

Unit 11

Let's Be Helpful

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to guess the meanings of unfamiliar words in the given context.
- apply critical thinking to interact with the text using intensive reading strategies (while-reading) to use context to infer missing words.
- use critical thinking to respond to a text (post-reading) to express understanding of a story through a role-play.
- use a dictionary to find out how words are divided into syllables.
- demonstrate conventions and dynamics of group oral interaction to lead and follow.
- apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question type: personal response.
- identify and utilise effective study skills e.g. brainstorm ideas, read a diagram, note-taking.
- organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.
- illustrate the use of question words learnt earlier. Identify and use question words 'why' and 'how often', etc.
- demonstrate the use of words showing movement and direction.
- illustrate the use of simple present tense.
- recognise and use a hyphen to join two words that act as one unit.
- select and use some strategies to organise ideas for writing, such as simple mind maps, etc.
- use the reading texts as models for their own writing.
- write a short passage, anecdote, fable, etc. for pleasure and creativity.
- revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement.





Getting Started

Look at the pictures. Everyone is happy, but why? Have you ever tried to make someone happy? There are ways to do so.



Let's Talk

- How do you spend your saved money?
- Have you ever helped a needy person? How?

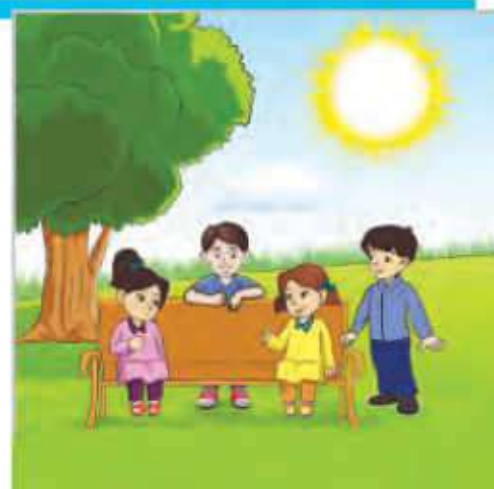
Let's Be Helpful

Pre-reading

- Do you share your things with others? How?
- Do you help your friends?

I am Abdullah. Sara, Tahir and Maheen are my friends. We all go to the same school. Every evening, we gather in the park of our neighbourhood. Last week, our teacher announced that the school would arrange a fun fair next month. We all became excited but we noticed that Sara was not happy. In the evening, when we were discussing the fun fair, she remained quiet and did not participate in our discussion.

We asked her what was wrong. She said that her father lost his job last month and couldn't buy her a new dress. She walked away sadly. We all left speechless. We thought about what we could do to make Sara happy. Maheen thought for a while and said, "Abdullah and Tahir, don't worry. We will save our pocket money and buy Sara a new dress." We all liked



her idea.

For the whole month, we did not waste our money. We saved it in our money boxes.

While-reading

Why was Sara sad?

Then after a month, we collected our money and went with Maheen's mother to buy a new dress for Sara. We packed it



in colourful wrapping paper.

We went to Sara's house and gave her the gift. She was surprised to see the gift. When she opened it, her eyes filled with delight and gratitude on seeing a new dress. She thanked us for bringing such a beautiful dress. Then we made different plans for the coming fun fair.



Sharing brings happiness to us. It shows how much we care for our friends and dear ones. We should take care of each one another.

Post-reading

- Share some ways we can help our friends.
- How do you spend your pocket money?



Model the text by reading with correct pronunciation and intonation. Tell students that we should respect our friends and family members. Share some ways to save pocket money.



A) Oral Communication

1. Learning the Sounds

Use of Dictionary

- i. Look and read the dictionary page to understand how words are divided into syllables.

Pronunciation

Parts of speech

No. of syllables

company **noun** **com**

a business organization that makes money by providing or selling goods or services

/com/ /pal/ /ny/

com.pa.ny (3)

Read Me

A **dictionary** is a book which lists the words of a language in alphabetical order and gives their meanings. It also provides pronunciation and the number of syllables of words.

- ii. Find the given words in a dictionary and write their meanings along with their number of syllables. Then use these words in sentences of your own in your notebook.

investment

measure

recommend

provide

2. Learning to Speak

- i. Read and practise the given dialogue.

Adam: I want to save money. What should I do, Dad?

Father: Just follow some rules properly to spend money in your life.

Adam: What are those rules, Dad?

Father: You should set a goal that you will not spend money on extra things and only buy things you need.

Adam: Okay, Dad! I will try to follow your instructions and save money In sha' Allah.

Father: That is great, my son.



A1 (i) Ask students to read the uses of a dictionary. Instruct them properly on how to count the number of syllables of words in a dictionary. A1 (ii) Ask them to find the given words in the dictionary and write their meanings along with their number of syllables.

ii. Practise the given dialogue and complete the rest on your own.

Adam: Can you tell me the way to the library?

Sa'ad: I am also going there; just follow me.

Adam: _____

Sa'ad: _____

Adam: _____



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Why was Sara not happy?
- What is a fun fair?
- Why should we always help others?

ii. Read the given paragraph and write its main idea in your notebook.

Money is something essential to survive in the world. Moreover, you can fulfill any of your needs with it. So, people work hard to earn it. If you really want to earn and save money, you need to set a specific goal for yourself. Make smart spending decisions and do not waste money buying things extravagantly.

Read Me

Note-taking is a study skill used to highlight important information, summarise the given text, review and study later.

iii. Highlight important information in the paragraph given above and summarise it in 2-3 sentences.



B1 (i) Encourage students to share answers to the given questions orally. B1 (ii) Ask them to read the given paragraph carefully and note some important points. B1 (iii) Tell students that it is a skill used to summarise a text.

iv. Fill in the blanks correctly.

- Their school was arranging a _____.
- Sara's father could not buy her a new _____.
- They went with Maheen's _____ to the market.
- Sharing brings _____.
- We should take _____ of each other.

2. Analytical Reading

Read and look for information about advantages and disadvantages of using the internet.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings and use them in your own sentences to understand the context.

participation	taking part in an activity or event
speechless	not able to speak, out of emotions
collect	to bring things together
gratitude	being grateful
care	look after

ii. Read the lesson again, underline the parts of speech to fill in the given boxes accordingly.

Noun	Verb	Pronoun	Adjective	Preposition	Adverb	Read Me
_____	_____	_____	_____	_____	_____	Nouns, pronouns, verbs, adjectives, prepositions, etc. are called parts of speech.
_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	



B1 (iv) Encourage students to summarise the given text in 2-3 lines in their own words. Ask them to read the lesson again and choose the correct options. C1 (i) Ask students to learn words with meanings. C1 (ii) Have them recall all parts of speech. Encourage them to find them in the lesson or think of their own.

2. Learning to Spell

Fill in the missing letters to complete the words and learn their spellings.

st__ck in__ormatio__ st__al
ex__pert amoun__

3. Grammar

Question Words

i. Read the given sentences to understand the question words.

- **Why** do you save money?
- **When** did you buy a new car?
- **How often** do you play cricket?
- **How much** money do you have?
- **How many** siblings do you have?

ii. Choose the correct word for each question.

- _____ do you visit your grandparents? (What, How often)
- _____ do we need money? (Why, Where)
- _____ do you go to school? (Who, When)
- _____ students are there in your classroom? (How many, What)
- _____ does this dress cost? (Who, How much)

Prepositions of Movement and Direction

iii. Read the given sentences and notice the use of prepositions of movement and direction.

- Oh no! The policeman is coming **towards** us.
- A thief dived **into** the sea.
- They drove **across** the city.
- The cat jumped **over** the wall.

Read Me

We use **question words** to ask questions.

'Why' is used to ask for a reason.

'When' is used to ask about time and date.

'How many' is used to ask about numbers.

'How much' is used to ask about the quantity or price of something.

'How often' is used to ask about the frequency of something or of an event.

Read Me

Prepositions of movement and direction show movement and direction to or from a place. For example: towards, over, into, across, onto, etc.



C3 (i) Recall the concept of question words and encourage students to share more questions by using the given question words. C3 (iii) Explain the concept of prepositions of movement and direction by giving more examples.

iv. Make sentences using the given prepositions.

across

towards

onto

into

Simple Present Tense

v. Read the given sentences to understand the sentence structure of the simple present tense.

Affirmative	subject + baseform + s/es + object
Negative	subject + do/does not + base form of verb + object
Interrogative	do/does + subject + base form of verb + object?

- My father reads the newspaper every day.
- He does not take any physical exercise in the evening.
- The sun sets in the west.
- Does she take her medicine on time?
- They like doughnuts.

Read Me

The **present tense** indicates actions which happen in the present. The simple present tense is used to express regular or habitual actions and facts that don't change with time.

vi. Change the given sentences into negative and interrogative sentences and write them in your notebook.

- My mother washes clothes.
- The birds fly in the air.
- He likes swimming.
- Saad watches TV every day.



C3 (v) Encourage students to share some sentences in the simple present tense.

Hyphen

vii. Read the given hyphenated words.

Fractions	Numbers
one-fourth	forty-five
three-sixths	eighty-two

Read Me

A **hyphen (-)** is used to join two or more words together. It is usually used with numbers and fractions.

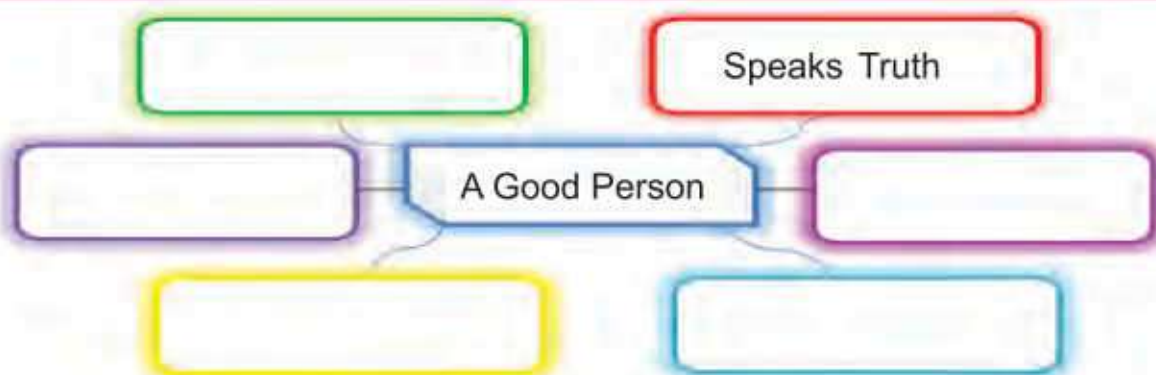
viii. Write five words using hyphens with numbers and fractions in your notebook.



D) Writing

1. Learning to Write

i. Look at the mind map and write about some 'Qualities of a Good Person'. You can add more qualities to the mind map.



ii. Use the information given above to write a dialogue about 'Qualities of a Good Person' in your own words in your notebook.

2. Creative Writing

Write some ways to save your money and how you can use it.



C3 (vii) Explain to students the concept of the hyphen by sharing more examples.
D1 (i) Ask them to read the given mind map and guide them in writing a dialogue.