Soon after graduation, she became a teacher to Helen Keller.



Captain and Mrs. Keller of Tuscumbia, Alabama, wanted a teacher for their little girl, Helen. Helen was six years old. She was blind and deaf. She could not speak. Before she was two years old, an illness took away her sight, hearing and speech. She lived in a world of darkness.

Annie Sullivan struggled to teach Helen but she never gave up on her. She began by spelling words into Helen's hands. Helen did not understand what words were. She did not know that everything has a name. She did not know that words can be put into sentences. Annie taught Helen many things by touching and spelling them into Helen's hand. Still Helen didn't understand.

Annie thought of a way to help Helen. She took Helen to the outdoor water pump. Helen held a mug while water was pumped into it. The cold water spilled over Helen's hand. Annie spelled water as this happened. Suddenly Helen's face changed. She spelled water by herself many times. She pointed to the pump, then to the ground, and asked for names. Quickly Annie spelled these words.

Helen wanted to know the name of every object she touched. She learned thirty new words in a very short time. Annie was overjoyed. She knew that she had broken through the darkness at last.

She had given Helen a key to the world around her the key of language. Later on Helen Keller became the first disabled woman to graduate

While-Reading

Why was Helen unable to read and write?



from Harvard University and the best author of her time.

Post-Reading

- i) How did the teacher help Helen to learn language?
- ii) Which language is learned by Helen?

EXERCISE



A Oral Communication

1 Pronunciation Skills

Vowel Sounds

i) Read the following sentences and focus on the words with vowel sounds.

- She ate an egg with a bread in the breakfast.
- She saw a bear behind the bush.
- He uses an umbrella in the sun.
- The woodcutter purchased an axe.
- Add some ice to make it cool.

ii) Write ten words that begin with vowel sounds.

2 Speaking Skills

Sharing your opinion

iii) Read and role-play the given conversation with your classmate.





B Reading and Critical Analysis

1 Reading Comprehension

i) Answer these questions.

- What does the word biography mean?
- How are the events of a person's life told in a biography?
- What is 'Braille'?
- How did Hellen Keller lose her eye sight?
- How did Annie Sullivan begin to teach Hellen Keller?

ii) Reread the lesson and fill in the blanks by selecting the correct words from the lesson.

Annie _____ to teach Helen. She began by _____ words into Helen's hands. Helen did not understand what _____ were. She did not know that everything has a _____. She did not know that words can be put into _____.

iii) Read the following paragraph and notice the use of conjunctions.

We are at home because the roads are blocked due to strike. I and my friends are now planning to play hide-and-seek in the house. We were tired after sometime so we decided to take rest. Mama gave us fruity salad and orange juice. We enjoyed a lot.

2 Analytical Reading

iv) Browse a biography of any famous personality from the internet. Focus on his/her working and share this with your classmates.



C Language Check

1 Vocabulary Building

i) Read the words with their meanings.

Words	Meanings	Words	Meanings
spilled	spread, fell	graduated	one who has obtained a university degree
biography	life story of a person, especially one published	admire	to appreciate

ii) Read the following expressions carefully.

Opinion	Response
In my opinion _____.	Yes, I agree.
As I think _____.	Sure.
In my point of view _____.	You are right.

iii) Read the following conversation and observe the use of these expressions.

Ali: What do you think makes a balanced diet?

Asim: In my opinion, the diet that contains all the necessary nutrients is balanced diet.

Ali: Yes, you are absolutely right. What do you think we should eat in lunch?

Asim: I think we should have some vegetables today.

Ali: Sure!

iv) Fill in the blanks to finish these words.

adm__re	b__ography	hap__en	sto__y
pl__ce	t__acher	pe__son	strug__le

2 Grammar Focus

Regular and Irregular Nouns

v) Read the following nouns.

Regular Nouns		Irregular Nouns	
book	books	child	children
pencil	pencils	mouse	mice
monkey	monkeys	woman	women
class	classes	tooth	teeth

Point to Ponder

We make simple changes (adding ‘s’ or ‘es’ to the end of a word) to make plural of the regular nouns. Irregular nouns are made differently.

vi) Read the following nouns and write their plural forms.

Regular Nouns		Irregular Nouns	
mat		goose	
pen		ox	
dish		man	

Teacher's Note: Tell students that different expressions are used in various situations. Ask them to use the given expressions in their daily life. Explain to students the concept of regular and irregular nouns and their plurals by giving more examples.

Definite Article (the)

vii) Read the following detail to know the use of article 'the'.

Point to Ponder

Example: I have a red car. The car is very comfortable.

Example: The Sun rises in the east.

Example: She is the most intelligent student of the class.

Example: They enjoyed boating in the River Ravi.

Example: We visited the Lahore Fort.

We use 'the' when:

- We talk about something already known.
- We refer to people or objects that are very unique.
- Before superlatives of adjectives.
- Write the names of rivers, mountain ranges, canals. etc
- With the names of famous buildings/places.

viii) Complete the sentences with correct articles.

- _____ Badshahi Masjid is situated in Lahore. (the, an)
- My mother is _____ house wife. (a, the)
- She is holding _____ umbrella in the sun. (a, an)
- K2 is _____ highest mountain range in Pakistan. (an, the)
- There is _____ egg in the plate. (an, the)

Adjectives

ix) Read the following sentences and notice the types of adjectives.

Colour	She purchased a blue frock for her birthday party.
Size	They bought a big car.
Shape	He ate his breakfast at the round table.
Quality	Ahmed is an honest person.
Quantity	There is a little milk in the jug.
Origin	Dr. Abdul Qadeer Khan is a Pakistani scientist.

x) Read the following adjectives and put them in the correct category below.

noble	much	punjabi	square	small	green
Colour	Size	Shape	Quality	Quantity	Origin

Teacher's Note: Explain to students the concept of the definite article 'the' and its rules in detail by giving more examples.



D Writing Skills

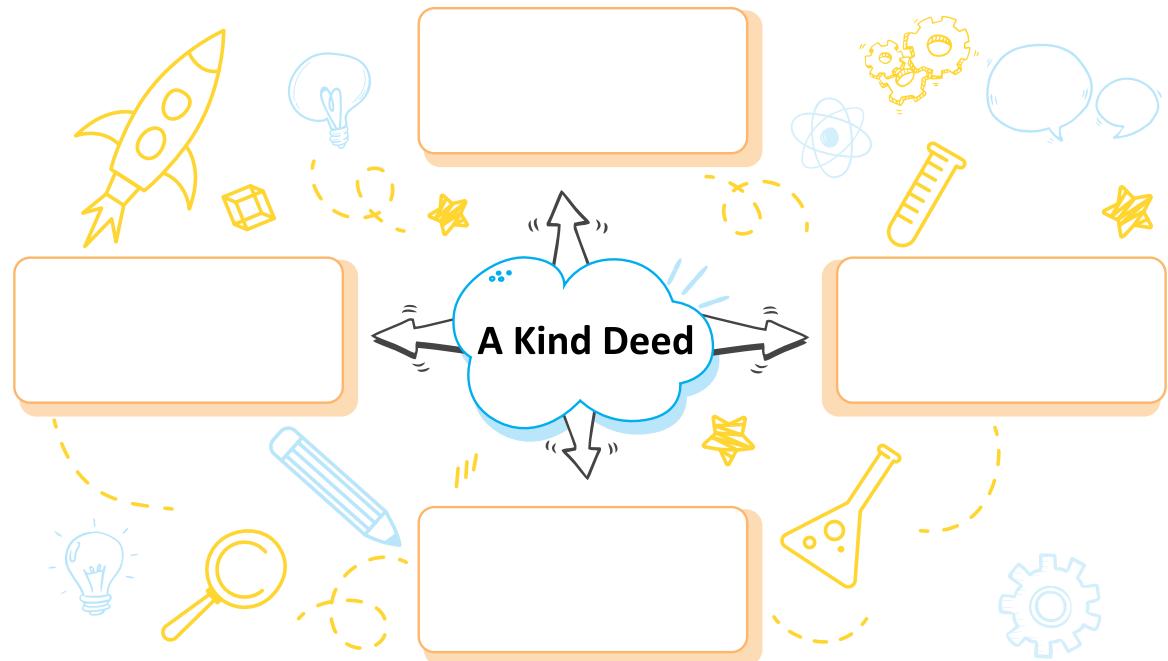
1 Learn Writing

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



2 Creative Writing

ii) Write any incident of your life when you helped somebody in trouble.



Teacher's Note

Encourage students to write their own piece of writing. Guide them in writing a main idea. Ask students to look at the pictures carefully and write a story in their own words.