

# English

Grade  
**5**

Based on Single National Curriculum 2020  
**One Nation, One Curriculum**

Learning to Spell  
Grammar Comprehension  
Oral Communication  
**Analytical Reading**  
Vocabulary Building  
Critical Thinking  
Creative Writing



**Punjab Curriculum and Textbook Board, Lahore**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Most Compassionate, the Most Merciful.

# English

## Grade 5

Based on Single National Curriculum 2020

One Nation, One Curriculum



PUNJAB CURRICULUM AND  
TEXTBOOK BOARD, LAHORE

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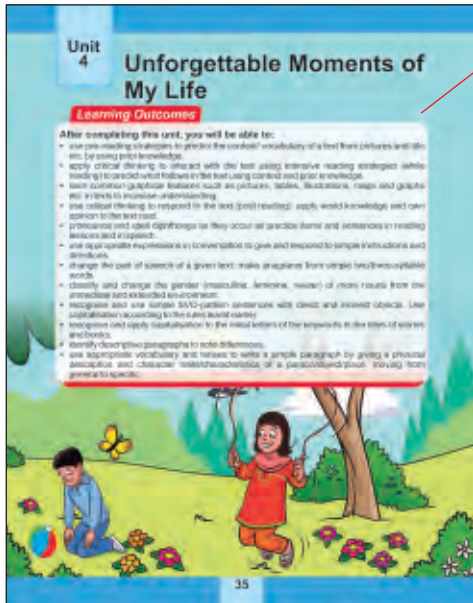
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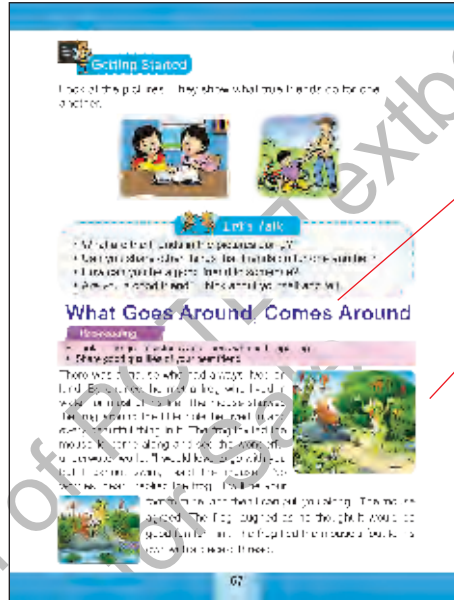
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# About the Book



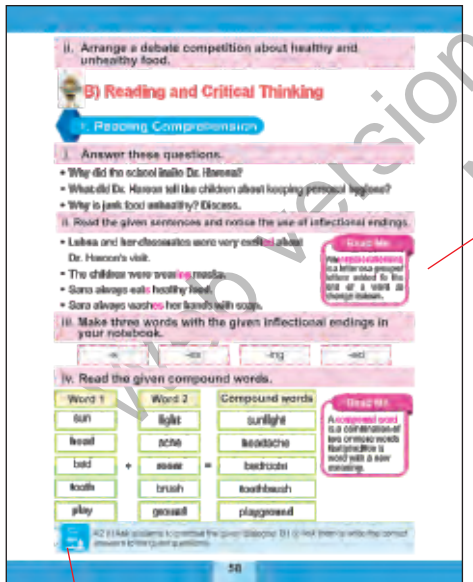
Learning outcomes provide key learning expectations.

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



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

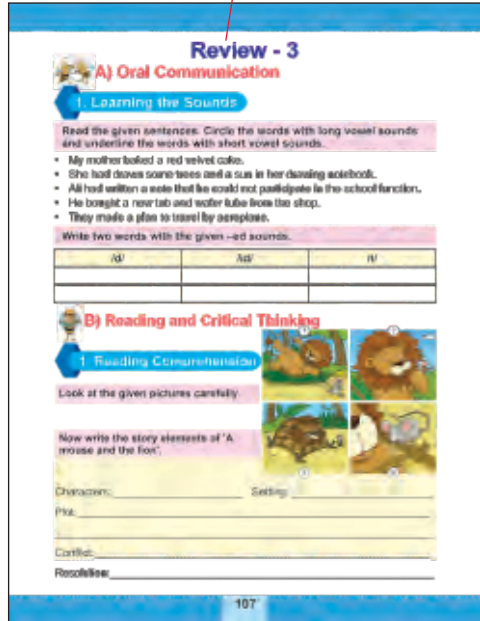
Review pages have been provided throughout the book to assess students' learning.



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.



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Reading and Critical Thinking	Language Focus	Grammar	Writing
Questions and answers, Silent letters, digraphs and trigraphs, Topic sentence and supporting sentences Main idea	Word meanings Naming, action and describing words	Common and proper nouns Countable, uncountable and collective nouns Article Adjectives	Multi-syllable words, Topic sentence, and supporting sentences, Writing a paragraph
Questions and answers Picture description Choose the correct answer	Word meanings, Writing a poem Expressing an opinion Offer and accept an apology	Regular and irregular nouns Articles, Degrees of regular adjectives	Conjunctions Transitional words Writing a procedure
Questions and answers Joining words Position words Choose the correct answer	Word meanings Request and respond to a request Simple directions and instructions	Plurals with no spelling change, Action words	Speech bubbles
Questions and answers Position and direction words Choose the correct answer	Word meanings Anagrams	Gender nouns Sentence structures Capitalisation	Writing a dialogue
Questions and answers Punctuation Affixes, Choose the correct answer	Word meanings Synonyms and antonyms	Common and proper nouns Common gender nouns Punctuation and capitalisation	Brainstorming Writing a guided paragraph
Questions and answers Inflectional endings Compound words Choose the correct answer	Word meanings Homophones	Pronoun, Pronoun as subject, object and for possessive Subject-verb agreement	Write a narrative paragraph
Questions and answers Elements of a fable Gapped summary Choose the correct answer	Word meanings Compound words Homonyms	Reflexive pronouns Interrogative sentences of 'be', 'do' and 'have' Punctuation	Elements of a fable Writing a fable
Questions and answers Alphabetical order Choose the correct answer	Word meanings Paired adjectives	Pronouns and its kinds Prepositions of position and time Adverbs of manner and time 'Be', 'do' and 'have', Punctuation	Write a short invitation
Questions and answers, Table of contents, Glossary, Map reading Choose the correct answer	Word meanings Writing a poem Entry word Alphabetical order	Pronoun-antecedent agreement Modal verbs, Adverbs of place Full stop	Writing the central idea of a poem Writing a poem
Questions and answers Charts and tables Choose the correct answer	Word meanings, Anagrams Synonyms and antonyms Homonyms, Homophones, Compound words	Demonstrative pronouns Regular and irregular verbs Modal verbs, Apostrophe Adverbs of frequency	Writing a recipe
Questions and answers Note-taking Choose the correct answer	Word meanings Parts of speech	Question words Prepositions of movement and direction Simple present tense, Hyphen	Writing a dialogue
Questions and answers Calendar, Pie chart, Bar graph Choose the correct answer	Word meanings Spellings Dictation	Joining word, Statements and questions, Wh-question words Present continuous tense Capitalisation	Write an expository paragraph
Questions and answers Choose the correct answer	Word meanings Regular and irregular plural nouns Regular and irregular verb forms	Simple past tense Past continuous tense Joining words Types of sentences	Writing a letter
Questions and answers Summary of the poem Inferential questions Choose the correct answer	Word meanings Writing a poem Analogy Similes	Simple future tense Interrogative forms of 'be', 'do' and 'have'	Writing a central idea Writing a poem

# 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 your own opinion to the text read and relate your 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 sentences 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, and 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.





## 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 about his part of the project as time was running out. Instead of explaining his delay in writing, Azlan misbehaved towards 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 she 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?

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 (ﷺ).

He (ﷺ) is the only personality who is complete in all aspects. Hazrat Muhammad (ﷺ) was called Al-Sadiq and Al-Amin for his honest nature. He (ﷺ) always spoke the truth without considering the consequences.



When he (ﷺ) started preaching that there is no god but Allah (سُبْحَانَكَ وَتَعَالَى), every other person turned against him.

He (ﷺ) did not get scared of his enemies and always spoke what Allah (سُبْحَانَكَ وَتَعَالَى) wanted him to speak. So, Allah (سُبْحَانَكَ وَتَعَالَى) helped him and Rasoolullah (ﷺ) set an example of patience.

He (ﷺ) always prayed to Allah to guide people towards the right path and forgive them.

Once Rasoolullah (ﷺ) decided to travel to the city of Taif to spread the Divine message of Islam. He (ﷺ) was accompanied by Hazrat Zaid bin Haritha (رَضِيَ اللَّهُ تَعَالَى عَنْهُ).

Rasoolullah (ﷺ) stayed in Taif for ten days. During this period, he (ﷺ) invited tribal chiefs to embrace Islam but they rejected his message and mocked him. One day a mob pelted him with stones and injured him. Despite his injuries, he (ﷺ) prayed for them. Then, an angel appeared before Rasoolullah (ﷺ) and sought his permission to destroy the city of Taif.

Rasoolullah (ﷺ), who comes as a blessing for the whole universe, prayed to Allah (سُبْحَانَكَ وَتَعَالَى) and said, "O Allah (سُبْحَانَكَ وَتَعَالَى), guide the people of Taif to the right path. Though they have not embraced Islam, I hope their children will definitely accept the Divine Faith."

He (ﷺ) always spread the message of love and peace. No matter how hard the challenges were, neither he lost his patience nor scolded his enemies. The teachings and life of Hazrat Muhammad (ﷺ) are examples of patience for the 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?



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.



## A) Oral Communication

### 1. Learning the Sounds

#### Silent Letters

#### i. Read the given sentences and pronounce the words with silent letters.

- Hamza and Azlan are my school friends.
- Please give me this knife.
- Write an essay about your best friend.
- The birds are flying high in the sky.
- Turn the switch on.

#### Read Me

Silent letters are spelt in a word but not pronounced.

#### ii. Write ten more words with silent letters in your notebook and pronounce them.

### 2. 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.



A1 (i) Recall the concept of silent letters for better understanding. Encourage students to say more words with silent letters. A2 (i) Share some routine greetings and social courtesies with students and ask them to use them in their daily conversation. Encourage them to practise the given dialogue with correct pronunciation.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- How did the people of Taif treat Rasoolullah (حَاتَمُ الْتَيْمُونِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) ?
- Why was Rasoolullah (حَاتَمُ الْتَيْمُونِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) called Al-Saadiq and Al-Amin?
- How did Rasoolullah (حَاتَمُ الْتَيْمُونِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) treat his opponents?

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

##### Digraph

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

##### Trigraph

- The boys are playing the **mat**ch.
- Do not **fi**ght with each other.
- I am going to apply for a **sch**olarship.

##### 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. A **trigraph** is a sound made by the combination of three letters.

#### 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 topic sentence and supporting details.

##### Topic sentence

##### Supporting sentences

Ahmad is a good friend of Azlan who helped him in his difficult time. A good friend is a blessing of Allah (سُبْحَانَكَ يَا رَبُّ الْعَالَمِينَ). A good friend is the one who stays with your side at all times like Ahmad. His friendship is like a precious jewel for Azlan. We should value our friends and take care of them.



B1 (i) Encourage students to share answers to the given questions orally. B1 (ii) Ask them to share some examples of digraphs, trigraphs and silent letters. B1 (iv) Explain the concept of a topic sentence and supporting details by giving more examples.

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

A good friend is the 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 (ﷺ) was called \_\_\_\_\_ due to his truthfulness.
- The people of Taif refused to accept \_\_\_\_\_.
- Rasoolullah (ﷺ) stayed in Taif for \_\_\_\_\_.

## 2. Analytical Reading

Read any incident about patience and note it down in your notebook.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

inspiration	a person or thing that motivates
personality	the various aspects of a person's character
honest	always speaking the truth and being fair
patience	tolerance
betterment	improvement



B1 (v) Tell students about the main idea of the paragraph. B1 (vi) Ask them to tell answers correctly. C1 (i) Ask students to learn the words with meanings.

## Naming, Action and Describing Words

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



**Fruits and Vegetables Mall**

get fresh, healthy fruits and vegetables delivered on your doorstep at low rates with just one call.

**20% discount at your first purchase.**

**Call Us At 000-99-12**

Naming words

Action words

## 2. Learning to Spell

Fill in the missing letters to complete the words.

worl \_\_\_\_

com \_\_\_\_ let \_\_\_\_

hon \_\_\_\_ s \_\_\_\_

t \_\_\_\_ uth

for \_\_\_\_ iv \_\_\_\_

d \_\_\_\_ z \_\_\_\_ n

## 3. 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**.

#### 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, the Faisal Masjid, the Holy Quran, etc.



C1 (ii) Explain the concept of naming, action and describing words to students. Encourage them to share more examples. C (2) Ask students to complete the words, learn their meanings and use them in their daily conversation. C3 (i) Explain the concepts of common and proper nouns in detail. Ask students to share more examples.

- There is a Masjid near my **house**.
- She likes to play with a **doll**.
- There are beautiful **mountains** in my **country**.

### 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 the Rawal Lake next week. \_\_\_\_\_
- My father is a hardworking man. \_\_\_\_\_
- It is a huge building. \_\_\_\_\_
- Islamabad is a beautiful city. \_\_\_\_\_
- K-2 is the highest peak of Pakistan. \_\_\_\_\_

### 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 of 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.



C3 (iii) 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.

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

### Articles 'a' and 'an'

v. 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.

vi. Tick (✓) the correct option.

- There is \_\_\_ book on the table. 

a	an
---	----
- Sara had \_\_\_ egg for breakfast. 

a	an
---	----
- Please give me \_\_\_ apple. 

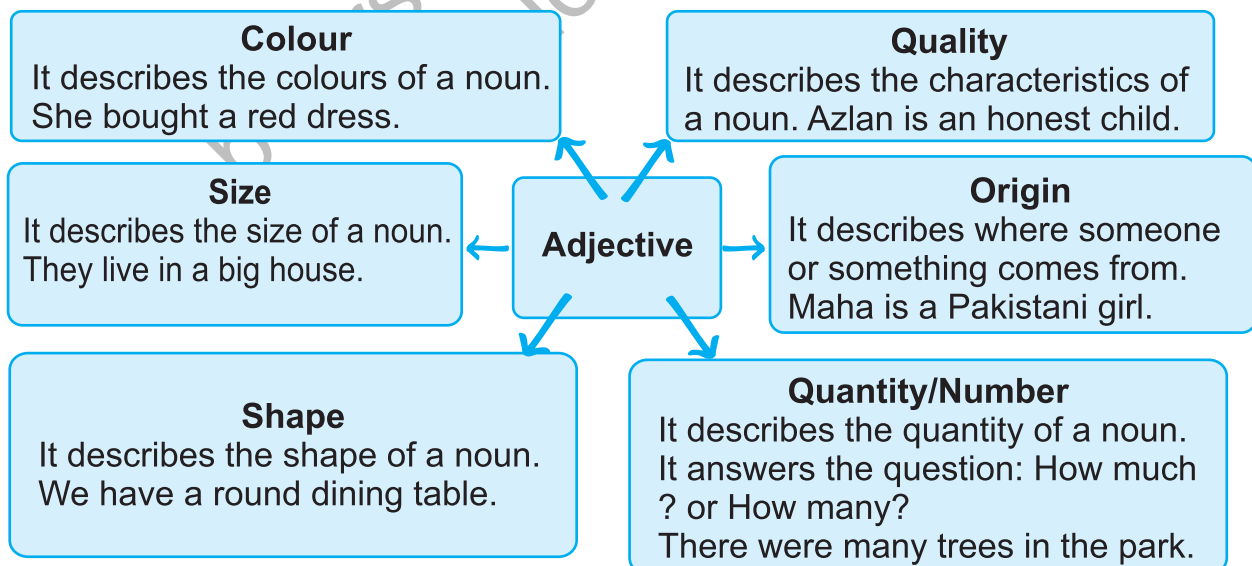
a	an
---	----
- I saw \_\_\_ small cat in the park. 

a	an
---	----
- Maria bought \_\_\_ umbrella. 

a	an
---	----

### Adjectives

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



C3 (v) Explain the concept of articles 'a' and 'an' to students. C3 (vii) 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) Writing**

**1. Learning to Write**

**Read Me**

**Multi-syllable** words have more than one syllable.

**i. Read the given words with their syllabic division.**

Word	Syllabic 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



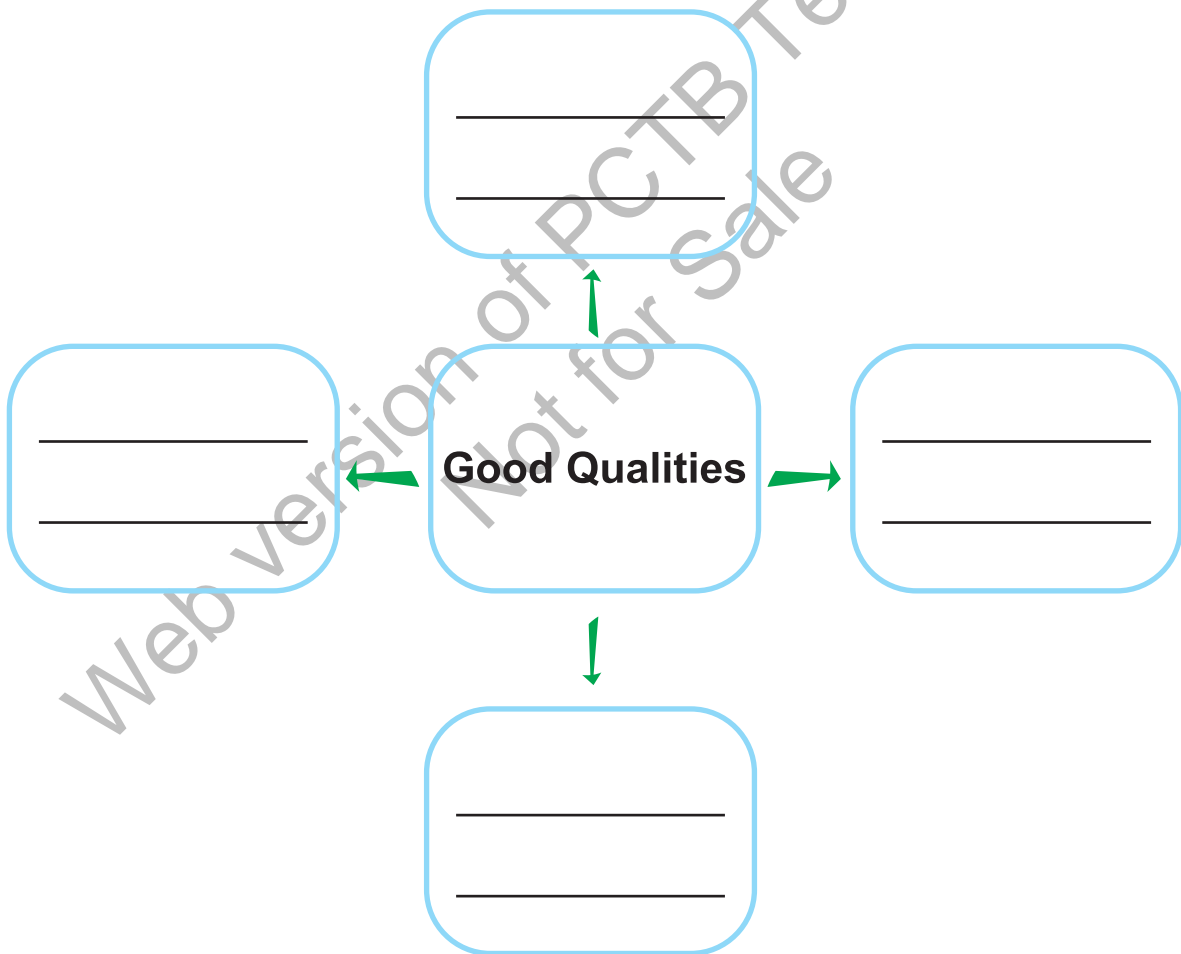
D1 (i) Recall the concept of syllables to students. Tell them that combinations of more than one unit of sound in a language are called multi-syllables.



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.

## 2. Creative Writing

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



D1 (iii) Guide students in writing a main idea. Ask them to use the learnt rules while writing a paragraph.

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

## Unit 2

# Be Grateful

### 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 and 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.



## Getting Started

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



### Let's Talk

- What is your favourite fruit and 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 (سُبْحَانَكَ وَتَعَالَى).
- Name a few more natural things without which life is not possible.

# Allah Loves Me

## Pre-reading

- Look at the pictures and read the title of the lesson. Guess five words related to it.
- Name some blessings of Allah (سُبْحَانَكَ وَتَعَالَى).

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.

None other can support my smile,  
I've judged it far off miles,  
Enlighten please my core,  
O Allah! Just love me more!!!

**Fatima Mehru**

## While-reading

Which quality of Allah (سُبْحَانَكَ وَتَعَالَى) is discussed in the second stanza of the poem?

## Post-reading

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



Tell students that Allah (سُبْحَانَكَ وَتَعَالَى) 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.



## A) Oral Communication

### 1. 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 (سُبْحَانَكَ وَتَعَالَى).
- 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 represents a letter that makes a distinct sound. The five vowels in the English alphabet are a, e, i, o and u.

##### 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.

### 2. 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 'Allah Loves 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 (سُبْحَانَكَ وَتَعَالَى) 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.



A1 (i) Ask students to share more words that begin with vowel sounds. A2 (i) 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.

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



## B) Reading and Critical Thinking

### 1. Reading Comprehension

- i. Answer these questions.

- In which things does the poet see Allah (سُبْحَانَ وَتَعَالَى)?
- When does the poet feel the presence of Allah (سُبْحَانَ وَتَعَالَى)?
- Why does the poet want more love from Allah (سُبْحَانَ وَتَعَالَى)?

- 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.



B1 (ii) Help students understand how to describe the pictures with meaningful expression and supporting details. B1 (iii) 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 poet sees Allah (سُبْحَانَكَ وَتَعَالَى) in the \_\_\_\_\_ at night.
  - i) moon
  - ii) sun
  - iii) stars
  - iv) clouds
- The poet says that the flowers \_\_\_\_\_ in a queue.
  - i) dry up
  - ii) bloom
  - iii) wither
  - iv) fade
- The poet wants \_\_\_\_\_.
  - i) father's love
  - ii) mother's love
  - iii) a friend's love
  - iv) Allah's (سُبْحَانَكَ وَتَعَالَى) love
- Allah is always \_\_\_\_\_ the poet when he cries or smiles.
  - i) away from
  - ii) near
  - iii) far from
  - iv) beyond
- When the poet needs a lot of care, \_\_\_\_\_ is always there.
  - i) her mother
  - ii) her father
  - iii) Allah (سُبْحَانَكَ وَتَعَالَى)
  - iv) her brother

## 2. Analytical Reading

Read the poem again and observe different blessings of Allah (سُبْحَانَكَ وَتَعَالَى) 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.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

Words	Meanings
spark	a small flash of light
sway	to move slowly from side to side



B1 (iv) Ask students to tell the correct answers. B2 (i) 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.

bitterly	in a way that shows that you feel sad or angry
support	to help or encourage somebody
enlighten	to give somebody information to understand something better

## Create a Poem

ii. 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

iii. Read the given expressions carefully.

Express an Opinion	Respond to an Opinion
In my opinion ...	You're absolutely right.
Personally, I think...	Yes, I agree.
In my experience...	I don't agree with you.
As far as I'm concerned...	Of course

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

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

**Ali:** In my opinion, a friend is someone who is fun to be with.

**Danish:** Hmm...fun to be with! Can you give me an example?



C1 (ii) Guide students through writing a poem by using the given rhyming words. C1 (iii) 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 should 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

v. 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.

vi. 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. Thank you, Miss Amna.

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

## 2. Learning to Spell

Fill in the missing letters to complete the words.

ju\_\_ge

qu\_\_ue

presen\_\_e

\_\_nlighten

bitt\_\_rly



C2 (v) 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.

### 3. 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		Irregular Nouns	
tree		woman	
table		goose	
bush		ox	
page		child	

iii. Write the underlined words in the correct columns.

Sentences	Regular Nouns	Irregular Nouns
This <u>cat</u> is chasing the <u>mouse</u> .		
There were 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> .		



C3 (i) 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)



C3 (v) 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 sound of 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 <b>long</b> .	This path is <b>longer</b> than that.	This path is the <b>longest</b> of all the paths.
My bag is <b>heavy</b> .	My bag is <b>heavier</b> than yours.	My bag is the <b>heaviest</b> of all the three bags.

**Read Me**

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



C3 (vi) Tell students that consonants at the beginning of words which are not pronounced are called mute consonant. C3 (vii) Recall the concept 'a' and 'an' and explain their use with mute consonant letters. C3 (viii) 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 <b>small</b> box.	This box is <b>smaller</b> than yours.	It is the <b>smallest</b> box in this room.
Her brother is <b>tall</b> .	Her brother is <b>taller</b> than my brother.	Her brother is the <b>tallest</b> boy in our school.
My house is <b>big</b> .	My house is <b>bigger</b> than yours.	My house is the <b>biggest</b> 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) Writing

### 1. Learning to Write

i. Read the given paragraph 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, "Do 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.



D1 (i) 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.

## 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 to a good college.
- I'm sleepy. Therefore, I'm going to bed.

## Read Me

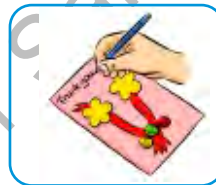
**Transitional words** are used to carry a thought from one sentence to another. 'For example' and 'for instance' are used to illustrate what has been already said. We use 'therefore' to show the result of an action.

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

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

plain paper      football      coloured pencil      scissors

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

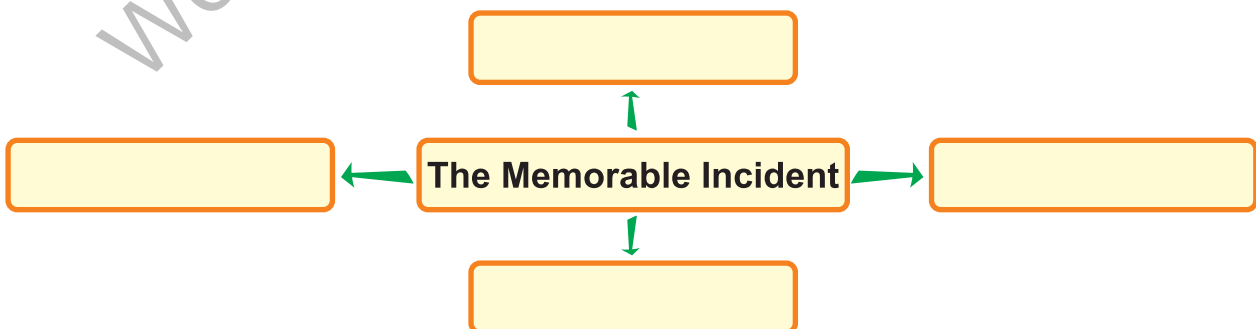


## Read Me

**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.

## 2. Creative Writing

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



D1 (vi) Guide students through writing a procedure of card making. Help them if need be. D (2) 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.

# Unit 3

## Women as Role Models

### 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.





## Getting Started

Women have always played a very important role in 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 Models

### Pre-reading

- Read the title and guess what the text can be about.

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, achievements etc. Their positive qualities are helping us to build a strong nation. Here only four Pakistani women are being discussed who have made 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 her to complete her studies. She was a dentist by profession and later on gave it up to help her brother in the Pakistan Movement.





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 "Maadar-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 traveled to various parts of Pakistan with the aim of rescuing patients suffering from leprosy. 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 representation in various prestigious technology related events, including TechEd Developers Conference, 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 cardiac arrest.



**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 with your class fellows.



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 the highest mountains of each of the seven continents.



## A) Oral Communication

### 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.

### 1. Learning the Sounds

#### Short and Long Vowel Sounds

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

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

- 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

### 2. 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 next time.

**Umar:** Yes, sure. Thank you, teacher.

- ii. Conduct a role-play activity in the class using the expressions given on the previous page.



A1 (i) Read the words with long and short vowel sounds aloud and ask students to repeat after you with correct pronunciation and intonation. A2 (i) Ask students to role-play the dialogue given above.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- Why did the people of Pakistan give the title of 'Madar-e-Millat' to Fatima Jinnah?
- What is the role of Ruth Pfau in controlling leprosy in Pakistan?
- What is the contribution of Arfa Karim Randhawa in the field of Information & Technology.

#### 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.

#### 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?



B1 (i) Encourage students to answer the given questions orally. B1 (iii) Ask them to write a paragraph using the joining words. B1 (iv) Have students recall the concept of position words. Make their concepts clear by explaining the positions of different objects in the classroom.

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

- Arfa flew her first aircraft at the age of \_\_\_\_\_.
- Ruth Pfau was a \_\_\_\_\_.
- Fatima Jinnah was a \_\_\_\_\_ by profession.
- Samina Baig is the first Pakistani \_\_\_\_\_.

## 2. Analytical Reading

Use the internet and read why education is important for females. Write five benefits of female education.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

pride	honour
prestigious	respected
significant	important
mountaineering	mountain climbing
achievement	success

### Dialogue

ii. Read the given dialogue and practise it.

**Sajid:** Can you tell me the way to the market?

**Yasir:** Go straight a few steps ahead and then turn right.

**Sajid:** Would it be possible for you to come with me?

**Yasir:** Sure, no problem.

**Sajid:** Thank you very much.

**Yasir:** You are welcome.



C1 (i) Ask students to learn the meanings of the given words. Guide them through writing a poem by using the given rhyming words. C1 (ii) Ask them to pair up to use the given expressions in their daily conversation.

## 2. Learning to Spell

Fill in the missing letters to complete the words.

c\_\_rtif\_\_ed

youn\_\_est

p\_\_oud

remar\_\_able

re\_\_ugees

## 3. 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 **goldfish** in the pond.  
There are **goldfish** in the pond.

#### Read Me

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

- ii. Make sentences using the given nouns.

cattle

deer

hair

### Action Words

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

We should **wash** our hands with soap before eating and after using the toilet. Germs can **go** into our mouths 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.



C3 (i) Explain to students the concept of nouns with no change in their plurals. Give them more examples for better understanding. C3 (iii) Have them recall the concept of action words.

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



## D) Writing

### 1. 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.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

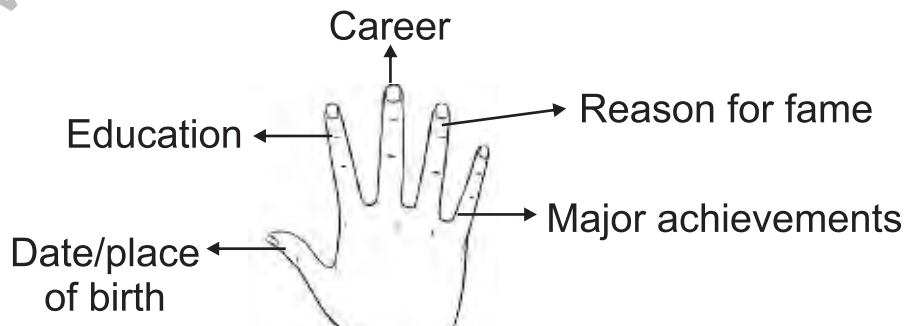
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2. Creative Writing

Write a biography of your favourite personality in your notebook.



D1 (i) Have students recall the concept of speech bubbles. D1 (ii) Encourage them to write a dialogue in the speech bubbles. D2 Guide them throughout the activity and ask them to write with correct spelling and punctuation.

# Review - 1



## A) Oral Communication

### Learning the Sounds

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

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

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



## B) Reading and Critical Thinking

### Reading Comprehension

Answer the given questions.

- Write four to five sentences on your favourite female personality.
- How do we show our love to Allah (سُبْحَانَكَ وَتَعَالَى) ?
- Why was our last Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) called AL-Saadiq (الصَّادِقُ) and AL-Amin (الْأَمِينُ) ?

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

### Vocabulary Building

Read the given words and write their meanings.

inspiration

support

fascinating

bitterly

courage

**Make sentences with the given collective nouns.**

herd

bunch

flock

**Rewrite the given sentences using the correct plural forms of the underlined nouns. Also use the correct subject-verb agreement accordingly.**

- The cat is hiding in the bush.
- The student is sitting on the bench.
- There was a child standing outside the gate.
- He has a tooth-ache.
- The fox is running after the mouse.

**Fill in the blanks with the correct articles.**

Sara wanted to buy \_\_\_\_\_ new storybook so she went to \_\_\_\_\_ book store. She saw many storybooks and then found \_\_\_\_\_ one she was looking for. She read a few pages of \_\_\_\_\_ storybook. Then she took \_\_\_\_\_ book to the shopkeeper and asked him to add \_\_\_\_\_ ruler and \_\_\_\_\_ umbrella to her cart.

**Complete the given table by writing two words in each column.**

Common Noun	Proper Noun	Countable Noun	Uncountable Noun

**Write the degrees of the given adjectives.**

soft

big

beautiful

famous

young

**vii. Read the given text and underline the action words.**

I went to the seaside with my friends and made a sandcastle. We walked on the soft sand and collected seashells. I also took pictures on the beach with my friends. Then we ate delicious burgers.



## D) Writing

### Creative Writing

**Write a paragraph on the topic “Health is Wealth.” Also label its topic sentence and supporting details in your notebook.**



## Unit 4

# Unforgettable Moments of My Life

### Learning Outcomes

**After completing this unit, you will be able to:**

- use pre-reading strategies to predict the content/ vocabulary of a text from pictures and title etc. by using prior knowledge.
- apply critical thinking to interact with the text using intensive reading strategies (while reading) to predict what follows in the text using context and prior knowledge.
- skim common graphical features such as pictures, tables, illustrations, maps and graphs etc. in texts to increase understanding.
- use critical thinking to respond to the text (post reading): apply world knowledge and own opinion to the text read.
- pronounce and spell diphthongs as they occur as practice items and sentences in reading lessons and in speech.
- use appropriate expressions in conversation to give and respond to simple instructions and directions.
- change the part of speech of a given text: make anagrams from simple two/three-syllable words.
- classify and change the gender (masculine, feminine, neuter) of more nouns from the immediate and extended environment.
- recognise and use simple SVO-pattern sentences with direct and indirect objects. Use capitalisation according to the rules learnt earlier.
- recognise and apply capitalisation to the initial letters of the keywords in the titles of stories and books.
- identify descriptive paragraphs to note differences.
- use appropriate vocabulary and tenses to write a simple paragraph by giving a physical description and character traits/characteristics of a person/object/place, moving from general to specific.





## Getting Started

Look at the first picture. It shows that trees are home to many animals. On the other hand, trees provide humans with oxygen. Trees utilize carbon dioxide to reduce air pollution. In the second picture, people are cutting trees to use them for different purposes.



### Let's Talk

- What would happen if there were no trees in the world?
- Have you ever planted a seedling or convinced anyone to help you plant one?
- What steps would you take to reduce deforestation?

## Unforgettable Moments of My Life

### Pre-reading

- Look at the pictures and read the title of the lesson. Guess five words related to it.
- Have you ever visited a farm or any other place surrounded by natural beauty?

I visited my grandparents in Swat two years ago. This year, during the summer vacation, my father again took us to visit them. My family and I were very excited about this visit because my grandparents' farmhouse was quite marvellous. It had tall dense trees with an exotic lush grassy floor. Feathery birds were all around that made the surroundings pleasant and vivid.



When we reached, I was shocked to see the poor condition of the farmhouse. There was nothing but burnt yellow grass with bushes everywhere. The tall dense trees had wilted. Oh my God! What happened to them? I murmured. I ran in and asked my grandparents the reason for it.

### While-reading

Why was the writer shocked to see the farmhouse?

They explained that the gardener who used to take care of the garden had passed away due to illness. They were not able to pay as much attention as required. I decided to bring the same scenery back with the help of my father, sister and brothers.

### While-reading

How do you take care of your plants?



I need to have a green thumb.



The very next day, I requested my father to assign us different responsibilities. My elder brothers took charge of bringing fertiliser from the market and planting new plants.

My sister opted to water plants in the afternoon and I had the responsibility of taking care of the nests where I saw many creepy crawlies. We started working with full energy and got everything back to the way it used to be within a month's time.



### While-reading

Can you tell the names of two places you have visited in Pakistan?



Then we visited Swat Valley. We were excited about the visit. There we decided to ride

zip lines. We dared each other to try the zip lines to move from one hill to another. It was an exciting and memorable experience.



Read the text aloud with correct pronunciation and ask students to repeat after you. Persuade them to share if they have ever visited any hill station. Ask them to mention the different things they saw at the hill station.

Soon our holidays ended. The days passed so quickly but we were glad that we had restored our farmhouse to its original condition and enjoyed zip line rides.

### Post-reading

- What were the writer's feelings when he saw the burnt grass and wilted trees?
- What did you feel when you read this story?



## A) Oral Communication

### 1. Learning the Sounds

#### Diphthongs

#### i. Read the given sentences and pronounce the diphthongs.

- In **A**ugust, I'm going to Hunza with my family.
- They arrived in the **to**wn.
- My elder brother **bo**ught a new bag of fertilizer.
- His grandparents' **farmho**use had tall, dense trees with a lush grassy floor.

#### ii. Read the lesson again and circle five words with diphthongs. Make sentences with the words in your notebook.

### 2. Learning to Speak

#### i. Read and practise the given dialogue.

**Miss Rabia:** Assalaamu Alaikum, students. Our school is going to organise a tree-plantation activity. Are you ready for it?

**Tina:** Ma'am, can you tell us why we need to plant trees?

**Miss Rabia:** Sure. We need to plant trees because trees help us in many ways. They provide oxygen, control level of carbon dioxide in the air, help to maintain the ecological balance, provide home to birds and prevent soil erosion.

**Ahsan:** Thank you, Ma'am, for this valuable information.

**Miss Rabia:** Students, let's go to the garden and plant trees.

**Students:** Okay, Ma'am.

#### Read Me

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. **soil**, **plain**, **cow**.



Encourage students to share answers to the given questions. A1 (i) Have students recall diphthongs with more examples. Encourage them to share more examples of each diphthong. The dialogue could be done as a pair activity.

- ii. Get students into pairs and ask them to share some information and instructions from a tourist guide.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

- i. Answer these questions.

- What happened to the grandfather's farmhouse?
- How did the writer restore his grandparent's farmhouse?
- How can you restore a garden in your surroundings?

- ii. Look at the picture and notice the use of positions/ preposition and directions in the sentences given below.



The birds are flying **in** the air.

The rabbit is sitting **under** the tree.

The girl is ziplining **above** the pond.

The boy is standing **in front of** the pond.

The frog is sitting **on** a lotus leaf.

The sun is **between** the clouds.

- iii. Look at the given picture and write five sentences about it using the position words above.



B1 (i) Encourage students to answer the given questions orally. B1 (ii) Ask them to look at the given pictures and share some sentences of their own by using positions and directions.

**iv. Write a sentence to describe each picture.**



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

- His grandparents' farmhouse had \_\_\_\_\_ dense trees.  
i) short    ii) green  
iii) tall    iv) yellow
- The writer's family decided to visit \_\_\_\_\_.  
i) Multan    ii) Kashmir  
iii) Swat    iv) Hunza
- The writer was shocked to see the condition of the \_\_\_\_\_.  
i) swing    ii) farmhouse  
iii) the Jhelum river                              iv) zip lines
- The writer decided to restore \_\_\_\_\_ of the farmhouse.  
i) greenery    ii) electricity  
iii) gas    iv) animals
- The writer had \_\_\_\_\_ siblings.  
i) five    ii) three  
iii) two    iv) four

## 2. Analytical Reading

**Find and read information about any two famous hill stations of Pakistan on the internet and write their comparison in your notebook.**



B1 (iv) Ask students to describe each picture. B1 (v) Ask them to fill in the blanks with the correct answers.



## C) Language Focus



### 1. Vocabulary Building

i. Read the given words with their meanings and practise them in your conversation.

exotic	brightly-coloured / exciting and unusual
vivid	very bright
shocked	very surprised
opt	choose

### Anagrams

ii. Read the given anagrams.

nest	sent	tens	silent	enlist	listen
flow	fowl	wolf	team	mate	meat

### Read Me

An **anagram** is a word that is made by rearranging the letters for another word.

iii. Make anagrams from the given words.

felt → \_\_\_\_\_ heart → \_\_\_\_\_

care → \_\_\_\_\_ thing → \_\_\_\_\_

taste → \_\_\_\_\_ hear → \_\_\_\_\_



### 2. Learning to Spell

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

ex\_\_tic

e\_\_perien\_\_e

cree\_\_\_y

v\_\_\_vid

hung\_\_\_y



C1 (i) Ask students to learn the meanings of the given words. C1 (ii) Recall the concept of anagrams and encourage them to share more examples. Model and anagram for students. Tell them to think-pair-share and then attempt the exercise. C1 (iii) Encourage students to make anagrams of their own.

### 3. Grammar

#### Read Me

**Masculine** nouns are used for men, boys and male animals. **Feminine** nouns are used for women, girls and female animals. **Neuter** nouns are used for neither a male nor a female.

### Gender Nouns

#### i. Read the following use of gender nouns.

- My **nephew** is learning to ride a bicycle.
- We stayed in a **hotel**.
- Raza met his **aunt** last year.
- There is a **lioness** in the zoo.
- Ali's **grandfather** lived in Jhelum.
- There are many trees in the **farmhouse**.

#### ii. Classify the given gender nouns and write them in their respective columns.

king	lioness	tree	milkmaid	chair	pencil
uncle	lion	niece	prince	goose	desk
<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>			

### Sentence Structures

#### iii. Read the given sentences and notice their structures.

**Subject + verb + direct object**

Toqeer planted a tree.

**Subject + verb + indirect object + direct object**

Grandmother told children a story.



C3 (i) Share more examples of gender nouns. C3 (iii) Give more examples of sentence structure (subject-verb-object) from the unit. Encourage students to come up with more sentences using direct and indirect objects. Ask them the reason why the object is direct or indirect.



## Sentence Structure with a Direct Object

subject + verb + direct object

Zia built a house.

My father made a sandwich.

Raza drew a picture.

## Sentence Structure with an Indirect Object

Subject + verb + indirect object + direct object

My father gave me an old watch.

Mother told the children an old story.

Ayesha bought her son a new car.

iv. Write five sentences with direct and indirect objects each in your notebook.

## Read Me

A simple sentence has a subject, a verb and an object. Sentences can sometimes have two objects: direct object and indirect object.

**Subject:** Somebody or something that performs an action.

**Verb:** Shows an action.

**Indirect object:** A noun or pronoun for whom the action is done.

**Direct object:** Whoever or whatever receives an action directly.

## Capitalisation

v. Read the following titles of books and observe the use of capital letters.

- Two Little Kittens
- Honesty is the Best Policy
- Colours of Pakistan

## Read Me

The names of stories and books are proper nouns. They are written in capital letters.

vi. Rewrite the following sentences using correct capitalisation in your notebook.

- toqeer is reading 'lifecycle of a plant'.
- the title of this book is 'my favourite memories'.
- the zip line in malam jabba is 2,000 feet long and 1,000 feet high.
- swat is famous for its natural beauty.
- 'an ant and a dove' is a story with a moral.
- i bought 'a guide to travel in swat' before visiting swat.

vii. Make three sentences using the names of stories and books in your notebook. Remember to capitalise them properly.



C3 (v) Share more book titles and ask students to write them in their notebooks using capitalisation.



## D) Writing

### Read Me







Speech bubbles tell us about thoughts or words of characters.

### 1. Learning to Write

i. Read the given dialogue in the speech bubbles.

	Assalaam-u-Alaikum, grandfather!		Wa Alaikum Assalaam!
	May I get some red roses from your garden?		Yes, you may.
	Thank you, grandfather!		Welcome, dear!

ii. Read the dialogue written in the speech bubbles. Fill in the speech bubbles to make your own dialogue.

	What have you planned for the holidays?		I am going to plant trees.
			
			

iii. Write a short paragraph about the “Benefits of Trees” in your notebook.

### 2. Creative Writing

Have you ever experienced an adventure in your life. Share your experience.



D1 (i) Explain the concept of speech bubbles by showing more examples.  
D1 (ii) Guide students in filling the speech bubbles.

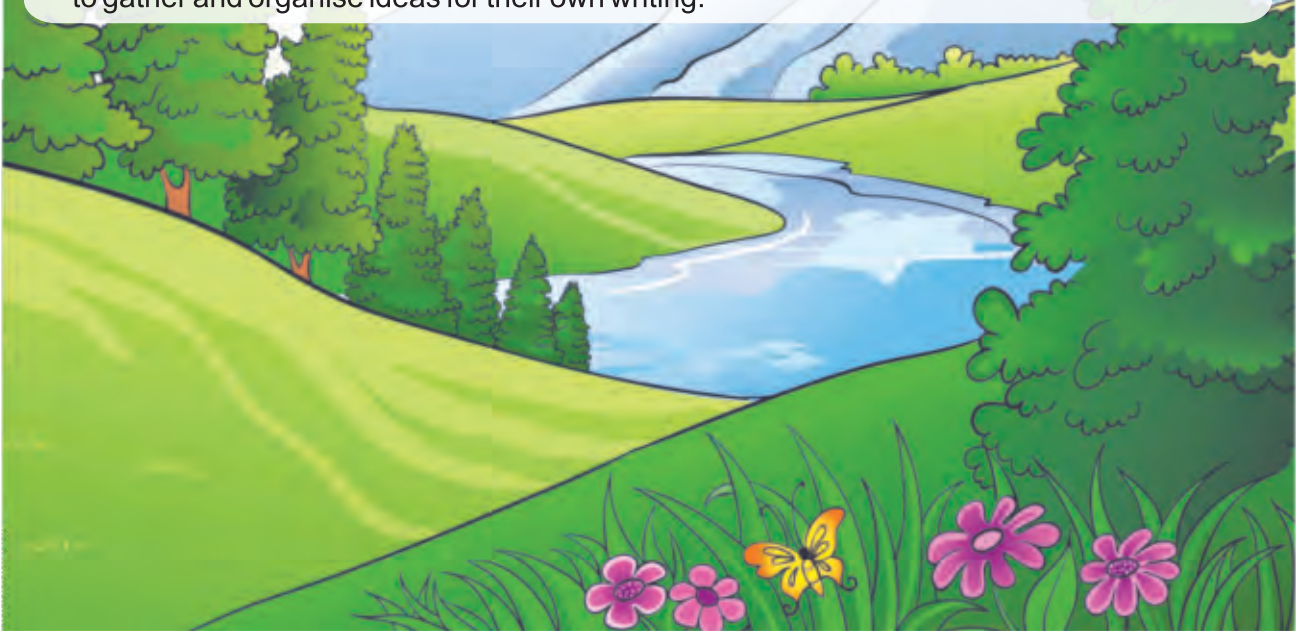
# Unit 5

# Amazing Planet

## 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.
- recite poems with actions.
- use critical thinking to respond to the text (post reading): relate their feelings and experiences to what is read.
- pronounce and practise with reasonable accuracy common three-consonant clusters in initial and final positions.
- use appropriate expressions in conversation to: request and respond to requests.
- recognise specific parts of words including affixes.
- read aloud for an accurate reproduction of sounds in individual words and connected speech.
- apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- locate, provide, connect and use words similar and opposite in meanings.
- classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc).
- recognise and identify the common gender used for both males and females.
- recall the rules of punctuation learnt earlier.
- write a guided paragraph using ideas gathered and organised through various strategies.
- select and use some strategies, e.g. brainstorming, mind mapping or making outlines, etc. to gather and organise ideas for their own writing.





## Getting Started

Look at the picture. Everyone is happy, having fun and enjoying the pleasant weather. When the weather stays for a certain period, it becomes a season of that particular area. These seasons or weather conditions make up the climate. Different seasons have different elements to be observed.



### Let's Talk

- Where do you live and what type of climate does your area have?
- Which season do you like the most? Why?
- Do you go on vacation in summer? Is it the right season to stay home?
- Do you want to shift vacation to any other season? Why?

# I am the Earth

## Pre-reading

- What is pollution?
- Do you keep your school and home clean?

I am the earth,  
I am your home,  
But you destroy,  
My skin and bone,  
But I forgive,  
And I forget,  
And let you live,  
But I regret.

Do you realise,  
I am your only hope,  
So don't stand around and mope,  
I need saving, It's up to you,  
This is what I need you to do.

No more plastic,  
And no more waste,  
Because I am fading at a fast pace,  
I need love,  
And I need care  
Because you are polluting my air....

Anonymous

## While-reading

Can you guess the meanings of the words 'regret' and 'fading'?

## Post-reading

- What is climate change? Discuss.
- What are reasons for climate change? Share your opinions.



Model the text with correct pronunciation and interrogation. Tell them to be thankful to Allah (سُبْحَانَكَ وَبِحَمْدِكَ) for His blessings. Tell them that the theme of the poem is that the poet wants to show some information about global warming and climate change. Ask them to explain some ways to protect our environment. This poem is taken from <http://www.clystvale.org/blog/2019/12/17/climate-change-poetry-year-7/>.



# A) Oral Communication



## 1. Learning the Sounds

### Consonant Clusters

i. Read and say the given words with consonant clusters in initial and final positions.

Consonant Clusters in Initial Position			Consonant Clusters in Final Position		
str-	spr-	thr-	-nts	-rst	-fts
straw	spring	throw	agents	first	gifts
strong	spread	three	accounts	worst	drafts
string	spray	thread	paints	burst	crafts

#### Read Me

A **consonant cluster** is a group of two or three letters in a word. Each consonant keeps its own sound in the word.

ii. Sort the words that begin and end with three-consonant clusters.

strange      fonts      lifts      thirsts

Initial Consonant Clusters	Final Consonant Clusters



## 2. Learning to Speak

i. Read and practise the given dialogue.

**Raza:** Assalaam-o-Alaikum, Tauqeer! How are you?

**Tauqeer:** Wa Alaikum Assalam! I am fine, thank you. What about you?

**Raza:** I am fine too. You look so happy today. Are you going somewhere in these spring holidays?

**Tauqeer:** Yes, I am going to visit my grandparents with my family.



A1 (i) Explain the concept of three-consonant clusters by writing more examples on the board. A2 (i) Ask them to practise the given dialogue. Ask them to share requests when they need anything.

**Raza:** That's great!  
**Toqeer:** Could I borrow your camera for this trip?  
**Raza:** Yes, of course.  
**Toqeer:** Thank you, Raza. I will come to your home tonight.  
**Raza:** You are welcome. See you tonight.

ii. Use these functions to request your friend to bring you a novel from the library. He/she should also respond using the learnt functions.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

- Explain the feelings of the Earth in your own words.
- Which problems are being faced by our Earth? Write some of them.
- How can we keep our environment clean? Discuss.

ii. Read the given paragraph aloud and notice the use of punctuation marks.

We were learning about the environment in school so our teacher took us on a tour of the city. We saw a power plant, a factory and a workshop. There were big buildings with lots of smoke coming out of their chimneys. It made the sky look dark. We also saw a canal as well. The water was dark and full of rubbish. The soil around it was dirty. There was a lot of pollution all around. Time to think!

iii. Read the given affixes with their examples.

Prefixes	Words	Suffixes	Words
dis-	dislike	-less	spotless
re-	recover	-ness	happiness
un-	unfriendly	-al	logical
in-	incorrect	-ship	friendship

#### Read Me

An **affix** is added to the base word to change its meaning. There are two main types of affixes, prefixes and suffixes. We add a **prefix** at the beginning and a **suffix** at the end of a word to make a new word.



B1 (ii) Ask students to read the given text aloud for an accurate reproduction of sounds in individual words and connected speech.

B1 (iii) Share more examples of affixes with them. Students can think- pair-share for practising affixes.

#### iv. Make words with the given affixes.

Prefixes	Words
mis-	
over-	
pre-	
im-	

Suffixes	Words
-wise	
-ful	
-ly	
-ist	

#### v. Read the poem again and fill in the blanks.

- The Earth is our \_\_\_\_\_.
- We are destroying the Earth's skin and \_\_\_\_\_.
- We are polluting \_\_\_\_\_ of the Earth.
- The Earth needs love and \_\_\_\_\_.

## 2. Analytical Reading

Visit your school library. Read some information about climate change. Note down some information in your notebook.



## C) Language Focus

### 1. Vocabulary Building

#### i. Read the given words with their meanings.

destroy	come to an end
regret	feel sad
realise	notice
mope	despair / gloomy



B1 (iv) Encourage students to share more examples. B1 (v) Have students recall the lesson and ask them to fill in the blanks. Help them if needed. C1 (i) Explain the meanings of difficult words and ask students to use these words in their daily conversation.



## Synonyms and Antonyms

ii. Read the given words with their synonyms and antonyms.

Words	Synonyms	Antonyms
soft	smooth	hard
cheer	delight	sadness
pretty	beautiful	ugly
stay	stop	leave
joy	happiness	sorrow

### Read Me

**Synonyms** are words with similar meanings.  
**Antonyms** are words with opposite meanings.

iii. Read the given text. Write synonyms and antonyms for the underlined words in your notebook.

- The world is happy because the spring season is coming.
- The grass becomes soft and green.
- The garden presents a beautiful sight.
- The flowers are blooming everywhere in the spring.
- The birds are enjoying the spring.

## 2. Learning to Spell

Rearrange the jumbled letters to make words and learn their spelling.

hceer	drows	verye	ldwor	csene

### Read Me

A **common noun** is the name of any person, place or thing.  
 A **proper noun** is the name of a particular person, place or thing.

## 3. Grammar

### Common and Proper Noun

i. Read the following common and proper nouns in the sentences.

Common Nouns	Proper Nouns
He is an intelligent <b>boy</b> .	<b>Ali</b> is doing his homework.



C1 (ii) Have students recall the concept of synonyms and antonyms sharing more examples. Ask students to think-pair-share for common/ proper noun or go for a KWL activity for recap.

The <b>children</b> went to the <b>museum</b> .	The children went to the <b>Lahore Museum</b> .
I have two <b>cats</b> .	My cat's name is <b>Toffy</b> .
These <b>mountains</b> are full of <b>flowers</b> .	<b>Mount Everest</b> is the highest mountain peak of the world.
There are many fish in this <b>lake</b> .	<b>Lake Saif-ul-Maluk</b> gives a splendid sight.
They bought a house near a <b>river</b> .	The <b>River Indus</b> is the biggest river of Pakistan.

## ii. Circle the common nouns and underline the proper nouns in the given sentences.

- Amna and Sana are playing with their dolls.
- Hamza's cat is very naughty.
- Their school is going on a trip to Mazar-e-Quaid.
- Satpara Lake is a beautiful lake in Pakistan.
- The River Ravi flows through Lahore.

## Common Gender Nouns

### iii. Read the given sentences and notice the use of common gender nouns.

- The **patient** is sleeping.
- My **cousin** will visit us soon.
- The **baby** is crying loudly.
- A **bird** is chirping in a tree.
- These **workers** are hard working.

#### Read Me

**Common gender** refers to nouns that can be male or female, such as a teacher, worker, friend, cousin, neighbour, etc.

### iv. Write five common gender nouns and use them in your sentences in your notebook.



C3 (i) Ask students to share some more examples of common and proper nouns. Write some common nouns on the board then ask students to write their proper nouns on the board. C3 (iii) Explain the concept of common gender nouns in detail by sharing more examples.

## Punctuation

v. Rewrite the given sentences by adding correct punctuation in your notebook.

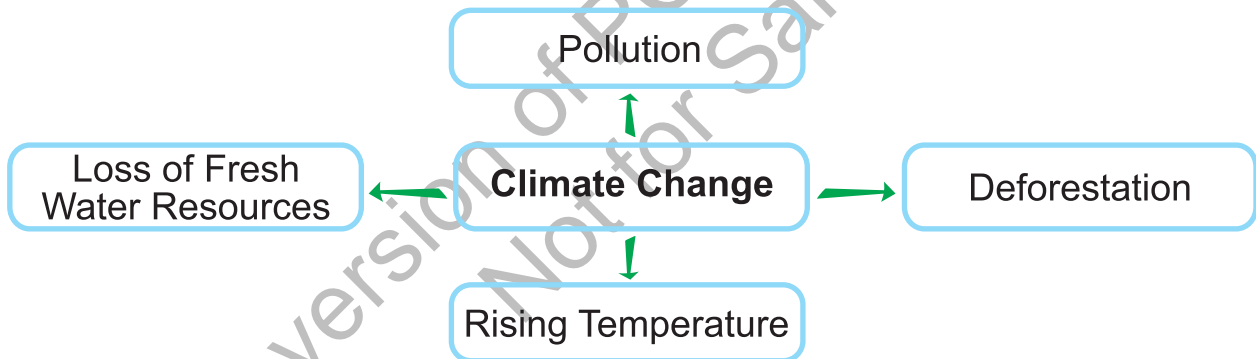
- why was the world happy
- the birds are singing songs
- her favourite flowers are roses sunflowers and tulips
- wow what a beautiful flower it is
- i like the spring season



## D) Writing

### 1. Learning to Write

i. Read the given mind map and write a paragraph about climate change in your notebook.



ii. Make a mind map about your favourite season and write a few sentences about it.

### 2. Creative Writing

Write a paragraph about the 'Importance of Natural Environment' in your notebook. You may use the given word bank.

earth

plant

water

air



C3 (v) Have students recall the rules of previously learnt punctuation marks.  
D1 (i) Have students recall the concept of a mind map. Assist students in writing a paragraph. Ask them to revise their writing.

# Unit 6

## A Fit and Healthy Life

### Learning Outcomes

**After completing this unit, you will be able to:**

- apply critical thinking to interact with the text using intensive reading strategies (while-reading) to identify an opinion in the text (as indicated through these words: think, feel, believe, etc.).
- classify words that begin or end with the same consonant clusters.
- demonstrate conventions and dynamics of oral interactions in a group to introduce themselves and others and engage in conversation.
- recognise specific parts of words including common inflectional endings and compound words.
- locate, identify, differentiate between, and use some simple pairs of words including homophones.
- illustrate the use of pronouns learnt earlier.
- use the pronouns as subject and object and for possession.
- demonstrate the use of subject-verb agreement according to person and number.
- identify narrative paragraph to note differences.
- use appropriate vocabulary and tenses to write a simple paragraph by narrating an activity from the immediate surroundings.





## Getting Started

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



### Let's Talk

- Why is a good 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 given picture below and guess what is happening.
- 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 and raise awareness about COVID-19.

Dr. Haroon instructed school management to distribute masks to everyone and maintain physical distance 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.”



Dr. Haroon said, "That's very right. Germs from your hands can go into your mouth, nose, eyes, and even ears and make you ill. We should also be careful about the food we eat and the water we drink. We should never forget to wear a mask and maintain physical distance because it helps to stop the spread of viral diseases."

"We should avoid eating too much junk food as well," Jasmine said.

"Yes, it is very important to eat healthy food and drink clean water. It keeps us strong and fit. However, sometimes we get ill. Can anybody tell me what we should do if we get unwell?" Dr. Haroon asked.

"Go to the doctor!" Maryam said.

"Take medicine!" Sara added.

Dr. Haroon said, "Yes, but you should tell your parents or elders first. Don't ever take any medicine unless your elders give it to you. It's very dangerous. Try to drink plenty of water with medicine. Always remember that looking after yourself is very important!"

### While-reading

Do you think washing hands can keep us safe from germs?



### Post-reading

- How can we keep ourselves safe from Covid-19?
- What do you do when you are ill?



## A) Oral Communication

### 1. Learning the Sounds

#### Consonant Clusters

i. Read the given consonant clusters with their words.

Consonant Clusters in Initial Position			
Two-Consonant Clusters		Three-Consonant Clusters	
br-	fl-	spl-	str-
brush	flour	splash	street
bread	flower	splendid	straw
brain	fly	split	stream



Model the text with correct pronunciation and intonation. Explain to students how we can keep ourselves safe from viral diseases. Ask them to share some more information about how to keep personal hygiene. Ask them to read the unit again silently and skim and scan the information for comprehension.

## Consonant Clusters in Final Position

Two-Consonant Clusters		Three-Consonant Clusters	
-lp	-sk	-fts	-mpt
help	flask	gifts	attempt
pulp	ask	crafts	prompt
gulp	desk	drafts	contempt

### Read Me

A **consonant cluster** is a group of two or more consonants in a word. Each consonant keeps its own sound in the word. A consonant cluster can be in the initial or final position of a word.

## ii. Read the given sentences. Underline the words with consonant clusters and write them in their columns.

- Brush your teeth before going to bed.
- Sara showed me some splendid crafts.
- They attempted to cross the stream.
- He asked Dr. Haroon a question about germs.
- You should help him in watering these flowers.

Consonant Clusters in Initial Position	Consonant Clusters in Final Position

## 2. Learning to Speak

### i. Read and practise the given dialogue.

**Maham:** Hello, Sidra! How are you?

**Sidra:** Not so great. (*Speaks with a low voice*) What about you?

**Maham:** I am fine, but what happened to you? You were absent yesterday.

**Sidra:** I got a fever two days ago. I have recovered now but I still feel weakness.

**Maham:** You should take care of your health. Eat a healthy diet and drink plenty of water. Did you see a doctor?

**Sidra:** Yes, Maham. He gave me some medicines. I will be better soon.

**Maham:** May Allah (سُبْحَانَكَ وَبِحَمْدِكَ) bless you with health!

**Sidra:** Thank you. InshaAllah.



A1 (i) Write any consonant cluster on the board, for example '-rst' and ask students to say the sounds of individual letters. Then ask them to blend these letters together and read the whole word. Ask them to share more examples of consonant clusters.

ii. Arrange a debate competition about healthy and unhealthy food.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

- Why did the school invite Dr. Haroon?
- What did Dr. Haroon tell the children about keeping personal hygiene?
- Why is junk food unhealthy? Discuss.

ii. Read the given sentences and notice the use of inflectional endings.

- Lubna and her classmates were very excited about Dr. Haroon's visit.
- The children were wearing masks.
- Sana always eats healthy food.
- Sara always washes her hands with soap.

#### Read Me

An **inflectional ending** is a letter or a group of letters added to the end of a word to change its form.

iii. Make three words with the given inflectional endings in your notebook.

-s

-es

-ing

-ed

iv. Read the given compound words.

Word 1		Word 2		Compound Words
sun		light		sunlight
head		ache		headache
bed	+	room	=	bedroom
tooth		brush		toothbrush
play		ground		playground

#### Read Me

A **compound word** is a combination of two or more words that produce a word with a new meaning.



A2 (i) Ask students to practise the given dialogue. B1 (i) Ask them to write the correct answers to the given questions.



v. Match the given words to make compound words and write them in the given blanks.

Column A		Column B		Compound Words
butter		berry		
straw	+	fly	=	
extra		bow		
rain		ordinary		

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

- The school invited a \_\_\_\_\_ .
  - i) carpenter
  - ii) judge
  - iii) lawyer
  - iv) doctor
- The students were wearing \_\_\_\_\_ during the doctor's visit.
  - i) gloves
  - ii) masks
  - iii) karate suits
  - iv) colourful dresses
- We should wash our \_\_\_\_\_ with soap for twenty seconds.
  - i) feet
  - ii) head
  - iii) face
  - iv) hands
- Never take medicine with an empty \_\_\_\_\_.
  - i) hand
  - ii) head
  - iii) mouth
  - iv) stomach
- \_\_\_\_\_ food keeps us strong and fit.
  - i) Junk
  - ii) Healthy
  - iii) Dirty
  - iv) Unclean

## 2. Analytical Reading

Surf the internet and read about how sports keep us healthy and fit and note down some details in your notebook.



B1 (ii) Explain to students the concept of inflectional endings in detail by giving more examples. B1 (v) Encourage students to share more examples of compound words. B1 (vi) Ask students to tell the correct answers.



## 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.

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

#### Read Me

**Homophones** are words that sound the same, but have different spellings and meanings.



C1 (i) Ask students to learn meanings of the given words. C1 (ii) Ask them to share more examples of homophones.

### iii. Fill in the blanks with the correct homophones.

- I saw \_\_\_\_\_ rise with my \_\_\_\_\_. (sun, son)
- Am I \_\_\_\_\_ to read the given text \_\_\_\_\_. (aloud, allowed)
- Maryam had bought \_\_\_\_\_ new dresses \_\_\_\_\_ her daughter. (four, for)
- \_\_\_\_\_ of my school teams \_\_\_\_\_ the cricket match. (won, one)
- I want to \_\_\_\_\_ more information in the newspaper \_\_\_\_\_. (add, ad)

### iv. Use the given homophones in your sentences.

whole hole

hear here

## 2. Learning to Spell

### Unscramble the words and learn their spelling.

kunj

\_\_\_\_\_

ealhth

\_\_\_\_\_

isitv

\_\_\_\_\_

tafer

\_\_\_\_\_

oaps

\_\_\_\_\_

hasw

\_\_\_\_\_

## 3. Grammar

### Pronoun

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

- **We** should wash **our** hands with soap.
- **They** are planting new plants in **their** garden.
- Hira keeps **her** bedroom neat and clean.
- Always buy a juice in a can. **It** can be recycled easily.
- Yes, **you** are right.

#### Read Me

**Pronouns** are words that are used in place of nouns, for example I, you, we, they, us, our, etc.

#### ii. Read the unit again and circle any five pronouns. Then use them in your own sentences.



C2 Ask students to learn the spelling of words and use these words in their daily conversation. C3 (i) Explain the concept of pronouns in detail by writing more sentences on the board.

## Subjective, Objective and Possessive Pronoun

iii. Read the given sentences and notice the use of pronouns as subjective, objective and possessive pronouns.

### Subjective Pronouns

- I work in a big company.
- You like playing football.
- He lives in Lahore.
- She went on vacation last week.
- It seems hot today.
- We enjoy watching cartoons.
- They are good students.

### Objective Pronouns

- She gave me a book.
- Tahir bought you a present.
- She told him the secret.
- Maha asked her to come inside.
- Nida bought an ice-cream and gave it to Maryam.
- The teacher taught us nouns.
- The company provided them with insurance.

### Possessive Pronouns

- This book is mine.
- That cat over there is hers.
- That poster on the wall is ours.
- This responsibility is all yours.
- The house in the corner is theirs.
- This shirt is his.
- The cat is licking its paws.

iv. Use two subjective, objective and possessive pronouns each in your sentences and write them in your notebook.

## Subject-Verb Agreement

v. Read the given sentences and notice the use of subject-verb agreement.

- Dr. Haroon is giving instructions to students.
- The students are washing their hands.
- They are playing cricket.
- You are my best friend.
- I am fond of reading.

### Read Me

Subject pronouns are often the subject of a sentence, 'who' and 'what' the sentence is about. Object pronouns are often the object of the verb, 'who' or 'what' is acted upon. A pronoun that shows possession or ownership is called a possessive pronoun.

### Read Me

A singular subject always takes a singular verb and a plural subject always takes a plural verb. 'You' always agrees with 'are' both in singular and plural cases. The form of a verb changes with the number and person of the subject.



C3 (iii) Explain to students the use of pronouns as subject, object and possessive in detail. C3 (v) Ask students to share some more sentences with subject-verb agreement.

vi. Read the given sentences and tick (✓) the verbs that agree with the subjects.

- My mother (likes, like) to eat vegetables.
- Sports (keep, keeps) us healthy.
- The bird (are, is) chirping in its nest.
- They (do, does) not waste their time.
- Pakistanis (is, are) brave people.



## D) Writing

### 1. Learning to Write

i. Read the given narrative paragraph.

Naveed was not feeling well last night. His ear was aching. His mother told him he needed a doctor. In the morning, Naveed's mother took him to a hospital. The doctor examined Naveed's ear with a torch. He also checked his temperature by putting a thermometer into his mouth. After a while, the doctor told Naveed's mother that he had a fever too. He gave Naveed some medicines to take at home. Naveed thanked the doctor. He took these medicines and got well after a couple of days.

#### Read Me

A **narrative paragraph** retells an event. It has a beginning, middle and ending.

ii. Write a narrative paragraph about any memorable incident of your school life.

### 2. Creative Writing

Write a paragraph on how you spent your time at home during the coronavirus lockdown. Mention any new skill you learnt during this lockdown.



D1 (i) Explain to students the concept of a narrative paragraph in detail by giving more examples. D1 (ii) Guide students about writing a paragraph through shared writing technique.

# Review - 2



## A) Oral Communication



### Learning the Sounds

Read the given text and circle the words with diphthongs.

It was a Monday morning. I reached the sports ground with my family. All my school friends and teachers were there to support me. I was a bit nervous but, somehow, I managed to keep myself together. I looked at the sky and asked Allah (سُبْحَانَكَ وَبِحَمْدِكَ) for help.

Write two words for each given consonant cluster.

Initial Position		
str-	spr-	thr-

Final Position		
-nts	-rst	-mpt

Arrange a discussion in class about healthy habits.



## B) Reading and Critical Thinking



### Reading Comprehension

Answer the given questions.

- How do you spend your summer holidays? Mention some activities.
- Why should we take care of our personal hygiene?
- How can germs make us ill?

Make compound words with the given words and write them in the blanks below.

sun

wheel

tooth

cup

brush

flower

star

cake

fish

chair



## C) Language Focus



### Vocabulary Building

Read the given words and write their meanings.

pandemic

cheer

prevent

hygiene

precautionary

Write two nouns in each of the given columns of gender nouns.

Masculine	Feminine	Neuter

Read the given text. Circle the common nouns and underline the proper nouns.

Abid and his family went to Murree during the last summer holidays. They stayed at uncle Salim's house. They visited many beautiful places in Murree. They went to Nathia Gali, Patriata, Pindi Point and Kashmir Point. They also bought Kashmiri shawls and embroidered bags from the Mall Road. They enjoyed their trip a lot.

Rewrite the given paragraph using the correct subject-verb agreement.

Next month we is going to the Clifton beach. My sister like this idea because she like the natural beauty of seas. My brother and I wants to go fishing. My father say he are going to take us fishing this time. I hopes the weather is good so we can go out in the sea. My mother will cooks the fish.

Rewrite the given paragraph by using correct punctuation and capitalisation.

dr haroon told them that germs from our hands can go into our mouths, nose, eyes and even ears and make us ill we should also be careful about our food junk food is not good for us so we should eat healthy food.



## D) Writing



### Learning to Write

Write a narrative paragraph about the most memorable journey of your life.

# 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 (while-reading) to guess meaning of difficult words from context.
- use critical thinking to respond to the text (post-reading): applying world knowledge and their own opinion to the text read.
- 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 briefly story elements.
- tell when and where the story is set.
- describe the characters in a story and express preferences about them.
- retell a story briefly but sequentially.
- summarise a short folktale through gapped summary exercise.
- use common compound words in their own speech and writing, e.g. milkshake, airport.
- 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, herself, ourselves, themselves, and itself.
- recognise and use be and do to make interrogative sentences.
- recall the rules of punctuation learnt earlier.
- identify the elements of a story: plot, beginning, middle and the end of a story with conflict and resolution; human, animal, imaginary characters and their roles; setting.
- write a guided story using the elements of story writing.







## Getting Started

Look at the pictures. They show what true friends do for one another.



### Let's Talk

- What are the friends in the pictures doing?
- Can you share other things that friends do for one another?
- How can you be a good friend to someone?
- Are you a good friend? Think about yourself and then tell.

## What Goes Around, Comes Around

### Pre-reading

- Look at the given pictures and guess what is happening.
- Share good qualities of your best friend.

There was a mouse who had always lived on land. By chance, he met a frog who used to live in water for most of his life. The mouse showed the frog around the little hole he lived in and every beautiful thing in it. The frog invited the mouse to come along and see the wonderful underwater world. "I would love to go with you



but I cannot swim," said the mouse. "No worries, dear," replied the frog. "I will tie your foot to mine, and then I can pull you along." The mouse agreed.

The frog laughed as he thought it would be good fun for him. The frog tied the mouse's foot to his own with a piece of thread.





Thus joined together, they started walking across the meadow where they would find their food. All went well until the frog led the mouse to the pond where he lived. Then the frog jumped in, taking the mouse with him. The frog splashed around happily and swam, croaking about as if he had done a good deed.

“Oh, how cool and nice the water is,” said the frog, as he swam about. But the poor mouse was frightened.

“Please, get me out of the water,” said the mouse, “or I shall die.”

“Oh, never mind. You will get used to the water. I just love it,” said the unkind frog.

But soon the poor mouse was drowned, while the cruel frog frisked about down below, tied to the foot of the mouse. Just then, a hawk saw the mouse, and pounced upon it. As he flew away with it, the frog was dragged out of the water too, for he was still tied to the mouse.

“Stop, stop!” cried the frog. “Let me go. It is the mouse you want.”

“Come along,” said the hawk. “I want you both. I will eat you first, for I like frog meat even better than mouse meat.”

In a few moments, the hawk had a good supper, and there was nothing left of either the selfish frog or the poor mouse.

**Moral:** As you sow, so shall you reap.

#### While-reading

Tell meanings of 'underwater' and 'pounced.'



#### Post-reading

- Can you think of a different moral for the fable?
- Read the story again and think of another ending for this story and then discuss.



Discuss with students that the text they are reading is a fable. A fable is a short story, often involving animal characters that represent people. It shows conflict over any issue and, through it, teaches us a moral lesson. Discuss the moral with students. Ask them to give answers to the given questions. Note their responses.



## A) Oral Communication

### 1. Learning the Sounds

#### Vowels and Consonants

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

- The frog splashed around and swam croaking about as if he had done an admirable feat.
- The frog intended to get into mischief.
- Maryam likes to eat eggs and bread for breakfast.
- Only eight apples were left in this basket.
- Naeema is a bright student of our university.

ii. Write five words starting with consonant and vowel sounds each in your notebook.

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Hen:** Hello, Mouse! How are you?

**Mouse:** I'm fine thank you. How are you?

**Hen:** I'm good. You look in a hurry. Where are you going?

**Mouse:** Yes, I'm getting late. I'm going with a frog to see the underwater world.

**Crow:** Hello, Hen and Mouse. What are you both discussing? Mouse looks happy today.

**Hen:** He is going with a frog to the underwater world.

**Crow:** Oh! It seems interesting. But it can be dangerous for you. This frog is naughty so be aware of him.

**Mouse:** I will take care of myself. You don't need to worry. Thank you for your advice, Crow.

**Crow:** Okay, bye.

**Mouse:** Bye.

**Hen:** Goodbye.

ii. Have students discuss their favourite stories. Engage them in a conversation by asking different questions.



A1 (i) Ask students to share more words with vowel and consonant sounds. Note their responses. A2 (ii) Ask them different questions about their favourite stories during the discussion to keep them engaged in conversation.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- Why does the frog tie his foot to the mouse's foot?
- What happened at the end of the story?
- Write a summary of the fable you have just read.

#### ii. Read the given elements of a fable.

**Character:** Characters are the people and animals in a story.

**Setting:** It is where and when the action in the story takes place.

**Plot:** It has the theme of the story around which events are planned. It is the beginning, middle and end of the story.

**Conflict:** Every fable has a problem that makes the characters work and resolve it.

**Resolution:** It is the solution to the conflict. It has a moral as well.

#### Read Me

A **fable** is a short story with animal characters. It has a moral lesson. It is not based on any reality.

#### iii. Which is your favourite character of the story?

#### iv. Read the given story and fill in the blanks with the correct words given below.

a, the, winning, hare, challenged, fast, woke, won, tortoise, left, the

Once there lived a hare and a tortoise in a forest. The \_\_\_\_\_ was very proud of his speed. He used to make fun of the \_\_\_\_\_ for being too slow. One day, the tortoise \_\_\_\_\_ the hare to a race. The hare accepted the challenge. The race started. The hare ran very \_\_\_\_\_. The tortoise was \_\_\_\_\_ much behind. The hare got tired and stopped to have some rest under \_\_\_\_\_ tree. He fell asleep. \_\_\_\_\_ tortoise passed by him and reached the \_\_\_\_\_ post. The hare \_\_\_\_\_ up and ran as fast as he could. He saw that the tortoise was already there at \_\_\_\_\_ winning post. The tortoise had \_\_\_\_\_ the race.



B1 (i) Ask students the above questions. B1 (ii) Discuss the elements of a fable with them by giving examples. Ask them to give answers to the given questions. Note their responses.

v. Read the story again and write its summary in your own words in your notebook.

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

- The frog lived in \_\_\_\_\_ for most of his life.
  - i) a stable
  - ii) a nest
  - iii) soil
  - iv) water
- The frog tied the mouse's foot to his own with a piece of \_\_\_\_\_.
  - i) cloth
  - ii) thread
  - iii) rope
  - iv) string
- The poor \_\_\_\_\_ drowned and his body floated on the surface of the water.
  - i) hawk
  - ii) hen
  - iii) mouse
  - iv) crow
- As you sow, so shall you \_\_\_\_\_.
  - i) cook
  - ii) reap
  - iii) eat
  - iv) enjoy
- The hawk had a good \_\_\_\_\_.
  - i) lunch
  - ii) dinner
  - iii) supper
  - iv) breakfast

## 2. Analytical Reading

Read any fable. Write its elements and moral in your notebook.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

croaking	a sound made by a frog
intent	the purpose to do something
drag	to pull somebody
frightened	afraid
pounced	sprang forward suddenly so as to catch something



B1 (v) Guide students through writing a summary in correct sequential order. B1 (vi) Ask students to fill in the blanks with the correct answers. C1 (i) Ask students to learn the meanings of the difficult words.

## Compound Words

ii. Read the given compound words.

Word 1	Word 2	Compound Word
birth	day	birthday
after	noon	afternoon
back	bone	backbone
chair	man	chairman
air	port	airport
milk	shake	milkshake

### Read Me

**Compound words** are formed when two words are put together to form a new word with a new meaning.

iii. Make compound words by combining the words from the word bank.

table      bed      sun      air      tooth      moon  
fire port      spoon      room      shine      brush      light

_____	_____	_____	_____
_____	_____	_____	_____

## Homonyms

iv. Read the given homonyms and their use.

<b>sink</b> <b>sink</b>	There are some plates in the kitchen sink. The ship sinks to the bottom of the sea.
<b>tie</b> <b>tie</b>	Please tie a knot in this rope. He likes to wear a tie and a shirt.
<b>park</b> <b>park</b>	They usually park their cars outside their house. The children are playing in the park.
<b>bank</b> <b>bank</b>	Ali bought a house near the riverbank. Sara opened an account in a bank.
<b>match</b> <b>match</b>	Could you please, light matchsticks? They won the cricket match.

### Read Me

**Homonyms** are words that sound the same and have the same spelling also but with different meanings.



C1 (ii) Ask students to share more examples of compound words. C1 (iv) Ask them to share more examples of homonyms.

v. Read the given sentences and circle the correct words from the given homonyms.

- The apples are beginning to drop (fall) / drop (a small quantity of a liquid) from the trees.
- He held the bird gently in his palm (a straight tree with long leaves at the top) / palm (the inner surface of the hand between the wrist and the fingers).
- The key was hanging from a nail (the thin hard layer covering the outer tip of the fingers or toes) / nail (a small pointed piece of metal with a flat head) by the door.

vi. Use the given homonyms in your own sentences in your notebook.

right right

fair fair

glasses glasses

well well

## 2. Learning to Spell

Fill in the missing letters to complete the words.

wonde\_\_ful

th\_\_ead

s\_\_rfa\_\_e

d\_\_owned

su\_\_p\_r

## 3. Grammar

### Personal Pronouns

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

- The frog hurt **itself** while playing.
- Ali introduced **himself** to his new neighbour.
- God helps those who help **themselves**.
- Sana bought a dress for **herself**.
- You should complete your assignment **yourself**.
- We are enjoying **ourselves**.
- I prepare lunch **myself**.

### Read Me

A **personal pronoun** is a pronoun that refers back to the subject of the same sentence. It ends in -self or -selves.



C3 (i) Explain the concept of personal pronouns in detail by sharing more examples.

- ii. Use the personal pronouns on the previous page in your sentences and write them in your notebook.

### Interrogative Sentence of 'Be' and 'Do'

- iii. Read the given interrogative sentences and notice the use of different forms of 'be' and 'do'.

#### Be:

- **Is** the hawk eating a frog?
- **Are** the boys playing?
- **Am** I reading a storybook?
- **Was** Anum cooking pasta?
- **Were** a frog and a mouse swimming in the pond?

#### Do:

- **Does** Ali ride a bicycle?
- **Do** we get up early?
- **Did** they learn a lesson?

#### Read Me

'Be' has four forms in the present: is, am, are, be.

'Be' has two forms in the past: was, were.

'Do' has two forms in the present: do and does.

'Do' has one form in the past: did.

We put these verbs at the beginning of sentences to make interrogative sentences.

- iv. Write interrogative sentences of the forms of 'be' and 'do' in your notebook.

- v. Rewrite the given sentences by adding correct punctuation in your notebook.

- sara is twenty two years old
- oh what a beautiful scene it is
- the frog deceived the poor mouse
- do you know the moral of this story
- it is raining outside

#### Read Me

A **full stop** (.) is used at the end of a declarative sentence. A **question mark** (?) is used at the end of a question. An **exclamation mark** (!) is used to show strong feelings or emotions. A **hyphen** (-) is used to join two or more words together.



## D) Writing

### 1. Learning to Write

- i. Write a story about your favourite animals and also note the elements of the fable learnt previously from the 'reading section' in your notebook.

### 2. Creative Writing

- ii. Write a story with the moral 'A Friend in Need is a Friend Indeed'.



C3 (iv) Ask students to share more examples of interrogative sentences of 'be' and 'do'. C3 (v) Recall the rules of punctuation in detail. D1 (ii) Guide students through writing a story by following the rules they have already learnt.



# Unit 8

# Do What's Right

## 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 a text using intensive reading strategies (while reading) to follow instructions in maps or short public notices or signs.
- use critical thinking to respond to the text (post-reading): applying world knowledge and own opinion to the text read.
- relate their feelings and experiences to what is read.
- identify and practise pronouncing long and short vowel sounds in different words (a, e, i, o, u).
- demonstrate conventions and dynamics of oral interactions in a group to take turns.
- use alphabetical order to locate words in a dictionary for an increase in vocabulary and aid in comprehension of texts.
- recognise meanings of common adjectives and verbs in relation to each other.
- demonstrate the correct use of my-mine, your-yours, etc.
- demonstrate the use of be, do, -ing and have along with their negative forms as main or helping verbs in sentences.
- demonstrate the use of prepositions showing position and time.
- identify and use adverbs of manner and time.
- recall the rules of punctuation learnt earlier.
- read short notes written for different purposes to write short notes of their own to friends and family members.
- write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations.
- write replies accepting or declining an invitation.





## Getting Started

Look at the pictures and observe what is happening.



### Let's Talk

- What are they doing wrong?
- What should they do instead?

## Do What's Right

### Pre-reading

- Read the title and tell five words related to it.
- Are you thankful to Allah for what you have in life?

It was a very hot day. When the school ended, all the students made a queue and left their classrooms for home. Ali was also going home but he was hungry. He saw some of his classmates enjoying drinks and biscuits.

He always wanted to buy all these things but never had enough money. He felt sorry for himself. Just then his mother's advice came to his mind. She had told him that he should thank Allah (سُبْحَانَكَ وَبِحَمْدِكَ) all the time.



As he was walking home, he saw his classmate Mohsin coming towards him on a bicycle. He passed by without noticing him. Mohsin seemed to be in a hurry. After passing him, Ali saw a wallet lying on the road. He picked it up, and found three thousand rupees in it. He realised that Mohsin had accidentally dropped his wallet on the road. There was no end to Ali's joy. He knew that nobody had



seen him picking up the wallet. Now, he could buy sweets, toys and chocolates with this money. Reaching home, he hid the wallet and stayed in his room quietly. His mother came to his room. "Ali, why did you not eat anything? What are you doing in your room? Are you alright?" asked his mother. "I am resting because I am very tired today," said Ali. His mother kissed him on his forehead and came out of the room.

Ali started feeling hungry and thought of eating some chips and sweets. At the same time, he remembered two things his teacher had said, first, never tell a lie. Secondly, when you find something unattended, return it to who it belongs. This made Ali feel sorry for his lies and greedy behaviour.

**While-reading**  
Why do you think moral values are important for us?

He quickly ran to Mohsin's house, who was in a sad mood after the loss of his money. Ali told him the whole story and handed over the wallet to him. Mohsin became very happy. He not only thanked Allah (سُبْحَانَكَ اللَّهُمَّ) but also praised Ali for his honesty. Ali, on the other hand, thanked Allah (سُبْحَانَكَ اللَّهُمَّ) for showing him the right path.

### Post-reading

- If you were in place of Ali, what would you do?
- What did Ali saw on the road?



## A) Oral Communication

### 1. Learning the Sounds

#### Long and Short Vowel Sounds

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

Vowels	Short Vowel Sounds	Long Vowel Sounds
a	fat	fate
e	red	read
i	sit	site

#### Read Me

**Vowels** can make short or long sounds. The **long** vowel sound is held longer in pronunciation than the **short** vowel sound.



Model the text with correct pronunciation and intonation. Help and encourage students to recite the text. Discuss the theme of the story with them.

o	hop	hope
u	tub	tube

ii. Underline the short vowel sounds and circle the long vowels from the given words.

## 2. Learning to Speak

i. Read and practise the given dialogue.

**Teacher:** Fatima, bring your notebook to me.  
**Fatima:** Ma'am, should I bring my notebook first?  
**Teacher:** No, I will call you one at a time.  
**Fatima:** But ma'am, I have also finished my work.  
**Teacher:** You have to wait for your turn!  
**Fatima:** Okay, ma'am.

ii. Make a group of four students and conduct a role-play activity on how to take turns using the words first, next, later, etc.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

- What things did Ali want to buy with the money?
- What two things had Ali's teacher told him to do?
- Why should we be honest?

ii. Consult a dictionary and arrange the words in alphabetical order according to the first letter.

invitation, valley, camera, excited, jeep



A1 (i) Read the words with long and short vowel sounds aloud and ask students to repeat after you with correct pronunciation and intonation.



### i. Read the given words with their meanings.

advice	guidance
regulations	rules
realise	understand
praised	admired
honesty	truthfulness

#### Read Me

When two adjectives are used together to describe a noun, they are sometimes called **paired adjectives**. For example: huge big, tiny, small.

### Paired Adjectives

### ii. Read the given sentences and note the use of paired adjectives.

- Today is a **bright** and **shiny** day.
- Murree is famous for its **beautiful** and **lovely** scenery.
- Horse riding was an **exciting** and **thrilling** experience.

### iii. Write sentences using these adjectives.

greedy

well known

unforgettable

delighted

## 2. Learning to Spell

Arrange the given jumbled words into correct words and also learn their spellings.

milse \_\_\_\_\_ pseehc \_\_\_\_\_ nearl \_\_\_\_\_  
tomenm \_\_\_\_\_ aitfh \_\_\_\_\_ oeridp \_\_\_\_\_

## 3. Grammar

### Personal and Possessive Pronouns

#### i. Read the given sentences.

#### Personal pronouns

#### Read Me

are used in place of nouns that name people, places, animals and things.

For example: I/my, you/your, etc.

**Possessive pronouns** indicate who something belongs to. For example: mine, yours, etc.

- This is **my** bedroom. This is **mine**.
- This is **your** book. This is **yours**.
- This is **her** dress. This is **hers**.
- This is **their** house. This is **theirs**.
- This is **his** pencil box. This is **his**.
- This is **our** house. This is **ours**.



C1 (i) Ask students to learn the meanings of difficult words. C1 (ii) Explain to them the concept of paired adjective by giving examples on the board.

C3 (i) Encourage students to share more sentences having personal and possessive pronouns.

- ii. Use some of these pronouns while writing five sentences of your own in your notebook.

### Prepositions of Position and Time

- iii. Read the following prepositions of position and time with their sentences.

#### Prepositions of Position

in front of	The teacher stands in front of the class.
behind	The cat is sitting behind a sofa.
next to	The bank is next to that hotel.

#### Read Me

Prepositions of position and time show the position of a noun and the time of an action.

#### Prepositions of Time

in	I get up late in the morning.
at	She sleeps at noon.
on	She went to the market on Saturday.

- iv. Use prepositions of position and time in sentences of your own and write them in your notebook.

### Adverb of Manner

- v. Read the following sentences:

**Adverbs of Manner**  
He swims well.  
He ran quickly.  
She spoke in a friendly way.

#### Read Me

Adverbs of manner tell us how someone does something or how something happens. They usually come after the main verb.

- vi. Underline the adverbs of manner in the text, 'Do What's Right'.



## D) Writing

### 1. Learning to Write

- i. Write a short invitation to your friend to attend your birthday party.



C3 (v) Share more examples of adverbs with students to reinforce the concept.  
C3 (iii) Explain prepositions of position and time by giving examples from the surrounding environment.

Date, time and location:

Dear: \_\_\_\_\_

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\_\_\_\_\_ (Sender's Name)

## ii. Write a short note accepting the invitation above.

Dear: \_\_\_\_\_

Thank you for your invitation. That is so kind of you.

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## 2. Creative Writing

**Write about an incident in your life in which you felt disappointed. Describe it in your own words. How did you deal with it?**

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D1 (i) Help students in writing a short invitation and its reply. Guide them in writing and revising their written work.



# Unit 9

# Patriotism

## Learning Outcomes

**After completing this unit, you will be able to:**

- recognise and practise that 'ed' has three sounds, i.e. /d/, /t/, /id/ through context.
- demonstrate conventions and dynamics of oral interactions in a group to use polite expressions to seek attention.
- recite poems with actions, express opinion about them.
- use textual aids such as the table of contents and glossary for greater comprehension of texts.
- read simple keys/legends on maps.
- read tables and charts in textbooks.
- recognise and use cardinal directions.
- create a short poem using rhyming words on a given topic.
- recognise alphabetical arrangement of words in a glossary or a dictionary.
- locate an entry word in a glossary or a dictionary.
- recognise that pronouns agree with their nouns in gender and number.
- illustrate the use of can/cannot and, may/may not to express permission, prohibition and doubt.
- identify and use simple adverbs of place.
- recognise and use the full stop with some abbreviation.
- write the central idea of a given poem in simple language.
- list rhyming words and write a poem based on the same central idea.





## Getting Started

Education makes a nation strong by making people learned and skillful. It also makes lives better for those who need to struggle for their survival. Strong nations always work hard for the welfare of society.



### Let's Talk

- What is happening in these pictures? Describe it in your own words.
- What can you do for the welfare of society?

# A Nation's Strength

## Pre-reading

- What do the colours of our national flag mean?
- How do you celebrate the Independence Day of Pakistan?

Not gold but only men can make  
A people great and strong,  
Men who for truth and honour's sake  
Stand fast and suffer long.  
Brave men who work, while others sleep,  
Who dare while others fly  
They build a nation's pillars deep  
And lift them to the sky.

Ralph Waldo Emerson

## While-reading

How do brave men make a nation strong?

## Post-reading

- How can we contribute to make our nation great and strong? Share your views.
- What is the main idea of the poem? Discuss it in your words.



Ask students to recite the poem with correct intonation patterns. Discuss with them how we can serve our country.



## A) Oral Communication

### 1. Learning the Sounds

#### '-ed' Sounds

i. Read the given sentences and pronounce the '-ed' sound endings correctly.

/d/	/id/	/t/
Hina showed me her new dress.	Ali wanted to buy a new house.	He worked hard for his test.
They lived in Lahore.	She started her new job.	We walked in the morning.
He played in the evening.	These flowers had faded.	They helped a poor man.

#### Read Me

The *ed* sound is pronounced /t/ if it is followed by k, s, ch, sh, f, p sounds. For example: laughed. The 'ed' sound is pronounced /d/ if it is followed by b, g, l, j, l, m, n, o, u, v, z sound. For example: rugged. The 'e d' sound is pronounced /id/ if it is followed by a /t/ or /d/ sound. For example: visited.

ii. Underline the words with the -ed ending and write them in their relevant columns.

- It rained heavily last night.
- The labourers had loaded the truck.
- Ali asked his teacher a question.
- She laughed aloud.
- The children jumped on the bouncy castle.
- They waited for him last night.

-d	-id	-ed

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Sir Yasir:** Assalaamu Alaikum, students! How are you all?

**Students:** Wa Alaikum Assalaam! We are fine, sir.

**Sir Yasir:** Students, do you know what national event is coming on March 23<sup>rd</sup>?

**Hassan:** Yes, sir. It is Pakistan Day.



- A1 (i) Ask students to share more examples of the different sounds of the -ed ending.  
A2 (i) Ask them to role-play the given dialogue.

**Sir Yasir:** Now, who will tell me why we celebrate this day?

**Ali:** Sir, we celebrate Pakistan Day to remember the Lahore Resolution of 1940. This resolution proposed the idea of an independent state for Muslims. Therefore, it is also called the Pakistan Resolution.

**Sir Yasir:** Good, Ali.

**Usman:** Where was this event held?

**Sir Yasir:** It was held at Manto Park, Lahore (Minar-e-Pakistan). We are arranging a speech competition about this. I would like all of you to come and participate.

**Students:** Okay, sir.

**ii. Conduct a dialogue on 'Benefits of Education'. Make sure students use polite expressions to seek attention.**



## B) Reading and Critical Thinking

### 1. Reading Comprehension

**i. Answer these questions.**

- What is a nation's strength?
- What is the message of the poem in your opinion?
- Why is education important for any country?

**ii. Look and read the given table of contents of a book. Then answer the given questions.**

Table of Contents		
Ch. No.	Chapter Title	Page
1	A Thirsty Crow	2
2	A Naughty Kid	6
3	Love for the Country	9
4	The Crane and the Fox	12
5	The Red Fat Hen	15

#### Read Me

A **table of contents** is a list of topics or parts of a book and the page numbers on which they begin. A table of contents is found at the beginning of a book.

- What is the title of the first chapter of the book? \_\_\_\_\_
- Which page does the third chapter start on? \_\_\_\_\_
- What is the title of the last chapter of the book? \_\_\_\_\_



B1 (i) Encourage students to share answers to the given questions. B1 (ii) Explain the concept of a glossary and the table of contents. Help students conduct a dialogue on the benefits of education.

### iii. Read the given glossary.

#### Glossary

**A**

**ability:** a special skill or talent

**altitude:** the height above the Earth's surface or sea level

**B**

**battle:** a fight or conflict with or without weapons

**bottom:** the lowest, last, or underside of something

**C**

**career:** what you do for living a life or to earn livelihood

**choice:** the act of making a selection

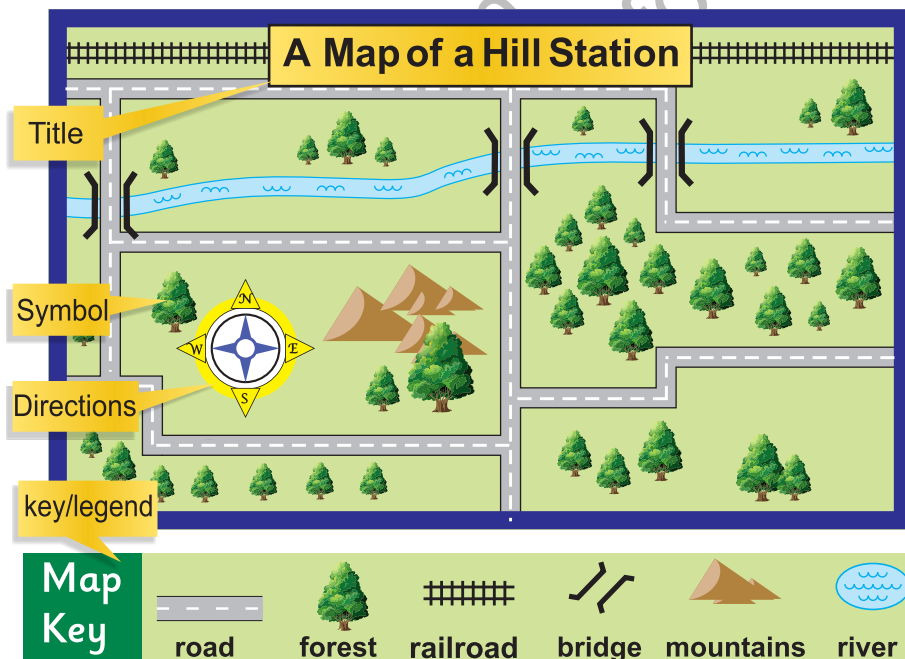
#### Read Me

A **glossary** at the end of a book or chapter includes words within that book that are either newly introduced or uncommon.

- Look up the meaning of 'altitude' in the given glossary and write it.
- \_\_\_\_\_
- Why do we use a glossary?
- \_\_\_\_\_

### iv. Take any ten words from your textbook and make your own glossary.

### v. Read the given map and its key to answer the given questions.



#### Read Me

The **legend** of a map explains the symbols and tells what each symbol stands for. For example: trees show forest and blue colour is for sea, river, etc.

#### Read Me

**Cardinal directions** are the four main points of a compass (North, South, East, and West) which are also represented by the first letters: N, S, E, and W.



B1 (iii) Show students glossaries and tables of contents in different books.

## vi. Look at the compass and answer the given questions.

- Write the direction of the mountains from the forest. \_\_\_\_\_
- Write the direction of the river from the forest. \_\_\_\_\_
- Write the direction of the railroad from the river. \_\_\_\_\_

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

- \_\_\_\_\_ cannot make people great and strong.
  - i) Money
  - ii) Gold
  - iii) Diamonds
  - iv) Silver.
- \_\_\_\_\_ men work while others sleep.
  - i) Dull
  - ii) Cowardly
  - iii) Brave
  - iv) Weak
- The men who dare while others \_\_\_\_\_.
  - i) cook
  - ii) smile
  - iii) fly
  - iv) cry
- Great men lift the nation to the \_\_\_\_\_.
  - i) park
  - ii) clouds
  - iii) sky
  - iv) rainbow
- Only \_\_\_\_\_ can make a nation strong.
  - i) mountains
  - ii) animals
  - iii) men
  - iv) hills

## 2. Analytical Reading

Read the biography of the Quaid-e-Azam and list down his five qualities in your notebook.



## C) Language Focus

### 1. Vocabulary Building



B1 (v) Explain the concept of a legend by showing different maps. B1 (vii) Encourage students to read the lesson again and fill in the blanks with the correct options.

## i. Read the given words with their meanings.

honour	great respect for somebody
suffer	to be badly affected by a disease
dare	to be brave enough to do something
strength	the quality of being brave
nation	people of a country

## Writing a Poem

ii. Write a poem on the topic 'My Country' with the help of the given rhyming words.

land, stand

dream, stream

day, way

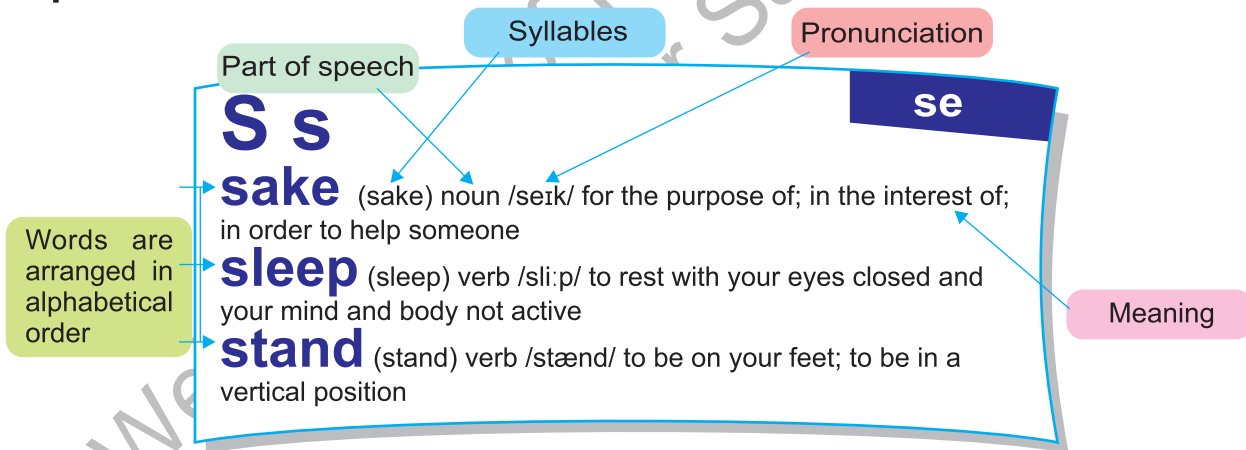
## Entry Word

iii. Look at the given page of a dictionary and notice the use of alphabetical arrangement of words. Also notice the use of the entry word.

### Read Me

An **entry word** is the form of a word in a dictionary under which its meanings, spelling, etc. are grouped.

## Alphabetical Order



## 2. Learning to Spell

Fill in the missing letters to complete the words.

\_\_onour

pill\_\_rs

bra\_\_e

s\_\_ffer

bu\_\_ld



C1 (ii) Guide students through writing a poem of their own. C1 (iii) Explain the concept of the entry word and alphabetical order in a dictionary. C3 (i) Explain the concept of pronoun-antecedent agreement by writing more sentences on the board.



### 3. Grammar

#### Pronoun-antecedent Agreement

##### i. Read the given sentences and notice the use of pronoun-antecedent agreement.

- I bought a book about Pakistan. It is very interesting.
- Pakistani soldiers are brave. They protect us.
- Ahmad is my neighbour. He is a good man.
- My mother is very caring. She loves us.

**Read Me**  
A pronoun must agree with its antecedent in number and gender. A plural pronoun replaces a plural noun. A singular pronoun replaces a singular noun. A masculine pronoun replaces a masculine noun and a feminine pronoun replaces a feminine noun.

##### ii. Fill in the blanks with correct pronouns to complete these sentences.

- Sara completed \_\_\_\_\_ (his, her) work.
- Ali left \_\_\_\_\_ (his, her) keys in his house.
- They worked hard to make \_\_\_\_\_ (their, him) nation strong.
- Look at the apples. Let's go pick \_\_\_\_\_. (her, them)
- They drank coffee even though \_\_\_\_\_ (he, it) was cold.

#### Be, Do and Have as Helping Verbs (Negative Form)

##### iii. Read the given sentences.

'Be' Form	'Do' Form	'Have' Form
Raffay is not studying.	He does not work.	He has not invited us.
The ants are not eating.	She did not like spicy food.	They have not decided to go out.
It was not raining.	We don't practise yoga.	We had not completed our work.

**Read Me**  
We use not with 'be', 'do', and 'have' as helping verbs to show their negative forms.

#### Use of 'Can', 'Cannot', 'May' and 'May not'

##### iv. Read the given sentences and notice the use of 'can' and 'cannot'.

- Ali **can** speak different languages. (to show the ability to do something)
- **Can** we go home now? (to ask permission)
- This news **can't** be true. (to show that something is impossible)

**Read Me**  
Modal verbs add to the meaning of main verbs. They are used to express ability, possibility, ask permission, express doubt and for prohibition.



C2 (iii) Ask students to share sentences using 'can', 'cannot', 'may' and 'may not'. C3 (vi) Explain the concept of adverbs of place by giving more examples.

v. Read the given sentences and notice the use of 'may' and 'may not'.

- He **may** join Pakistan Army. (to show possibility)
- **May** I come in, sir? (to ask permission)
- There **may** not be many people. (to express doubt)
- You **may** not borrow the car until you learn driving. (to express prohibition)

vi. Write two sentences with 'can', 'cannot', 'may' and 'may not' each.

## Adverbs of Time and Place

vii. Read the given sentences and notice the use of adverbs of time and place.

- **Omar** will call you **later**.
- He is putting his toys **inside** the box.
- I saw Sana **today**.
- **Sarah** lives **near** the school.
- Please, sit **here**.

### Read Me

**Adverbs of time** not only tell us when an action happened but also for how long and how often.  
**Adverbs of place** tell us where the action is done.

viii. Use the given adverbs of place in your sentences in your notebook.

there

far

east

downstairs

away

## Full Stops with Abbreviations

viii. Read the given abbreviations with their full form and notice the use of the full stop.

Capt.	captain
dept.	department
govt.	government
Ltd.	limited
approx.	approximately

### Read Me

We use a full stop in some abbreviations.

ix. Write five more abbreviations with full stops in your notebook.



## D) Writing

### 1. Learning to Write

i. Read the central idea of the poem.

The poet tells us about the secret of a nation's success, which is its manpower. Good people are more important than gold and jewels.



C3 (viii) Encourage students to share more abbreviations with full stops. D1 (i) Explain the central idea and ask students to share its central idea in their own words.

The people who make their nation strong are great and selfless. They fight for the truth and honour of their nation. They are the brave people who face all challenges. If a nation has such people, then no one can stop this nation from making progress and getting strong.

ii. Read the given poem and write its central idea in your own words.

### My Flag

Others might have forgotten,  
But never can I,  
That the flag of my country,  
Furls very high,  
Because of the efforts,  
Put in by them,  
My mothers, my sisters,  
And those great men,  
Who laid down their lives,  
For a just cause,  
And showed it to the world,  
That Pakistan, it was.

Dr. Tafazzal

## 2. Creative Writing

Write what you want to be when you grow up so you can serve your country. Why do you want to do it?

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D1 (ii) Guide students through writing the central idea of the poem. D1 (iii) Help students in writing a poem.

# Unit 10

# Eid-ul-Azha

## Learning Outcomes

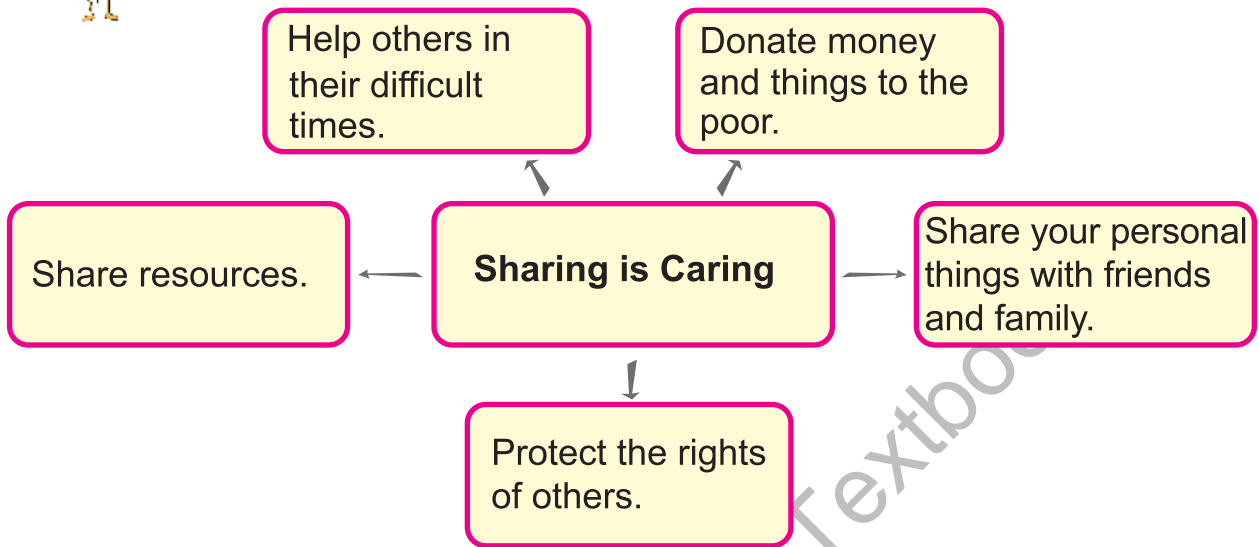
**After completing this unit, you will be able to:**

- apply critical thinking to interact with the text using intensive reading strategies (while reading) to: distinguish fact from opinion.
- find out how many syllables a word has.
- demonstrate conventions and dynamics of oral interactions in a group to: agree/disagree politely.
- apply strategies to comprehend questions for appropriate response by marking keywords, verbs and tenses in a variety of the following question types: open ended.
- read tables and charts in textbooks.
- locate, provide, connect and use words similar and opposite in meanings. Locate, identify, differentiate between, and use some simple pairs of words including homophones and homonyms.
- join some words to make common compound words and use them in speech and writing.
- identify and illustrate extended use of words that point to something.
- recognise verbs as regular and irregular and use forms of more regular and irregular verbs.
- use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.
- revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement and tenses.
- illustrate the use of should/should not to express obligation.
- recognise and use the apostrophe with contractions. Identify and use adverbs of frequency.





## Getting Started



## Let's Talk

- Think of more ideas to make others happy and share with your classmates.
- Have you ever helped a friend in difficulty? How?
- Has anyone helped you with any of your problems? How?

# Eid-ul-Azha

### Pre-reading

- Look at the given pictures and guess what is happening.

It was a hot summer day and Eid-ul-Azha was approaching. On his way back home, Suleman noticed a banner about a cattle sale for Eid-ul-Azha. As soon as he reached home, he rushed towards his father and expressed his desire to buy a goat for Eid.

“Assalam-o-Alaikum, father. When are we going to buy a goat for Eid?” Suleman

enquired with excitement. “Wa Alaikum-assalaam. Hold on, boy! Eid is still a fortnight away,” replied father. “But my friends have already bought their animals for Eid.



I also saw some goats in our street,” Suleman explained excitedly. Father smiled and said, “OK, my dear son. We will go to the cattle market on Sunday.” “I’m happy now. We will buy a goat for Eid-ul-Azha,” Suleman said in excitement. Suleman's mother came from the kitchen after listening to their conversation.

“We dress up in the nicest clothes and offer Eid namaz in the morning to thank Allah”, mother explained further. “And we celebrate it on the 10th of Zhul-Hijjah every year,” father added. “We sacrifice animals on this Eid and share this meat among friends, relatives and the poor.”

Suleman nodded his head and said, “Yes, I know this, father. But why do we sacrifice animals on this Eid?”

“One night, Hazrat Ibrahim (عليه السلام) had a dream. In his dream, Allah (سُبْحَانَهُ وَتَعَالَى) told him to sacrifice his most beloved son, Hazrat Ismail (عليه السلام). He told his son what Allah (سُبْحَانَهُ وَتَعَالَى) wanted him to do. Hazrat Ismail (عليه السلام) happily agreed to Allah's will. Satan tried to stop them thrice but they did not listen. Allah (سُبْحَانَهُ وَتَعَالَى) liked their act and sent an animal in place of Hazrat Ismail (عليه السلام). Every year, Muslims sacrifice goats, cows and camels on Eid-ul-Azha to remember the great sacrifice by Hazrat Ibrahim (عليه السلام) and his son Hazrat Ismail (عليه السلام),” explained father.

“Now, I understand the importance of sharing and sacrifice. We should always be thankful to Allah (سُبْحَانَهُ وَتَعَالَى),” said Suleman.

On Sunday, Suleman's father took him to the cattle market. They bought a white goat for Eid-ul-Azha.

### While-reading

In which Islamic month do we celebrate Eid-ul-Azha?



### While-reading

How many family members are there in the picture?  
What did Suleman want to have on Eid-ul-Azha?

### Post-reading

- How do you help the poor and needy on Eid?
- What message does this religious festival give us?



Model the text with correct pronunciation and intonation. Have students discuss the theme of the text. Tell them that Eid is our religious festival. Ask students to answer the given questions. Note their responses.



## A) Oral Communication



### 1. Learning the Sounds

#### Syllables

i. Read the given words with their syllabic division.

Words	Syllabic Division
hoarding	hoard·ing
excitement	ex·cite·ment
conversation	con·ver·sa·tion
sacrifice	sac·ri·fice
remember	re·mem·ber

#### Read Me

A **syllable** is a unit of a word containing one vowel and usually one or more consonants. A word can have one or more syllables.

ii. Read the given words and divide them into their syllables. Also write the number of syllables.

Words	Syllabic Division	Number of Syllables
impatiently		
moment		
cattle		
fortnight		
thankful		



### 2. Learning to Speak

i. Read and practise the given dialogue.

**Amna:** How are you, Suleman? How was your Eid?

**Suleman:** I'm fine, thanks. It was good. What about yours?

**Amna:** Alhumdulillah! It was fine. But now I see a lot of animal waste thrown out in the open.

**Suleman:** Yes, you are right. That is why we decided to use a slaughterhouse to sacrifice our animals.



A1 (i) Tell students that syllables are part of a word. Share more examples with them. A2 (i) Ask students to practise the given dialogue.

**Amna:** How does it help in controlling animal waste?  
**Suleman:** A slaughterhouse throws all the animal waste out in a safe and clean way.  
**Amna:** That is amazing! I will tell my parents about it.  
**Suleman:** Absolutely! You know pollution is also causing environmental change.  
**Amna:** What is environmental change?  
**Suleman:** All the things we throw out pollute the environment.  
**Amna:** Oh! But we can't do anything about it.  
**Suleman:** I don't agree with you.  
**Amna:** How can we save our environment?  
**Suleman:** Environmental pollution can be prevented in many ways. Spreading awareness among people about its harmful effects is one of them. We can keep our environment clean by disposing off garbage in a proper way and not throwing it in our streets.  
**Amna:** Thank you for sharing this useful tip. I will share it with my friends and family.  
**Suleman:** You're welcome.

**ii. Arrange a classroom discussion about how you celebrate your religious festivals.**



## **B) Reading and Critical Thinking**

### **1. Reading Comprehension**

**i. Answer these questions.**

- When do Muslims celebrate Eid-ul-Azha?
- How do you celebrate Eid-ul-Azha?
- What did Suleman buy for Eid-ul-Azha?



B1 (i) Encourage students to answer the given questions orally and then write the answers in their notebooks.



ii. Read the given chart about 'How to Keep our Environment Safe and Clean'.

Environment Friendliness		
	Individual's Responsibilities (MUST)	(APPRECIATED)
<b>Keep the Environment Clean</b>	Throw garbage in bins.	Pick up wrappers/garbage from the places you visit.
	Sharpen pencils in bins.	Put pencil shavings in bins if you see them thrown around.
	Keep walls clean.	Avoid writing or unnecessary painting on the walls.
	Keep streets clean.	Avoid throwing waste in streets.
<b>Saving Water</b>	Turn off the water tap after use.	Turn off a dripping tap.
	Turn off the tap while brushing teeth.	Turn off a running/unattended tap/valve.
	Use bucket water for a shower.	Use water while taking a bath according to your need.
<b>Save Electricity</b>	Turn off lights and fans when you leave a room.	Turn off lights and fan when you leave a room.
	Turn off lights.	Turn off street lights in the morning.
	Unplug unused electronics.	Try to unplug unused electronic devices such as TV, mobile charger, refrigerator, etc.
<b>Save Trees</b>	Plant new trees.	Plant a tree in your school or near your home.
<b>Follow 3R-Principles (Reduce, Reuse, Recycle)</b>	Use less plastic bags.	While visiting a market or shopping mall, try to take your own cloth bag.
	Try to reuse and recycle used things.	Collect waste plastic bottles, jars and boxes to reuse and recycle them.



B1 (ii) Explain to students the use of tables and charts by showing some examples from their textbooks.

iii. Read the given checklist and tick (✓) the measures you take to save the environment.

Plant new trees.	
Keep your house and rooms clean.	
Turn off the tap while brushing.	
Turn off the lights when they are not in use.	
Use bucket for a bath.	
Use less plastic bags.	

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

- Suleman saw a banner about \_\_\_\_\_ .
  - i) clothes sale
  - ii) cattle sale
  - iii) food sale
  - iv) mobile sale
- Suleman wanted to buy a \_\_\_\_\_ for Eid.
  - i) cow
  - ii) goat
  - iii) camel
  - iv) bull
- They were going to buy their animal for sacrifice on \_\_\_\_\_.
  - i) Tuesday
  - ii) Sunday
  - iii) Monday
  - iv) Friday
- Nabi, \_\_\_\_\_ had a dream about sacrificing his beloved thing.
  - i) Hazrat Sulyeman (عليه السلام)
  - ii) Hazrat Ibrahim (عليه السلام)
  - iii) Hazrat Ishaq (عليه السلام)
  - iv) Hazrat Ismail (عليه السلام)

## 2. Analytical Reading

Read the story carefully. Compare your Eid day with Suleman's. Note down the differences and similarities.

Suleman's Eid Activities

My Eid Activities



B1 (iv) Encourage students to read the lesson again and fill in the blanks with the correct options.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

sacrifice	giving up something that is dear to you
rush	run hurriedly
memorise	learn by heart
enquire	ask a question

#### Synonyms and Antonyms

ii. Write synonyms and antonyms of the following words.

excited

buy

remember

great

#### Homonyms

iii. Write the meanings of the given homonyms in your notebook.

watch, watch

fly, fly

bat, bat

fine, fine

park, park

#### Homophones

iv. Fill in the blanks with the correct homophones.

- Please get a \_\_\_\_\_ of paper. (peace, piece)
- They can't \_\_\_\_\_ for you. (weight, wait)
- They are going \_\_\_\_\_ buy a goat. (too, to)
- My uncle has a good \_\_\_\_\_ to tell . (tale, tail)
- Do you \_\_\_\_\_ this news. (no, know)



C1 (i) Ask students to learn words with meanings. Ask them to use these words in their daily conversation. C1 (ii) Recall the concept of synonyms and antonyms by giving more examples. Encourage them to share more examples.

## Compound Words

v. Choose the correct words from the given word bank and make compound words.

hopper    light    time    book    cake    bird

grass \_\_\_\_\_

lady \_\_\_\_\_

life \_\_\_\_\_

sun \_\_\_\_\_

pan \_\_\_\_\_

note \_\_\_\_\_

## 2. Learning to Spell

Fill in the missing letters to complete the words.

s\_\_\_\_rifice

th\_\_\_\_ughtfully

i\_\_\_\_quire

e\_\_\_\_citemen\_\_\_\_\_

cele\_\_\_\_rate

m\_\_\_\_morise

u\_\_\_\_ite

rus\_\_\_\_\_

## 3. Grammar

### Pointing Words

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

- I love to eat apples and mangoes. These are my favourite.
- I planted tomatoes and potatoes. These were easy to plant.
- We bought a new chair from the market. This is very comfortable.
- I lost my book last year. That was about the history of Pakistan.

### Read Me

**Pointing words** are used to point to people and things. We use 'this' (singular) and 'these' (plural) to refer to things that are near, and 'that' (singular) and 'those' (plural) to refer to things that are far away.

ii. Fill in the blanks with the correct demonstrative pronouns.

- You will have to use your pen. \_\_\_\_\_ is mine.
- Let me introduce you. Ali, \_\_\_\_\_ is Suleman.



C1 (iv, v, vi) Recall the concept of homonyms, homophones and compound words by giving examples on the board. Encourage students to share more examples. C3 (i) Encourage students to share more sentences of pointing words. C3 (ii) Ask them to fill in the blanks with the correct pointing words.

- I have five new dresses. Look \_\_\_\_\_ are very beautiful.
- I made sandwiches yesterday. \_\_\_\_\_ were delicious.

## Use of 'Should' and 'Should Not'

### iii. Read the given sentences of 'should' and 'should not'.

- We **should** always follow traffic rules.
- You **should** speak the truth.
- We **should** always respect our elders.
- You **should not** throw garbage in the street.
- You **should not** go outside at night.

#### Read Me

We use '**should**' to talk about an obligation or for things that are important for people to do. We use '**should not**' to advise against doing something because it is bad or wrong to do so.

### iv. Write two sentences using 'should' and 'should not' in your notebook.

## Use of Apostrophe

### v. Read the given sentences and notice the use of the apostrophe.

- We'**ll** go home early.
- They didn'**t** waste their money.
- He isn'**t** going home with us.
- I'**m** happy to see you.
- They'**re** celebrating the Eid festival.

#### Read Me

We use the apostrophe (') to mark the omitted letters in contractions. When we combine two words, we omit some letters.

### vi. Make contractions of the following words using the apostrophe correctly in your notebook.

could not

I have

should not

you will

does not

## Adverbs of Frequency

### vii. Read the given sentences and notice the use of adverbs of frequency.

- She **always** sacrifices a camel on Eid-ul-Azha.
- They **often** go to the park for jogging.
- He **rarely** makes a mistake in the test.

#### Read Me

**Adverbs of frequency** tell us how often or frequently something happens.



C3 (iii) Ask students to share some sentences of 'should' and 'should not'. C3 (v) Write some words on the board and ask them to write their contractions by using the apostrophe. C3 (vii) Encourage students to share more examples of adverbs of frequency with their sentences.

- They **sometimes** play cricket on the weekend.
- I **never** forget my keys in my room.

**viii. Read the given paragraph and underline the adverbs of frequency in it.**

I always get up early in the morning. I often go for a morning walk with my father. Sometimes, we go to the nearby park. After that, I take my breakfast and get ready for school. I often take sandwiches for breakfast. My school bus usually arrives at 7:30 am. I am never late for school.



## D) Writing

### 1. Learning to Write

- i. Suleman and his sister made a dessert for an Eid party. Let's read what recipe they followed for making 'Chocolate Banana Pops'.

#### Things we need:

- 1 large banana
- A bar of chocolate

#### Recipe:

- Cut the banana into slices.
- Slide each slice onto the top of a toothpick.
- Put the bar of chocolate in a bowl.
- Melt the chocolate.
- Dip the banana slices into the melted chocolate.
- Place the chocolate banana pops in a tray.
- Freeze them. Serve frozen.

- ii. Find the recipe of your favourite dish on the internet and write it in your notebook.

### 2. Creative Writing

Write a paragraph on the topic "A Good Day with My Family" in your notebook.



C3 (viii) Encourage students to read the given paragraph and identify adverbs of frequency. D1 (ii) Guide them in writing a recipe and help them if need be.

# Review - 3



## A) Oral Communication



### Learning the Sounds

Read the given sentences. Circle the words with long vowel sounds and underline the words with short vowel sounds.

- My mother baked a red velvet cake.
- She had drawn some trees and a sun in her drawing notebook.
- Ali had written a note that he could not participate in the school function.
- He bought a new tub and water tube from the shop.
- They made a plan to travel by aeroplane.

Write two words with the given –ed sounds.

/d/	/id/	/t/



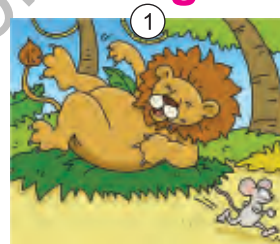
## B) Reading and Critical Thinking



### Reading Comprehension

Look at the given pictures carefully.

Now write the story elements of 'A Mouse and the Lion'.



Characters: \_\_\_\_\_ Setting: \_\_\_\_\_

Plot: \_\_\_\_\_

Conflict: \_\_\_\_\_

Resolution: \_\_\_\_\_



## C) Language Focus

Make as many words as you can using the given letters.

s	t	n
a	e	i
o	u	r

Fill in the given paragraph with personal pronouns.

My friend, Hamna, and I went to the aquarium on Sunday. Hamna and I saw many kinds of fish, a seahorse and some jellyfish. I bought \_\_\_\_\_ a stuffed penguin at the gift shop. Then, Hamna took a picture of \_\_\_\_\_ next to a giant octopus. An aquarium worker, named Tariq, introduced \_\_\_\_\_ and briefed us about different kinds of fish. We enjoyed \_\_\_\_\_ a lot.

Read the given text carefully. Circle the adverbs and write their types above them.

\_\_\_\_\_

Umair wakes up before 6 o'clock in the morning. He always goes to school on time. He daily goes to the park with his father for jogging. He completes his homework quickly. He treats his friends kindly. Everyone likes him because of his good manners.

Rewrite the given text by adding correct punctuation.

sulemans mother came from the kitchen after listening to their conversation Yes we will buy a goat he said to his mother do you know what the other name for Bakra Eid is Mother asked



## D) Writing



### Learning to Write

Write the story on the topic 'A Lion and the Mouse' with a moral.



# 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.

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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 _____ _____ _____
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#### 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.

<b>Affirmative</b>	subject + baseform + s/es + object
<b>Negative</b>	subject + do/does not + base form of verb + object
<b>Interrogative</b>	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.

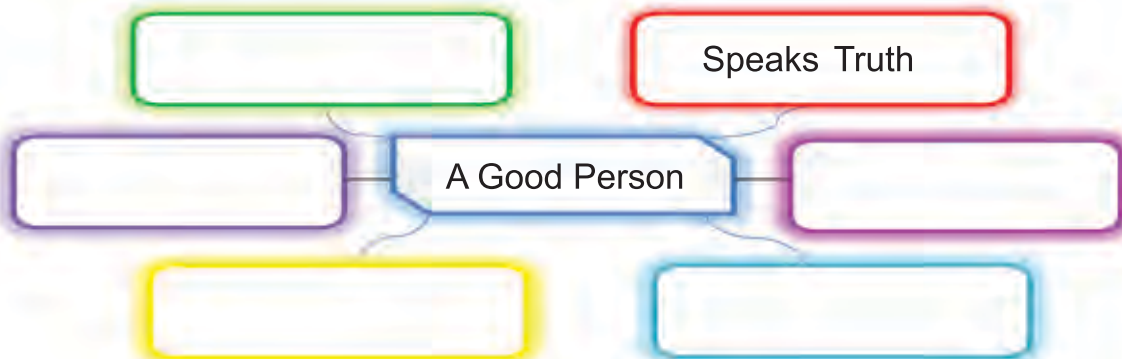
viii. Write five words using hyphens with numbers and fractions in your notebook.



## 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.

## Unit 12

# Our National Animal

### Learning Outcomes

**After completing this unit, you will be able to:**

- pronounce the weak form of will/shall and not in contractions.
- demonstrate conventions and dynamics of oral interactions in a group to: express needs, feelings and ideas, express joy, sadness and anger.
- locate specific information in a calendar and a class timetable and a report card.
- read to compare information given in a pie chart and a bar graph.
- apply strategies to comprehend questions for appropriate response by marking keywords, verbs and tenses in a variety of the following question types: factual.
- spell words studied in class both orally and in writing.
- take dictation of words studied in class.
- demonstrate the use of joining words learnt earlier.
- identify and write sentences that state/negate something, or ask a question.
- recognise the function of wh forms used in questions.
- respond to, and ask more wh questions.
- illustrate the use of present continuous tense in speech and writing.
- recognise and use full stop with some abbreviations, apostrophe with contractions and hyphen with common compound words.
- identify expository paragraph to note differences.
- use appropriate vocabulary and tense to write a simple paragraph by writing an expository paragraph explaining a process or procedure.
- recognise the function of different question words and keywords to write appropriate short answers.
- complete a simple paragraph using the given words, phrases, and sentences.





## Getting Started

Skim through the given passage and use the highlighted words in sentences to show the contextual meaning of **patriotism** or national pride.

It is the feeling of love, **devotion** and a sense of attachment to one's homeland and an association with other citizens who share the same **sentiment**. This affection can be a combination of many different feelings relating to one's own homeland, including ethnic, cultural, political or historical aspects. Patriotism is love and support for one's own country. An example of patriotism is waving the flag proudly in your home.



### Let's Talk

Tell the meaning of the following in your own words.

Patriotism \_\_\_\_\_

Devotion \_\_\_\_\_

Sentiment \_\_\_\_\_

## The National Animal

### Pre-reading

- Read the title and guess what the lesson can be about.
- What do you know about the national animal of Pakistan?

Markhor is the national animal of Pakistan. It belongs to the goat family and it is one of the most beautiful wild animals of Pakistan. It is considered a symbol of bravery and intelligence. It can jump downwards from mountain peaks with ease, and can also kill snakes.



Markhor lives in the mountains. It is mostly found in Northern Pakistan and the Himalayas. There are three species of markhor found in Asia.

It is known for its long and curly horns. These attractive horns on males are nearly 63 inches long and on females around 10 inches long.

Males and females can be easily identified by the colour of their coats.

Males have light brown to black coloured coats. Females have reddish coats. These coats shorten in summer and elongate in winter. A markhor male measures around 52 to 73 inches in length and weighs 71 to 240 pounds. Females are much smaller than males.

Markhor's strong, powerful legs give it the ability to maintain balance when climbing or simply walking on hills.

It eats grass in spring and summer but feeds on leaves, herbs, fruits and flowers in winter.

Snow leopards, wolves and black bears are the common enemies of markhor. It has extremely keen senses of sight and smell. These senses help it to sense hunters from a distance. It grazes mostly on the peaks of mountains so it is out of the range of predators. If it senses danger, it uses its excellent climbing skills to escape.

Markhor is an endangered specie. It is killed by hunters particularly for its meat and horns. Its horns are used for traditional medicines and trophies. Markhor has a lifespan of 12 to 13 years.



#### While-reading

How many species of markhor are there in Asia?

#### Post-reading

- Write in your own words the features of the national animal of Pakistan.
- Have you ever seen a markhor? Share your experience in a few sentences.



Model the text by reading with correct pronunciation and intonation. Tell them some more facts about markhor. Ask students to share more information about it.



## A) Oral Communication

### 1. Learning the Sounds

#### Weak Forms of 'Will Not' and 'Shall Not'

Read and say the short forms of 'will not and shall not'.

- We **shall not** watch markhors in Khyber Pakhtunkhwa when we visit it.
- We **shan't** watch markhors in Khyber Pakhtunkhwa when we visit it.
- Haris **will not** write an essay on the national animal.  
Haris **won't** write an essay on the national animal.
- Pakistan **will not** lose this match.  
Pakistan **won't** lose this match.
- It **will not** rain today.  
It **won't** rain today.

#### Read Me

The weak forms of 'will not' and 'shall not' are 'won't' and 'shan't'.

Make two sentences using the weak forms of 'will not' and 'shall not' in your notebook.

### 2. Learning to Speak

#### i. Read and practise the given dialogue.

- Haris:** Assalaamu Alaikum, Mohsin. How are you?  
**Mohsin:** Wa Alaikum Assalaam, Haris. I am fine. Thank you. What about you?  
**Haris:** I am also fine. Where are you going?  
**Mohsin:** I am going to a bookshop to buy a few books on history.  
**Haris:** That's good. Why do you need these books?  
**Mohsin:** I need to submit a project on famous personalities in history.  
**Haris:** Last year, I also worked on this project. I can help you out. Moreover, I have books at home on this topic. You can borrow them from me.  
**Mohsin:** That's great news. I will take your help. But where are you going?  
**Haris:** My grandmother is not feeling well. I'm going to get medicine for her.  
**Mohsin:** Oh, sad to know your grandmother is ill. Don't worry. Insha Allah she'll be fine.  
**Haris:** Insha Allah. See you soon.

#### ii. Get students into pairs and ask them to share any unforgettable moment of their lives by using expressions of joy, sadness or anger.



A1 Read the given sentences with correct pronunciation and ask students to read after you. A2 (i) Ask them to read and practise the given dialogue with correct pronunciation.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

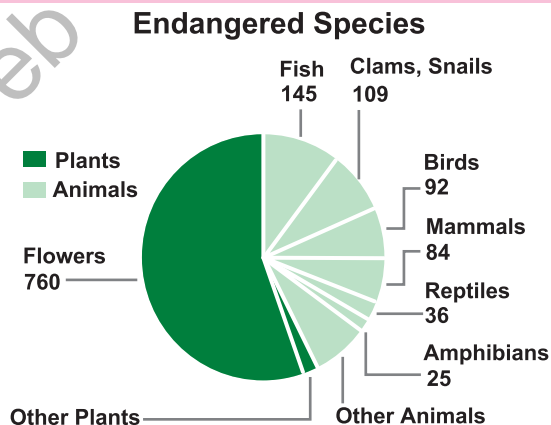
- What do markhors eat?
- How long are the horns of a markhor?
- How long can a markhor live?
- List some reasons why markhors are endangered.

#### ii. Look at the given calendar. Read it and answer the given questions.



1. How many months with 30 days are there on the calendar?
2. Which day of November is the first day of this month?

#### iii. Read the percentage of the endangered species in the given pie chart.



#### Read Me

A **pie chart** describes the different categories of something as a whole.



B1 (i) Encourage students to share answers to the given questions orally. B1 (ii) Recall the concept of a calendar. Help them read the calendar by asking different questions such as 'How many national events can you find in the calendar?' 'What is the day on December 25?'

#### iv. Answer the following questions.

- Which is the most endangered animal species?
- What is the number of endangered flowers given in the chart?

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

- Markhor is the national animal of \_\_\_\_\_.  
i) Iran  
ii) India  
iii) Pakistan  
iv) Bangladesh
- There are \_\_\_\_\_ species of markhor found in Asia.  
i) two  
ii) three  
iii) four  
iv) five
- Male markhors are nearly \_\_\_\_\_ inches long.  
i) 60  
ii) 61  
iii) 62  
iv) 63
- Like other goats, markhors are \_\_\_\_\_ animals.  
i) omnivorous  
ii) herbivorous  
iii) carnivorous  
iv) hunter

## 2. Analytical Reading

Search the internet/ library to find out about national animals of any five countries.



## C) Language Focus

### 1. Vocabulary Building

#### i. Read the given words with their meanings.

elongate	lengthen
predator	an enemy
escape	run away
endangered	at risk or in danger



B1 (iii-v) Tell them that a pie chart is a type of graph in which a circle is divided into sections, each representing a proportion of the whole. B1 (v) Ask students to read the lesson again and fill in the blanks with the correct options. C1 (i) Ask them to learn words with meanings and use the words in their daily conversation.

## 2. Learning to Spell

Fill in the missing letters to complete the words.

\_\_eak

\_\_ravery

end\_nge\_ed

h\_\_nt

at\_\_ractiv\_\_

troph\_\_es

## 3. Grammar

### Joining Words

i. Read the words (conjunction) of 'so', 'and', 'or', 'but' in these phrases.

- Markhor's lower legs are black **and** white.
- Markhor is a strong **but** peaceful animal.
- Did he come by bus **or** by train?
- The bus was late **because** there was a crowd at the bus station.
- They have gone to the station **so** they can catch the train on time.

#### Read Me

The words which join other words, phrases and sentences are called **joining words/conjunction**.

ii. Join the sentences using the correct joining words.

- He worked hard \_\_\_\_\_ could not stand first. (but, because)
- She could not submit her plan \_\_\_\_\_ she was very ill. (so, because)
- Mohsin has bought a new shirt \_\_\_\_\_ he will come to the party. (because, so)
- She is studying history \_\_\_\_\_ culture for her assignment. (because, and)

### Statements and Questions

iii. Read the statements and questions.

- Markhor is the national animal of Pakistan.
- He will not clean the house.
- Has she written about the national bird of Pakistan?
- Will they join us?

#### Read Me

**Statements** are simple sentences. They give information or negate something.

**Questions** are used to ask different things.



C1 (ii) Have students take dictation of different words from the unit. C3 (i) Recall the concept of joining words by sharing examples. Encourage them to share more examples of each joining word. C3 (iii) Encourage students to share some statements and questions. Ask more questions and encourage them to respond.



**iv. Read the sentences and write 'S' for a statement and 'Q' for a question.**

- Markhor lives in mountains. \_\_\_\_\_
- How long can markhors live? \_\_\_\_\_
- What do markhors eat? \_\_\_\_\_
- Markhor is an endangered species. \_\_\_\_\_
- Markhors are killed by hunters for their meat and horns. \_\_\_\_\_

**v. Write five statements and questions each in your notebook.**

**Wh Question Words**

**vi. Read the following use of question words.**

- **What** is the time by your watch?
- **Where** is the national park in Nathiagali?
- **Who** is outside?
- **Which** is the most endangered animal of Pakistan?

**Read Me**

The words which are used to ask questions are called **question words**. Which, where, whose, what are all question words.

**vii. Read the following answers and write questions for each.**

- Your books are on the table.
- This is my trophy.
- Liaqat Ali Khan was the first Prime Minister of Pakistan.
- I like cats.

**viii. Make questions by using the question words given above in your notebook.**

**Present Continuous Tense**

**ix. Read the given sentence structures of the present continuous tense.**

**Affirmative:** subject + is/are/am + ing verb form + object

**Negative:** subject + is/are/am + not + ing verb form + object

**Interrogative:** is/are/am + subject + ing verb form + object?

Wh-word + is/are/am + subject + ing verb form + object?

**Read Me**

The **present continuous tense** is used to express an ongoing action.



C3 (vi) Recall the concept of wh-question words by sharing examples. Encourage them to make sentences using each question word.

x. Read the given sentences. Notice the use of the present continuous tense.

- I am going to visit Naran tomorrow.
- I am not going to visit Naran tomorrow.
- Am I going to visit Naran tomorrow?

xi. Complete the following sentences by putting in the correct verb forms.

- She is \_\_\_\_\_ cakes for the guests. (make, making)
- They are not \_\_\_\_\_ their grandparents. (visiting, visited)
- Am I \_\_\_\_\_ with you? (gone, going)

xii. Write six sentences using the present continuous tense in your notebook.

**Punctuation.**

xiii. Rewrite the given paragraph in your notebook. Use correct punctuation.

yesterday, ali and sana watched a documentary about the national animal of pakistan they enjoyed this documentary they asked their mother to tell them more about the national animal of pakistan she told them the markhor is a type of goat it lives mostly in the northern areas of pakistan it is a strong and peaceful animal when will we go to khyber pakhtunkhwa to see markhors asked sana



## D) Writing

### 1. Learning to Write

Write a paragraph on the 'National Bird of Pakistan' in your notebook keeping the following questions in mind.

- What is the most prominent feature of the national bird of Pakistan?
- In which area is the national bird of Pakistan found?
- List some reasons why it is endangered.

### 2. Creative Writing

Write a paragraph on 'Endangered Animals' in your notebook and write a few steps you can take to save them from being extinct.



C3 (ix) Explain the structures of the present continuous tense to students and ask them to share more examples related to the present continuous tense. C3 (x) Recall the rules of capitalisation. D1 Explain the features of an expository paragraph. Tell students that an expository paragraph explains or analyses a topic. It includes information, facts and illustrations. It gives information on a subject, or a series of steps explaining how to do something. Help students write a paragraph on their own.

## Unit 13

# When Something Went Wrong

### 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 a text using intensive reading strategies (while-reading) to identify facts in the text (as indicated through these words; day, date, place, etc.).
- 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.
- listen and respond appropriately to the sentences with rising and falling intonation patterns.
- demonstrate conventions and dynamics of oral interactions in a group to: make polite requests for personal reasons, take leave.
- apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question type: interpretive.
- apply spelling change in plural form of regular and irregular nouns and in regular verb forms.
- illustrate the use of simple past and continuous tense in speech writing.
- recognise the function of more joining words such as for example, for instance, etc.
- identify and practise making simple sentences to show instructions, commands, requests and strong feelings.
- use of conventions of letter writing: address, date, salutation, body and closing.
- write an informal letter and formal letter of application.
- write a reply to a short informal letter from friends and family members.
- revise written work for layout, legibility, vocabulary.





## Getting Started

Look at the given emojis. Guess the expressions and label them correctly.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



### Let's Talk

- When you receive a surprise gift, what do you feel?
- How would you express your feelings at that time?

## When Something Went Wrong

### Pre-reading

- Look at the given pictures and guess what is happening.
- Look at the book titles and guess what they are about.

Summer holidays had started. Hafsa was getting bored. She anxiously waited for the storybooks her mother had ordered for her. "It would be real fun to read a new adventure story each day," she thought to herself. Just then the doorbell rang.

"Hafsa, somebody is at the door," her mother called out from the kitchen. "Mama, I am going," responded Hafsa. "Miss, here is your parcel," said the postman with a smile as she opened the door. She took the parcel excitedly. "Mama, there is a parcel. It must be my storybooks," she said, showing the parcel to her mother.

Hafsa opened it quickly. There were some books in the parcel. "Oh no! These are not the storybooks you ordered for me," she said disappointedly.



Her mother looked at the books. "Don't worry, Hafsa! I know what happened. The book company has sent us a wrong parcel. Let's write a complaint to the seller about this issue so we can get the right parcel," her mother said. Let's see what they wrote to the seller.

### While-reading

What kind of books did Hafsa's mother order?

Mrs Asma Kareem,  
House No. 271, Sector B  
City, ABC.

Writer's address

XYZ Book Company  
City, ABC.

Receiver's address

October, 15th 2021

Date

Subject: Wrong Parcel

Respected Sir,

Salutation

I am writing this letter to inform you about the parcel that I have just received. I ordered some storybooks online. I was expecting my parcel today, but your company has mistakenly sent some other books. Therefore, I am returning the parcel with a request to send me the books that I ordered, as soon as possible.  
Looking forward to a quick reply.

Body

Yours truly,  
Asma Kareem

Signature

### Post-reading

- Whom did Hafsa's mother write the letter to and why?
- Why was Hafsa bored?



## A) Oral Communication

### 1. Learning the Sounds



Discuss with students that the text they are reading is a formal letter. Tell them about formal and informal letters. Explain the important parts of letters in detail. Ask students to share the answers to the given questions.

## Read Me

### i. Read the given sentences and notice the use of intonation.

Intonation pattern is the way a person's voice rises and falls depending on what they are talking about. There are two types of intonation: rising and falling intonation.

<b>Rising Intonation</b> ↗	Our voice falls at the end of a statement.	This scene is beautiful, isn't it? ↗
	In yes-no questions.	Do you sell clothes? ↗
		Are you hungry? ↗
<b>Falling Intonation</b> ↘	Our voice falls on the final stressed syllable of a phrase or a group of words.	Where's the nearest bank? ↘
	In wh- questions.	What is your name? ↘
	In commands	Do not run on roads. ↘
	In exclamations	That's great! ↘

## 2. Learning to Speak

### i. Read and practise the given dialogue with proper intonation.

**Hafsa:** Teacher, could I go home early today?

**Miss Sara:** But why do you want to go home early? Are you feeling alright?

**Hafsa:** Yes. I'm fine. My grandfather is in hospital. I want to go and give him a bouquet.

**Miss Sara:** Oh, that is really sad. You can go after break time.

**Hafsa:** Thank you, teacher.

### ii. Practise the dialogue given above about how to take leave for different reasons by using polite words.



## B) Reading and Critical Thinking

### 1. Reading Comprehension



A1 (i) Explain intonation patterns in detail by reading some sentences aloud. Read the given sentences with correct pronunciation and intonation. Then ask students to read after you. A2 (i) Share some expressions about taking leave politely.

### i. Answer these questions.

- What was wrong with the parcel?
- What type of stories does Hafsa like to read?
- Which storybooks do you like? Why?

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

- Hafsa was anxiously waiting for her \_\_\_\_\_.  
i) food  
ii) storybooks  
iii) dress  
iv) mobile
- 'Doorbell' is an example of a/an \_\_\_\_\_ noun.  
i) compound  
ii) abstract  
iii) proper  
iv) collective
- Hafsa's mother wrote a/an \_\_\_\_\_ letter to the company.  
i) invitation  
ii) complaint  
iii) greetings  
iv) thank you
- Her \_\_\_\_\_ ordered storybooks for Hafsa.  
i) father  
ii) mother  
iii) friend  
iv) cousin

## 2. Analytical Reading

Read a formal and an informal letter from the internet or a children's magazine. Note its important features and differences in your notebook.



## C) Language Focus

### 1. Vocabulary Building

#### i. Read the given words with their meanings.

console

to comfort someone

adventurous

willing to try something daring



B1 (i) Encourage students to share the answers to the given questions orally.  
B1 (ii) Ask them to fill in the blanks with the correct options.

parcel	something that can be sent by post
anxiously	in a worried or nervous way
disappoint	to make somebody feel sad
expect	to think or believe that something will happen

## Regular and Irregular Plural Nouns

### ii. Read the given rules for regular and irregular plural nouns.

Add –s to most nouns	book, parcel	books, parcels
Add –es to the nouns ending in –s, -sh, -ch, -x, or -z	inch, box	inches, boxes
Add –s to most nouns that end in -o	radio, video	radios, videos
Add –es to a few nouns that end in -o	tomato, hero	tomatoes, heroes
Change –y to –i and add –es to most nouns ending in -y	city	cities
If a vowel comes before –y, add -s	boy, day	boys, days
Change –f to –v and add –es to most nouns that end in –f or -fe	leaf, wolf	leaves, wolves
Add –s to a few nouns that end in –f or -fe	roof, cuff	roofs, cuffs
Plural forms of some nouns are irregular	man, tooth	men, teeth
Make no change	sheep, deer	sheep, deer
Change –on to -a	phenomenon	phenomena

### iii. Write the plurals of the given nouns below.

Singulars	Plurals	Singulars	Plurals
hair		bench	
fly		knife	
tooth		book	
letter		potato	

## Regular and Irregular Verb Forms

### iv. Read the given regular forms of verbs.



C1 (i) Ask students to learn the meanings of difficult words and use them in their daily conversation. C1 (ii) Explain the rules for regular and irregular plural nouns by giving more examples.



Base Form	Past Form	Past Participle Form
accept	accepted	accepted
change	changed	changed
remember	remembered	remembered
pack	packed	packed
listen	listened	listened

### Read Me

A verb can be regular or irregular. **Regular verbs** form their past and past participle forms by adding -ed. **Irregular verbs** do not form their past and past participle forms by adding -ed to them.

### v. Read the given irregular forms of verbs.

Base Form	Past Form	Past Participle Form
arise	arose	arisen
beat	beat	beaten
choose	chose	chosen
fly	flew	flown
go	went	gone

### vi. Write three examples of regular and irregular verbs in your notebook.

## 2. Learning to Spell

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

un\_\_ortu\_\_ately

e\_\_cite\_\_ly

a\_\_xiousl\_\_

adven\_\_rou\_\_

ex\_\_ec\_\_

\_\_isap\_\_ointed

## 3. Grammar

### Simple Past Tense

#### i. Read the given sentences and notice the structure of the simple past tense.

- Hafsa got her parcel.
- Hafsa did not get her parcel.
- Did Hafsa get her parcel?

### Read Me

The **simple past tense** expresses an action that happened in the past.



C3 (i and iii) Explain to students the concept of the simple past and past continuous tense by giving more examples.

Affirmative: subject + verb (past form) + object.

Negative: subject + did not + verb (base form) + object.

Interrogative: Did + subject + verb (base form) + object?

## Past Continuous Tense

### ii. Read the given sentences and notice the structure of the past continuous tense.

- Hafsa was reading her storybook.
- Hafsa was not reading her storybook.
- Was Hafsa reading her storybook?

#### Read Me

The **past continuous tense** expresses actions or events that were in progress at a particular time in the past.

Affirmative: subject + was/were + -ing verb form + object

Negative: subject + was/were + not + -ing verb form + object

Interrogative: was/were + subject + -ing verb form + object?

### iii. Make three sentences of your own using each of the tenses mentioned above in your notebook.

## Transitional Devices

### iv. Read the given sentences.

- I like to eat healthy fruits and vegetables; **for example** apples, bananas and spinach.
- I know some of the collective nouns; **for instance** team, class, flock, and army.

#### Read Me

Words that link two parts of a sentence are called **transitional devices**. We can link two parts of a sentence using 'for example' and 'for instance'.

### v. Write two sentences of your own using 'for example' and 'for instance'.

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---



C3 (iv) Explain to students the use of transitional devices in detail. Ask them to share more examples.

## Types of Sentences

There are different types of sentences.

### Command Sentences

vi. Read the given command sentences.

- Show me your notebook.
- Go and brush your teeth.
- Open the door.

### Instructional Sentences

vii. Read the given instructional sentences.

- Take me to the market.
- Add two teaspoons of sugar.
- Turn on the fan.

### Exclamatory Sentences

viii. Read the given exclamatory sentences.

- Hurrah! Our team won the match!
- Ouch! My leg is bleeding!
- Oh, you are looking pretty!

ix. Write three sentences of each kind discussed above in your notebook.

Three green rectangular boxes provided for writing practice.

### Read Me

A sentence that expresses a request or command is called an **imperative sentence** and ends with a **full-stop**.

An **instructional sentence** gives advice or instructions. It ends with a full stop.

An **exclamatory sentence** expresses great emotions or feelings. It ends with an exclamation mark.



C3 (vi-ix) Recall the different types of sentences by giving more examples and help students write sentences.



## D) Writing

### 1. Learning to Write

i. Read the given letter and notice its features.

Hafsa,  
House No. 271, Sector B  
Faisalabad.

Writer's address

XYZ, Authority  
Faisalabad.

Receiver's address

October 15, 2021

Date

Subject: Rainwater Drainage

Respected Sir,

Salutation

I am writing this letter to inform you about the issue of rainwater drainage. Every year in the monsoon season, our neighbourhood is flooded with rainwater as the drainage system becomes choked. We have requested the area committee many times, but the situation remains the same. Our lives have become difficult and there is the real danger of a disease breakout badly in our neighbourhood.

Body

Please consider this issue giving it the highest priority.

Yours sincerely,  
Hafsa

Writer's name

### 2. Creative Writing

Write a letter to the editor of any children's magazine about pollution in your area.



D1 (i) Have students recall the features of informal and formal letters and guide them through writing letters. Ask them to revise their work for correct spelling and grammar. Encourage them to proofread it once they have written it.

# Unit 14

## Together We Live

### Learning Outcomes

After completing this unit, you will be able to:

- recite poems with actions.
- relate their feelings and experiences to what is read.
- produce in speech and practise appropriate patterns of rhythm, stress and intonation in the English language by listening to stories and poems read aloud in class.
- demonstrate conventions and dynamics of oral interactions in a group to use polite expressions to seek attention.
- practise and use an appropriate tone and non-verbal cues for different communicative functions.
- apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question type: inferential.
- create a short poem using rhyming words on a given topic.
- analyse and use some analogies and more similes in speech and writing using “like” and “as”.
- illustrate the use of simple future tense in speech and writing.
- respond to, and ask simple questions starting with be, do and have.
- write the central idea of a given poem in simple language.
- list rhyming words and write a poem based on the same central idea.





## Getting Started

Look at the picture. It shows two kids quarrelling over a ball.



### Let's Talk

- Is it good to fight over things? Why?
- Is there any way to avoid fights or conflicts?
- Have you ever fought over things with your siblings?
- Suggest two good ways to comfort someone.

# Two Little Kittens

## Pre-reading

- Look at the pictures and read the title of the lesson. Guess five words related to it.
- Did you ever fight with anyone? Share.

Two little kittens,  
One stormy night,  
Began to quarrel,  
And then to fight.



One had a mouse  
And the other had none;  
And that was the way  
The quarrel begun.



The old woman took  
The sweeping broom,  
And swept them both  
Right out of the room.



## While-reading

Why did the old woman send them out of the room?



And then they crept in  
As quiet as mice,  
All wet with snow  
And as cold as ice.

They found it much better  
That stormy night,  
To lie by the fire,  
Than to quarrel and fight.



**Jane Taylor**

## Post-reading

- Why did the kittens begin to quarrel?
- What is the main idea of the poem?



Encourage students to read the poem with actions. Tell them that fighting is not a good thing and we should avoid it. Explain to them that when we fight with others we often harm ourselves too. Therefore, we should always avoid fighting. Ask them to recite the poem with actions. Ask them to share the answers to the given questions. Note their responses.



## A) Oral Communication

### 1. Learning the Sounds

#### Rhythm, Stress and Intonation

Read the given poem with proper rhythm, stress and intonation.

Two little kittens,  
One stormy night,  
Began to quarrel,  
And then to fight



#### Read Me

**Rhythm** is a regular repeated pattern of sounds.  
**Stress** is the force used to pronounce words or a syllable.  
**Intonation** is the way a person's voice rises and falls in speech.

### 2. Learning to Speak

i. Read and practise the given dialogue.

(**Waqas and Saad were fighting in the breaktime. Teacher observed them and settled their problem.**)

**Miss Sadia:** Attention, students! Today we will discuss quarrelling. Is it good to quarrel or fight with each other?

**Waqas:** No, teacher, we should not quarrel. We should be kind to each other and help each other.

**Saad:** Fighting is not a good thing. It can harm us.

**Miss Sadia:** That's great! You both are right.

**Students:** Thank you! Teacher.



A1 Ask students to read the given poem aloud with proper rhythm, stress and intonation. Help them use appropriate patterns of rhythm, stress and intonation of the English language while reciting different poems. A2 (i) Ask them to role-play the given dialogue.



## ii. Read the given non-verbal cues with their meanings.



body contact  
(e.g. shaking hands)



eye movement  
(e.g. winking)



appearance  
(e.g. untidiness)



hand movement  
(e.g. waving)



posture  
(e.g. slouching)

### Read Me

**Non-verbal cues** include facial expressions and body gestures. These are used to communicate without words.

## iii. Read the expressions with the given tones.

The use of “really” to express different emotions with different tones.

unexpected

Oh, really?

surprise

Really? I don't believe you.

sad news

Really? But how?

good news

Really? It's great news.

### Read Me

**Tone** is how a person uses his/her voice in different situations. In everyday life, we adjust our tone according to who we are talking to and what we are talking about.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- What lesson did the kittens learn?
- Why is fighting a bad thing? Discuss.
- How do you relate this poem to your own personal experiences?



A2 (ii) Tell students about more non-verbal cues. Give different situations to students and ask them randomly to use non-verbal cues accordingly. Tell them that ways of talking (e.g. pauses, stress on words), sound (e.g. laughing), closeness (e.g. invading someone's space) are some other ways of non-verbal communications. A2(iii) Explain the concept of tone by reading different examples aloud to reinforce the concept. B1 (i) Encourage students to share the answers to the given questions orally.

**ii. Read the poem carefully and write answers to the given questions in your notebook.**

- What is the setting of the poem? Also tell which words helped you to understand the setting.
- Do you think fighting is a good or a bad thing? Give reasons for your answer.
- What is the moral of the poem? How do you know?

**Read Me**

**Inferential questions** are those in which the text does not actually tell us, but we can find the answer by considering the hints and clues in the text in the light of our own knowledge and experience.

**iii. Read the given summary of the poem.**

This poem is about two little kittens. They began to quarrel with each other during a stormy night. One kitten had a mouse but the other kitten had none so their quarrel began. The old woman became angry and swept them out of her house with her broom. Then, they returned wet and cold. They realised their mistake and felt ashamed. They found that it is better to lie by the fire in the house than to quarrel and fight. They had learnt that fighting is a bad thing so always try to avoid it.

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

- The two little kittens fought during a stormy \_\_\_\_\_.
  - i) night
  - ii) morning
  - iii) evening
  - iv) afternoon
- The old woman swept the kittens with a \_\_\_\_\_.
  - i) stick
  - ii) broom
  - iii) hanger
  - iv) brush
- The kittens became wet with \_\_\_\_\_.
  - i) rain
  - ii) sweat
  - iii) water
  - iv) snow
- One kitten had no \_\_\_\_\_ so they began to fight.
  - i) toy
  - ii) food
  - iii) mouse
  - iv) blanket



B1 (iiz) Tell them about inferential questions by sharing examples. Help them answer the given questions. B1 (iii) Ask students to share the summary of this poem in their own words.

- They found it much better to \_\_\_\_\_ by the fire.
  - i) sit
  - ii) stand
  - iii) lie
  - iv) fight

## 2. Analytical Reading

Read any poem about your favourite animal from the internet / library and write it down in your notebook.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

stormy	weather with strong winds and heavy rain or snow
quarrel	to fight
sweep	to clean a room, surface, etc. using a broom
broom	a long brush used for cleaning the floor
crept	moved slowly without making a noise

### Writing a Poem

ii. Write a poem on the topic 'My Pet Cat' with the help of the given rhyming words in your notebook.

purr, fur

feet, treat

fish, dish

adore, bore

### Analogy

iii. Read the given analogies.

- Leaf is to tree as petal is to flower
- Apple is to fruit as carrot is to vegetable

### Read Me

An **analogy** is a comparison of two pairs of words to show their similarities.



C1 (i) Tell students to learn the words with their meanings. C1 (ii) Guide them through writing a poem. C1 (iii) Explain the concept of analogies and similes by writing more examples on the board.

Turtle is to crawl as frog is to hop  
 Car is to road as boat is to ocean  
 Hungry is to eat as tired is to sleep

**iv. Complete the given analogies by choosing the correct words.**

- Cow is a mammal as snake is a/an \_\_\_\_\_. (insect, reptile)
- Pencil is to write as scissors are to \_\_\_\_\_. (rub, cut)
- The moon is to night as the sun is to \_\_\_\_\_. (day, evening)
- Hat is to head as shoe is to \_\_\_\_\_. (foot, arm)

**v. Read the given similes with their meanings and sentences.**

**Read Me**

We use **similes** to compare two different things by using the words 'like' and 'as'.

Similes	Meanings	Sentences
as black as coal	completely black	His new shoes are as black as coal.
as brave as a lion	very brave	My younger brother is as brave as a lion. He is a soldier.
as busy as a bee	very busy	They are as busy as bees completing their homework.
as strong as an ox	very strong	He can hit the ball across the fans because he is as strong as an ox.
have eyes like a hawk	describing someone who sees every small detail	My father is an engineer and he has eyes like a hawk.

**vi. Circle the similes in the poem and use them in sentences of your own in your notebook.**



C1 (vi) Encourage students to share more examples of similes with their sentences.

## 2. Learning to Spell

Fill in the missing letters to complete the words.

sy**mb**\_\_l

he\_biv\_\_rous

\_\_ravery

h\_\_nt

at\_\_ractiv\_\_

## 3. Grammar

### Simple Future Tense

i. Read the structures of the simple future tense with sentences.

#### Affirmative Sentences

- He will complete his homework.
- Sana will take care of her cat.
- I shall go to the park.

**Subject + will/shall + base form of verb + object.**

#### Negative Sentences

- He will not complete his homework.
- Sana will not take care of her cat.
- I shall not go to the park.

**Subject + will/shall not+ base form of verb +**

#### Interrogative Sentences

- Will he complete his homework?
- Will Sana take care of her cat?
- Shall I go to the park?

**Will/Shall + subject + base form of verb + object?**

ii. Write five sentences of your own in the simple future tense in your notebook.

#### Read Me

The **simple future tense** expresses an action which has not occurred yet and will occur in the future.



C3 (i) Explain the concept of the simple future tense in detail and ask students to construct its sentences correctly.

### iii. Read the given questions with different forms of 'be', 'do' and 'have'.

#### Be:

- Am I cleaning my room?
- Is this cat hungry?
- Are the kittens fighting?
- Was she sleeping in her room?
- Were the children making a noise?

#### Do:

- Does Hina help you?
- Do they come late at night?
- Did it rain yesterday?

#### Have:

- Has he completed his work?
- Have they reached there?
- Had we locked the door?

#### Read Me

Different forms of 'be', 'do' and 'have' are also used at the start of sentences to ask questions.

### iv. Write two questions using 'be', 'do' and 'have' each in your notebook.



## D) Writing

### 1. Learning to Write

#### i. Read the given poem and write its central idea in your notebook.

Elephants walking  
Along the trails

Are holding hands  
By holding tails

Trunks and tails  
Are handy things

When elephants walk  
In circus rings.



C3 (iii) Ask students to share more examples of questions with 'be', 'do' and 'have'.  
D1 (i) Guide them in writing the central idea of the poem.

Elephants work  
And elephants play

And when they walk,  
It never fails.

And elephants walk,  
And feel so gay.

They're holding hands  
By holding tails.

ii. Write three pairs of rhyming words about 'Rainbows' and write a poem in your notebook.

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## 2. Creative Writing

Write a paragraph on 'How Should We Take Care of Our Pet Animal'. Share your views.

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D1 (ii) Ask students to write a poem and help them if need be.

# Review - 4



## A) Oral Communication



### Learning the Sounds

Read the given words. Divide them into their syllables and also write their number of syllables with the help of a dictionary.

stormy

complaint

intelligence

password

technology

Look at the given pictures. Observe the body language and write what they tell.



Get students into pairs and ask them to share any memorable event from their lives by using expressions of joy, sadness or anger.



## B) Reading and Critical Thinking



### Reading Comprehension

Answer the given questions.

- Write the names of any five endangered animals.
- What is your future career and why? Discuss.
- What type of storybooks do you like to read? Give reasons.
- What did the little kittens learn after the fight?
- Why should we never fight with others?

Read the given paragraph. Summarise it in 3-4 sentences.

Choosing a career is one of the most important decisions you will make in life. Whatever career you choose to follow, it will impact your life greatly. Parents and teachers should guide their children to choose their future careers wisely.





## C) Language Focus



### Vocabulary Building

Read the given words and write their meanings in your notebook.

crept

disappoint

endangered

facilitate

futuristic

Read the given text. Fill in the blanks with the correct prepositions of direction and movement.

As we were walking \_\_\_\_\_ the hill, it suddenly started to rain. There wasn't any shelter around. Luckily, there was a cave nearby and we ran \_\_\_\_\_ it. My friend and I took out our torches and started walking \_\_\_\_\_ the cave. As we were going \_\_\_\_\_ a wall, we were surprised to see drawings on it. We continued walking and came to a small lake. We waded \_\_\_\_\_ the lake and kept going on our journey.

Read the given sentences and write their types.

- Open the window.
- Wow! What a beautiful sight it is.
- Are you going to the park?
- Don't make noise.
- It is a pleasant day today.
- Turn off the tap.

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Rewrite the given text by using correct punctuation and capitalisation.

turkey is one of the most beautiful countries in the world have you ever been there i love it the main cities of istanbul and antalya are great some of the views of these cities are stunning



## D) Writing



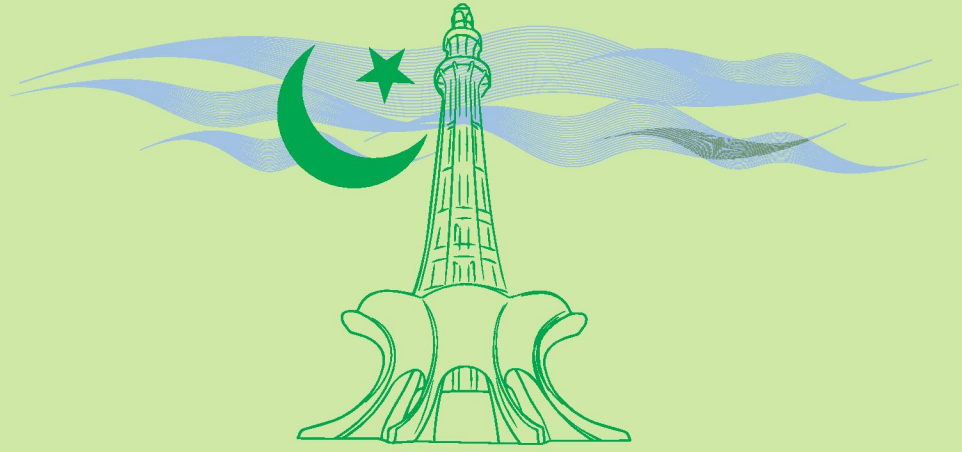
### Learning to Write

Write a letter to your friend telling him/her about your recent visit to Neelum Valley.

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## قومی ترانہ

پاک سرزمین شاد باد      کشورِ حسین شاد باد

تُو نشانِ عزمِ عالی شان      ارضِ پاکستان

مرکزِ یقین شاد باد

پاک سرزمین کا نظام      قوتِ اخوتِ عوام

قوم ، ملک ، سلطنت      پایندہ تابندہ باد

شاد باد منزلِ مُراد

پرچمِ ستارہ و ہلال      رہبرِ ترقی و کمال

ترجمانِ ماضی، شانِ حال      جانِ استقبال

سایۂ خدائے ذوالجلال

