

Never forget to practice the positive affirmations every day.

https://www.youtube.com/watch?v=315m_9TIVVw

https://www.youtube.com/watch?v=Ud_eeFkzH4w

Chapter 16: Task 1- [Adverbs of Manner] Writing Study.

Objective: Students will be able to understand the topic in detail and find the difference between an adjective and an adverb.

Explanation:

- a- Go through the videos to understand the concept.
 - https://www.youtube.com/watch?v=iWx50r-b_Xs
 - https://www.youtube.com/watch?v=ID0DJX_j0W4
 - <https://www.youtube.com/watch?v=F5p6dS48IUQ>
- b- Try out the practice exercises.
 - <http://www.autoenglish.org/gr.adverbs.i.htm>
 - <https://www.esl-lounge.com/student/grammar/1g175-elementary-adverbs-of-manner-multiple-choice.php>
- c- Try out the tests.
 - <https://www.test-english.com/grammar-points/a1/adverbs-manner/>
 - <https://www.test-english.com/grammar-points/a1/adverbs-manner/2/>
 - <https://www.test-english.com/grammar-points/a1/adverbs-manner/3/>

Task 2- [Present Perfect with Already, Just and Yet] Grammar.

Objective: Students will be able to understand the concept of how to use already, just and yet in forming the sentence of Present Perfect.

Explanation:

- a- Go through video 1 to understand what is Present Perfect Tense
 - <https://www.youtube.com/watch?v=XGw2-p2WuJk>
- b- Check out the second video for understanding the topic.
 - <https://www.youtube.com/watch?v=9siOvRuef7g>
 - <https://www.youtube.com/watch?v=E4UJjwhR6M0>
- c- Try out the practice exercises.
 - <https://www.proprofs.com/quiz-school/story.php?title=already-yet-and-just>
 - https://www.english-grammar.at/online_exercises/tenses/t102-just-already-yet.htm
 - <https://www.esl-lounge.com/student/grammar/2g7-just-yet-already.php>
- d- Try out the tests.
 - <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/just-yet-still-and-already>
 - http://www.servator.cat/eva/index_files/Grammar/2ndcycle/4tESO/prsprf2.htm

Comprehension:


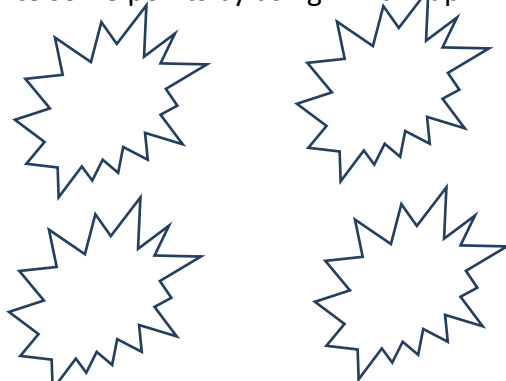
Try out the comprehension from the given link.

<https://worksheetsplus.com/Reading/SusanBAnthony.html>

Unit #	Topics	Things to do
6: Formatting in MS Word 2013	Page, Column and Paragraph Formatting	Use of different formatting techniques. <ul style="list-style-type: none"> • Type a passage like some topic from English, Science or S.St course • Bold and underline text • Alignment of text • Cut, copy, paste
7: Features of Word 2013	Spelling and Grammar Thesaurus. Change Case Find And Replace Bullets and Numbering	Revision of all mentioned topics
8: Creating Tables in Word 2013	Creating a table	<ul style="list-style-type: none"> • Concept of Rows and columns • insert table
9: Introduction to MS PowerPoint 2013	Starting PowerPoint Parts of PowerPoint Creating a Presentation Slide Show	<ul style="list-style-type: none"> • Create a slide and list different parts of the MS PowerPoint screen. • Insert a theme, pictures in a presentation.
10: Text in MS PowerPoint 2013	Inserting a Text Box Formatting Text Changing Case Changing Alignment Checking Spelling Creating a Bulleted List	<ul style="list-style-type: none"> • Create a text box and format the text using various formatting options. <p>Create bulleted and numbered list.</p>

Note: Use website www.oup.com.pk/islamandpractices.com for further information and make a word file and send it to given E-mail. You can use the given patterns or can use your own innovative ideas.

Unit #	Topics	Things to do				
8: The life of the Prophet (P.B.U.H)	A model for mankind	<ul style="list-style-type: none">Pick out qualities of the Prophet (P.B.U.H) and mention in given chart. <p>Qualities of the Holy Prophet (P.B.U.H)</p> <div data-bbox="792 661 1396 1012"></div>				
9: Personalities of Islam	Hazrat Abu Bakr Al-Siddiq (R.A) Hazrat Umer Farooq (R.A)	<ul style="list-style-type: none">Enlist leadership qualities of Hazrat Abu Bakr (R.A) and Hazrat Umer (R.A) by using T-chart. <div data-bbox="740 1251 1487 1684"><table border="1"><thead><tr><th data-bbox="740 1251 1112 1308">Hazrat Abu Bakr (R.A)</th><th data-bbox="1112 1251 1487 1308">Hazrat Umer (R.A)</th></tr></thead><tbody><tr><td data-bbox="740 1308 1112 1684">➤ ➤ ➤ ➤</td><td data-bbox="1112 1308 1487 1684"></td></tr></tbody></table></div> <ul style="list-style-type: none">Describe the incident of Hazrat Umer's (R.A) conversion to Islam.	Hazrat Abu Bakr (R.A)	Hazrat Umer (R.A)	➤ ➤ ➤ ➤	
Hazrat Abu Bakr (R.A)	Hazrat Umer (R.A)					
➤ ➤ ➤ ➤						
10: Kinship	Relations with family Relations with others	<ul style="list-style-type: none">How can you be good to people living around you? Explain rights of others by using mind map. <div data-bbox="776 1915 1403 2060"></div>				

		
11. Helping Others	To be helpful	<p>Enlist your activities which you might have done to help others.(During Spring Braek)</p> <ul style="list-style-type: none"> • Parents • Neighbours • The poor • The needy • The sick <p>➤ Describe, how did Holy Prophet (P.B.U.H) help others? Give examples from his life.</p>
12.Good Mnanners	<p>Backbiting and gossiping</p> <p>How to speak</p> <p>Stealing</p>	<ul style="list-style-type: none"> • How did our Holy Prophet (P.B.U.H) speak? Write five sentences. • How is stealing a bad habit? Why should we avoid it? Write some points by using mind map. 
13.Stories from the Qur'an	<p>Hazrat Hud (A.S)</p> <p>Qaroon and his treasures</p>	<p>For these units go through mentioned pages of your text book.</p> <ul style="list-style-type: none"> • Pg. 52 to 54 • Pg. 55 to 57 <p>➤ A presentation will be prepared when you re-join school.</p>

Unit 1 : Memorization and translation

Recite and memorize mentioned Surah.

- Surah Quraish
- Surah Al-Kafiroon
- Surah Al-Qadr
- Fifth Kalima
- Pray five times a day and recite the verses or Surah of the Holy Qur'an.

E-mail:

Chapter no. 6

Topic: Sound

Learning objectives:

In this module you will:

- explore how sounds are made and learn how to measure sound
- investigate how sound travels through different materials to the ear
- investigate how some materials prevent sound from travelling through them
- investigate how high or low a sound is and that high and low sounds can be loud or quiet
- explore how we can change pitch to make musical instruments.

Task 1:

- explore how sounds are made and learn how to measure sound.

<https://study.com/academy/lesson/sound-waves-lesson-for-kids-definition-facts.html>

<https://www.youtube.com/watch?v=3-xKZKxXuu0>

<https://www.youtube.com/watch?v=0XOaAPZvKLS>

Practice questions:

1. What can you hear? Make a list of all the sounds around you that you can hear.
2. Which is the quietest and the noisiest rooms at home?
3. What makes this room quiet?
4. Now find the noisiest room in your home? What makes this room noisy?
5. Write your ideas for how to soundproof the noisy room?

Task 2:

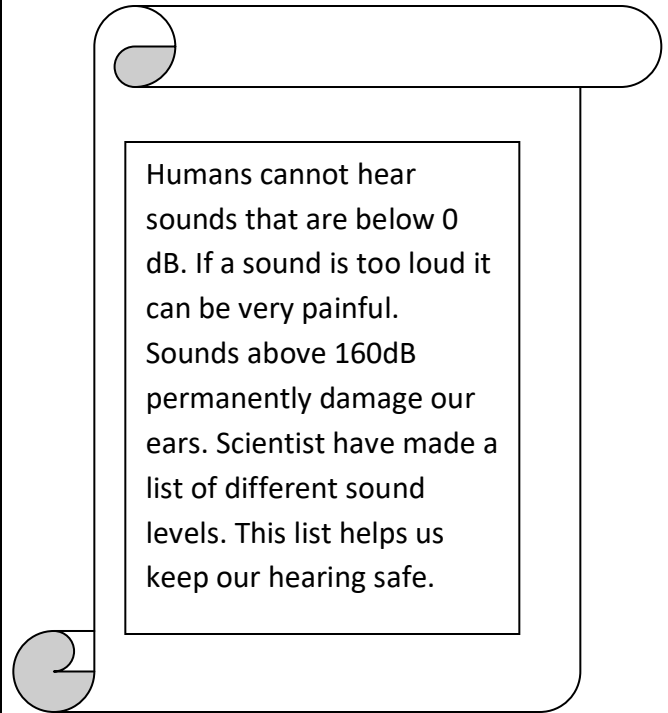
- **Scientific information:**

Scientists measure sound using a sound level meter. It measures accurately the vibration in the air. Scientists' measure sound in a unit called **decibels (dB)**.



Sound meter

Sound	Sound level (dB)
Rusting leaves	10
Whisper	20
Conversation	60
Busy traffic	70
Vacuum cleaner	80
Music through head phones	100
A child screaming	110
Causes human pain	130
Jet taking off	140
Permanent damage to ear	160



Informative video

<https://www.youtube.com/watch?v=AGjxfx8sy6s>

Quiz:

Try out the Decibel Quiz. 😊

<https://ncbegin.org/quiz/decibel-quiz/>

Task 3:

- investigate how sound travels through different materials to the ear.
<https://www.youtube.com/watch?v=UiJn5AqksfQ>

What happens to sound under water?

<https://www.youtube.com/watch?v=eFxo1XRK0p0>

Task 4:

Investigation:

Making a telephone !

Make a telephone from two paper cups and a long piece of string.

- A science project for children is to use paper cups, with string joining them, to transmit sound.

- This project demonstrates that sound can travel through the string. The string's vibration as you speak into one of cups is the essence of the operation. As you talk into one cup, the vibration is carried to the other cup. It's always amazing that the device works, and many factors keep it from being used more extensively than just for fun.
- Here's what you need:
- Two paperclips
- Two paper cups
- About 3 yards (2.7 meters) of string
- Pin

Here's what to do:

1. Make a hole in the center of the base of both cups, using the pin.
2. Tie one paperclip to one end of the string.
3. Pull the other end of the string through the hole in one of the paper cups. The paperclip should be inside the paper cup.
4. Insert the free end of the string into the hole in the bottom of the second paper cup. Insert it from the outside of the cup.
5. Pull enough string through the hole to enable you to tie the second paperclip to the end of the string.
6. Pull the cups apart so that in each cup the paperclip rests flat on the floor of the cup and the string is taut.
7. Take one cup, and have a friend take the second cup. Walk away from each other until the string is taut you're now ready to use your paper cup phone.

Task 5:

- investigate how some materials prevent sound from travelling through them.

- **What is soundproofing and how does it work?**

Soundproofing is done to either block noise from entering a room or to block noise from leaving a room. **Soundproofing works** by using materials that either reduce or absorb sound. While sound usually cannot be blocked completely, substantial noise reduction is possible.

- **What materials can block sound?**

Noise control **materials**; barrier, **sound** clips, foam mats, green glue, insulation, vibration pads, panels, soundproofing doors and windows etc., are used to **block** the unwanted noise and **sound**.

EAR DEFENDERS



Questions:

- List two materials that insulate sound.
- Why do some airport workers wear air defenders?
- Explain why do we need to lower the sound going into our ears?

Task 7:

- Investigating pitch and volume.

PITCH: The pitch of a sound is how high or low it is.

The Pitch of Sound :

Some sounds are high and others are low; some are loud and others barely audible; some are pleasant and others harsh. ... Pitch is simply the rate at which vibrations are produced. This is usually expressed as the number of Hz (hertz, or cycles per second).

What is the definition of volume in sound?

When talking about **sound** waves, the **volume** is the perception of loudness from the intensity of a **sound** wave. The higher the intensity of a **sound**, the louder it is perceived in our ears, and the higher **volume** it has.

Task 8: Investigation 1:

Make a tambourine and investigate how to play it quietly or loudly.



Please watch the video carefully

<https://www.youtube.com/watch?v=686ztSymB3s>

After making tambourine answer the following questions.

1. Hold the tambourine and gently tap the centre.
2. Describe what you hear.
3. Now hit it harder.
4. What happens to the sound?

Investigation 2:

How can we Amplify sound?

Use a Balloon to Amplify Sound

Small sounds can still make a big noise when you use a good sound conductor. Experiment with a balloon, compressed air and your own ears to find out how it works and the science behind it.

What you'll need: a Balloon



Instructions:

1. Blow up the balloon.
2. Hold the balloon close to your ear while you tap lightly on the other side.

What's happening?

Despite you only tapping lightly on the balloon your ears can hear the noise loudly. When you blew up the balloon you forced the air molecules inside the balloon closer to each other. Because the air molecules inside the balloon are closer together, they become a better conductor of sound waves than the ordinary air around you.

What is sound amplification?

Amplification of sounds. Sounds can be made louder or **amplified** in a number of ways. By providing more energy in making the **sound** its loudness can be increased. This would be achieved by beating a drum with greater vigour, blowing harder on the recorder or using more bodily energy in shouting louder.

- explore how we can change pitch to make musical instruments.

ACTIVITY 1:

Make a guitar.

<https://www.youtube.com/watch?v=V3KGrxmic6k>

ACTIVITY 2:

Make a drum.

<https://www.youtube.com/watch?v=0NHM5JtacKU>

Investigation:

Make a musical instrument with bottles.

1. Fill bottles to different levels.
2. See if you can make a tune.



Bottles make good instruments. We investigated blowing on bottles. When we add water to the bottle the pitch changes. This is because there is less air to vibrate.

WHAT WE HAVE LEARNED ABOUT SOUND



- I know that sound is made by vibrations _____
- I understood that sound travels to our ears by vibrating particles as it moves _____
- I understood the difference between pitch and volume _____
- I know how to protect my ears and my home from loud sounds _____
- I can change the pitch of sounds to make music _____

Good luck and stay safe

Social Studies

Grade 4

Unit :11

Books and printing

Following points are highlighted in this chapter. Students are required to read the chapter thoroughly.

Objectives:

- Describe the different materials people have used for making books throughout history
- Describe early printing and its spread from Asia to Europe to become an important industry
- Explain how the printing press contributed to the spread of learning

Assignment no: 1

Q1. Look at the pictures and write one line information about each. Take help from pg.93 of student book.

Assignment no: 2

Watch the Videos related to books and printing:

- <https://www.youtube.com/watch?v=DLctAw4JZXE> [Printing press idea by Gutenberg]

Answer the questions after watching this video

Q1. What do we call a machine for printing?

Ans. _____.

Q2. How did the printer fix the letters in place for printing?

Ans. _____
_____.

Q3. How did the printing press work?

Ans. _____
_____.

ii. <https://www.youtube.com/watch?v=YqYtdPUis4> [Evolution of books printing]

Answer the questions after watching this video

Q1. What are pages made from?

Ans. _____.

Q2. How many materials were used to write?

Ans. _____.

Learning Activity:

1. Try some printing.
2. The students could cut shapes and letters in flat blocks of clay.
3. Dip them in a tray of water-based paint.
4. Print this on paper or plain cloth.

• اسم معرفہ (خاص):

اسم معرفہ کو اسم خاص بھی کہتے ہیں، ایسا اسم جو کسی مخصوص شخص، جگہ یا چیز کا نام ہو اسے اسم معرفہ کہتے ہیں۔

مثالیں: قائد اعظم، تاج محل، مریم، غار حرا، کراچی وغیرہ

• اسم نکرہ (عام):

وہ اسم جو کسی عام جگہ، شخص یا کسی چیز کے لیے بولا جائے اسم نکرہ کہلاتا ہے اس اسم کو اسم عام بھی کہتے ہیں۔

مثالیں: لڑکا، لڑکی، گلوکار، چوزے، مرغی، بطخ، کرسی، میز، دریا، شہر وغیرہ۔

• اسم ضمیر (pronoun):

وہ لفظ جو کسی چیز، شخص یا جگہ کے نام کی بجائے استعمال ہو، اسم ضمیر کہلاتا ہے۔

مثالیں: آپ، وہ، تم، میں، ہمیں، ان، تمہارا وغیرہ۔

• فعل، فاعل اور مفعول:

کام کرنے والے کو فاعل کہتے ہیں اور جس پر کام کیا جائے وہ مفعول کہلاتا ہے اور جو کام کیا جائے وہ فعل کہلاتا ہے۔

مثالیں: **فاعل** **مفعول** **فعل**

اسلم نے **کتاب** پڑھی۔

میں نے **گیند** پھینکی۔

سوال نمبر ۱۔ درج ذیل عبارت کو غور سے پڑھیے اور اس میں موجود اسم معرفہ پر دائرہ بنائیے اور اسم نکرہ کے نیچے لکیر کھینچیے۔

سلمان اور اس کے گھر والے گرمیوں کی چھٹیوں میں مری گئے۔ وہاں کے نظارے بہت دل فریب تھے۔ موسم بھی خوشگوار تھا۔ آسمان پر بادل تھے، پہاڑوں پر برف پگھل چکی تھی اور ہر طرف سبزہ ہی سبزہ تھا۔ وہ ایوبیہ اور نتھیا گلی بھی گئے۔ یہاں انھوں نے گھوڑے کی سواری کی اور اپنے دوستوں کے لئے تحائف

بھی خریدے۔ واپسی پر وہ اپنے ننھیال والوں سے ملنے لاہور بھی گئے۔ اسٹیشن پر سلمان کے ماموں اپنے دونوں بیٹوں فاروق اور ثاقب کے ساتھ ان کے استقبال کے لئے موجود تھے۔ لاہور میں انھوں نے انارکلی بازار، شاہی قلعہ، بادشاہی مسجد، مینار پاکستان، دریائے راوی اور علامہ اقبال کا مزار دیکھا۔

سوال نمبر ۲۔ درج ذیل عبارت میں موجود اسم ضمیر پر دائرے بنائیے۔

میں اپنے والد کے ساتھ حیدر آباد گیا۔ کراچی سے ملتان تک کا سفر ہم نے بس کے ذریعے کیا۔ بس کا یہ سفر آرام دہ تھا۔ ہمیں اس میں کوئی دشواری پیش نہیں آئی۔ ملتان پہنچنے پر ہمارے ماموں نے ہمارا استقبال کیا۔ وہ ہمیں بس اسٹاپ پر لینے کے لئے موجود تھے۔ اگلے دن انھوں نے ہمیں ملتان کی سیر کروائی۔ اس شہر کو اس سے پہلے میں کبھی نہیں دیکھا تھا۔ اس شہر کو اولیاء کی سر زمین بھی کہا جاتا ہے۔ یہ شہر بہت خوبصورت ہے۔

سوال نمبر ۳۔ درج ذیل جملوں میں فاعل، فعل اور مفعول کی نشاندہی کیجیے۔

۱۔ مشتاق نے کمپیوٹر چلایا۔

۲۔ مسعود کرکٹ کھیل رہا ہے۔

۳۔ امی نے کپڑے خریدے۔

۴۔ سلیم نے کار چلائی۔

۵۔ احمد نے مضمون لکھا۔

سوال نمبر ۴۔ درج ذیل جملوں میں خط کشیدہ (underline) الفاظ مذکر ہیں۔ انہیں مؤنث بنا کر جملے دوبارہ لکھیے۔

۱۔ عالم نے لوگوں کو درس دیا۔

۲۔ مالی باغ میں پھول چُن رہا ہے۔

۳۔ بلی نے چوہے کو پکڑ لیا۔

۴۔ نوکر کھانا پکا رہا ہے۔

۵۔ ہم سب بھائی اکٹھے اسلول جاتے ہیں۔

Grade IV

Name: _____

Subject: Mathematics

Topic: Time

Note:

- Solve the given sums on some paper, save it and bring it back when we will be together again back in school inshaa Allah.
- Go through the following information then solve the given worksheets.

Dear Students!

- Here are two different types of clocks. Can you name them?



Well done! The first one is analogue clock and the second one is digital clock.

- Now we know that in a day we have 24 hours but most commonly we use 12 hrs. system and we tell the time in a.m. and p.m. while using 12 hrs. system. i.e.,
 - From midnight 12 till morning 11:59 it's a.m.
 - From noon 12 till night 11:59 its p.m.
- We can convert the time from 12 hrs. system to 24 hrs. system and the converse as well.
- **Remember that:**
 - There is no a.m. or p.m. in 24 hours system.
 - Time with a.m. will remain same in 24 hours system. i.e. 3 a.m. is 3 o'clock.
 - While converting 12: 50 p.m. into **24-hours system it will be 0:50** because there is no more time then 24.

AM = Ante
meridiam:
Before
noon;

PM = Post
meridiam:
After noon.

Now look at some examples and then solve the given worksheet.

Examples: Convert in 12- hours' system. (Hint: Just add 12 with the p.m. value only)

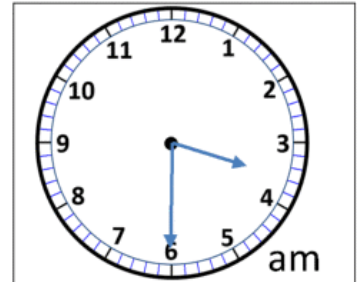
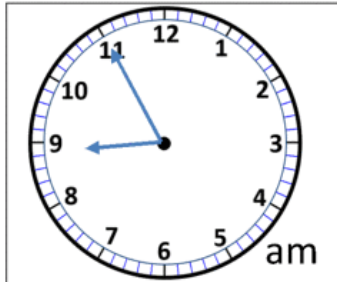
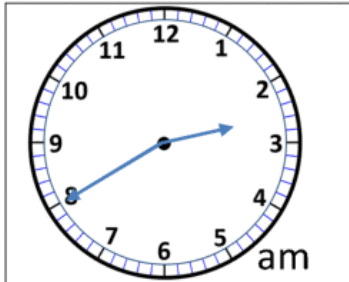
- i. 5:00 p.m. = 5:00 + 12:00 = 17:00
- ii. 11:30 p.m. = 11:30 + 12:00 = 23:30
- iii. 4:20 a.m. = 4:20

Worksheet 1

Question 1: Convert the given time system into 24- hour system.

12- hour system	Add or not	24 – hour system
6:15 p.m.	6:15 + 12:00	18:15
5: 00 p.m.		
3:30 p.m.		
10:17 p.m.		
6:40 p.m.		
1:16 p.m.		
12:45 p.m.		
4:12 a.m.		
12:00 a.m.		
5:18 a.m.		
10:11 a.m.		

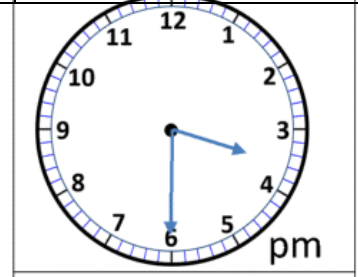
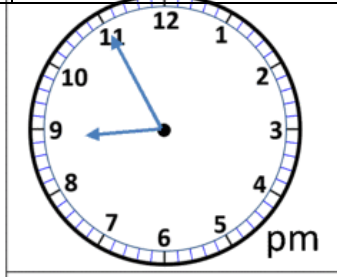
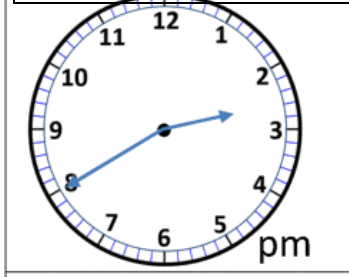
Question 2:) Convert the times on these clock faces into 24 hour clock times.



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Worksheet 2

- Now to convert 24-hour time into 12-hour time system we will do the opposite procedure.
- Remember!
 - If the value is less than 12 we will not do anything, the time will be same and the answer will be in a.m.
 - If the time given is more than 12 then we will subtract from 12 and the answer will be in p.m.

24- hour system	Subtract or not	12 – hour system
16:15	16:15 – 12:00	04:15 p.m.
5: 00	-	5:00 a.m.
23:30		
10:17		

16:40		
11:16		
12:45		
14:12		
12:00		
15:18		
20:11		
22:20		

Now draw 😊

Analogue clock	Digital clock
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DHAI EDUCATION SYSTEM



Worksheet 3

- Duration of time is the difference between ending time and starting time.

Look at some examples:

1) Will went to a movie shop at 7:10 p.m. He came back at 10:25 p.m. How long was he at the movie?

Solution: (Hint: we will do simple subtraction)

$$\begin{array}{r} 10 : 25 \\ \text{p.m.} \\ - 7 : 10 \\ \hline 3 : 15 \\ \text{p.m.} \end{array}$$

Try to solve the given worksheets in following links.

www.k5learning.com/free-math-worksheets/forth-grade-4/wordproblems/time

After that, have some fun learning on www.mathgames.com