

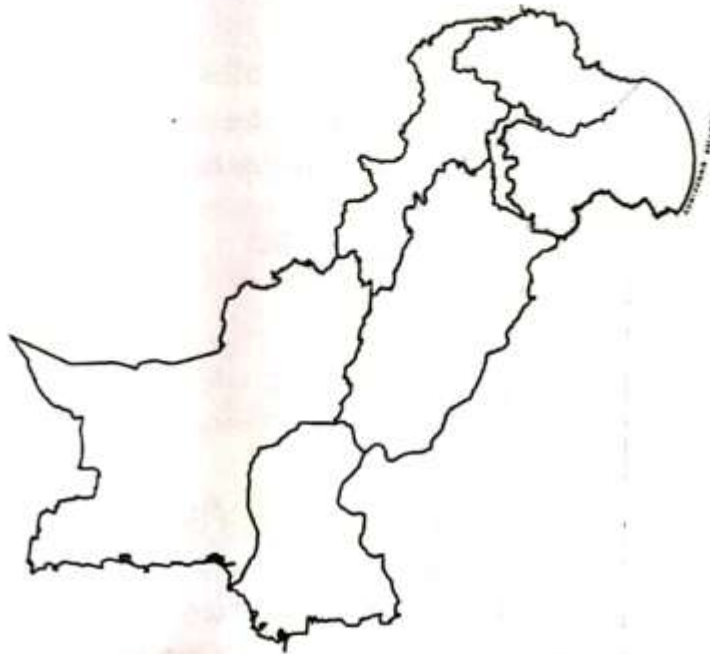
Scheme of Work 2021 - 2022 Subject: English Class 4th		Rev. No.:
Book: Punjab Curriculum Text Board (PCTB)		Date:
Term: Final Term		

Week	Content
1 st	Text Book: Colours of Pakistan. Reading Translation (Understanding) Words meaning Grammar: Parts of Speech, The sentence
2 nd	Text Book: Colours of Pakistan Exercise Q/A Fill in the blanks. missing letter Grammar: Application: FOR MARRIAGE PARTY
3 rd	Text Book: Good Study Habit Reading, Translation (Understanding) Words meaning Grammar: ESSAYS: MY CLASSROOM
4 th	Text Book: Good Study Habit Exercise Q/A. Fill in the blanks missing letters. Grammar: ESSAYS: PAKISTAN
5 th	Text Book: Manners Reading Translation (Understanding) word meaning Grammar: Punctuation (using full stop)
6 th	Text Book: Manners Exercise Q/A Fill in the blanks Reading the letters Grammar: STORY: THE FOOLISH STAG
7 th	Text Book: Be Aware Be Safe Reading Translation (Understanding) word meaning Grammar: The articles (A,AN,The)
8 th	Text Book: Be Aware Be Safe Exercise Q/A Fill in the blanks Reading the letters Grammar: Punctuation (using comma)
9 th	Revision (4th week of January)
10 th	Final Year Exams (1st week of February)



Getting Started

We are Pakistanis and we love our country. Look at the given political map of Pakistan and colour the part which you belong to.



Let's Talk

Conduct a group discussion about the cultural aspects (food, language, dresses, festivals, etc.) of different areas of Pakistan and share it with the class.

Colours of Pakistan

Pre-reading

- Look at the given pictures and talk about the title.
- What is the national dress of Pakistan?

Pakistan is a country with a rich cultural heritage. It is comprised of different cultural groups like Punjabis, Sindhis, Balochis, Pakhtuns, Kashmiris and Gilgit-Baltistanis. These cultural groups reflect a range of amazing traditions, dresses, foods and languages.

People from different cultural groups speak a variety of languages. In Punjab, people speak 'Punjabi' and 'Seraiki'. 'Sindhi' and 'Balochi' are common languages of Sindh and Balochistan. In Khyber Pakhtunkhwa, people speak 'Pashto', 'Hindko', 'Khowar' and 'Seraiki'. In Gilgit-Baltistan, 'Shina', 'Balti', and 'Burushaski' are regional languages. Kashmiri is spoken in Kashmir.

In Pakistan, people wear a wide range of clothes depending on the climate and traditions of the place they belong to. Also local festivals are unique to each cultural group.

While-reading

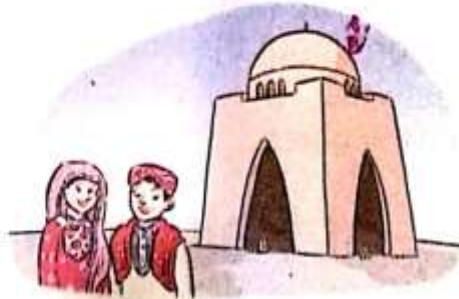
Give your opinion about the different festivals celebrated in Pakistan.

The culture of the Punjab is considered one of the oldest and richest



cultures in the world. Punjab has always been the land of peace, love and great cultural and artistic values. Punjabi men wear kurta, tahmat and turban. Shalwar kameez or kurta are Punjabi women's traditional dress. A seasonal festival named Jashan-e-Baharan or the Spring Festival is celebrated in Punjab in the mid of February.

The culture of Sindh evolved from the Indus Valley Civilisation. Sindhi culture is dominated by



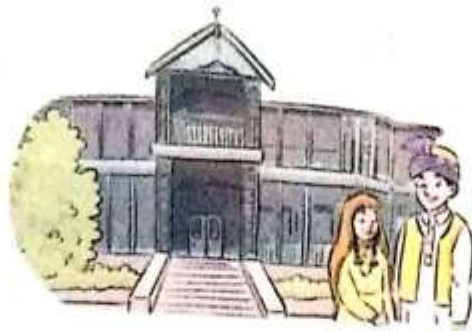
great Sufis, mystics and martyrs. The Sindhi cap and ajrak are part of men's dress. Women wear kameez or kurta shalwar. Women also use ajrak as a dupatta or a shawl. People of Sindh celebrate the Sindh festival, Jashan-e-Larkana and many other local festivals.



Model the text by reading with correct pronunciation and intonation. Tell them that Pakistan is our homeland. We should love all of its culture/minorities

The culture of Balochistan is full of traditions, arts and crafts. Balochistan is also known for its tribes and festivals. Poetry and storytelling

are very popular among the Baloch: Balochis wear various styles of kameez, shalwar, turban (kulaah) and head scarfs. "Phashik" is a traditional Balochi dress. In Balochistan, the Sibi Festival attracts people from all across the country.



Hospitality, hard work and bravery are distinctive features of Pakhtun culture. Pakhtuns follow

Pakhtunwali, that is, a traditional life style. Pakhtun culture is famous for its tribal social life style. Pakhtun men usually wear shalwar kameez, waistcoat and shawl with a turban or a pakol hat. Women wear embroidered frocks with pajamas and dupatta. The Polo festival is celebrated

every year in Shandur, Khyber Pakhtunkhwa. Kashmiri culture is reflected in different traditions



Have students follow you in reading accurately. Relate the lesson to students' own experiences or surroundings. It will help them better understand the text.

relating to food, clothing and festivals. Phiran is a prominent traditional dress of Kashmiri men and women. Women wear traditional hand-embroidered clothes. Pirchinasi is celebrated every year in Kashmir.

Shinas and Balti cultures exist in Gilgit-Baltistan. The people of Baltistan are very cheerful and hospitable. Men usually wear a woollen cap, shalwar kameez and woollen robe with long and short sleeves. Women wear traditional Iraghi caps and colourful



frocks. The Harvest Festival is celebrated every year in Gilgit-Baltistan.

Islamic values and teachings are common factors shared by all cultures of Pakistan. A number of religious and regional festivals are celebrated here. Eid-ul-Fitr and Eid-ul-Azha are the two major religious festivals of Pakistan.

However, let's not forget the minorities and other communities that celebrate their joyful events in the country. The Christian community celebrates Christmas, Easter and other religious festivals in Pakistan. The other minorities like Hindus, Sikhs and Parsis also celebrate their religious days with equal enthusiasm. The colours of Pakistan are of great attraction for the tourists from all around the world.

While-reading

How many eids do Pakistanis celebrate in a year?

Post-reading

- Write a few sentences about the religious festivals of Pakistan.
- Which province of Pakistan do you live in? Write a few lines about its cultural festivals.



Ask students different questions such as: where do they live? what is the national animal of Pakistan? Tell them that Pakistan is our homeland. We should love all of its cultures, festivals, people and minorities.



A) Oral Communication

1. Learning the Sounds

Long Vowel Sounds

i. Read and say the given words with long vowel sounds.

a	brave	game
e	sheep	keep
i	kind	find
o	boat	float
u	cube	huge

Read Me

A vowel's sound is long if its sound is like the vowel's name. For examples, a long 'a' in 'sake' and a long 'e' in 'weep'.

ii. Make more words with long vowel sounds.

a			o		
e			u		
i					

2. Learning to Speak

i. Read and practise the given dialogue.

Huma: Assalaamu Alaikum, Irum! How are you?

Irum: Wa Alaikum Assalaam, I am good. Where are you coming from?

Huma: I am coming from a flower exhibition. It was really very beautiful and colourful.

Irum: Wow! That's really great. I also wanted to go there. Can you please tell me the way to the flower exhibition?

Huma: Yes, sure. First, go right. You will find a masjid at the corner. Then turn left and then turn second right. After a few steps, you will find the flower exhibition being held in a garden.

Irum: Thank you for your guidance.

Huma: You are welcome.



A1 (i) Explain to students the concept of long vowel sounds by giving more examples. Encourage them to share more examples. A2 (i) Blind fold a student or ask him/her to close his/her eyes and hide any object in the class. Then ask them to give him/her directions to find that object. Ask students to role-play the dialogue given above.

- ii. Conduct a role-play activity and ask students to tell their friend the way to their house using the expressions of directions given above.



B) Reading and Critical Thinking

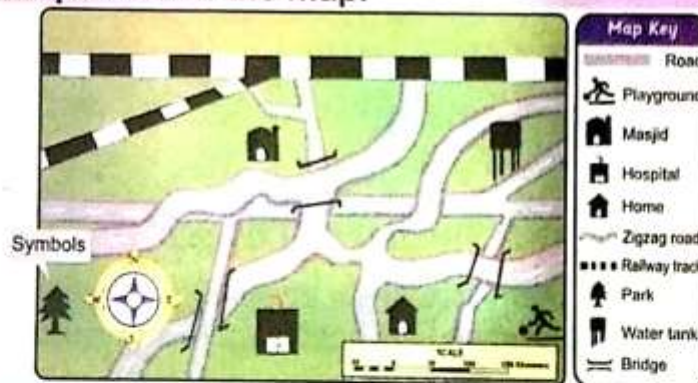
1. Reading Comprehension

i. Answer these questions.

- Name at least one seasonal festival of your area.
- What are the traditional dresses worn by the people of Sindh and Kashmir?
- Name a few festivals celebrated by minorities in our country.

Read Me
Keywords, verbs and tenses used in a question can help us a lot to identify the question type. **Factual questions** help us to find the answers in the form of facts directly from the text. We need to read the text very carefully to find facts.

ii. This is a map of the city. Look and read its key symbols to locate the places on the map.



iii. Read the lesson again and circle the correct options.

- Shinas and Burusho cultures exist in _____.
a) Sindh b) Gilgit-Baltistan c) Punjab d) Kashmir
- Ajrak is a part of _____ culture.
a) Sindhi b) Punjabi c) Kashmiri d) Balochi
- Poetry and storytelling are very popular among the _____.
a) Punjabi b) Pakhtun c) Baloch d) Sindh



B1 (ii) Explain to students that maps have symbols or pictures on them that show important features. For example: cities, rivers and roads. Tell them how to read the map with the help of the map key.

- The spring festival is celebrated in Punjab in the mid of _____.
a) February b) April c) June d) August
- The _____ festival is celebrated every year in Shandur.
a) Spring b) Polo c) Jashan-e-Larkana d) Jashan-e-Baharan

2. Analytical Reading

Read more information about the different areas of Pakistan from the internet and note down some important points about their local festivals in your notebook.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

culture	a way of life, or customs and beliefs of people
tradition	a belief, custom or way of living
distinctive	special and unique
cheerful	happy
dominate	effective

Compound Words

ii. Read the given compound words.

finger + print = fingerprint

tooth + paste = toothpaste

iii. Circle the compound words in the given sentences.

- My father brought strawberries for me.
- I wrote a letter to my friend in my notebook.
- There are many sunflowers in the garden.
- What is your password?



C1 (i) Ask students to memorise words with their meanings. Ask them to use these words in their everyday conversation. C1 (ii) Have them recall the concept of compound words. Encourage them to share more examples.

- Sara likes to eat cupcakes.
- The shopkeeper is wasting my time

2. Learning to Spell

Circle the correct spelling in each row.

aartistic	artistic	artisstic
religious	riligious	religius
sacrifise	sacrifize	sacrifice
festivall	festival	fastival
hospitality	hospiitality	hozpitality

3. Grammar

Pronouns

i. Fill in the blanks with the correct pronouns.

- This is my favourite painting. _____ is very beautiful.
- Uzma and Asma are neighbours. _____ study together.
- Can _____ borrow your Kashmiri dress?
- Umar is very busy today. _____ is preparing for the competition.

Use of 'Be', 'Do' and 'Have' with pronouns.

ii. Read the following sentences to notice the use of 'be', 'do' and 'have' with pronouns.

Pronouns	Be, do and have as main verbs	Be, do and have as helping verbs
I	I am angry. I have a rabbit.	I am reading a story. I have memorised the lesson.
We	We did our homework. We had a house.	We did not go there. We had bought a house.

Read Me

The verbs **be**, **do**, **have** and their different forms are used as main and helping verbs. When they are used as helping verbs with the main verb, they help the action of the sentence. For example: He is playing with a football. The verbs 'be', 'do' and 'have' are main verbs when they are used alone. For example: She has a doll.



C3 (i) Have students recall the concept of pronouns and ask them to fill in the blanks with correct pronouns. C3 (ii) Explain to students the concept of 'be', 'do' and 'have' with pronouns by giving examples on the board.



Getting Started

Look at the pictures of good manners and tell which manners do you adopt.



respect for elders



dress neatly



healthy eating habit



care for each other



washing hands



Let's Talk

- Why is it important to have good manners?
- Which good manners do you have? Share some good manners.

Good Study Habits

Pre-reading

- Look at the given pictures and talk about what is written on the board.
- Share any of your good study habits.

Last week, Miss Hina told us to make a poster about good study habits. My brother and I started making the poster. We found out that good study habits could help us to become better students.

We can improve our reading and writing skills. All good students follow these habits. We should also adopt these habits. When the poster was completed, we displayed it in our classroom. Miss Hina asked us to share the importance of good study habits with our classmates.

While-reading

Where was the poster displayed?

Good Study Habits

- Set your goals for study.
- Make a timetable for studying.
- Make notes in your notebooks.
- Work on the topic you find the most difficult first.
- Revise classwork over the weekend.
- Don't spend too much time watching television.
- Get information from books, your teachers and parents.

I tried to adopt all these study habits. Within a few days, I got good results. In my final term, I got first position in my class. I was really excited. My parents arranged a party for my friends and cousins to celebrate my success. So, I wrote an invitation to one of my cousins.



Do model reading of the text with correct pronunciation and intonation. Ask students to read the text aloud. Ask different questions to assess their level of understanding. It will help develop better understanding of the text. Encourage them to read the text in pairs. Tell them to always remember the study habits mentioned and adopt them.

March 31, 2018

Dear Asif,

How are you? I got first position in my final exams and want to celebrate this success with my friends and family. I am arranging a party on this Friday evening at my house. You are invited to join us. It'll be great fun. Hope to see you on Friday.

Your cousin,

Maheen

Post-reading

- Write two good habits of your own and share them with your classmates.
- Why should we follow good study habits?



A) Oral Communication

1. Learning the Sounds

Short Vowel Sounds

i. Read and say the given short vowel sounds.

a	man	can
e	set	let
i	pill	hill
o	cot	hot
u	cub	hub

Read Me

A short vowel sound does not sound like its name.

ii. Make two words with each vowel and write them in your notebook.



Explain to students why we write short notes or invitations. Explain where to write the date, time, venue and names of the addressee and sender. Have them read the text with correct pronunciation. A1 (i) Explain to students the concept of short vowel sounds by giving examples.

2. Learning to Speak

i. Read and practise the given dialogue.

- Father: Listen, my son! Where have you been for the last two hours?
Mohsin: Baba, I have been playing in the playground with my friends.
Father: Have you prepared for your test?
Mohsin: Oh no! I just forgot I had a test tomorrow. What will I do now? There is no time left.
Father: I have always asked you to do things on time. There is a time for play and a time for study.
Mohsin: I am sorry, Baba.
Father: Be careful next time.
Mohsin: I will.

ii. Get students into pairs and ask them to express any regrets about their mistakes.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- What did Miss Hina ask the students to make?
- Write any two good study habits mentioned in the story.
- Who arranged the party and why?

Alphabetical Order

ii. Read the given words and notice alphabetical order.

According to the first letter

good habit play

According to the Second letter

cat centre change class

iii. Arrange these words in alphabetical order according to the second letter and write them in your notebook.

bake butter bee bring bite blue



A2 (i) Have students role-play the dialogue above. B1 (i) Ask them to read the questions and try to give answers first orally and then write them in their notebooks.

iv. Read the given information to make notes.

Title

Write the title of your topic 'First Prize'.

Note new words

success sweating
wipe glad

Make important points

- Danish worked hard to gain good marks.
- His parents also helped him.
- He stood first in his exams.
- H. wrote a letter to them.

Read Me

Note-taking is a technique to gather information about a topic. It is very useful.

v. Read the lesson again and fill in the blanks with the correct options.

- Miss Hina asked students to make a _____.
a) card b) model c) poster d) booklet
- The poster was displayed in the _____.
a) bedroom b) classroom c) drawing room d) staffroom
- Good study habits can help us to become _____ students.
a) bad b) average c) poor d) better
- We should make a _____ for studying.
a) timetable b) chart c) card d) poster

2. Analytical Reading

Make a list of ten eating habits and write them down in your notebook.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

timetable

planner

celebrate

to do something special to show happiness



B1 (iv) Explain to students the concept of note-taking. B1 (v) Encourage them to read the lesson again and fill in the correct answers. C1 (i) Ask students to memorise words with meanings. Ask them to use these words in their daily conversation.

display	show
invite	to request someone to attend an event

Adjectives

ii. Read the given adjectives.



Read Me

Words which describe nouns in phrases or sentences are called **adjectives**. Two adjectives may have a similar meaning but different strength.

2. Learning to Spell

Fill in the missing letters to complete the words.

im__rove	_isplay	p__ster	cel__brate	arran__e
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3. Grammar

Pronouns

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

Subject Pronouns		Object Pronouns	
I	I love Allah (سُبْحَانَهُ وَتَعَالَى).	me	Allah (سُبْحَانَهُ وَتَعَالَى) loves me.
we	We study together.	us	Come study with us.
you	You like Ali.	you	Ali likes you.
he	He is my classmate.	him	I play with him.
she	She is my best friend.	her	I love her.
it	It is a colourful dress.	it	Maha likes it.
they	They go to the park.	them	Ali also goes with them.



C1 (ii) Explain the concept of adjectives by giving examples. C3 (i) Have students recall the concept of pronouns as subjective and objective case.

Unit 9

Manners

Learning Outcomes

After completing this unit, you will be able to:

- recite poems with actions.
- apply critical thinking to interact with a text using intensive reading strategies (while-reading) to predict what follows in the text using context and prior knowledge.
- use critical thinking to respond to the text (post-reading): expressing understanding of a story through a role-play.
- recognise and practise that -ed has three sounds, i.e. "d", "t", "id" through context.
- demonstrate conventions and dynamics of oral interaction in a group to engage in conversation.
- use textual aids such as the table of contents and glossary for greater comprehension of texts.
- use some common similes in speech and writing, e.g. as black as coal.
- practise and use words my, our, your, his, her, etc. to show possession.
- identify and use should/should not to express permission and prohibition.
- demonstrate the use of 'and', 'or' and 'but'.
- identify and use simple adverbs of manner.
- use punctuation according to the rules learnt earlier.
- identify and write the central idea of a given poem in simple language.
- list rhyming words and write a poem.



Whole Duty of Children

Pre-reading

- Read the title and tell what it can be about.
- What do you know about good manners? Share some good manners.

A child should always say what's true

And speak when he is spoken to,

And behave mannerly at table;

At least as far as he is able.

While-reading

Why should we
always wash our
hands before and
after a meal?

Robert Louis Stevenson



Post-reading

- What do you know about table manners? Share any three of them.
- What is the main idea of the poem?



Model the poem by reading with correct pronunciation and intonation. Explain to them the meaning of good manners and tell them their importance in everyday life. Encourage them to practise table manners in their daily routine and always wash hands with soap, before eating.

- ii. Engage students in a group discussion and ask them to share some good manners which they adopt in their daily lives.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- How should a child behave at the table?
- Should we follow table manners?

ii. Read the given title and table of contents. Then fill in the blanks.



Contents	
Unit	Page
1 Great Caliphs of Islam	1
2 Beauty of Nature	13
3 The Journey of Chocolate	22

Read Me

The table of contents helps us to find different chapters in a book.

- The title of the book is _____.
- The title of unit 3 is _____.
- The title of the unit that starts at page 22 is _____.

iii. Read the lesson again and fill in the blanks with the correct options.

- The poet _____ wrote the poem 'Whole Duty of Children'.
 - a) Robert Frost
 - b) William Wordsworth
 - c) Robert Louis Stevenson
 - d) John Keats
- In the poem, the poet is talking about _____.
 - a) meals
 - b) manners
 - c) games
 - d) sports
- A child should always say what is _____.
 - a) false
 - b) true
 - c) right
 - d) wrong
- A child should behave mannerly at the _____.
 - a) sofa
 - b) bed
 - c) chair
 - d) table



B1 (ii) Show them titles and tables of contents of different books. Help them find different chapters in a book using the table of contents. B2 (iii) Encourage students to read the lesson again and fill in the blanks with the correct options.

2. Learning to Spell

Fill in the missing letters and learn the spelling.

be__ave

__able

__poken

c__ild

t__ue



Getting Started

- Brother:** Have you seen them before?
(Two persons getting out of the car.)
- Sister:** No, they seem to be strangers.
- Brother:** Watch out, they are coming towards us.
- Sister:** Yes, we should not talk to strangers, or accept anything from them.
- Brother:** Oh, yes! Let's ignore them.



Let's Talk

- What would you do if you come across the same situation?

Be Aware, Be Safe

Pre-reading

- Look at the highlighted words and guess their meanings.
- Is it right to get anything from a stranger?

Sara was holding a doll when Sara and her brother Ahsan entered their home.

Sara: (Excitedly) Hello, Mama. Look, what I have got!

Mother: (Worriedly) Who gave you this doll?



Sara: There was a man in the street.

Mother: (Politely) Come here, Sara and Ahsan, and sit by my side.

(Sara and her brother sat with their mother on the sofa.)

Mother: You are good kids. Listen to me carefully.

Sara: Okay, Mama!

Mother: You should not get friendly with people who you don't know.

While-reading

Will you allow a stranger to come closer to you?

Never take anything from them without telling me or your Baba.

Sara: Why, Mama? Is it wrong?

Mother: Yes, it is not good to accept gifts from strangers.

Sara: Sorry, Mama. I won't do it again.

Ahsan: Mama, why is it wrong to be friendly with strangers?

Mother: Because it might be dangerous for you.

Ahsan: Okay, Mama!

Sara: If someone comes close to me, what should I do?

Mother: If a stranger ever comes close to you and offers a ride, a toy or any candy or chocolate, you should step away and say 'No!' to him.

Leave that place quickly. Remember, your Baba and I trust you a lot. So, share your daily routine and secrets with us instead of anyone else.

Sara: Which secrets, Mama?

Mother: If you leave class/school without informing your teacher, you should share it with me. If someone makes you feel uncomfortable or if you feel like something just not right, you need to walk away at once and also share the incident with me. Promise me.

Ahsan: Promise, Mama!

Sara: I promise, I will share all my activities with you.

Mother: Good girl. I love both of you.



While-reading

How would you react if a stranger offers you a toy?



Post-reading

- Why should we not take things from strangers?
- If any stranger comes to you, what will you do?



Do model reading of the text with correct pronunciation and intonation. Have students discuss the theme of the text. Guide them about danger from the stranger. Ask the given above questions from the students and note their responses. Also conduct a role-play in the classroom and practise the unit dialogue.



A) Oral Communication

1. Learning the Sounds

Weak Forms of 'and', 'of', 'or' and 'but'

i. Read and say the given weak forms of 'and', 'of', 'or' and 'but' in these phrases/sentences.

- Day and night
- The chair is made of wood.
- The food is good but the service is bad.
- Are you ready or not?
- Black and white.

Read Me

Weak forms are syllable sounds that become unstressed in speech. For example: of, and, or, but.

2. Learning to Speak

i. Read and practise the given dialogue.

Teacher: Haris, come to the front and read the lesson.

Jawad: Sir, can I come first?

Teacher: No, you have to wait for your turn.

Jawad: Okay, sir.

ii. Create a dialogue session between two friends on 'Sharing'.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Who gave a doll to Sara?
- Why is it wrong to be friendly with strangers?
- Should we take things from strangers or not? Write in your own words.



A1 (i) Introduce the concept of weak forms of 'and', 'of', 'or' and 'but' to students. Share examples from the text and ask students to find more. A2 (i) Ask them to practise the given dialogue. Have them recall how to take turns and use polite expressions to seek attention.

ii. Read the given elements of a story.

Characters

Characters are people or animals who take part in the action of a story.

Setting

It is the place and time where the story events take place.

Beginning

It provides answers to who, when and where questions. In the beginning of a story, the writer describes the characters and setting.

Middle

It contains all the actions of a story.

Conflict

Every story has a problem that makes the characters work and get it solved.

Ending

It is the solution to the conflict.

iii. Think and outline a story of your own keeping the story elements in view. Share your story with your teacher and classmates.

iv. Look at the given calendar. Read it and answer the given questions.

- How many Fridays are there in the month of July?

- How many school days are there in July?

JULY						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
					3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30	31			

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

- We should not accept gifts from _____.
- If any stranger comes to us, we should say _____ to him/her.

- If you feel uncomfortable with any person, you should _____ at once.
- We should share our _____ with our parents.
- If any stranger tries to be friendly with us, it might cause _____ to us.

2. Analytical Reading

Read the story 'Aladdin and the Magic Lamp'. Do you like or dislike the story? Share your opinion with your classmates.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

carefully	with a lot of attention
stranger	a person that you do not know
friendly	showing that somebody is kind
harmful	dangerous
uncomfortable	uneasy

Parts of Speech

ii. Read the given words and write them in the relevant columns.

Sara you permit nice mother harsh promise
home dangerous accept they it

Noun	Verbs	Adjectives	Pronouns
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



C1 (i) Ask students to learn the words with meanings. C1 (ii) Ask them to share some more nouns, verbs, adjectives and pronouns.

2. Learning to Spell

Fill in the missing letters to complete the words.

ch__col__te

c__ndi__s

s__rang__r

pr__mise

s__cret