

Textbook

TEST EDITION

4

FREE FROM GOVERNMENT  
NOT FOR SALE

# English

Based on Curriculum 2020

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**Khyber Pakhtunkhwa Textbook Board  
Peshawar**



**Textbook**

# **English**

## **Grade 4**

**Based on Curriculum 2020**

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**Khyber Pakhtunkhwa Textbook Board**  
**Peshawar**



# Unit

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Reading and Critical Thinking	Language Focus	Grammar	Writing
Question and answers Digraphs, trigraph and silent letters Fill in the blanks	Words meanings Naming, action and describing words	Countable and uncountable nouns Articles Adjectives Capitalisation	Multi-syllable words Replacing words and phrases
Question and answers Paragraph Choose the correct answer	Words meanings Rhyming words Express regret, likes, dislikes, needs, feelings and opinions	Collective nouns Articles Adjectives of origin Capitalisation	Topic sentence and supporting details
Question and answers Joining words, Pie chart, Bar graph Choose the correct answer	Words meanings Anagrams	Regular and irregular nouns Action verbs Preposition of position Capitalisation	Write a recipe
Question and answers Mind mapping Gapped summary Choose the correct answer	Words meanings Change in parts of speech Synonyms and antonyms	Nouns with no change Helping verbs Prepositions of time Capitalisation	Write descriptive paragraph
Question and answers Clock Choose the correct answer	Words meanings Homophones	Gender nouns Be, do and have as helping verbs Apostrophe Exclamation mark	Mind map
Question and answers Inflectional endings Compound words Choose the correct answer	Words meanings Compound words	Common and proper nouns be, do and have a main and helping verbs, punctuation	Write a narrative paragraph
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Question and answers Map keys Choose the correct answer	Words meanings Compound words	Pronouns Be, do and have with pronouns Punctuation	Making lists Writing dialogue
Question and answers Alphabetical order Note-taking Choose the correct answer	Words meanings Adjectives	Pronouns Possessive pronouns Modal verbs, Adverbs Punctuation	Write short notes and invitations
Question and answers Table of content Choose the correct answer	Words meanings Similes	Possessive pronouns Modal verbs, Joining words Adverbs of manner, Punctuation	Write short notes and invitations
Question and answers Elements of story Calendar Choose the correct answer	Words meanings Parts of speech	Pronoun antecedent agreement Regular verbs, Present, past and future tense, Adverbs of time, Full stop with abbreviations	Writing a story
Question and answers Elements of fable Choose the correct answer	Question and answers Elements of fable Choose the correct answer	Pronouns as subject, object and for possession, Tenses Joining words, Question words Apostrophe	Write a fable
Question and answers Position words Describing picture Choose the correct answer	Question and answers Position words Describing picture Choose the correct answer	Pointing words Past continuous tense Connectors Hyphens	Write an expository paragraph
Question and answers Reading maps Choose the correct answer	Question and answers Reading maps Choose the correct answer	Question words Simple future tense Kinds of sentences Questions	Write central idea of poem



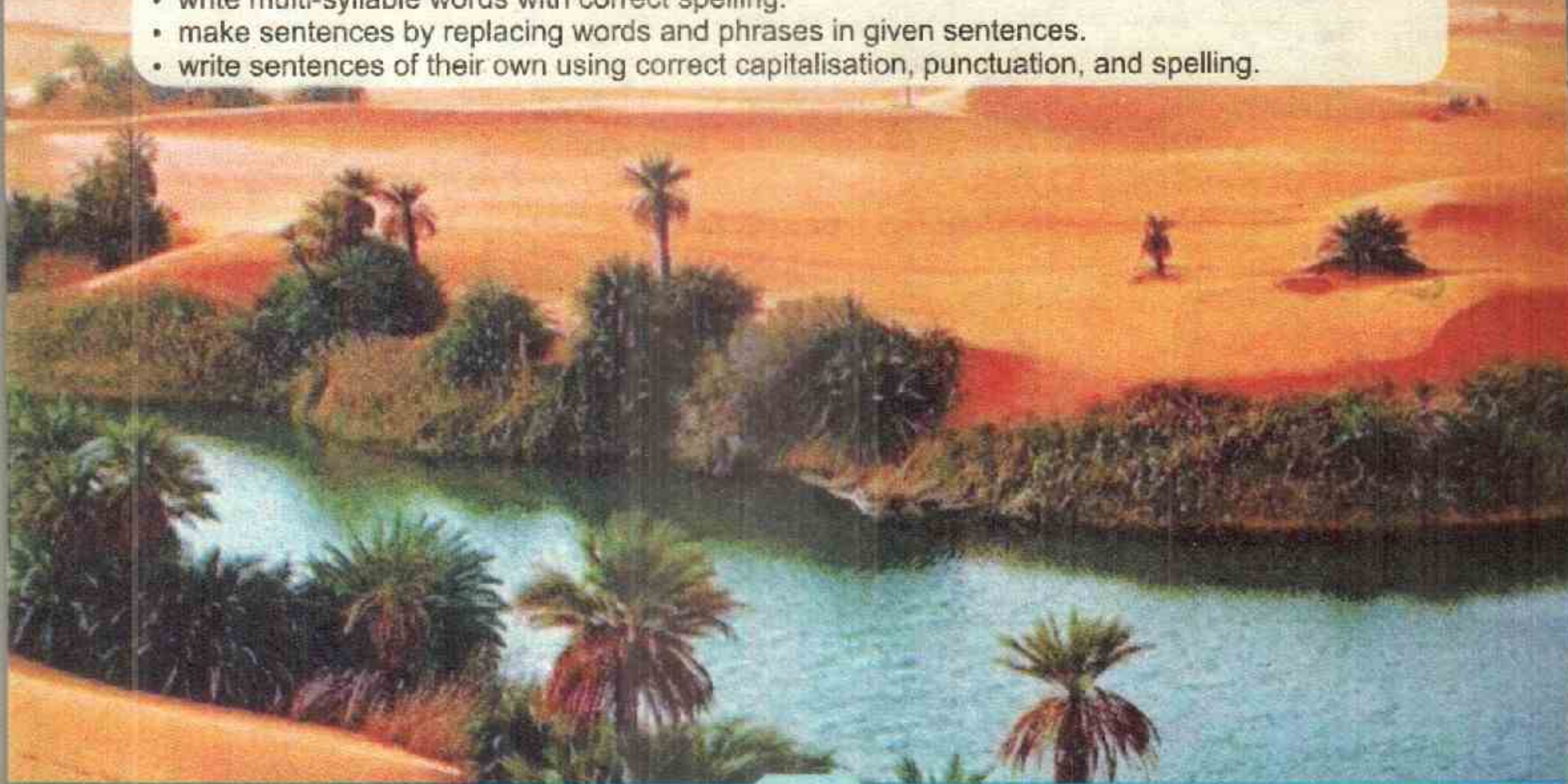
# Unit 1

## Great Caliphs of Islam

### 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 locate/scan specific information to answer short questions.
- identify and classify words that begin with vowel sounds.
- identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.
- use critical thinking to respond to the text (post reading): apply world knowledge and own opinion to the text read.
- recite poems
- articulate and practice words containing digraphs, trigraphs, and silent letters.
- classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels, etc. in their immediate and extended environment.
- identify countable and uncountable nouns.
- demonstrate the use of some nouns from the immediate and extended environment as countable and uncountable.
- recall some more rules for the use of a, an and the.
- identify and use the definite article 'the'.
- classify adjectives of quantity, quality, size, shape, colour, and origin.
- use capitalisation according to the rules learnt earlier.
- write multi-syllable words with correct spelling.
- make sentences by replacing words and phrases in given sentences.
- write sentences of their own using correct capitalisation, punctuation, and spelling.

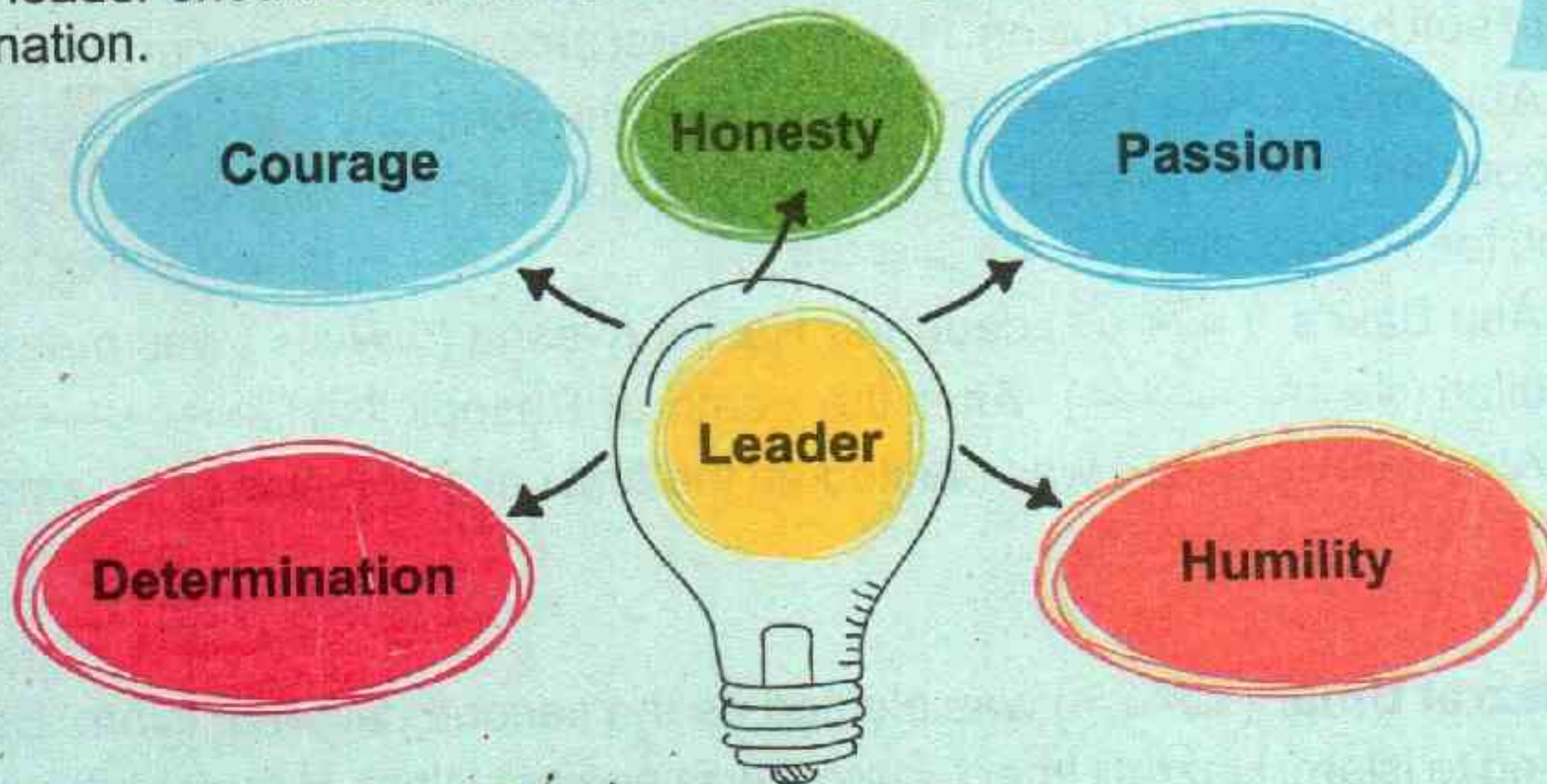






## Getting Started

A true leader should have at least the following qualities to make and rule a great nation.



## Let's Talk

- Do you want to be a leader? Why?
- Which leadership qualities do you want to have?
- Why is determination important for a leader?

## Great Caliphs of Islam

### Pre-reading

- What do you know about the great caliphs of Islam?
- How many Rashidun Caliphs are in Islam?

After the passing away of Hazrat Muhammad (ﷺ), the Islamic state was ruled by Rashidun Caliphate which consisted of four Caliphs; Hazrat Abu Bakr (رضي الله تعالى عنه), Hazrat Umar (رضي الله تعالى عنه), Hazrat Usman (رضي الله تعالى عنه), and Hazrat Ali (رضي الله تعالى عنه). Caliphs were religious and political leaders of Muslim world. They were close friends of Hazrat Muhammad (ﷺ). They ruled under the guidance of the Holy Quran and teachings of Hazrat Muhammad (ﷺ). The Rashidun Caliphate lasted for



Ask students to read the title and share what comes in their mind. Read aloud the text with correct pronunciation and intonation. Ask them to follow you accurately.



30 years. It has been an ideal model for every subsequent Muslim rule.

**Hazrat Abu Bakr Siddique** (رضي الله تعالى عنه) was a friend of Hazrat Muhammad (رسول الله ﷺ). His name was Abdullah and his *kuniyyat* (family name) was Abu Bakr. His title was Siddique. He was a man of good habits. He was very soft hearted and loving. He was the first among men to accept Islam.

Hazrat Abu Bakr (رضي الله تعالى عنه) spent his whole life in the company of Rasoolullah (صلى الله عليه وسلم). He had great love and affection for Rasoolullah (صلى الله عليه وسلم).

#### While-reading

Who was the first man to accept Islam?

Hazrat Abu Bakr's (رضي الله تعالى عنه) daughter Hazrat Ayesha (رضي الله تعالى عنها) was married to Rasoolullah (صلى الله عليه وسلم). After the death of Rasoolullah (صلى الله عليه وسلم), Hazrat Abu Bakr (رضي الله تعالى عنه) was elected as the first caliph of Islam. He remained caliph for more than two years.

**Hazrat Umar** (رضي الله تعالى عنه) was elected as the second caliph of Islam. Before submitting to Islam, Hazrat Umar (رضي الله تعالى عنه) was against Islam. Hazrat Muhammad (رسول الله ﷺ) had a wish that Umar (رضي الله تعالى عنه) might accept Islam. Allah (سبحانه وتعالى) answered his prayers and guided Umar (رضي الله تعالى عنه) to the path of Islam. After Hazrat Umar (رضي الله تعالى عنه) had embraced Islam, Muslim gained strength and started to pray inside the Kaaba. That is why Rasoolullah (صلى الله عليه وسلم) gave Umar (رضي الله تعالى عنه) the title of "Farooq" (the one who distinguishes between the right and wrong). Hazrat Umar (رضي الله تعالى عنه) became a distinguishing factor between Muslims and disbelievers. Hazrat Umar (رضي الله تعالى عنه) loved Hazrat Muhammad (رسول الله ﷺ) very much. His daughter Hazrat Hafsa (رضي الله تعالى عنها) was married to Hazrat Muhammad (رسول الله ﷺ). Hazrat Umar (رضي الله تعالى عنه) served Islam and the Muslims as caliph for ten and a half years.

#### While-reading

What is the meaning of Al-Farooq?

**Hazrat Usman** (رضي الله تعالى عنه) was a very pious man. He was a friend of Hazrat Abu Bakr (رضي الله تعالى عنه). When Hazrat Abu Bakr (رضي الله تعالى عنه) invited him to Islam, he accepted it instantly. Hazrat Usman (رضي الله تعالى عنه) was a very rich merchant. He was known as 'Ghani' because he was very generous and spent generously in the way of Allah (سبحانه وتعالى). He always helped the Muslims in times of need.



Share different incidents of the Rashidun Caliphs. Tell students that we should follow and adopt their practices in our lives.



He is also called the 'Zun Noorain'—the holder of two lights—because he married two daughters of Hazrat Muhammad (ﷺ).

After the martyrdom of Hazrat Umar (رضي الله تعالى عنه), Hazrat Usman (رضي الله تعالى عنه) became the third caliph of Islam. He remained in office for 12 years.

### While-reading

Why was Hazrat Usman (رضي الله تعالى عنه) called 'Ghani'?

**Hazrat Ali** (رضي الله تعالى عنه) was the son of Hazrat Abu Talib, the uncle of Hazrat Muhammad (ﷺ). From his early childhood, Hazrat Ali (رضي الله تعالى عنه) lived with Rasoolullah (ﷺ). Hence, he was brought up in the care of Rasoolullah (ﷺ).

Hazrat Ali (رضي الله تعالى عنه) was the first among children to accept Islam. He was at that time only 10 years old. Hazrat Ali (رضي الله تعالى عنه) wrote letters and treaties for Rasoolullah (ﷺ). He was a very courageous man. That is why, he is also known as 'Asadullah', meaning "the Lion of Allah". During the war of Khyber, Rasoolullah (ﷺ) handed Hazrat Ali (رضي الله تعالى عنه) the Islamic flag and Allah (سبحانه وتعالى) granted the Muslims victory.

Hazrat Muhammad (ﷺ) had married his beloved daughter Hazrat Fatima (رضي الله تعالى عنها) to Hazrat Ali (رضي الله تعالى عنه). Hazrat Hassan (رضي الله تعالى عنه) and Hazrat Hussain (رضي الله تعالى عنه) were the sons of Hazrat Ali (رضي الله تعالى عنه). Rasoolullah (ﷺ) loved Hazrat Hassan (رضي الله تعالى عنه) and Hazrat Hussain (رضي الله تعالى عنه) very much. After the martyrdom of Hazrat Usman (رضي الله تعالى عنه), Hazrat Ali (رضي الله تعالى عنه) became the fourth caliph of Islam. He performed his duties as caliph for almost five years.

### While-reading

Who was the first child to accept Islam?

### Post-reading

- Why was Hazrat Usman (رضي الله تعالى عنه) called 'Zun Noorain'?
- Write a few lines about the life of Hazrat Ali (رضي الله تعالى عنه) in your own words.



Read the given questions aloud and ask students to give answers. Then tell them their correct answers.





## A) Oral Communication

### 1. Learning the Sounds

#### Vowel Sounds

i. Read the following words starting with vowel sounds.

ants

elements

informed

ostrich

unknown

#### Read Me

There are five vowels (a, e, i, o, u) in the English alphabet. These letters produce specific vowel sounds.

ii. Read the following words. Write the words beginning with vowel sounds in the given blanks.

octopus

cloud

sister

envelope

apricot

umpire

trophy

### 2. Learning to Speak

i. Read the given greetings and fill in the blanks using the words from the word bank.

Yes, we can.

Wa Alaikum Assalaam

I am fine. Thank you!

Yes, I am. And you?

Sadia:  
Assalamu  
Alaikum!

Ayaan:

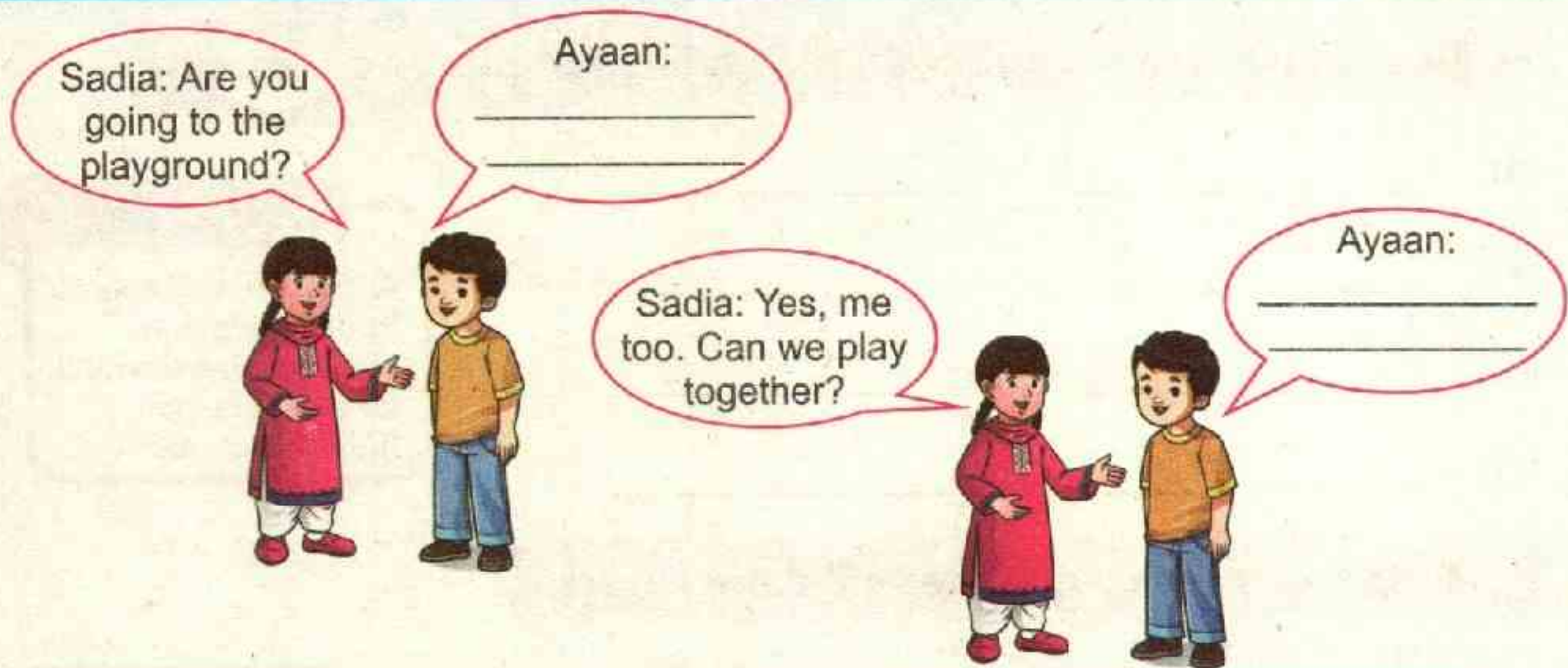
Sadia:  
How are  
you?

Ayaan:



A1 (i) Have students practise reading more words starting with vowel sounds. It will improve their pronunciation. A2 (i) Encourage students to read the given greetings and fill in the blanks using the words from the given word bank. (Pair Work) Divide students into pairs. Have each pair practise the dialogues above.





- ii. Make pairs of students. Ask them to express their willingness or unwillingness to participate in a debate competition.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- Why was Hazrat Abu Bakr (رضي الله تعالى عنه) given the title of 'Siddique'?
- Why is Hazrat Usman (رضي الله تعالى عنه) called the "holder of two lights"?
- At what age did Hazrat Ali (رضي الله تعالى عنه) accept Islam?

#### ii. Read the following paragraph and notice the digraphs, trigraphs and silent letters.

Hazrat Umar (رضي الله تعالى عنه) was the second caliph.

He was known for his discipline and administration. In his reign, the Islamic empire stretched to Persia, Rome and Egypt. He granted scholarships to the poor. He is a role model for Muslims. Muslim leaders should follow in the footsteps of Hazrat

Umar (رضي الله تعالى عنه) if they want to rule with justice.

#### Read Me

A **digraph** is a group of two letters that makes a single sound. When two consonant letters combine to make one sound, they are called a **consonant digraph**, for example chick, think, wheel, etc.



B1 (i) Explain to students the meaning of 'Siddique'. B1 (ii) Have students recall the concept of digraphs and trigraphs by writing examples on the board.



iii. Make at least two words with the given digraphs and trigraphs.

ch: \_\_\_\_\_  
 wh: \_\_\_\_\_  
 igh: \_\_\_\_\_  
 tch: \_\_\_\_\_

### Read Me

A **trigraph** is a group of three letters that makes a single sound, for example, **pair**, **fight**, **watch**, etc.

iv. Write five words with different silent letters.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Read Me

Some words have **silent letters**; they are spelled but not pronounced. They can be vowels or consonants. For example, in **'lamb'** and **'bike'** the letters **b** and **e** are not pronounced.

v. Fill in the blanks.

- The first caliph of Islam was \_\_\_\_\_.
- Hazrat Abu Bakr (رَضِيَ اللَّهُ تَعَالَى عَنْهُ) was a \_\_\_\_\_ of Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَأَصْحَابُهُ وَسَلَّمَ).
- Hazrat Usman (رَضِيَ اللَّهُ تَعَالَى عَنْهُ) was a very \_\_\_\_\_ trader.
- Hazrat Ali (رَضِيَ اللَّهُ تَعَالَى عَنْهُ) was the first among \_\_\_\_\_ to accept Islam.
- Hazrat Umar (رَضِيَ اللَّهُ تَعَالَى عَنْهُ) was the \_\_\_\_\_ caliph of Islam.

## 2. Analytical Reading

Read about the four caliphs of Islam. Note down some of their personality traits in your notebook.



B1 (iii) Encourage students to make words with the given digraphs and trigraphs. B1 (iv) Tell students that silent letters are spelt in words but not pronounced. Ask them to share more examples of silent letters.





## C) Language Focus

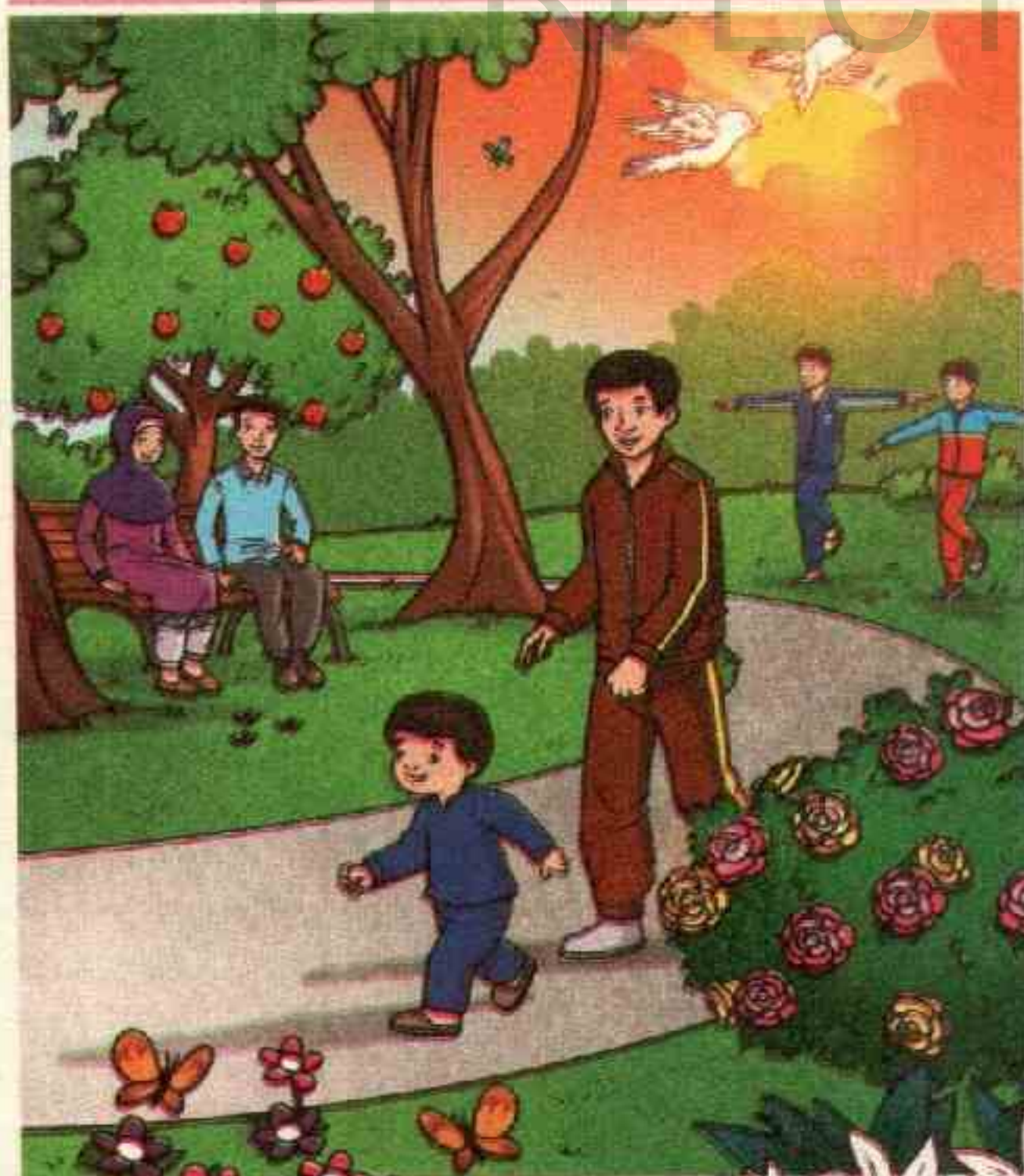
### 1. Vocabulary Building

i. Read the given words with their meanings.

affection	a person's feelings of love
distinguish	to recognise the difference
generous	willing to give and share
treaties	a formal agreement between two or more countries
martyrdom	death of a martyr

### Naming, Action and Describing Words

ii. Pick three naming, action and describing words from the picture. Write them in the correct boxes.



naming words

---

---

---

action words

---

---

---

describing words

---

---

---



C1 (i) Ask them to memorise vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (ii) Have students recall the concepts of naming, action and describing words. Encourage them to share examples of each.

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iii. Read the given alphabetical order of words in a dictionary.

Words are arranged in alphabetical order

**Aa**

**amazing** (a·maz·ing) /əˈmeɪzɪŋ/ adjective  
causing great surprise or wonder; astonishing

**ambassador** (am·bas·sa·dor) /æmˈbæsədə(r)/ noun  
a diplomat of the highest rank as resident representative in a foreign country.

**ambiguity** (am·bi·gu·i·ty) /æmbɪjuːəti/ noun  
a word or statement that is open to more than one interpretation.

Syllables

Pronunciation

aa

Part of speech

Meaning

## 2. Learning to Spell

Fill in the missing letters to complete the words.

c\_\_lipha\_\_e

en\_\_mies

l\_\_ader

hu\_\_ba\_\_d

r\_\_cite

## 3. Grammar

### Countable and Uncountable Nouns

i. Read the text below. Look at the highlighted nouns. The words in red are countable nouns and the ones in blue are uncountable nouns.

Sara and her friend went to the park. The **weather** was very pleasant. There they saw many beautiful things like **flowers**, **swings** and colourful **butterflies**. They enjoyed the fresh **air** and had a lot of fun.

#### Read Me

**Countable nouns** are words for things that we can count. They have singular and plural forms, e.g. ball-balls, girl-girls, doll-dolls, etc.

**Uncountable nouns** are words for things that we cannot count. They don't have plural forms, e.g. water, weather, air, etc.

ii. Write five countable and uncountable nouns in your notebook.



C3 (i) Tell students that the words in red are countable nouns and the ones in blue are uncountable nouns. Encourage them to look around and share two countable and uncountable nouns each.



## Articles

### iii. Fill in the blanks with 'a', 'an' or 'the'.

- \_\_\_\_\_ man who wrote this book is famous.
- There is \_\_\_\_\_ bag on the table.
- She has \_\_\_\_\_ old watch.
- He is drinking \_\_\_\_\_ glass of milk.
- Kalsoom is \_\_\_\_\_ pilot.
- There is \_\_\_\_\_ airport in my city.
- Do you know where I left \_\_\_\_\_ car keys.

### Read Me

Articles 'a' and 'an' are used with singular nouns. 'A' is used with words starting with consonant sounds, e.g. a ball, a mat. 'An' is used with words starting with vowel sounds, e.g. an orange, an eye. 'A' and 'an' are called indefinite articles. 'The' is used when we know there is only one particular thing or person. 'The' is called the definite article.

## Adjectives

### iv. Read the types of adjectives.

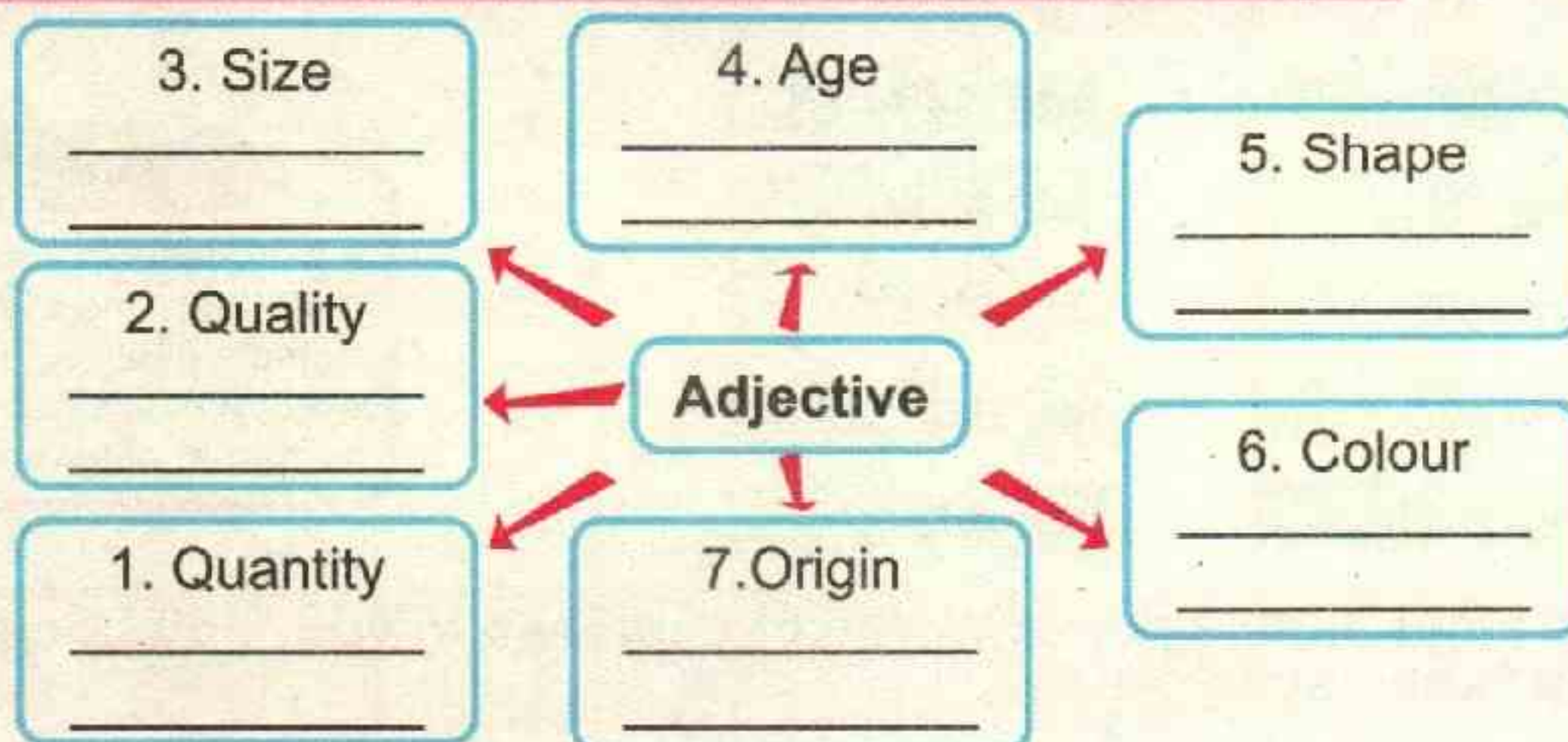
Colour	Quality	Quantity
pink	soft	four
blue	kind	much

Size	Shape	Origin
large	triangle	Pakistani
tiny	square	Afghan

### Read Me

Words which describe the quality of nouns or pronouns are called **adjectives of quality**. Words which describe the quantity of nouns or pronouns are called **adjectives of quantity**. Words which describe the colour of nouns or pronouns are called **adjectives of colour**. Words which describe the size of nouns or pronouns are called **adjectives of size**. Words which describe the shape of nouns or pronouns are called **adjectives of shape**. **Adjectives of origin** describe where something comes from.

### v. Think of more adjectives and fill in the given boxes.



C3 (iii) Explain the concept of the articles 'a' 'an' and 'the' to them. Encourage them to make sentences using the articles 'a' 'an' and 'the'. C3 (iv) Explain the types of adjectives to students and encourage them to use the given adjectives in sentences in the given order.



## Capitalisation

vi. Rewrite the given sentences with correct capitalisation in the given space. Remember to capitalise the initial letter of each sentence and the initial letter of a proper noun.

- peshawar, lahore, quetta and karachi are the most famous cities of pakistan.

\_\_\_\_\_

- the teacher asked danish to read the lesson.

\_\_\_\_\_

- mano is a naughty cat.

\_\_\_\_\_

- we cannot go to islamabad on this friday.

\_\_\_\_\_

- asif lives in gilgit.

\_\_\_\_\_



## D) Writing

### 1. Learning to Write

i. Read the given multi-syllabic words.

com.pan.ions

grand.fa.ther

bal.loon

rain.bow

class.room

el.e.phant

teach.er

sis.ter

lead.er.ship

tel.e.phone

### Read Me

A word which carries more than one syllable is called a **multi-syllabic** word, e.g. pock.et, pas.ta, ba-nan-a, af.ter.noon.

ii. Make eight multi-syllabic words of your own in your notebook. Put a dot between syllables.



D1 (i) Have students recall the concept of syllables. Tell them that a syllable is part of a word that has one or more vowel sounds. Encourage them to share more examples of multi-syllabic words.



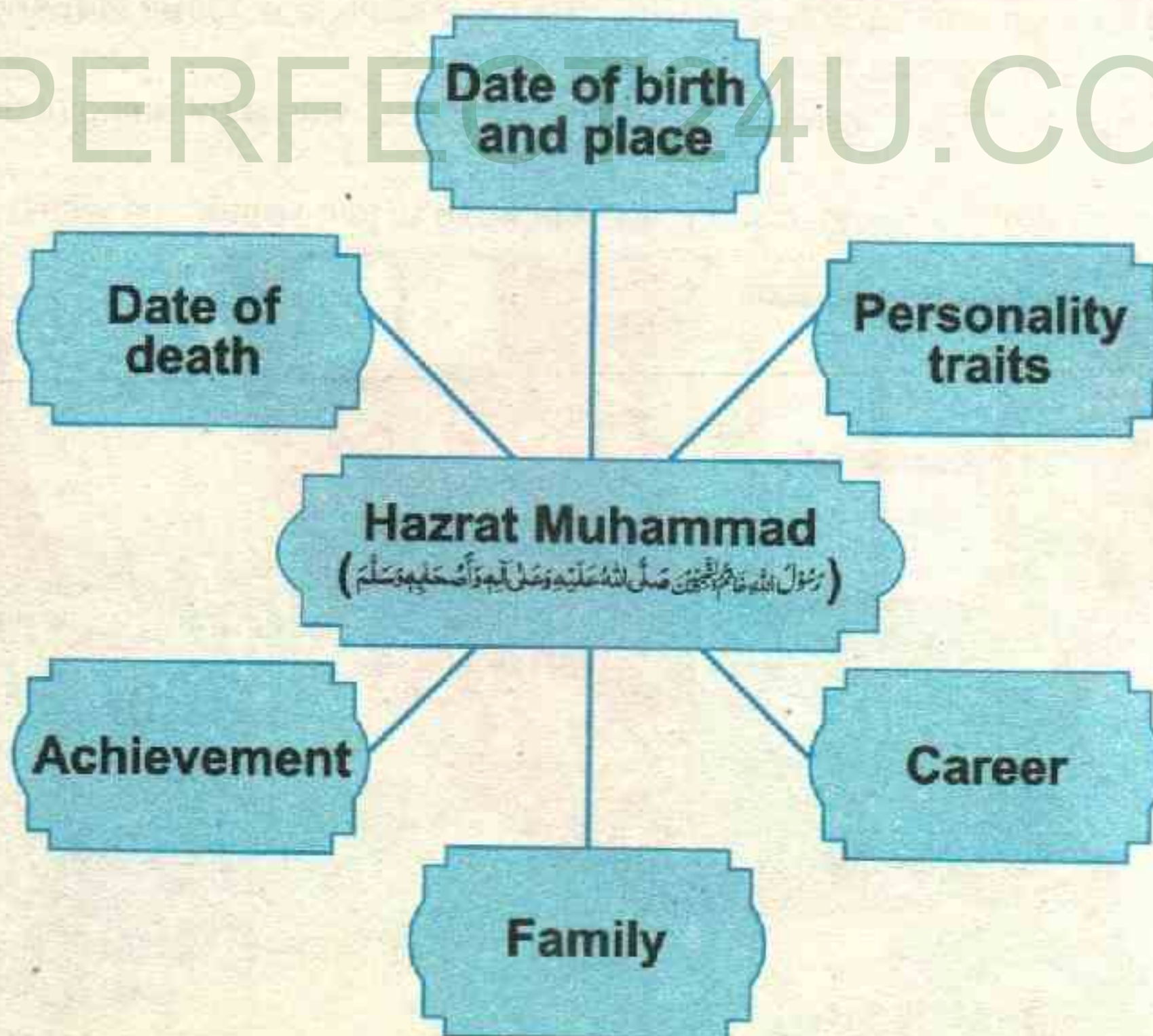
iii. Each sentence given below has underlined words and phrases. Replace each underlined phrase with another word that expresses the same idea and rewrite the sentences in your notebook.

Allah      costly      siblings      like

- His uncle has a house similar to Faisal's.
- I love my brother and sister.
- He bought dresses which are very high in price.
- He, who creates everything, is the Creator.

## 2. Creative Writing

Write a paragraph about Hazrat Muhammad (ﷺ) in your notebook. Fill in the given mind map. It can help you in writing.



D1 (iii) Ask students to read the given sentences and replace the underlined phrase with another word. D2 Encourage them to write a paragraph in their notebooks with correct capitalisation, punctuation and spelling.

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



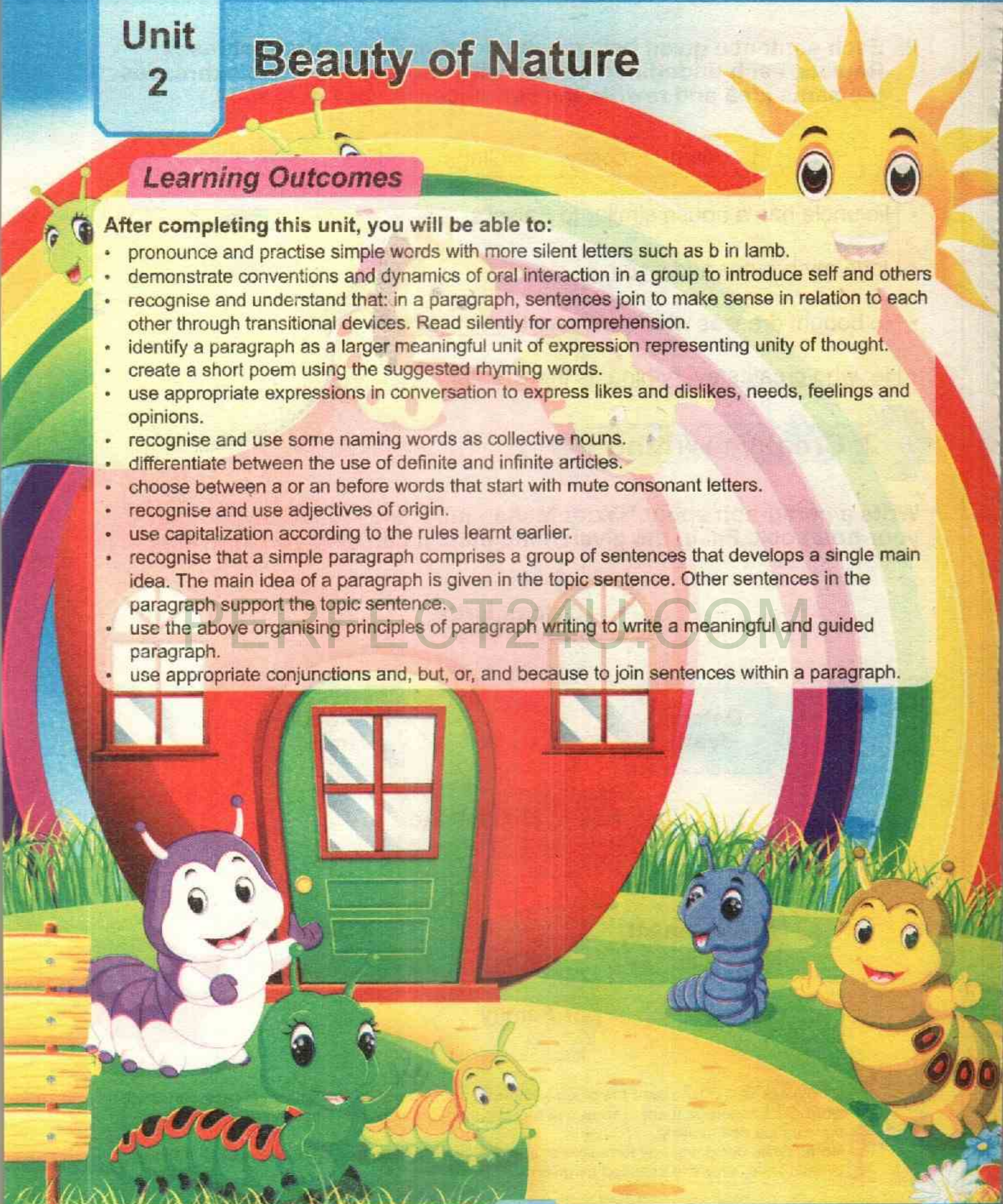
## Unit 2

# Beauty of Nature

### Learning Outcomes

After completing this unit, you will be able to:

- pronounce and practise simple words with more silent letters such as b in lamb.
- demonstrate conventions and dynamics of oral interaction in a group to introduce self and others
- recognise and understand that: in a paragraph, sentences join to make sense in relation to each other through transitional devices. Read silently for comprehension.
- identify a paragraph as a larger meaningful unit of expression representing unity of thought.
- create a short poem using the suggested rhyming words.
- use appropriate expressions in conversation to express likes and dislikes, needs, feelings and opinions.
- recognise and use some naming words as collective nouns.
- differentiate between the use of definite and indefinite articles.
- choose between a or an before words that start with mute consonant letters.
- recognise and use adjectives of origin.
- use capitalization according to the rules learnt earlier.
- recognise that a simple paragraph comprises a group of sentences that develops a single main idea. The main idea of a paragraph is given in the topic sentence. Other sentences in the paragraph support the topic sentence.
- use the above organising principles of paragraph writing to write a meaningful and guided paragraph.
- use appropriate conjunctions and, but, or, and because to join sentences within a paragraph.





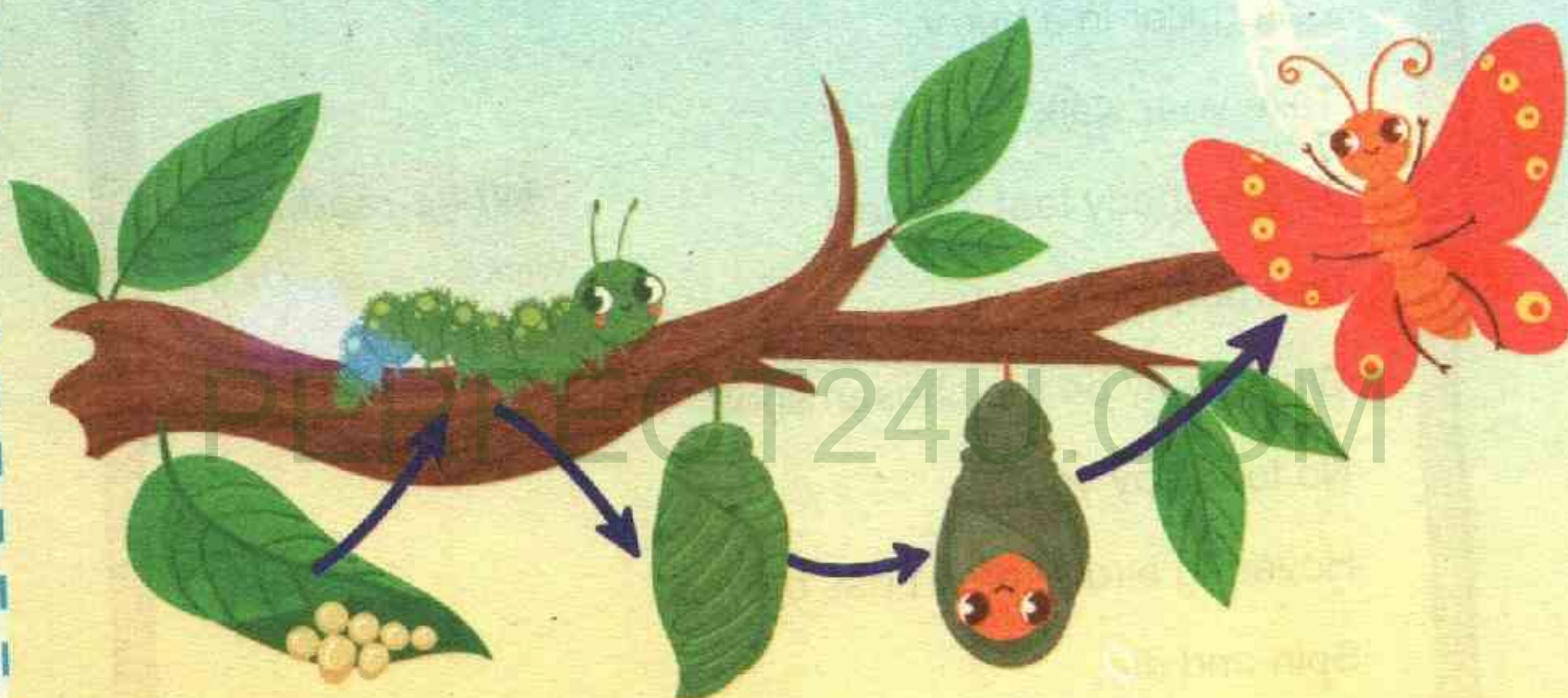


## Getting Started



The butterfly is a beautiful and colourful insect but how does it get its colours? Is it born the same way as it is? Many questions arise when we see this light-winged creature. Let's look at its life cycle.

### Life Cycle of a Butterfly



### Let's Talk

- Look and count the stages in the picture and share with your classmates.
- Can you name some other insects?



# Caterpillar

## Pre-reading

- Read the title and guess what the poem can be about.
- What do you know about caterpillars?



Brown and furry  
Caterpillar in a hurry,  
Take your walk  
To the shady leaf, or stalk,  
Or what not,  
Which may be the chosen spot.  
No toad spy you,  
Hovering bird of prey pass by you;  
Spin and die,  
To live again a butterfly.

## While-reading

What is the colour of a caterpillar?

Christina Rossetti



## Post-reading

- Do you like the poem? Why? or why not?
- Have you ever seen a caterpillar? Share your experience in a few sentences.



Model the poem with correct pronunciation and intonation. Help and encourage students to recite the poem aloud. Discuss the theme of the poem with them. Share some interesting facts about caterpillars.





## A) Oral Communication

### 1. Learning the Sounds

#### Silent Letters

i. Read the given words and notice the silent letters in them.

clim <b>b</b>	desi <b>gn</b>	thum <b>b</b>	name <b>e</b>
honest	autum <b>n</b>	w <b>ra</b> p	col <b>on</b> el
fast <b>e</b> n	k <b>no</b> ck	of <b>t</b> en	gui <b>d</b> e

#### Read Me

Some words have **silent letters**; they are spelled but not pronounced. They can be vowels or consonants.

ii. Make more words with the silent letters above in your notebook.

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Caterpillar:** Good morning, butterfly! How are you?

**Butterfly:** Good morning! I am fine. Thank you.

**Caterpillar:** Meet my friend, ladybird.

**Butterfly:** Good to meet you, ladybird. What would you like to have, oak leaves or cherry leaves?

**Ladybird:** Oh yes! Thank you so much. I would love to eat cherry leaves.

**Butterfly:** Okay! Meet my friend, honeybee.

**Ladybird:** Nice to meet you, honeybee.

ii. Practise the dialogue in pairs and introduce yourself and your friends.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

- Where is the caterpillar going?



A1 (i) Read the given silent letters aloud and ask students to repeat after you with correct pronunciation and intonation. A2 (i) Make pairs of students and ask them to practise the dialogue.



- What does the caterpillar change into?
- Do toads and birds eat caterpillars?

### Read Me

Transitional Devices are words or phrases that help carry a thought from one sentence to another, from one paragraph to another.

### ii. Read the given paragraph and notice the use of transitional devices.

One day Mahnoor was playing in a park with her friends. She noticed that people were plucking flowers, killing the insects and making the park dirty.

She was, **therefore**, very upset. She wanted to save insects and the environment **but** could not think of any idea. **Consequently**, She went to her mother to ask for help. Her mother told her to make a colourful chart about the importance of plants, trees, insects and birds. It was indeed a very good idea to get everyone's attention. **Moreover**, her friends, Amna and Salma, also helped her. They made many charts together and put them up all over the garden. They also gave the charts to their neighbours. **As a result**, people stopped plucking flowers and making the park dirty.

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

- \_\_\_\_\_ wrote the poem 'Caterpillar'.  
a) Mary Oliver      b) Maya Angelou      c) Christina Rossetti      d) Sylvia Plath
- A caterpillar is an/a \_\_\_\_\_.  
a) animal      b) insect      c) bird      d) plant
- The caterpillar is walking to the \_\_\_\_\_.  
a) garden      b) floor      c) tree      d) shady leaf
- At the end, the caterpillar becomes a \_\_\_\_\_.  
a) toad      b) butterfly      c) frog      d) sparrow

## 2. Analytical Reading

Select a little creature (e.g. honeybee) that is useful to humans. Note some interesting facts about it and share with your classmates.



B1 (ii) Tell students that in a paragraph, sentences join to make sense in relation to each other through transitional devices. Tell them that a paragraph is a meaningful unit of expression representing the unity of thought. B2 Take them to the library and ask them to search articles for tiny creatures of Allah (سبحانه وتعالى) which are useful to human beings.





## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

furry	covered with fur
stalk	the main stem of a plant
hover	to remain in one place in air
toad	a kind of frog with a shorter leg and drier skin
spy	to watch and examine secretly

### Rhyming Words

ii. Complete the given rhyme using the word bank.

A little seed for me to sow  
 A little soil to \_\_\_\_\_  
 A little hole, a little pat,  
 A little wish, and \_\_\_\_\_,  
 A little sun, a little shower  
 A little while, and then, \_\_\_\_\_

#### Word bank

that,  
 flower,  
 grow,

iii. Create a poem of your own using the given pairs of rhyming words and write it in your notebook.

trees, bees

way, day

### Expressing Likes and Dislikes, Needs, Feelings and Opinions

iv. Read the given dialogue. Note how to use different expressions in speaking.

**Anum:** Did you like the poem about the life cycle of a caterpillar?

**Iqra:** Yes, I did. It was good.

**Anum:** Do you like reading scientific magazines and articles?

**Iqra:** No, I don't. But I prefer to read different funny storybooks.



C1 (i) Ask students to memorise the vocabulary with meanings. Ask them to use these words in their daily conversation. C2 (ii) Encourage students to complete the given rhyme using the word bank.



Adnan: Hi, Hamza, You look so excited. What's the matter?  
 Hamza: Yes, I'm very happy because I am going to visit my family.  
 Adnan: Wow! That's great!  
 Hamza: Could I borrow your bag? I want to put my stuff in it.  
 Adnan: Sure, You can.  
 Hamza: Thank you!

## 2. Learning to Spell

Fill in the missing letters to complete the words.

cat\_\_pill\_\_r

sta\_\_k

\_\_over

pr\_\_y

sp\_\_n

## 3. Grammar

### Collective Nouns

i. Read the following sentences and notice the use of collective nouns.

- A **crowd of people** walked across the market.
- She brought a **bouquet of flowers** for me.
- A **flutter of butterflies** flew over the lake.
- A **flock of birds** was flying in the air.
- A **class of students** walked to the playground.

#### Read Me

A **collective noun** refers to a group of people or things taken as whole, for example, a **team** of players, a **herd** of deer, a **swarm** of bees.

ii. Make sentences of your own using the given collective nouns.

fleet

team

herd

cluster

pride



C3 (i) Explain to students the concept of collective nouns. Ask them to read the given sentences and notice the use of collective nouns.



## Articles 'a' or 'an'

iii. Write 'a' or 'an' with the given words.

\_\_\_\_\_ honest girl

\_\_\_\_\_ wrapper

\_\_\_\_\_ knife

\_\_\_\_\_ hour

### Read Me

Some words have initial consonants which are not pronounced, e.g. 'w' in write, 'k' in kneel, 'h' in honest. We put **articles** 'a' or 'an' with those words by focusing on the second letter.

iv. Write 'a/an' or 'the' to complete the paragraph.

Aqsa brought \_\_\_\_\_ apple, \_\_\_\_\_ orange and \_\_\_\_\_ sandwich for lunch today. She cut the fruits with \_\_\_\_\_ knife. They were from her own garden. \_\_\_\_\_ fruits and \_\_\_\_\_ vegetables in her garden are always very fresh. She always shares her lunch with her friends.

## Adjectives of Origin

v. Read the given sentences and notice the use of adjectives of origin.

- Shazia likes to eat **Australian** apples.
- He has bought a new **Italian** car.
- **Pakistani** culture is a diverse culture.
- Maha wants to buy a beautiful **Multani** dress.

### Read Me

An **adjective of origin** describes where something comes from, for example Chinese, Turkish, etc.

vi. Now use the given adjectives of origin in sentences of your own in your notebook.

British

Pakistani

Spanish

Canadian

American



C3 (iii) Have students recall the concept of definite and indefinite articles. C3 (iv) Ask them to fill in the given paragraph using the articles. C3 (v) Ask them to share more examples of adjectives of origin.



## Capitalisation

vii. Rewrite the given paragraph in your notebook. Use correct capitalisation.

mohsin lives in faisalabad. sadia, maha and mohsin are my best friends. bunny is mohsin's pet rabbit. mr sohail is mohsin's father. he is a banker.



## D) Writing

### 1. Learning to Write

Write a paragraph on 'The Life Cycle of a Butterfly' using topic sentence and supporting details. Make sure to use the correct joining words such as 'and', 'but', and 'because' to join sentences within a paragraph. Read the following paragraph for help.

Nature is a blessing and a gift from Allah (سبحانه وتعالى) for us. Nature is made of everything around us. Flowers, trees, insects, the sun, the moon, hills, rivers, etc. are part of nature because they help us a lot in our daily lives. They help us breathe and get food, water, etc. Animals, insects and birds also get food and shelter from nature. Nature is very important for us in everyday life.

### Read Me

The main idea of a paragraph is called **topic sentence**. Other sentences in a paragraph support the topic sentence. These are called **supporting details**.

### 2. Creative Writing

Write a paragraph on 'Saving Earth' in your notebook.

### Save Me



C3 (vii) Have students recall the rules of capitalisation learnt earlier. Tell them that a sentence always begins with a capital letter. D1 Tell them that joining words are words that provide a connection between ideas, sentences and paragraphs. D2 Help them write a paragraph on their own.



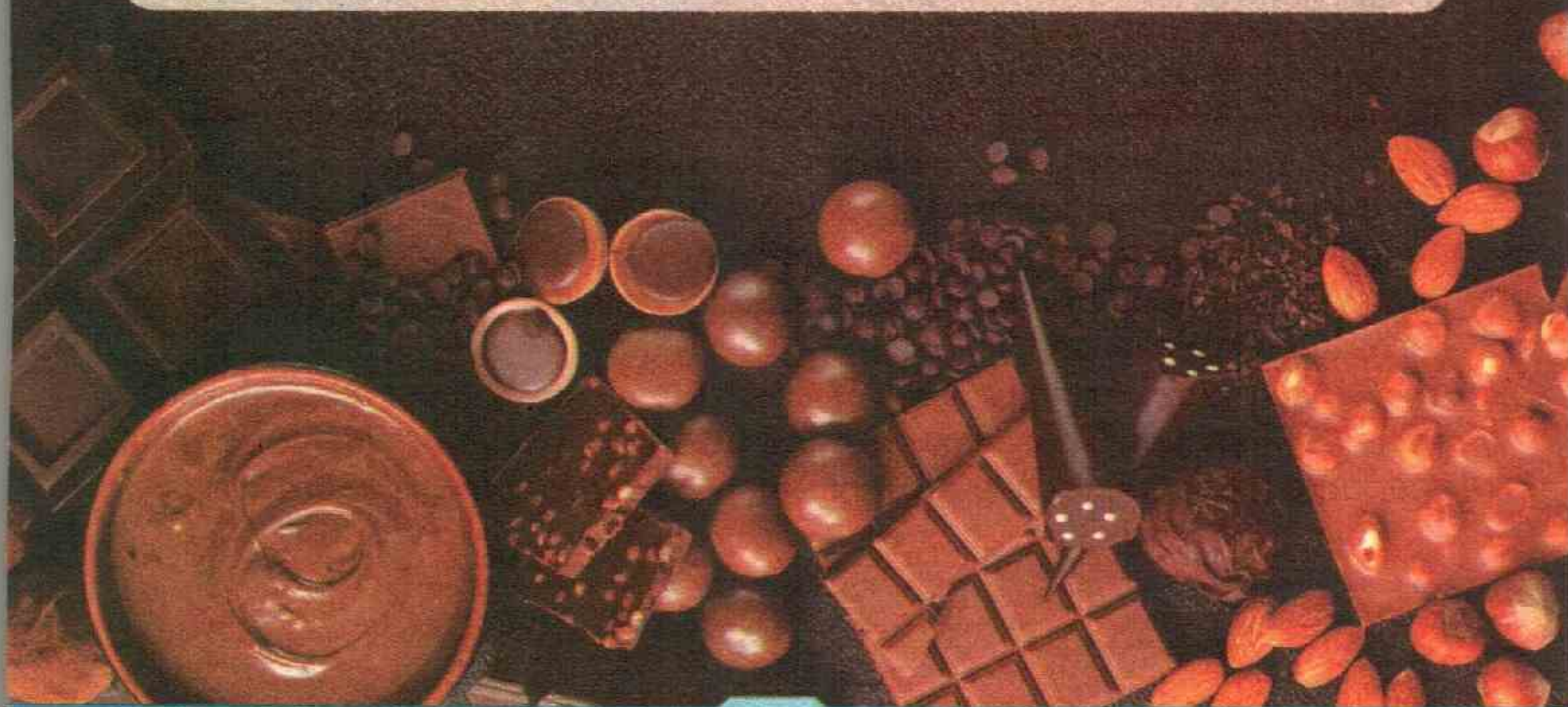
## Unit 3

# The Journey of Chocolate

### 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 predict what follow in the text using context and prior knowledge.
- pronounce and practise diphthongs as they occur in practice items and sentences in reading lessons and in speech.
- use appropriate expressions in conversation to express likes and dislikes.
- use critical thinking to respond to the text (post reading) to expressing understanding of a story.
- use appropriate expressions in conversation to show ability/inability to do something.
- identify and recognise the function of pronouns and transitional devices: next/then/again.
- highlight relationships between sentences in a paragraph.
- recognise how information is presented in a pie chart and bar graph.
- read to compare information given in a pie chart and a bar graph.
- read tables and charts in textbooks.
- make anagrams from simple one/two-syllable words.
- provide the missing letter in simple two/three-syllable words.
- change the number of regular and irregular nouns.
- recognise and use more action verbs from the extended environment including other subjects in speech and writing.
- use some words showing position.
- use capitalisation according to the rules learnt earlier.
- use appropriate vocabulary and tense to write a simple paragraph by explaining a procedure or process.
- Revise written work for correct spelling, punctuation and tenses.







## Getting Started

Take a quick walk around your home or school garden. You see different plants and beautiful flowers. What other things do these plants need to grow besides air, light and water?

Look at the picture and guess what it is. It is called organic fertilizer.



Everything in the world has some value. Even waste can be useful. When we dump organic matter in a hole and leave it for some time, organic components are formed. These are added to the soil to help plants in your garden grow.



## Let's Talk

- What do you do with the peels of fruits and vegetables?
- How can you educate your family to recycle things for better results? Share.
- Think and share what other things can be recycled.

# The Journey of Chocolate

## Pre-reading

- Look at the given pictures and talk about the title.
- Why should we not eat so many sweets?

We all have eaten chocolate but many of us do not know where it comes from and how it is made. Chocolate has been eaten for almost two thousand years. In ancient times, chocolate was a symbol of wealth as only the rich could afford it. Chocolate came from Central and South America to Spain in the fifteenth century through Spanish explorers. It became very popular and quickly spread throughout Europe. You would be amazed to know that chocolate comes from cocoa trees in its raw form.

It's very surprising that the flowers of a cocoa tree grow on the trunk of the tree, not on its branches. These flowers grow throughout the year. When the fruit is ripe, large reddish pods hang all over the tree. Each pod contains 20 to 40 beans.



Model the text by reading with correct pronunciation. Take random responses about the understanding of the main idea of the story. Explain more if need be. Ask students if they like chocolate. Note their responses.



It takes the pod about six months to ripen. After that, the pods are collected into heaps and then split open to remove the beans. Now the process of delicious chocolate making starts. First of all, the beans are heated or placed in the hot sun for drying. Then they are sent to factories. Chocolate beans are cleaned before roasting them in a big oven. Next the shells are removed from the beans. The

### While-reading

What is pod?



remaining pieces are edible and called 'nibs'. The nibs are roasted and mixed with sugar and made into a paste. Dried milk and some flavours are also added to the mixture. This mixture is then poured into big trays. A granite roller is pushed in each tray for several days. The chocolate now becomes a fine liquid. Finally, this liquid is left to harden. This is how chocolate is



made.

Chocolates are no doubt a good source of vitamins and minerals, but eating too much chocolate is not a good habit. We must remember to always brush our teeth after eating chocolate.

### Post Reading

- Why is eating too much chocolate not good for health?
- What would you like to invent to make your life easier?



## A) Oral Communication

### 1. Learning the Sounds

#### Diphthongs

##### i. Read the given sentences with diphthongs.

- **Now** the process of delicious chocolate making starts.
- I read a book **about** chocolate.
- He bought a lot of chocolate and **oil**.
- Aisha doesn't **gain** weight even though she eats a lot of chocolate.

### Read Me

A **diphthong** is a combination of two vowel sounds in a single syllable. The sound begins with one vowel sound and glides into another, e.g. coil, pain, now.



Explain the relationship of sentences in the paragraph with the help of the text. Tell students that in a paragraph sentences join to make sense in relation to each other through transitional devices. Tell them that a paragraph is a meaningful unit of expression representing the unity of thought.

NOT FOR SALE



## ii. Fill in the blanks with the correct diphthongs.

- Uzma f\_\_nd her gold c\_\_\_\_n.
- W\_\_t for your turn.
- Ali is wearing a br\_\_\_\_n shirt.
- Don't make n\_\_se.
- There are cl\_\_\_\_ds in the sky.

## 2. Learning to Speak

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

**Rohma:** Good morning, Mina. How are you?

**Mina:** Good morning, I'm fine. What about you?

**Rohma:** I'm good. Mina, Do you like eating chocolate?

**Mina:** Yes, I like chocolate. But I do not eat a lot. Eating too much chocolate is not good for health. What about you?

**Rohma:** No, I do not. I prefer having a banana than eating chocolate.

**Mina:** Great, I would also try to eat fruit instead of unhealthy food.

### ii. Read the given dialogue and express your likes and dislikes about chocolates.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- Where do the cocoa flowers grow?
- How many seeds does a pod contain?
- What are nibs?

#### ii. Read the lesson again and underline all the joining words given in it.

#### iii. Read the given survey.

The survey provided us with information about the favourite foods of children. The results also show us the food items that the boys like and the food item that the girls like. The results are shown in a pie graph and bar chart.

#### Read Me

**Joining words** are words connecting one sentence to another or one paragraph to the next paragraph.



B1 (i) Ask students to share answers to the given questions orally. B1 (ii) Tell them that joining words are words that show the flow of an idea to help readers go through a text. Firstly, then, finally, etc. are joining words.

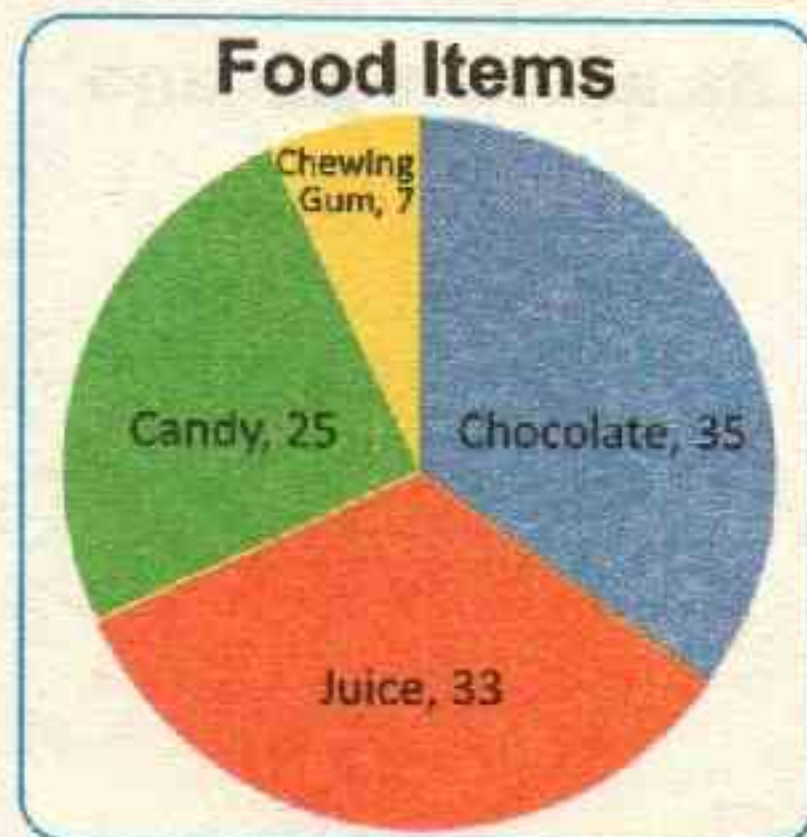


Food Items	Children	Food Items	Girls	Boys
Chocolate	35	Chocolate	66	34
Juice	33	Juice	50	50
Candy	25	Candy	50	50
Chewing Gum	7	Chewing Gum	38	62

### Read Me

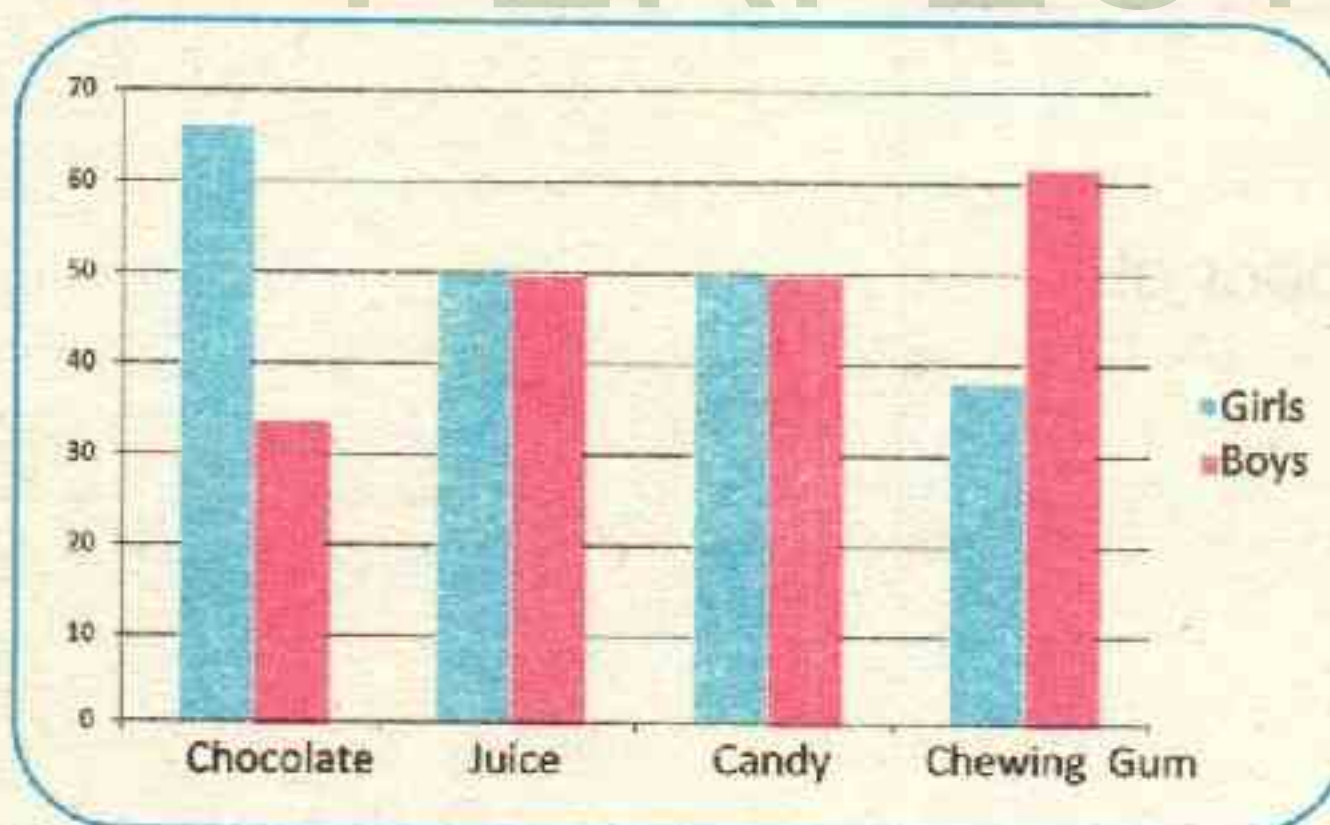
A **pie chart** is used to compare parts of a whole. A **bar graph** is used to compare things in different groups.

iv. Read the information given in the pie chart and answer the questions.



- Which is the most favourite food item?  
\_\_\_\_\_
- How many children like candy?  
\_\_\_\_\_
- Which is the least favourite food item?  
\_\_\_\_\_

v. Fill in the blanks using the information given in the bar graph.



- How many boys like chewing gum?  
\_\_\_\_\_
- Who likes chocolate the most, girls or boys?  
\_\_\_\_\_

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

- Historian say chocolate has been famous for almost \_\_\_\_\_ years.  
a) 100      b) 1000      c) 50      d) 2000



B1 (iii) Tell students that a table is an arrangement of data in rows and columns. We use tables to organise our data or information. B1 (iv) Tell them about pie charts and bar graphs. Then tell them that a pie chart is a type of graph in which a circle is divided into sectors, each representing a proportion of the whole. B1 (v) Tell them that a bar graph is a chart that uses bars to show comparisons between categories of data. The bar can be either horizontal or vertical.



- Chocolate comes from \_\_\_\_\_ trees in its raw form.  
a) grapes    b) banana    c) mango    d) cocoa
- Chocolate came to Spain in the \_\_\_\_\_.  
a) 1300s    b) 1200s    c) 1500s    d) 1400s
- Chocolates are a good source of \_\_\_\_\_ and minerals.  
a) vitamins    b) carbohydrates    c) calcium    d) protein

## 2. Analytical Reading

Read any article on chocolate and note down its advantages and disadvantages in your notebook.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

contain	to hold something inside
reddish	slightly red
pod	case for peas, beans pepper etc.
heap	pile of mass
solid	strong, not weak

### Anagrams

ii. Read the given anagrams.

study	dusty	night	thing
race	care	part	trap

### Read Me

An **anagram** is a word that is made by re-arranging the letters of another word in a different order.



C1 (i) Practise the given words with correct pronunciation. Then have students repeat after you accurately. C1 (ii) Explain to them the concept of anagrams by writing different examples on the board.



iii. Make anagrams from the given words.

keen → \_\_\_\_\_  
teach → \_\_\_\_\_  
heart → \_\_\_\_\_

lake → \_\_\_\_\_  
dear → \_\_\_\_\_  
listen → \_\_\_\_\_

## 2. Learning to Spell

Fill in the missing letters to complete the words.

gra\_\_ite

deli\_\_ious

solidi\_\_y

\_\_inerals

con\_\_ains

## 3. Grammar

### Regular and Irregular Nouns

i. Read the given nouns.

Regular Nouns		Irregular Nouns	
Singular	Plural	Singular	Plural
chocolate	chocolates	tooth	teeth
plant	plants	ox	oxen
dish	dishes	foot	feet

#### Read Me

**Regular nouns** are nouns that form their plurals by adding either 's' or 'es' to the end. **Irregular nouns** do not follow any particular pattern to form their plurals.

ii. Write the plurals of the given singular nouns.

Singular	Plural
goose	
flower	
man	
apple	
watch	



C1 (iii) Help students to make more words (anagrams) by rearranging the spellings and pronouncing them correctly. C3 (i) Encourage students to show more examples of regular and irregular nouns.



## Action Words (Verbs)

iii. Find five action words in the text and write sentences of your own using them in your notebook.

## Prepositions of Position

iv. Read the given sentences.

- The rabbit is **under** the bed.
- Our school is **between** the park and the market.
- A lamp hung **over** the table.
- The cat climbed **up** the tree.
- I saw people **around** the garden.

### Read Me

Prepositions of position indicate where something is, for example around, up, between, under, below.

v. Make sentences of your own using the prepositions of position given below in your notebook.

under

around

between

over

up

## Capitalisation

vi. Read the following sentences to understand the use of capital letters.

- **S**amra is reading a book. **S**he likes reading storybooks.
- **C**ocoa trees are grown in **W**est **A**frica.
- **T**oday is **W**ednesday.

vii. Punctuate the following sentences.

- july comes after june
- what is shazia doing
- they eat nuts every sunday.
- i live in pakistan.



C3 (iii) Explain to students that an action word tells us what the subject of sentence is doing: physically or mentally. Help them to make sentences using action word. C3 (iv) Explain the concept by sharing more sentences of position words. C3 (vi) Have students recall the rules of capitalisation learnt earlier. Sentences always begin with a capital letter. The (proper nouns) specific names of people, places and things always start with a capital letter. The names of days of the week and months also start with capital letters.





## D) Writing

### 1. Learning to Write

#### i. Read the given recipe.

**Title of recipe:** Chicken Cheese Sandwich

**Ingredients:** Slices of bread, 3-4 pieces of boiled chicken, 2 slices of cheese, some lettuce leaves, 2-3 tomato slices, tomato ketchup.

**Firstly** toast the slices of bread. **Secondly**, put the pieces of boiled chicken on one slice of bread. **Then**, cover it with slices of cheese, a lettuce leaf and some tomato slices. Put some tomato ketchup on it. **Finally**, cover it with the other slice of bread and serve.

#### ii. Now write a recipe of a chocolate milkshake.

**Title of recipe:** Chocolate Milkshake

**Ingredients** Chocolate Bar, 2 Glasses of Milk, 1 Teaspoon Sugar

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### 2. Creative Writing

Write a paragraph about your favourite food. Also write the reason why you like it.



D1 (ii) Encourage students to check their work layout, vocabulary, punctuation and spelling.



# Review - 1



## A) Oral Communication

### 1. Learning the Sounds

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

- She is knocking at the door.
- He often wakes up early in the morning.
- Ahmed is an honest man.
- Don't talk in class.
- Don't throw wrappers on the road.

Write two words with the given diphthongs.

/aʊ/	/əʊ/	/eɪ/	/ɔɪ/	/aɪ/	/ɪə/	/eə/	/ʊə/

Arrange a role-play and introduce yourself and your families.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

Answer the given questions.

- Where does the caterpillar go for a walk?
- What part of the world did chocolate come from?
- What are the benefits of personal hygiene?



Make at least two words with each given digraph, trigraph and silent letter.

ch			sh		
tch			sch		
k			w		



## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

edible	
stalk	
distinguish	
furry	
generous	

Read the given paragraph. Circle the countable nouns and underline the uncountable nouns. Then write them in their rows.

Ali went to the shopping mall with his mother. His mother bought some rice, sugar and a dozen eggs. He bought a cupcake, a chocolate bar and pizza for his school party. His mother also bought a new shirt for him.

countable nouns: \_\_\_\_\_

uncountable nouns: \_\_\_\_\_

Read the given paragraph carefully and put a tick (✓) on the adjectives. Now re-arrange and write these adjectives in the given order in their specific column.

Alina's father brought a Russian doll. It was a small doll with a pretty oval face. It had long hair and big blue eyes. She liked it and often played with it.

1. Quantity	2. Quality	3. Size	4. Age	5. Shape	6. Colour	7. Origin

Write two collective nouns and use them in your own sentences.

_____	_____
_____	_____



Write the plurals of the given nouns.

mouse \_\_\_\_\_ tree \_\_\_\_\_ man \_\_\_\_\_  
tooth \_\_\_\_\_ teacher \_\_\_\_\_ child \_\_\_\_\_

Look at the given picture and write five sentences using action words.



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## D) Writing

### 1. Learning to Write

Write a recipe of your favourite dish.

Title of recipe: \_\_\_\_\_

Ingredients: \_\_\_\_\_

Recipe: \_\_\_\_\_

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## Unit 4

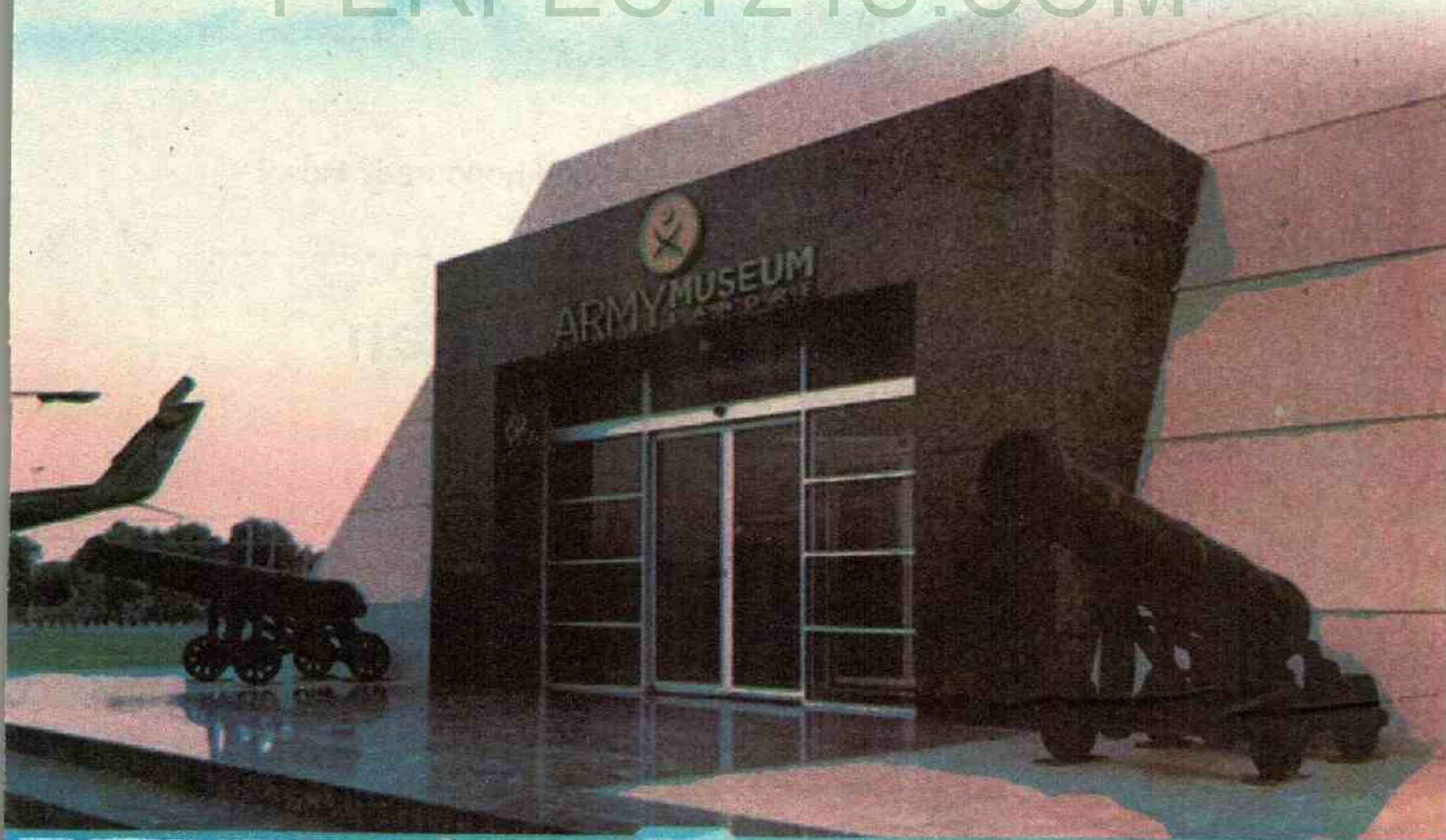
# The Pride of Pakistan

### Learning Outcomes

After completing this unit, you will be able to:

- pronounce and practise diphthongs as they occur in practice items and sentences in reading lessons and in speech.
- use appropriate expressions in conversation to express needs and feelings.
- use summary skills to mark important points and develop a mind map to summarize a text
- provide the missing information in a gapped summary.
- use appropriate expressions in conversation to respond to instructions and directions.
- identify in a text, and change parts of speech in a given word.
- locate, provide and use words similar and opposite in meanings.
- recognise and use nouns with no change in number.
- recognise helping verbs as aiding the main verbs.
- use some words showing time.
- articulate, identify and use degrees of regular adjectives.
- recognise and apply capitalisation to the initial letters of proper nouns: names of holidays, special events, and groups.
- write simple descriptive paragraphs. Use appropriate vocabulary and tenses to write a simple paragraph by giving a description of a person/object/place.

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## Getting Started



Look at the pictures and imagine the problems faced by the community. In the first picture, some children are working together to keep their neighbourhood clean. They are helping themselves and others to live in a healthy environment. Consider the other picture too. When there is a pandemic, people come out to help each other. In both cases, they are not only helping each other but also showing love towards their country.



## Let's Talk

- Aren't these people our national heroes?
- Do these people need to be encouraged and honoured? How?
- How can we show love for the country?

# The Pride of Pakistan

## Pre-reading

- Look at the pictures and read the title of the lesson. Guess five words related to it.
- Do you know the highest military award of Pakistan?

Finally, the day came when we took the school bus to head for our memorable trip to Pakistan Army Museum, Lahore. My close friend and classmate, Kashif, brought his diary along with him. It is his hobby to collect pictures and information about Pakistan Army as his uncle is an army officer.



I, too, eagerly wanted to know more about those great heroes who sacrificed their lives for the country. Kashif's uncle had told us many stories about Pakistani soldiers and the army museum. Since that day both of us had been waiting impatiently to meet those eleven heroes from the armed forces who laid down their lives to safeguard the sacred land of Pakistan. The rest of our classmates were also very excited.

We arrived at the museum at around 10 a.m. When I entered the museum gate, I was amazed to see many Military Models in front of me. Everything seemed real. There were many big galleries, huge slabs and walls. These galleries and slabs had different names: Rebirth of a Nation, the Quaid and the Armed Forces, Shuhada Corner, Nishan-e-Haider Gallery, Life at Siachen, Kashmir Corner, etc.



On getting inside the museum building, I first saw four captured Indian tanks. A brief history of the encounters in which these Indian tanks were captured was displayed near them.

Each and every story told us about the bravery of our soldiers who fought for the country.

As mentioned before, one of the galleries was named "Rebirth of the Nation". I was surprised to see life-size portraits of the Quaid-e-Azam addressing the constituent assembly of Pakistan on August 11, 1947.

This gallery was telling a story of the struggle for freedom through paintings, photographs and brief information.



Model the text by reading with correct pronunciation and intonation. Take random responses about the understanding of the main idea of the text. Tell them that we are a nation and we should play a role in unity of our nation. Tell them that we are a strong nation and if we work together, we can achieve anything.



I saw a few more sections there and finally went to the "Nishan-e-Haider Gallery". Here, I came to know about the Nishan-e-Haider and its value. Our teacher told us that this highest military award is awarded to those soldiers and officers of the armed forces who sacrifice their lives for their country in an extraordinary act of bravery. Nishan-e-Haider means "Mark Of the Lion".

### While-reading

How many soldiers have been awarded the Nishan-e-Haider? Name any two of them.



The pictures of martyrs made us so proud. Those were our heroes!

Tashif took their pictures. He also noted their names and other details about them.

I explored the museum with my classmates for about three hours. Soon it was time to go back. While leaving the museum, I felt I had gained a treasure trove of knowledge. The army museum was worth visiting. I will surely visit it with my family sometime again.

### Post-reading

- What have you learned about the Nishan-e-Haider? Write 4-5 lines.
- Why are soldiers our national heroes?

### While-reading

Who is awarded the Nishan-e-Haider?





## A) Oral Communication

### 1. Learning the Sounds

#### Diphthongs

- i. Read the given text and notice the use of diphthongs in them.

It was a Sund~~ay~~ morning. Kashif reached the sports grou~~nd~~ early in the morning. All his school friends were there to support him. He was a bit nervous, someh~~ow~~ he pulled his energy together.

#### Read Me

A **diphthong** is a combination of two vowel sounds in a single syllable. The sound glides from one vowel sound to another, as in the words play, found, four, etc.

- ii. Make more words with the given diphthongs in your notebook.

/aɪ/

/əʊ/

/eə/

/aʊ/

### 2. Learning to Speak

- i. Read and practise the given dialogue.

**Rida:** Assalaamu Alaikum, Nazia! How are you?

**Nazia:** Wa Alaikum Asalaam! I am fine, Thank you. What about you?

**Rida:** I am fine too.

**Nazia:** I am really excited about Defence Day celebrations in school.

**Rida:** Yes, me too. Where are you going now?

**Nazia:** I'm going to my cousin's house to borrow her army dress for the school function tomorrow.

**Rida:** That's great. I hope that it will be a great day for us.

**Nazia:** See you at school tomorrow.

- ii. Act out a role-play to 'request your friend to lend you a storybook'. Use the expressions above in your dialogue.



Ask students to answer the given questions and note their responses. A1 (i) Explain the concept of diphthongs by sharing more examples. A2 (i) Ask them to read and practise the given dialogue.





## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- Which gallery told us about martyrs?
- What was displayed in the "Rebirth of the Nation"?
- What do you learn by visiting a museum?

#### ii. Read the given mind map about my favourite personality.



#### Read Me

Mind mapping is a way of thinking to create good ideas. We use it to put together our ideas in the form of a diagram.

#### iii. Make a mind map about your favourite national hero in your notebook.

#### iv. Fill in the given gapped summary using the words below.

protectors

brave

guard

world

pride

Pakistan Army is the \_\_\_\_\_ of our country. They are the \_\_\_\_\_ of the nation. They \_\_\_\_\_ our motherland. There are many great heroes in Pakistan Army. Many \_\_\_\_\_ soldiers have sacrificed their lives for this country. Pakistan Army is among the best armies of the \_\_\_\_\_.



B1 (ii) Write any topic on the board. Brainstorm vocabulary related to the given topic on the board. Let students write on their own. Encourage students to come up with different ideas about it.



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

- Kashif brought his \_\_\_\_\_ along with him.  
a) camera                      b) diary                      c) lunch                      d) storybook
- The Nishan-e-Haider is the highest \_\_\_\_\_ in Pakistan.  
a) performance award      b) military award  
c) civil award                  d) academic award
- On entering the museum, the children saw \_\_\_\_\_ Indian tanks.  
1) two                      b) three                      c) four                      d) five
- There are \_\_\_\_\_ great soldiers from the armed forces who received the Nishan-e Haider.  
a) ten                      b) eleven                      c) twelve                      d) thirteen

## 2. Analytical Reading

Use the internet and read about the Nishan-e-Haider holders. Collect information about their personal lives and achievements. Note down information in your notebook.



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### C) Language Focus

## 1. Vocabulary Building

**I. Read the given words with their meanings.**

sacrifice	to give away something valuable (such as life, etc.)
impatient	restless
martyr	a person who sacrifices his life for a noble cause
struggle	to try hard to do or achieve something
sacred	entitled to very high respect
capture	to take control by force



B1 (v) Encourage students to read the lesson again and fill in the blanks with the correct options. B2 Take them to the library or computer lab and ask them to search data about our Nishan-e-Haider holders. C1 (i) Ask students to memorise vocabulary with meanings. Ask them to use these words in their daily conversation.



## Change in Parts of Speech

ii. Read the given words and notice how the parts of speech change.

Nouns	Verbs	Adjectives
player	played	playful
sadness	sadden	sad
cooperation	cooperate	cooperative

### Read Me

**Suffixes** '-ive', '-ion', '-ing', etc. are used to convert verbs to nouns and adjectives.

iii. Complete the given table by writing the different forms of each given word.

Nouns	Verbs	Adjectives
	admire	
		beautiful
selection		

## Synonyms and Antonyms

iv. Read the given words with their synonyms and antonyms and write five more words with their synonyms and antonyms in your notebook.

words	synonym	antonym
brave	courageous	coward
war	battle	peace
intelligent	bright	stupid
victorious	successful	defeated

### Read Me

**Synonyms** are words that have similar meanings.  
**Antonyms** are words that have opposite meanings.

## 2. Learning to Spell

Rearrange the letters to form words. Also learn their spelling.

milse \_\_\_\_\_

pseehc \_\_\_\_\_

nearl \_\_\_\_\_

tomenm \_\_\_\_\_

aitfh \_\_\_\_\_

oeridp \_\_\_\_\_



C1 (ii) Tell students that all words are related to different parts of speech. Explain to them that a word can be converted to different parts of speech. We can change verbs to nouns by adding suffixes. C1 (iv) Explain the concept of synonyms and antonyms by giving examples from the surroundings.



### 3. Grammar

#### Nouns with No Change

i. Read the following sentences and notice the use of nouns with an unchanged plural form.

- The **sheep** are grazing in the field.
- Sana has long **hair**.
- I saw **deer** in the forest.

#### Read Me

Some nouns have an unchanged plural form.

ii. Now use the nouns highlighted above in sentences of your own.

#### Helping Verbs

iii. Read the given sentences and notice the use of helping verbs.

- Ali **is** climbing the tree.
- Soldiers **are** fighting bravely.
- The boys **did** not finish their work.
- I **am** reading a book.
- Kashif's uncle **had** told us many stories about Pakistani soldiers.
- She **has** bought a new dress.

#### Read Me

Helping verbs help the main verb by adding to its meaning in a sentence. For example, is, are, am, has, have, had, do, does, did are helping verbs.

iv. Use the given helping verbs in your own sentences.

is

are

am

has

have

had

do

did

#### Prepositions of Time

v. Read the given sentences and notice the use of prepositions of time.

- We have lunch **at** noon.
- I have a meeting **at** 9 a.m.
- They go to the beach **in** summer.
- They went for a walk **in** the morning.
- The test is **on** Wednesday.
- What did you do **on** Eid last year?

#### Read Me

Prepositions of time allow you to discuss specific time period, for example a date, days of the week, etc.

vi. Use the prepositions of time above in sentences in your notebook.



C3 (i) Tell students that some nouns are the same in both singular and plural forms. (Pair Work) Get students into pairs. Ask one student to use these words as singulars and ask the other student to use these words as plurals. C3 (iii) Have students recall the concept of helping words. C3 (v) Explain the concept of prepositions of time in detail by giving different examples on the board. Ask them to choose different examples from the text.



## Degrees of Regular Adjectives

vii. Read the following adjectives.

Positive	Comparative	Superlative
heavy	heavier	heaviest
large	larger	largest
lucky	luckier	luckiest
old	older	oldest

### Read Me

Regular adjectives take 'er' and 'est' to make comparative and superlative adjectives. Comparative adjectives compare two things using 'than'. Superlative adjectives compare two or more things.

viii. Write P (for a positive adjective), C (for a comparative adjective) and S (for a superlative adjective) in the boxes given below.

biggest		thin		softer		dark		busiest	
smaller		brighter		smart		greatest		wild	

ix. Make sentences with the given adjectives.

lovely \_\_\_\_\_

smaller \_\_\_\_\_

greatest \_\_\_\_\_

## Capitalisation

x. Read the given sentences and notice the use of capital letters.

- Independence Day of Pakistan is celebrated on August 14.
- Pakistanis are brave people.
- They had arranged a speech competition on Defence Day.

### Read Me

The names of holidays, special events and proper nouns start with capital letters.

xi. Read the given titles and notice the use of capitalisation.

- English Textbook for Grade 4
- Two Little Kittens
- Pride and Prejudice



C3 (vii) Explain to them the concept of degrees of regular adjectives by giving examples on the board. Encourage them to share more examples. C3 (x) Write some words on the board and call some students. Ask them to capitalise these words.



**xii. Rewrite the following sentences with correct capitalisation in your notebook.**

- Kashif is reading a book 'how to keep the earth safe'.
- the title of my favourite story is 'honesty is the best policy'.
- 'the dove and the ant' is an interesting story.



## **D) Writing**

### **1. Learning to Write**

**i. Read the given descriptive paragraph about the Nishan-e-Haider.**

The Nishan-e-Haider is the highest military award of Pakistan. The meaning of 'Nishan-e-Haider' is 'Mark of the Lion'. Usually, it is made from gun metal captured from the enemy. It is composed of 88 percent of copper, 10 percent tin and 2 percent zinc. Since 1947, eleven men from the armed forces have won this award. It is awarded to the members of the armed forces for their heroic acts in dangerous situations and for sacrificing their lives.

#### **Read Me**

A **descriptive paragraph** describes a particular situation, person, place or thing.

**ii. Write a descriptive paragraph about 'Zoo' in your notebook.**

### **2. Creative Writing**

**What would you do for the honour of your country? Write a short paragraph on it. Remember to use correct capitalisation, punctuation and spelling.**



D1 (i) Have students recall the concept of a descriptive paragraph. D1 (ii) Encourage them to write a descriptive paragraph of their own. Help them if required.



## Unit 5

# Thank you, Lord

### Learning Outcomes

After completing this unit, you will be able to:

- recite poems with actions.
- read aloud for an accurate reproduction of sounds of letters and words.
- apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- recognise and pronounce with reasonable accuracy common three-consonant clusters in initial positions.
- classify the words that begin or end with the same three-consonant clusters.
- use appropriate expressions in conversation to express opinions.
- locate specific information in a quarter to and quarter past clock.
- locate, identify, differentiate between, and use some simple pairs of words including homophones
- classify and change the gender (masculine, feminine, neuter) of more nouns from the immediate and extended environment.
- identify the use of verbs 'be', 'do', and 'have' along with their negative forms as helping verbs.
- distinguish between 'be', 'do', and 'have' as main and helping verbs.
- use punctuation according to the rules learnt earlier.
- write a guided paragraph using ideas gathered and organised through various strategies.
- use some strategies to gather ideas for writing, such as brainstorming.





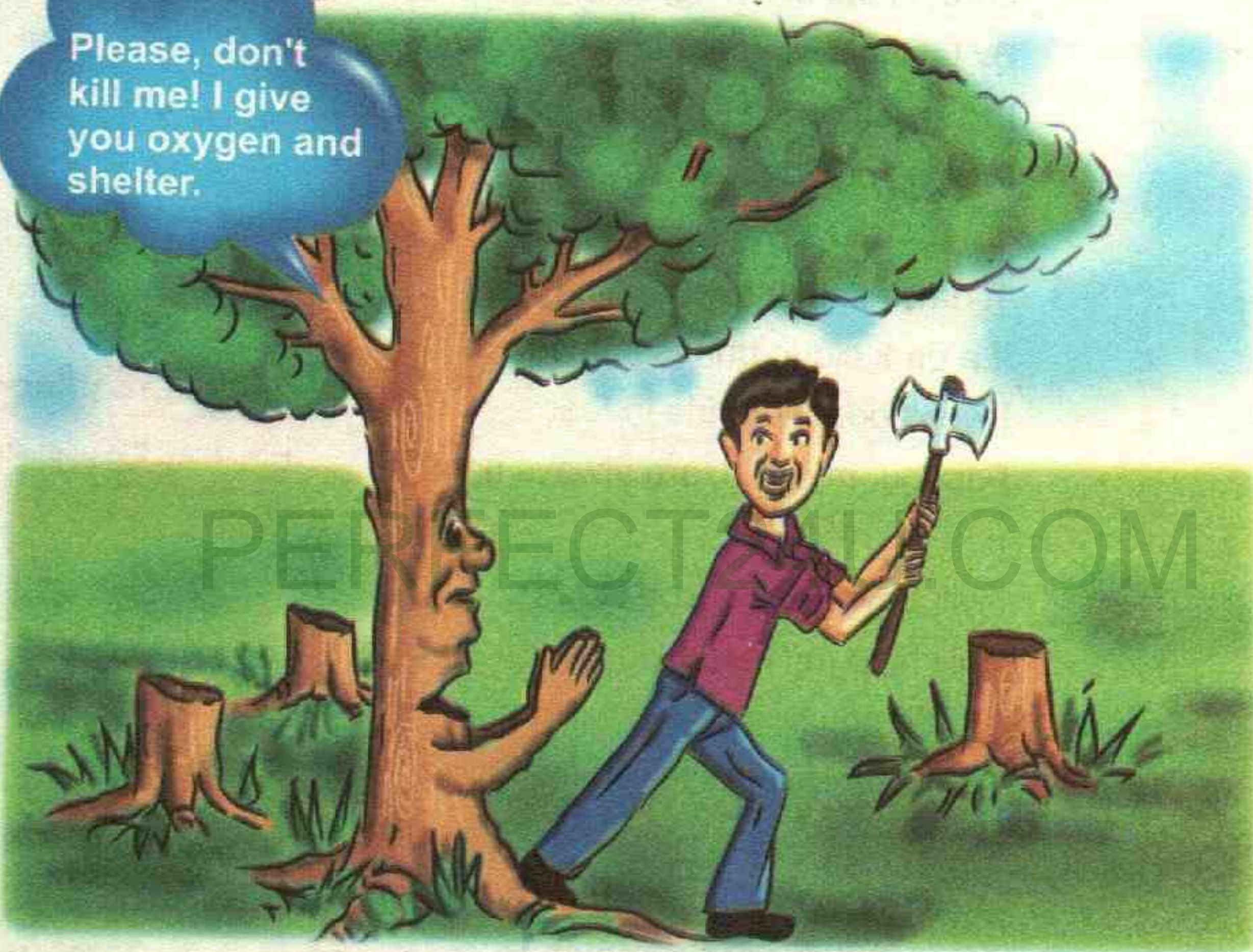


## Getting Started



Look at the picture and tell what is happening.

Please, don't  
kill me! I give  
you oxygen and  
shelter.



## Let's Talk

- A man is cutting a tree. Is it a rightful act?
- What will happen to the environment if trees are cut for wood and fuel?
- What other benefits can we get from trees?



# Thank you, Lord

## Pre-reading

- Read the title and tell what the poem can be about.
- Do you pray for things you need?

Lord, in the morning I start each day,  
By taking a moment to bow and pray.  
I start with thanks, and then give praise  
For all your kind and loving ways.

Today if sunshine turns to rain,  
If a dark cloud brings some pain,  
I won't doubt or hide in fear  
For you, my God, are always near.

I will travel where you lead;  
I will help my friends in need.  
Where you send me, I will go;  
With your help, I'll learn and grow.

Hold my family in your hands,  
As we follow your commands.  
And I will keep you close in sight  
Until I crawl in bed tonight.

Mary Fairchild

## While-reading

How does the poet start her day?

## Post-reading

- How should we help our friends?
- Why do we thank Allah (سبحانه وتعالى)?



Model the poem by reading with correct pronunciation and intonation. Ask students to read the poem aloud for an accurate reproduction of sounds of letters and words. Guide them through applying punctuation rules to assist accuracy and fluency. Discuss the theme of the poem with them. Encourage them to answer the given questions orally.





## A) Oral Communication

### 1. Learning the Sounds

#### Consonant Clusters/Blends

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

##### Initial Consonant Clusters

str-	str <u>a</u> ight	stri <u>p</u>	stri <u>ng</u>
scr-	scr <u>e</u> am	scr <u>e</u> w	scr <u>a</u> p
spl-	spl <u>a</u> sh	spl <u>i</u> t	spl <u>e</u> ndid

##### Read Me

A **consonant cluster** is a group of two or three consonants in a word. Each consonant retains its sound when we say the word.

##### Final Consonant Clusters

-pts	acce <u>pts</u>	ado <u>pts</u>	interru <u>pts</u>
-lps	help <u>s</u>	scal <u>ps</u>	pulp <u>s</u>
-mps	lamp <u>s</u>	stamp <u>s</u>	jump <u>s</u>

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

split    gulps    script    pumps    attempts    strong

##### Initial Consonant Clusters


##### Final Consonant Clusters




A1 (i) Ask the student to pronounce the consonant clusters/blends in initial and final positions and encourage students to practise after you.



## 2. Learning to Speak

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

**Mahira:** Assalaamu Alaikum!

**Aqsa:** Wa Alaikum Assalaam!

**Mahira:** Did you enjoy the visit to the Faisal Masjid?

**Aqsa:** Yes, I enjoyed it. I really liked the beautiful architecture and the big prayer room. What do you say?

**Mahira:** Yes, I liked it too. Usually, I don't like big light globes but I like the ones in the Faisal Masjid. They are very beautiful and attractive.

**Aqsa:** Yes, you are right. They look very attractive.

### ii. Arrange a classroom discussion and ask students to express their views on their favourite places they have recently visited.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- What does the poet do in her difficult times?
- What does the poet decide to do until she goes to sleep?
- How do you thank Allah (سبحانه وتعالى) for his blessings?

#### ii. Look at the given clocks and read the time.

We read it as  
'quarter past  
seven'



7:15



10:45

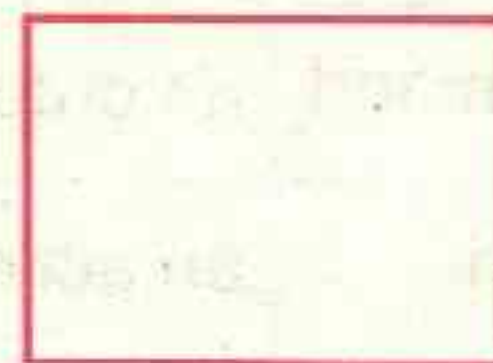
We read it as  
'quarter to  
eleven'.



A2 (i) Encourage students to practise the given dialogue with correct pronunciation. Encourage them to express their views correctly. B1 (ii) Explain the concept of 'quarter to' and 'quarter past' to them.



iii. Look at the given clocks and write the time.



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

- 'Thank you, Lord' is a poem by \_\_\_\_\_.
  - a) Sylvia Plath      b) Mary Fairchild      c) Mary Oliver      d) Christina Rossetti.
- The poet is talking to \_\_\_\_\_.
  - a) God      b) a friend      c) a sister      d) a brother
- The poet starts her day in the/at \_\_\_\_\_.
  - a) evening      b) afternoon      c) morning      d) night
- The poet will help her \_\_\_\_\_ in need.
  - a) sisters      b) parents      c) cousins      d) friends

## 2. Analytical Reading

Read any authentic book about Hazrat Muhammad (ﷺ) and share any incident of his kindness towards animals. Analyse and share highlights of this incident with your classmates.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

praise	to say nice things about somebody
hide	to put or keep out of sight



B1 (iv) Ask students to read the poem again and fill in the blanks with the correct options.  
C1 (i) Ask them to use the vocabulary in their everyday conversation. Help them to find the incident from their Islamic studies books or social study books.



fear	be afraid of
command	an order given to a person to do something
crawl	an act of moving on your hands and knees

## Homophones

ii. Read the following pairs of homophones.

son	sun
steel	steal
pray	prey
lessen	lesson

### Read Me

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

iii. Write a homophone for each of the given words. Also use these homophones in sentences of your own in your notebook.

deer	
night	
sea	
rein	

## 2. Learning to Spell

Circle the correct spelling in each row.

cloud	cluod	cloude
mornning	morning	morrning
fammily	familly	family
praise	praize	prayise
cral	crowl	crawl



C1 (i) Explain to students the concept of homophones. Encourage them to share more examples of homophone from daily life. C2 Ask them to circle the correct spelling in each row.



### 3. Grammar

#### Gender Nouns

i. Read the following gender nouns.

Masculine	Feminine	Neuter
husband	wife	knife
father	mother	chair
uncle	aunt	bag
tiger	tigress	pencil

#### Read Me

Nouns that name male creatures have the **masculine gender**. Nouns that name female creatures have the **feminine gender**. Nouns that name non-living things have the **neuter gender**.

ii. Write the given gender nouns in their correct columns.

prince

queen

phone

bull

actress

flower

brother

lioness

crayons

Masculine	Feminine	Neuter

iii. Underline the gender nouns in the given sentences. Then rewrite the sentences changing the gender of the underlined nouns.

- My niece has a pet cat named Kitty.

- The waiter is waiting for the order.



C3 (i) Explain the gender nouns to students. Encourage them to share more examples. Write some masculine nouns on the board and ask them to share their feminine nouns.



- He is our headmaster.
- The tigress is running in the jungle.
- My aunt will come tomorrow.

## 'Be', 'Do' and 'Have' as Helping Verbs

iv. Read the given sentences and notice the negative use of helping verbs.

- She **is not** playing with the doll.
- They **are not** going to Lahore.
- He **was not** on leave.
- We **have not** received the parcel.
- They **were not** tired.
- She **has not** completed her tasks.

### Read Me

'Be', 'do' and 'have' are helping verbs when they are used with another verb in a sentence. 'Be', 'do' and 'have' are main verbs when they are used alone in a sentence. We use 'not' with be, do and have when they are used as helping verbs in a negative sentence.

v. Circle the helping verbs and underline the main verbs in the given sentences.

- The cows are not grazing in the fields.
- She has sewn her dress.
- We did not watch the news channel.
- He had not gone yet.
- He is drinking mango juice.

## Apostrophe

vi. Read the given phrases and sentences. Notice the use of apostrophes and exclamation marks.

- The customers' trolleys
- Student's notebook
- Hurrah! We have won the match!
- My daughter's hat
- What an amazing car!

### Read Me

An **exclamation mark (!)** is used to express sudden feelings or emotions.  
An **apostrophe (')** is used to show possession.



C3 (iv) Explain the use of 'be', 'do' and 'have' as helping verbs and their negative forms to students. C3 (vi) Explain the concept of apostrophes and exclamation marks by giving more examples.



vii. Rewrite the given phrases and sentences in your notebook with correct punctuation and capitalization.

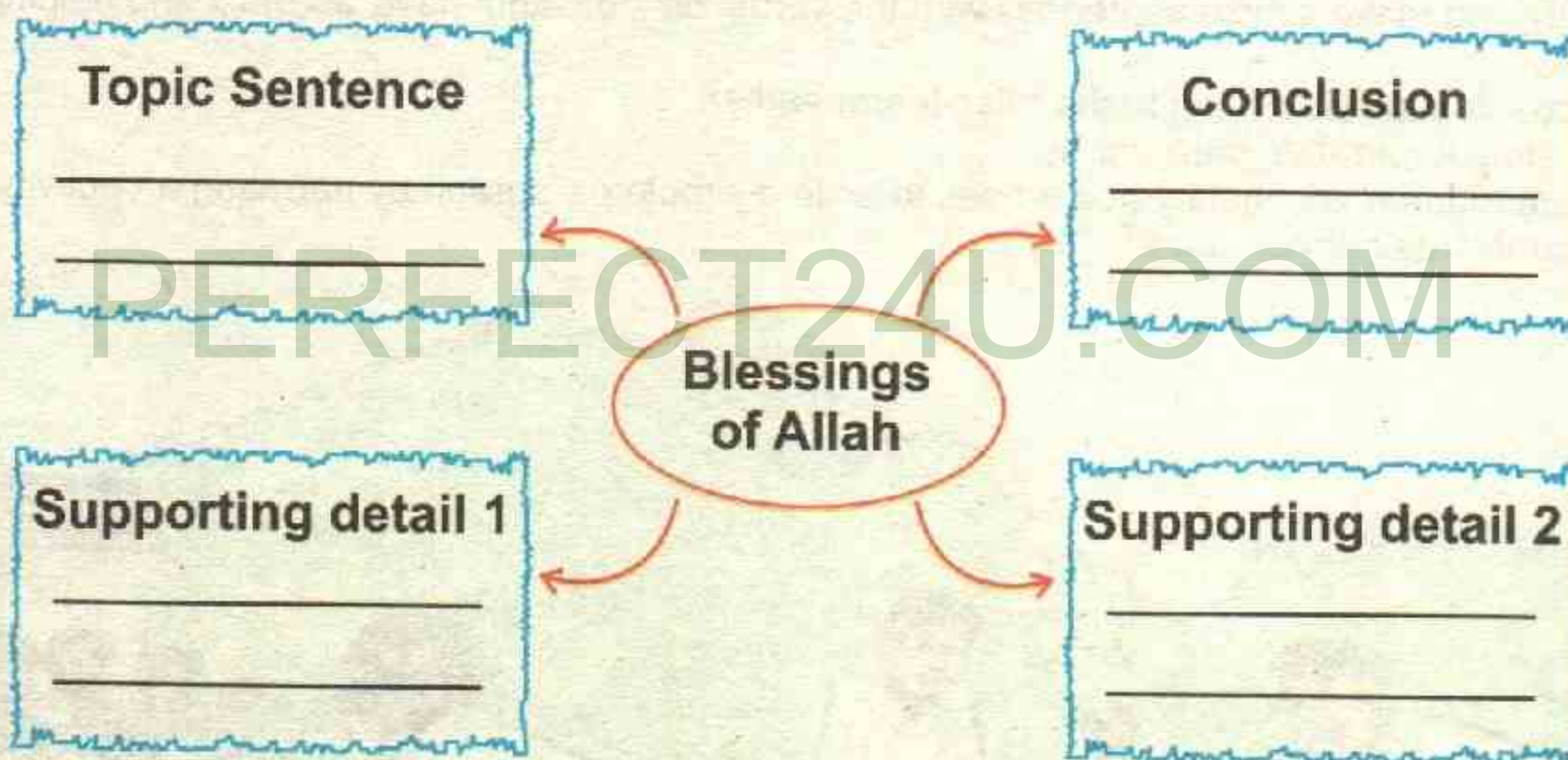
- my brothers car
- oh I forgot your name
- please help me
- i am not making my breakfast
- wow what a beautiful scene



## D) Writing

### 1. Learning to Write

i. Fill in the given mind map about the blessings of Allah (سبحانه وتعالى).



ii. Now write a paragraph on 'Blessings of Allah (سبحانه وتعالى)' using the information you filled in the mind map in your notebook.

### 2. Creative Writing

Write a paragraph about the five senses of the human body and their functions in daily life.



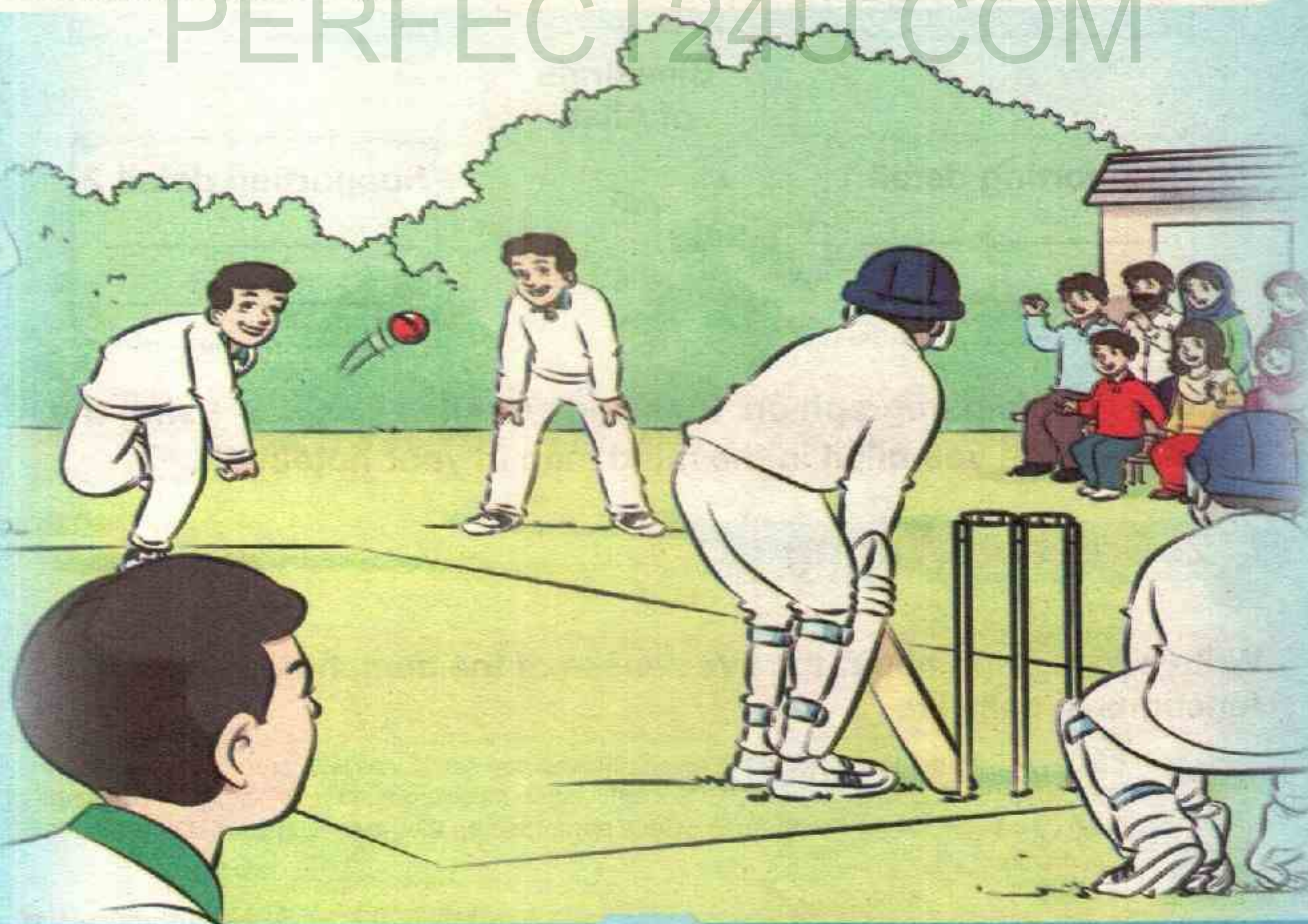
C3 (vii) Ask students to rewrite the given phrases and sentences with correct punctuation in their notebooks. D1 (i) Encourage them to fill in the following mind map about the blessings of Allah (سبحانه وتعالى). D1 (ii) Ask them to write a paragraph on their own with correct spelling and punctuation.



## Learning Outcomes

After completing this unit, you will be able to:

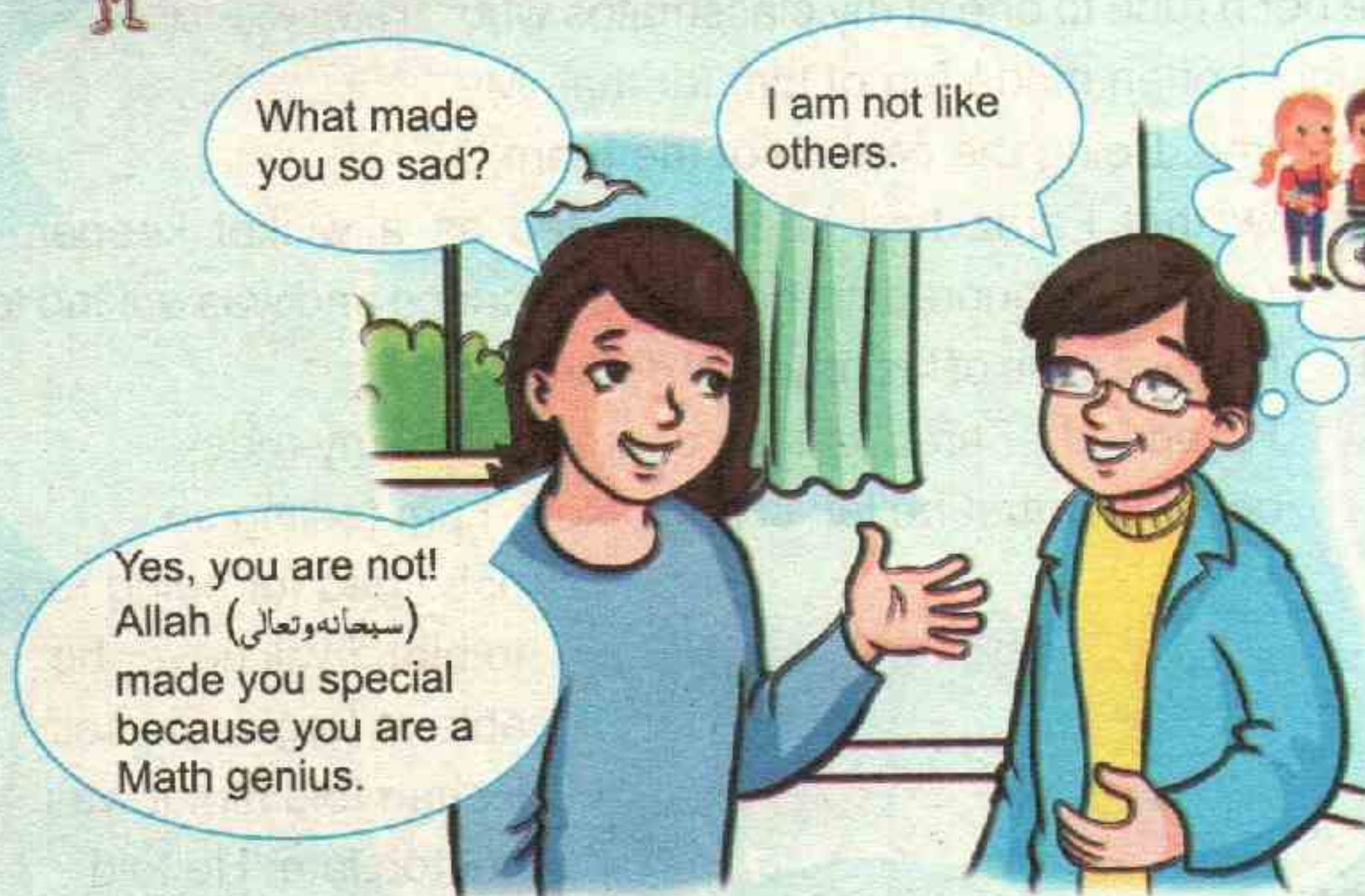
- apply critical thinking to interact with a text using intensive reading strategies (while reading) to guess meanings of difficult words from context.
- use appropriate expressions in conversation to seek permission to do something and to show ability/inability to do something.
- identify and differentiate the use of 'the' with words starting with consonant and vowel sounds.
- recognize specific parts of words including common inflectional endings and compound words.
- scan a simple text for specific information.
- recognise and locate some compound words from various text sources, e.g. butterfly, football, bus stop, homework, classroom and white board.
- break up some common compound words into words they are made of.
- classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc).
- identify and make simple sentences with the verbs 'be', 'do' and 'have' as main and helping verbs.
- use punctuation according to the rules learnt earlier.
- write simple narrative paragraphs.
- use appropriate vocabulary and tenses to write a simple paragraph by narrating an activity from the immediate surroundings.







## Getting Started



What made you so sad?

I am not like others.

Yes, you are not! Allah (سبحانه وتعالى) made you special because you are a Math genius.

Sister Ayesha

Brother Faraz



## Let's Talk

- What do you think about disappointment of Faraz?
- Does he need to be disappointed?

## Valuing Others

### Pre-reading

- Look at the title of the lesson and pictures.
- Is it good to treat a differently-abled person rudely?



One evening Rehan found his best friend Saad, sitting alone on a bench in a park. He seemed really upset. Rehan asked Saad what made him so sad and gloomy. Saad said, "I am feeling guilty for my rude behaviour."

### While-reading

What could be the reason for Saad's sadness?



Rehan exclaimed, "I don't understand. Can you please explain?"

Saad said, "I have been rude to one of my classmates who limped while walking. I often made fun of him for that. My rudeness grew with time. Being the captain of the team, I was shocked to know that Faraz had been selected as a wicket keeper. I completely ignored his good performance and was unkind to him because of his physical deformity."

### While-reading

Can you guess the meaning of the word 'deformity'?

He added, "Faraz was so depressed by my rude behaviour that he left school. Now, I am feeling so

ashamed for being rude to him. I will never be able to forgive myself." Rehan told him it was not too late. He told Saad to go to his house and say sorry for his wrong behaviour. Saad agreed quickly and they both went to his house. Faraz was pleased to see them. Saad apologised to him for his rudeness. Faraz was a good boy. He



forgave and hugged him at once. They became good friends.

### While-reading

Have you ever felt bad about yourself? If yes, why?

### While-reading

How would you feel if you were Faraz?

### Post-reading

- How should we treat a differently-abled person? Discuss.
- If you meet a differently-abled person, how will you treat him/her?



Do model reading of the text with correct pronunciation and intonation. Have students discuss the theme of the text. Guide them on how to treat a differently-abled person.





## A) Oral Communication

### 1. Learning the Sounds

#### Sounds of 'the'

Read the following text pronouncing 'thee' or 'thuh'.

the (thee)

the orange

the apples

the umbrellas

the iguanas

the (thuh)

the bottles

the match

the file

the house

#### Read Me

When 'the' comes before a vowel sound, it is pronounced as 'thee', but when it comes before a consonant sound, it is pronounced as 'thuh'.

### 2. Learning to Speak

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

**Faraz:** May I borrow your helmet? I need it for tomorrow's match.

**Saad:** Of course, but please try to return it soon.

**Faraz:** Sure, thank you.

**Asma:** Could you please help me complete my new painting?

**Samra:** Yes, sure. But I think you should first try it yourself.

**Asma:** You are right. I should try it at least once.

**Samra:** I am sure you can do it.

**Asma:** Thank you!



A1 Tell students that the article 'the' is pronounced in two different ways. The article 'the' is stressed when it comes before a vowel sound and is pronounced as 'thee' and when it comes before a consonant sound, it is pronounced as 'thuh'. A2 (i) Ask them to role-play the dialogues given above in the classroom. Instruct them to always ask permission before using things that belong to others.



- ii. Read the dialogues on previous page and ask your friend to let you use his/her storybook. Practise asking permission to borrow different things (a spare pencil, a sharpener, etc.) from your friend.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

- Why was Saad sitting sad?
- Why did Faraz leave the school? Explain in a few sentences.
- How did Faraz treat Saad?

#### ii. Read the given sentences and notice the inflectional endings.

- Faraz goes to the library every day.
- My teacher never complains about my behaviour.
- Faraz listened to his teacher carefully.
- Ali is going to buy fruit from the market.
- Faraz and Saad started practising for the final match.

#### Read Me

An **inflectional ending** is a letter or a group of letters added to the end of a word to change the form of the word. Some inflectional endings are '-s', '-es', '-ing' and '-ed'.

iii. Write at least two words with '-s', '-es', '-ed' and '-ing' each as inflectional endings in your notebook. Then use these words in sentences of your own.

#### iv. Read the given compound words.



butter

+



fly

= butterfly



rain

+



bow

= rainbow



#### Read Me

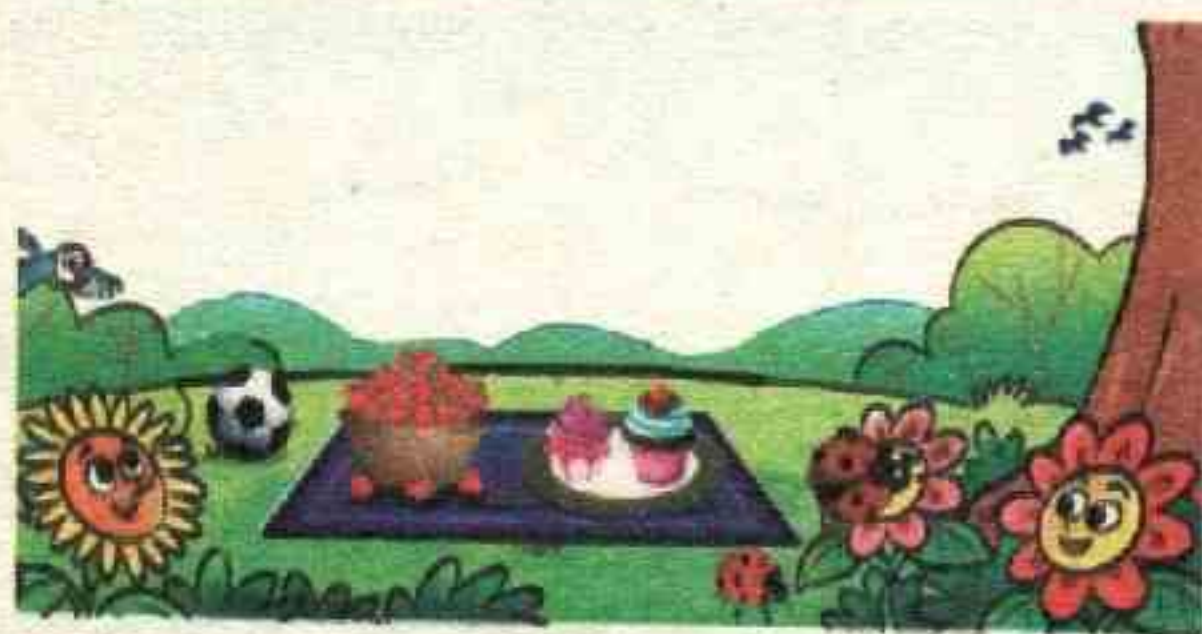
Two words combine to make a **compound word**. Each word has its own meaning but when we join them, they give a single new meaning.



B1 (iv) Have students recall the concept of compound words. Encourage them to share more examples.



- v. Look at the picture below. Circle the things can be written as compound words. Write down their names and break them down into words they are made of. One has been done for you.



sunflower	=	sun	+	flower
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	

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

- Rehan is the best friend of \_\_\_\_\_.
- Saad was feeling \_\_\_\_\_ for his rude behaviour.
- Faraz \_\_\_\_\_ while walking.
- Faraz was selected as \_\_\_\_\_ of cricket team.
- Saad said \_\_\_\_\_ to Faraz for his bad behaviour.

vii. Match the symbols.



Facilities for the  
hard of hearing



Ramped Access



Accessible Toilet

Facilities for the  
visually impaired



## 2. Analytical Reading

Read the information about any differently-abled person on the internet and make a list of five qualities about him/her.



B1 (vi) Ask students to read the lesson again and fill in the blanks with the correct words.  
C1 (i) Ask students to learn vocabulary with meanings and use these words in their everyday conversation.





## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

gloomy	sad
guilty	feeling ashamed for wrongdoing
rude	Bad mannered
deformity	defect to become misshapen
apologise	to say sorry

### Compound Words

ii. Think about and write four compound words. Then break them down into individual words they are made of.

1. \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_      2. \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_  
 3. \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_      4. \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

### 2. Learning to Spell

Fill in the missing letters to complete the words.

depres\_\_

li\_\_p

guil\_\_y

h\_\_g

b\_\_nch

### 3. Grammar

#### Common and Proper Nouns

i. Read the given paragraph and notice the use of nouns.

We spent last week in **Nathia Gali**. We visited the **Mukeshpuri Top** and the **National Park**. It was my first visit to a **hill station** and I enjoyed it a lot. During these holidays, I did a lot of things like hiking, mountain climbing and camping. I also learnt **horse** riding. I am very good at **cricket**, but I like **horse** riding more.

#### Read Me

**Common nouns** are the names of people, places, animals or things in general, for example book, cat, woman, etc. **Proper nouns** are the names of particular persons, places, animals or things. They always start with a capital letter, for example Azam, Lahore, etc.



C3 (i) Ask students to tell what common and proper nouns are. Encourage them to observe and share examples from their surroundings.



- ii Read the following text carefully. Find three common and proper nouns each and write them in the correct columns.

Helen Keller was both blind and deaf but she became a role model for millions of people all around the world. Anne Sullivan, her teacher, who was also partially blind, helped Helen to achieve her goals in life. She taught Helen to communicate with the world around her. She went on to acquire education and became an important representative for the blind and the deaf. Anne taught Helen to read and write in Braille and hand signals of the deaf mute, which she could understand by touch. She was the first deaf and blind person to earn a Bachelor of Arts degree. She was an intelligent and successful woman. She is known for her strong support for people with disabilities. She was also nominated for the Nobel Peace Prize in 1953. Helen wrote 12 books and several articles. She travelled to more than 25 countries, giving lectures and motivational speeches about the challenges faced by deaf people.

Common Nouns	Proper Nouns

### 'Be', 'Do' and 'Have' as Main and Helping Verbs

- iii. Read the following sentences to understand the use of 'be', 'do' and 'have' with pronouns.

'be', 'do' and 'have' as main verbs	'be', 'do' and 'have' as helping verbs
I <b>am</b> a student.	I <b>am</b> reading a story.
We <b>had</b> a house.	We <b>had</b> bought a house.
You <b>are</b> late.	You <b>are</b> going to school.
He <b>has</b> two siblings.	He <b>has</b> written a story.
They <b>have</b> a bicycle.	They <b>have</b> decided to go out.
He <b>did</b> a great job.	<b>Did</b> she pass her exam?

#### Read Me

'Be', 'do', 'have' are helping verbs when they are used with another verb in a sentence. 'Be', 'do' and 'have' are main verbs when they are used alone in a sentence.



C3 (iii) Explain to students the concept of 'be', 'do' and 'have' as main and helping verbs in detail by sharing more sentences.



iv. Make two sentences using 'be', 'do' and 'have' each as main and helping verbs and write in your notebook.

## Punctuation

v. Punctuate the following sentences using full stops, question marks and exclamation marks. Remember to capitalise words where required.

- hurrah we won the match
- where are faraz and saad going
- saad feels embarrassed for his rude behaviour
- did you get up late in the morning



## D) Writing

### Read Me

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

### 1. Learning to Write

i. Write a narrative paragraph on a trip that was unexpected or surprising, taking help from the given mind map.



ii. Write a narrative paragraph of your own on any event of your life which you have never forgotten.

### 2. Creative Writing

How should we take care of differently-abled people of our society?



C3 (v) Have students recall punctuation rules. D1 (i) Make a mind map about a narrative paragraph and take help from it.



# Review - 2



## A) Oral Communication

### 1. Learning the Sounds

Write three words for the given consonant clusters.

Initial consonant clusters/blends			Final consonant clusters/blends		
str-	scr-	spl-	-pts	-lps	-mps

Read the given paragraph and underline the words with diphthongs.

It was a bright sunny day. All and Ahmed were playing near the trees in the park. They found a bright thing hidden under the soil. On digging it out, they were surprised to see a gold ring. They gave it to their father. He praised them for their honesty.

Arrange a discussion in class and ask students to express their likes and dislikes about any of their favourite food.



## B) Reading and Critical Thinking

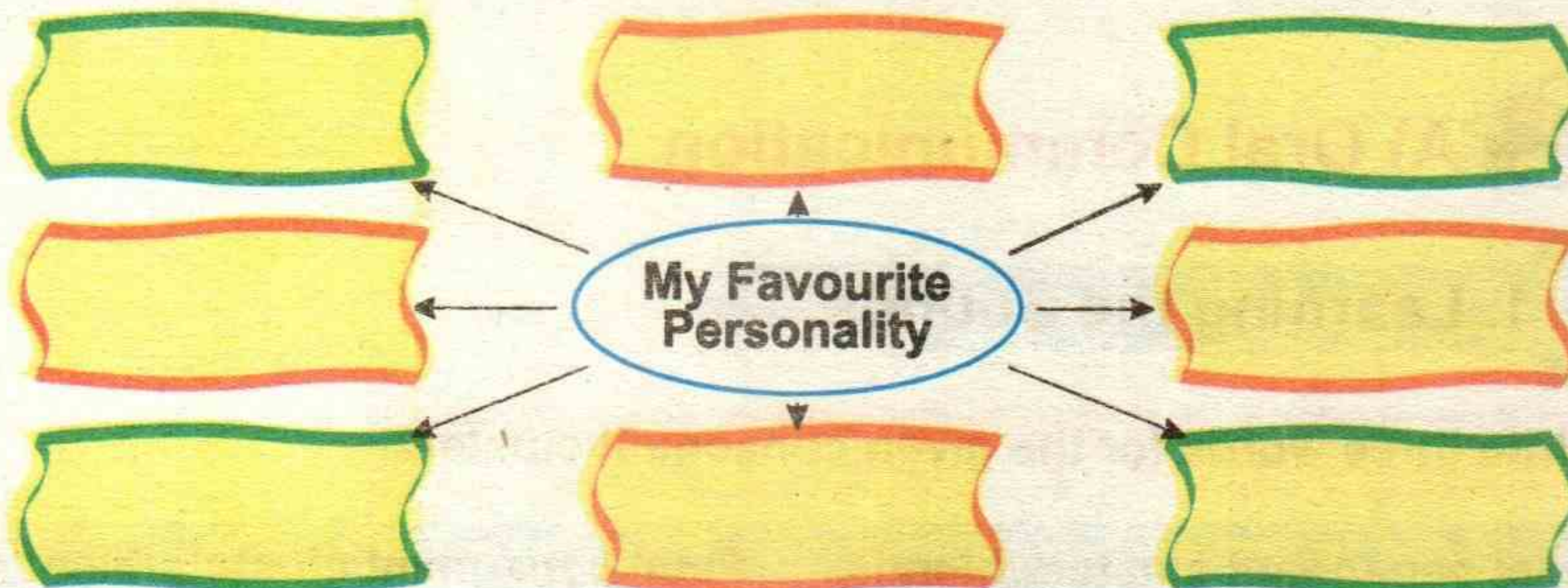
### 1. Reading Comprehension

Answer the given questions.

- What is the highest military award of Pakistan?
- How does the poet start her day?
- Write the names of any three soldiers who got the Nishan-e-Haider?
- Why did Saad mistreat Faraz?
- How should we take care of the differently abled in our surroundings?



**Make a mind map of your favourite personality.**



## **C) Language Focus**

### **1. Vocabulary Building**

**Read the given words and write their meanings.**

sacrifice  
hinder  
praise  
crawl  
stubborn

**Read the given text. Underline the common nouns and circle the proper nouns.**

Asim is Salman's cousin and his best friend. Asim visited Salman during the summer holidays. He stayed there for a week. They played with Salman's cat, Taffy. They visited Mazar-e-Quaid, Karachi Safari Park and the Clifton beach. He liked Hawke's Bay the most.

**Rewrite the given paragraph by adding full stops, question marks, exclamation marks and capitalisation.**

after a four hour journey, we finally got there I could not stop myself wow what a beautiful place it is, I said I ran towards the beach as soon as we went there I walked on the soft sand I saw some green little turtles where are these tiny turtles going I thought



Use the given prepositions of time in your own sentences.

in \_\_\_\_\_

on \_\_\_\_\_

at \_\_\_\_\_

Tick (✓) correct helping verbs in the sentences below.

- The children is/are going to the school.
- The boys was/were sleeping in his room.
- I am/is making a greeting card.
- They have/has completed their homework.
- Do/does the students make a noise?

Underline the gender nouns in the given passage. Then rewrite it by changing the gender.

I visited my grandfather's house in a village. I went there with my uncle and nephew. He had a bull and two roosters on his farm. I enjoyed visiting there. I ate fresh fruit and vegetables. Then I returned home with my father.



## D) Writing

### 1. Learning to Write

Write five sentences about any of the Nishan-e Haider holders from Pakistan Army.



# Unit 7

## Colours of Pakistan

### Learning Outcomes

After completing this unit, you will be able to:

- use appropriate expressions in conversation to respond to instructions and directions.
- demonstrate conventions and dynamics of oral interaction in a group to describe local events.
- pronounce long vowel sounds 'i' as in kite, /o/ as in boat, /u/ as in cute.
- apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question types: factual.
- read simple keys/legends on maps.
- locate difference between the two parts of a compound word.
- use common compound words in speech and own writing.
- illustrate the use of pronouns learnt earlier.
- illustrate the use of different forms of the verb be, do, and have with their corresponding pronouns (I, we, you, he, she, it, they).
- use punctuation according to the rules learnt earlier.
- classify items (e.g. vocabulary) required for a given task/topic.
- write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- revise written work for correct spelling, punctuation and tenses.



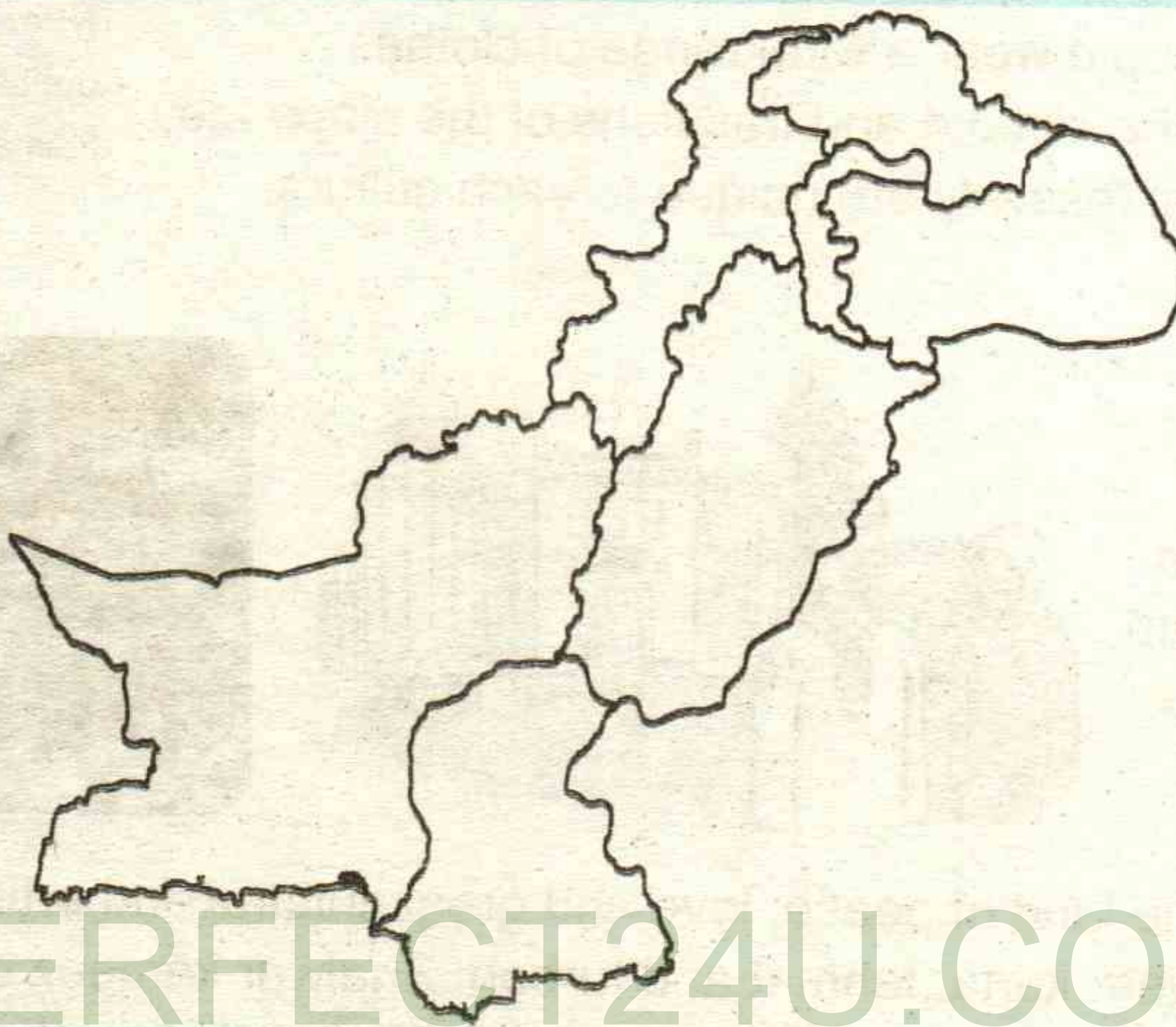




## Getting Started



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



## Let's Talk

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

## Colours of Pakistan

### Pre-reading

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

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



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

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

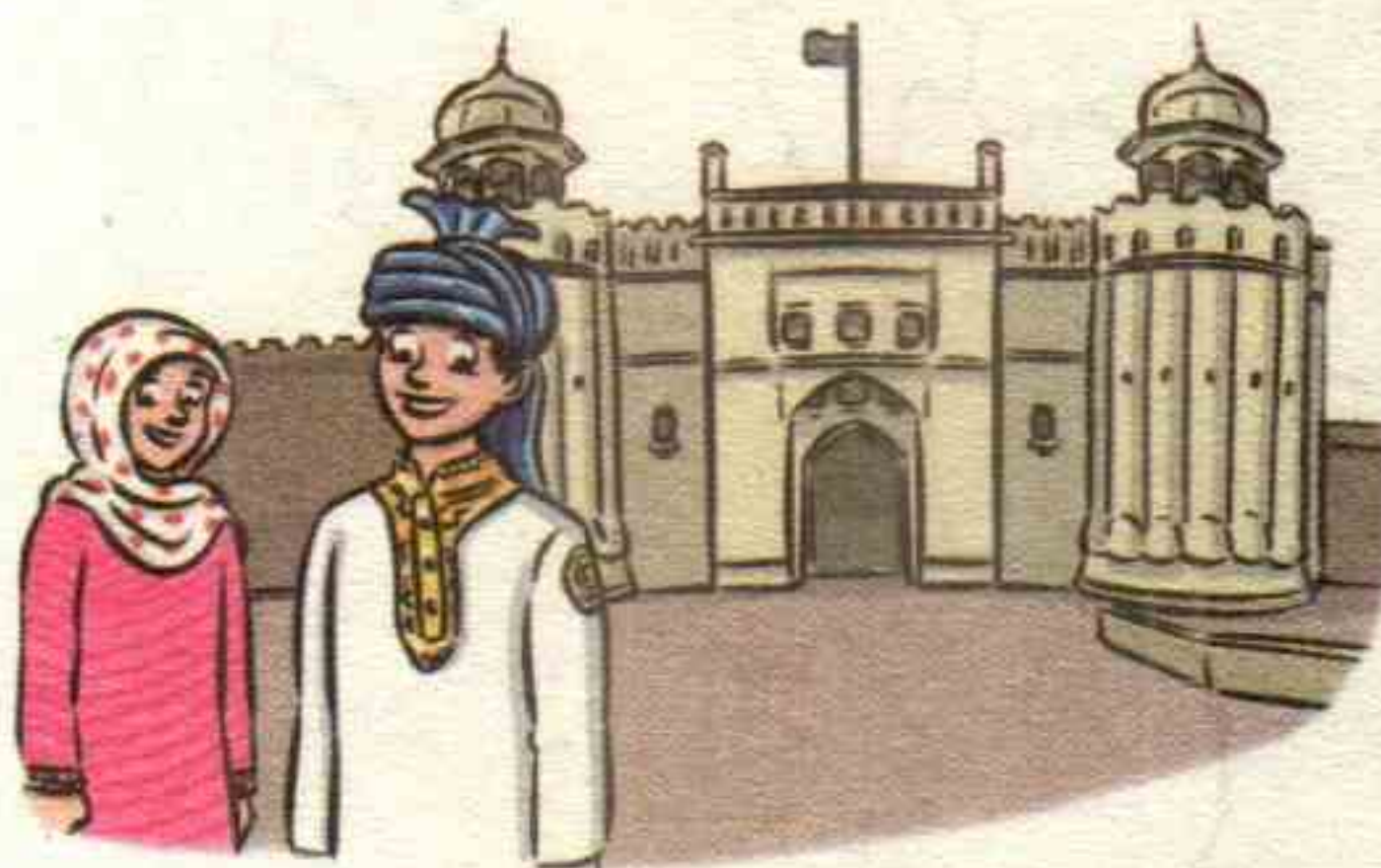
### While-reading

Name some major cultural groups of Pakistan.

The culture of Punjab is considered one of the oldest and richest cultures in the world.

Punjab has

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



The culture of Sindh evolved from the Indus Valley Civilisation.

Sindhi culture is dominated by great Sufis, mystics and martyrs. The

Sindhi cap and ajrak are part of men's dress. Women wear kameez or kurta shalwar. People of Sindh celebrate the Sindh festival, Jashan-e-Larkana and many other local festivals.



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



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

Shinas and Balti cultures exist in Gilgit-Baltistan. The people of Baltistan are very jolly and hospitable. Men usually wear a woollen cap, shalwar kameez and woollen robe with long and short sleeves. Women wear traditional Iraghi caps and colourful frocks. The Nauroz Festival is celebrated every year in Gilgit-Baltistan.



Islamic values and teachings are common in all cultures of Pakistan. A number of religious and regional festivals are celebrated here. Eid-ul-Fitr and Eid-ul-Azha are the two major religious festivals of Pakistan. However, let's not forget the minorities and other communities that celebrate their joyful events in the country. The Christian community celebrates Christmas, Easter and other religious festivals. The other minorities like Hindus, Sikhs and Parsis also celebrate their religious days with zeal and enthusiasm. The colours of Pakistan are of great attraction for the tourists from all around the world.

#### While-reading

How many Eid festivals do Pakistanis celebrate in a year?

#### Post-reading

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



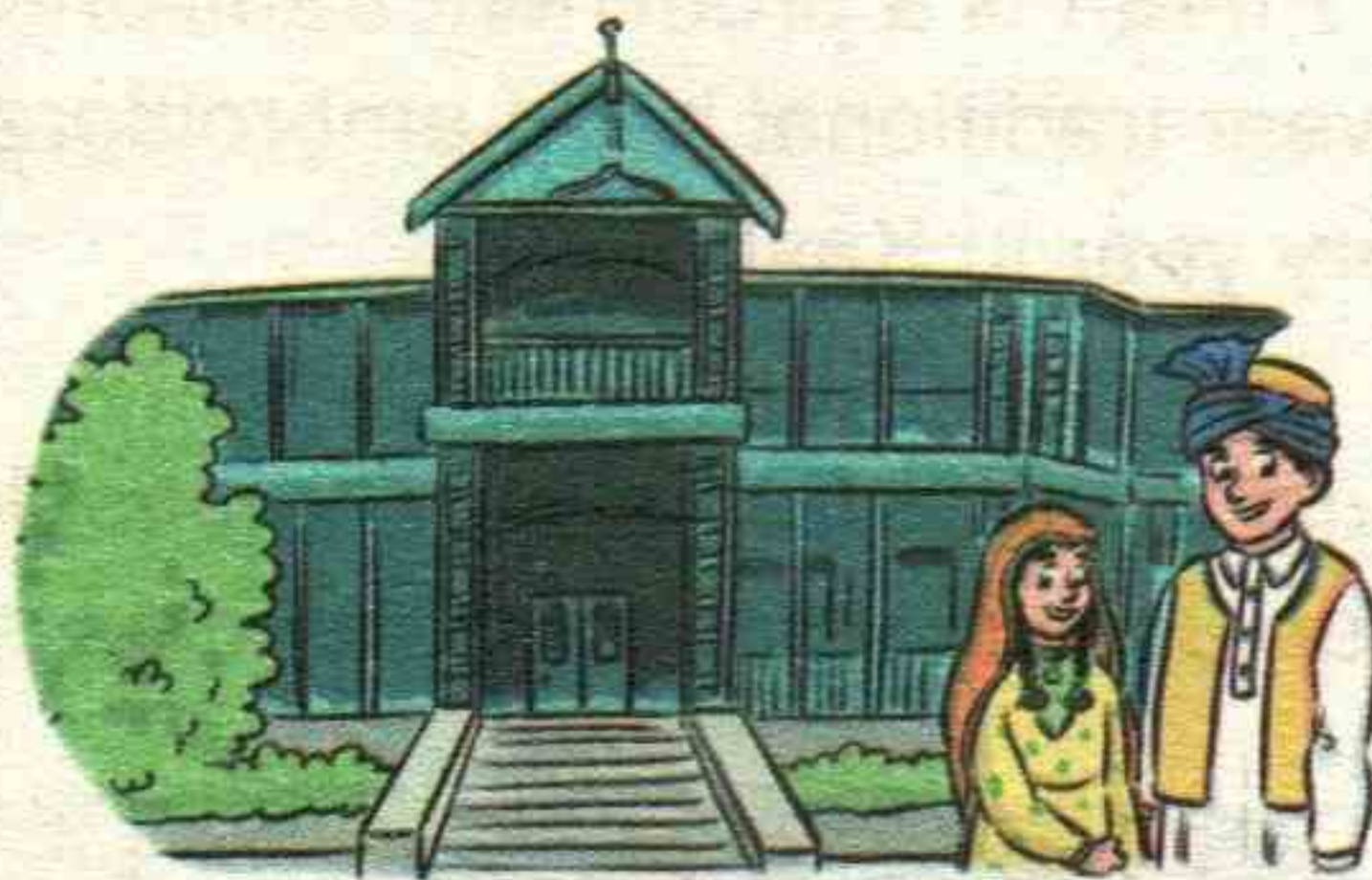
Ask students different questions such as: where do they live? what is the national animal of Pakistan? Tell them that Pakistan is our homeland. We should love all of its cultures, festivals, people and minorities.



The culture of Balochistan is full of traditions, arts and crafts.

Balochistan is also known for its tribes and festivals. Poetry and storytelling

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



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

that is, a traditional life style. Pakhtun culture is famous for its tribal lifestyle. Pakhtun men usually wear shalwar kameez, waistcoat and shawl with a turban or a pakol hat. Women wear embroidered frocks with pajama and dupatta. Polo festival is celebrated every year in Shandur, Khyber Pakhtunkhwa.



Kashmiri culture is reflected in different traditions relating to



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





## A) Oral Communication

### 1. Learning the Sounds

#### Long Vowel Sounds and Diphthong

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

/eɪ/	brave	game
/i:/	sheep	keep
/aɪ/	kind	find
/əʊ/	boat	float
/u:/	cube	huge

#### Read Me

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

ii. Make more words with long vowel sounds.

/i:/			/ɜ:/		
/ɔ:/			/u:/		
/a:/					

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Huma:** Assalaamu Alaikum, Irum! How are you?

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

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

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

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

**Irum:** Thank you for your guidance.

**Huma:** You are welcome.



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



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



## B) Reading and Critical Thinking

### 1. Reading Comprehension

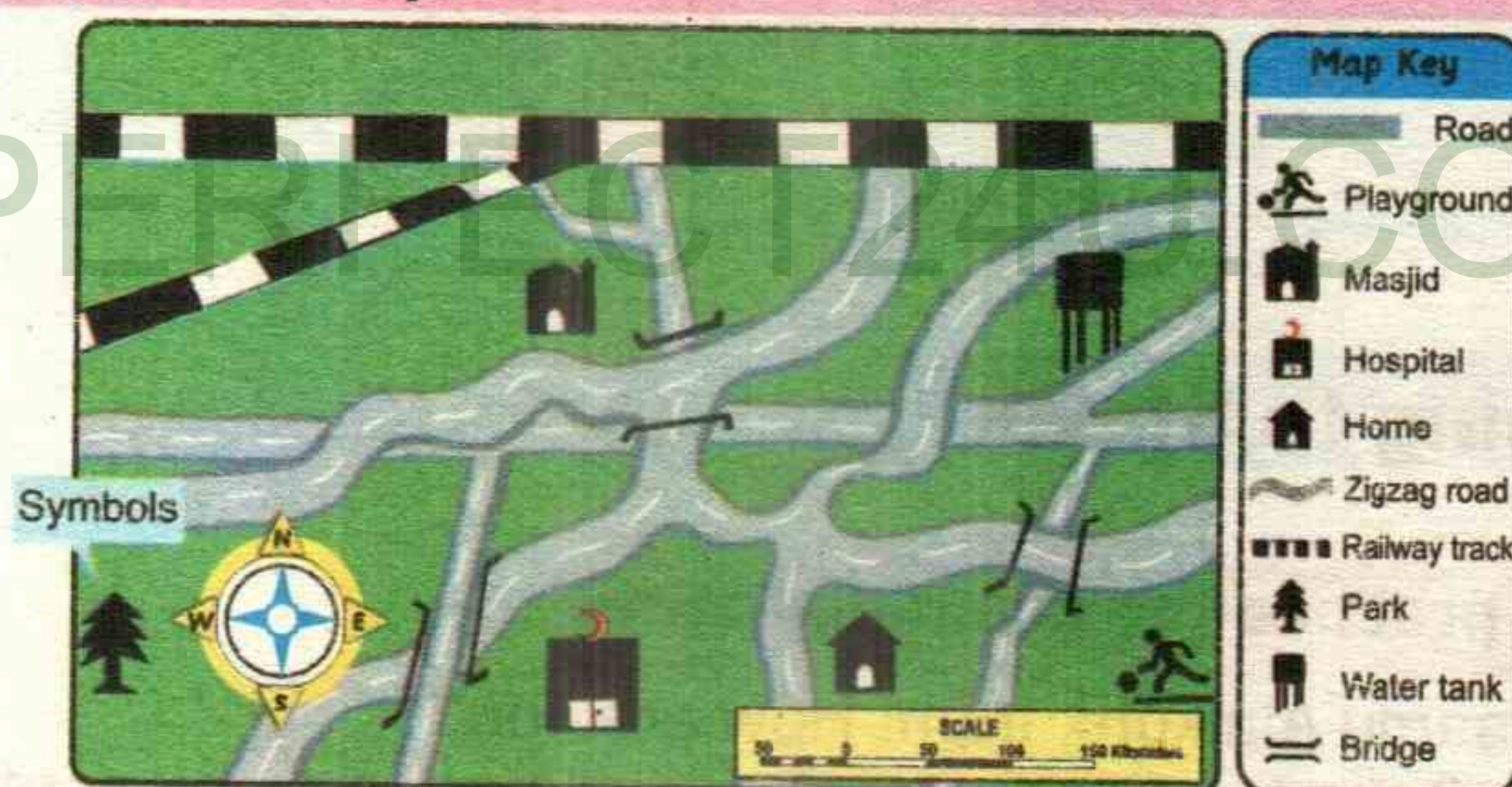
#### i. Answer these questions.

- Which festival is celebrated in mid of February in Punjab?
- What are the traditional dresses worn by the people of Sindh and Kashmir?
- Which festivals are celebrated by Christians?

#### Read Me

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

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



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

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



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



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

## 2. Analytical Reading

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



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

culture	a way of life, or customs and beliefs of people
tradition	custom or way of living
distinctive	noticeably different
jolly	cheerful
dominate	to rule or control

### Compound Words

ii. Read the given compound words.

finger + print = fingerprint

tooth + paste = toothpaste

iii. Circle the compound words in the given sentences.

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



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



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

## 2. Learning to Spell

Circle the correct spelling in each row.

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

## 3. Grammar

### Pronouns

i. Fill in the blanks with the correct pronouns.

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

### Use of 'Be', 'Do' and 'Have' with Pronouns

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

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

### Read Me

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



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



Pronouns	'Be, do and have as main verbs	'Be, do and have as helping verbs
You	You are late. You had a backache.	You are going to the mall. You had eaten a sandwich.
He/She	He/she is cute. He/she has two siblings.	He/she was writing a story. He/she has gone shopping.
It	It is a small bunny. It has beautiful hair.	It was jumping. It has drunk water.
They	They have a bicycle. They had no bicycle.	They have played football. They do not play cricket.

iii. Write sentences using 'be', 'do' and 'have' as main and helping verbs with the given pronouns.

## Punctuation

iv. Punctuate the following sentences using the full stop, question mark and exclamation mark. Remember to capitalise words where required.

- balochistan is also known for its tribes and festivals
- where is shandur located
- wow you look pretty in sindhi dress
- when is eid-ul-azha celebrated?
- the horse and cattle show is a local festival



## D) Writing

### 1. Learning to Write

i. Read the given words and write them in their respective columns.

flowers    horse    food    camel    kites    cow

#### Spring Festival

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#### Horse and Cattle Show

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---



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C3 (iv) Have students recall the punctuation rules. D1 (ii) Guide students in writing a dialogue. Help them if need be.



ii. Write a dialogue between two friends discussing the different festivals of Pakistan.



Did you ever attend the \_\_\_\_\_ festival?

Yes, we went there last year.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. Creative Writing

Have you ever attended any cultural festival? Share your experience in a short paragraph.



D1 (ii) Ask students to write a dialogue between two friends about the different festivals of Pakistan. Help them if they need it. D2 Help them in writing a paragraph on their own.



## Unit 8

# Good Study Habits

### 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 identify facts in the text (as indicated through these words; day, date, place, etc.).
- use critical thinking to respond to the text (post reading) to apply world knowledge and own opinion to the text read.
- use appropriate expressions in conversation to express regret.
- pronounce short vowel sounds 'i' as in bit, /o/ as in cot, /u/ as in sun.
- use alphabetical order to locate words in a dictionary for an increase in vocabulary and aid in comprehension of texts.
- identify and utilise effective study skills, e.g. brainstorm ideas, using illustration and note-taking.
- recognise meanings of common adjectives in relation to each other, e.g. huge-big.
- recognise and use: i, we, you, they, it, etc. as subjective case and me, us, you them, it, etc. as objective case and mine, our, your, his, her, etc. as possessive case of personal pronouns.
- illustrate the use of can /cannot and, may/may not.
- use some words showing movement.
- recognise that an adverb qualifies verbs, adjectives and other adverbs.
- use punctuation according to the rules 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 to friends, family members and teachers to demonstrate the use of the following conventions: purpose, date and time, venue, name of addressee and sender.
- write guided replies accepting the invitation.







## Getting Started



Look at the pictures showing good manners and tell which manners do you like to adopt.



respect elders



care for each other



dress neatly



healthy eating habit



washing hands



## Let's Talk

- Which good manners are the most important and why?
- Why is it important to have good manners?
- Which good manners do you have? Share some good manners.

## Good Study Habits

### Pre-reading

- Look at the little and guess, what this lesson is all about.
- Share any of your good study habits.

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



We can improve our reading and writing skills. All good students follow these habits. We should also adopt these habits.

When the poster was completed, we displayed it in our classroom. Miss Hina asked us to share the importance of good study habits with our classmates.

### While-reading

Where was the poster displayed?

#### Good Study Habits

- Set your goals for study times.
- Make a timetable for studying.
- Make notes in your notebooks.
- First work on the subject that you consider challenging.
- Revise classwork over the weekend.
- Don't spend too much time watching television.
- Get information from books, your teachers and parents.

I adopted some of these study habits. Within a few days I got good results. In my final term, I did well. I was really excited. My parents arranged a party for my friends and cousins to celebrate my success. So, I wrote an invitation to one of my cousins.



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



March 31, 2018

Dear Asif,

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

Your cousin,

Maheen

### Post-reading

- Write about any two good study habits you have and share with classmates.
- Why should we follow good study habits?



## A) Oral Communication

### 1. Learning the Sounds

#### Short Vowel Sounds

i. Read and say the given short vowel sounds.

/æ/	man	can
/e/	set	let
/ɪ/	pill	hill
/ɒ/	cot	hot
/ʌ/	cub	hub

#### Read Me

A **short vowel** sound does not sound like its letter name.

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



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



## 2. Learning to Speak

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

**Father:** Listen, my son! Where have you been for the last two hours?

**Mohsin:** Baba, I have been playing in the playground with my friends.

**Father:** Have you prepared for your test?

**Mohsin:** Oh no! I just forgot I had a test tomorrow. What will I do now? There is no time left.

**Father:** I have always asked you to do things on time. There is a time for play and a time for study.

**Mohsin:** I am sorry, Baba.

**Father:** Be careful next time.

**Mohsin:** I will.

### ii. Get students into pairs and ask them to express some regrets on their mistakes.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

#### i. Answer these questions.

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

#### Alphabetical Order

#### ii. Read the given words and notice the alphabetical order.

##### According to first letter

good   habit   play   study

##### According to second letter

cat   centre   change   class

#### iii. Arrange these words in alphabetical order according to the second letter in your notebook.

bake   butter   bee   bring   bite   blue



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



#### iv. Read the given information to make notes.

##### Title

Write the title of your topic 'First Prize'.

##### Note new words

success    sweating  
wipe        glad

##### Read Me

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

##### Make important points

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

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

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

## 2. Analytical Reading

Use the internet to make a list of ten eating habits and write them down in your notebook.



## C) Language Focus

### 1. Vocabulary Building

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

timetable

schedule

celebrate

to engage in joyful activity on an event



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



display

show

invite

to request someone to attend an event

## Adjectives

ii. Read the given adjectives and use them in your own sentences.

new

fresh

obedient

dutiful

great

amazing

silent

quiet

## Read Me

Words which describe nouns in phrases or sentences are called **adjectives**. Two adjectives may have a similar meaning with slight difference in usage.

## 2. Learning to Spell

Fill in the missing letters to complete the words.

im\_\_rove

\_\_isplay

p\_\_ster

cel\_\_brate

arran\_\_e

## 3. Grammar

### Pronouns

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

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



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



## Possessive Pronouns

ii. Read the following sentences with the highlighted possessive pronouns.

- This bag is **yours**. You forgot to take it with you.
- This cycle belongs to Amir. It is **his**.
- These shops are **ours**. We work here.
- That old car was **mine**. I have sold it.
- They are in the apple orchard. That orchard is **theirs**.
- It is his book not **hers**.

### Read Me

Possessive pronoun are used to specify the ownership of an item.

iii. Use the possessive pronouns above in your own sentences. Write them in your notebook.

## Use of Can/Cannot and May/May Not

iv. Read the given sentences and notice the use of can/cannot and may/may not.

- Saad **can** work in a bank but he **cannot** teach in a school.
- He **can** ride a bike but he **cannot** drive a car.
- **May** I go to drink water?
- **May** I use your pencil?
- You **may not** leave the classroom now.

### Read Me

**Can** is used to show ability while **cannot** is used to show inability in sentences. **May** can be use to ask for permission while **may not** is used to deny permission in sentences.

v. Make two sentences of your own using can/cannot and may/may not each in your notebook.

## Adverbs

vi. Read the following sentences and notice the use of adverbs.

- My mother speaks **politely**.
- The birthday party was decorated **beautifully**.
- She wrote a story **neatly**.
- She cleans the room **hurriedly**.
- The old woman walked **slowly**.

### Read Me

Words which add meaning to the verbs, adjectives and adverbs are called **adverbs**.

vii. Make sentences by using the adverbs given above in your notebook.



C3 (ii) Ask students to read the sentences and notice the use of possessive pronouns.  
C3 (iv) Explain to students the use of can/cannot and may/may not by giving examples.  
C3 (vi) Have them recall the concept of adverbs.



## Punctuation

viii. Rewrite and punctuate the given sentences using the full stop (.), question mark (?) and exclamation mark (!) in your notebook.

the last time i went to Murree, it rained all day i forgot my umbrella, so i got soaked have you ever done that it was really a very silly thing to do next time I'll be careful



## D) Writing

### 1. Learning to Write

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

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

\_\_\_\_\_

Date, time and location: \_\_\_\_\_

\_\_\_\_\_ (Sender's name)

ii. Write a short note accepting the invitation above.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2. Creative Writing

Make a chart of your own and write some classroom rules on it.



C3 (viii) Have students recall the rules of punctuation learnt earlier. D1 (i) Tell students that about informal letters. Help them writing a short invitation on their own. Encourage them to check their written work for correct spelling and punctuation.



## Unit 9

# Manners

### Learning Outcomes

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

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







## Getting Started



Look at the pictures below and express your feelings.



## Let's Talk

- Do you keep your room, messy or tidy?
- Do you help your mother at home?



# Whole Duty of Children

## Pre-reading

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

A child should always say what's true

And speak when he is spoken to,

And behave mannerly at table;

At least as far as he is able.

## While-reading

What should a child always say?

Robert Louis Stevenson

PERFECT24U.CO



## Post-reading

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



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





## A) Oral Communication

### 1. Learning the Sounds

#### Three Sounds of -ed

i. Read the different sounds for the -ed ending in words.

/d/	/id/	/t/
loved	visited	watched
tired	painted	dropped
behaved	decided	asked

#### Read Me

If the 'ed' ending follows the letters 'p, k, sh, ch, s, f', then the ending sound will be 't'.

If the 'ed' ending follows the letters 'b, g, l, m, n, v, z,' then the ending sound will be 'd'.

If the 'ed' ending follows the letters 't or d,' then the ending sound will be 'id'.

ii. Say the words and write them in the correct columns.

wanted helped rubbed motivated thanked  
loved started pushed closed

/d/

/id/

/t/

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Sidra:** Good morning, Mama.

**Mother:** Good morning, dear Sidra.

**Sidra:** Mama, could you please bring breakfast for me? I am hungry.

**Mother:** Yes, sure. First tell me if you brushed your teeth and took a bath.

**Sidra:** Yes, I have brushed my teeth, but haven't taken a bath yet.

**Mother:** Go and take a bath first, then I will serve you breakfast. We should always take care of our personal hygiene.

**Sidra:** Okay sure, Mama.



A2 (i) Get students into pairs and have them practise the given dialogue.



ii. Engage students in a group discussion and ask them to talk about good manners which they should adopt in their daily lives.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

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

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



#### Contents

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

#### Read Me

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

- The title of the book is \_\_\_\_\_.
- The title of unit 3 is \_\_\_\_\_.
- The title of the unit that starts at page 13 is \_\_\_\_\_.

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

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



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



## 2. Analytical Reading

Look for a poem on the internet about good manners. Write it down in your notebook.



### C) Language Focus

#### 1. Vocabulary Building

i. Read the given words with their meanings.

behave	act
mannerly	having good manners
at least	at a lower limit
able	to have the skill to do something

#### Similes

ii. Read the given stanzas from different poems to notice the use of highlighted similes.

An emerald is **as green as grass**;  
A ruby is **as red as blood**;  
A sapphire shines **as blue as heaven**;  
A flint lies in the mud.

"Twinkle, twinkle little star,  
How I wonder what you are  
Up above the world so high,  
**Like a diamond** in the sky."

#### Read Me

A **simile** is a figure of speech used to compare two things by using the words 'like' or 'as'. For example 'as brave as a lion', 'like a diamond'.

iii. Use the given similes in your own sentences and write them in your notebook.



C1 (i) Ask students to use these words in their daily conversation. C1 (ii) Explain to them the concept of similes. Ask them to read the given stanzas and notice the use of similes.



## 2. Learning to Spell

Fill in the missing letters and learn the spelling.

be\_\_ave

\_\_ble

\_\_poken

c\_\_ild

t\_\_ue

## 3. Grammar

### Possessive Adjective

I. Read the given sentences and notice the use of possessive adjective.

- I had bought **my** new phone.
- We have sold **our** old house.
- Ali is working on **his** computer.
- Could you please give me **your** camera?
- She has lost **her** handbag.
- The parrot is eating **its** food.

#### Read Me

A **possessive adjective** shows ownership. My, our, your, his, her, etc. are possessive adjective.

ii. Make sentences using the possessive adjective given above in your notebook.

### Use of 'Should' and 'Should not'

iii. Read the given sentences and notice the use of 'should' and 'should not'.

- We **should** drink at least eight glasses of water every day.
- You **should** listen to your teacher carefully.
- Abeera **should** complete her homework on time.
- You **should** take some rest after a long trip.
- Children **should not** watch a lot of television.
- We **should not** make fun of others.

#### Read Me

**Should** is used to make recommendations, to give advice or to talk about an obligation.  
**Should not** is used in negative sentences.

iv. Read the given sentences and circle the correct options.

- We (should / should not) speak rudely to our elders.
- You (should / should not) go to school on time.



C3 (i) Have students recall the concept of pronouns. Explain to them the difference between possessive pronoun and possessive adjective. Ask them to share some sentences using possessive adjective. C3 (iii) Encourage students to share more sentences using 'should' and 'should not'.



- She (should / should not) eat too many chocolates.
- He (should / should not) study hard to get first position.
- We (should / should not) follow good manners.

v. Make six sentences of your own using 'should' and 'should not' in your notebook.

## Joining Words (Conjunction)

vi. Read the given sentences and notice the use of joining words.

- A child should speak **and** behave mannerly at the table.
- Do you want to eat pancakes **or** eggs for breakfast?
- Umar wanted to drive to the mall, **but** his car wouldn't start.
- My mother bought fruit **and** vegetables from the market.
- Mina reads storybooks, **but** she doesn't like to read the newspaper.
- Do you like to play football **or** basketball?

### Read Me

Joining words are used to join words or sentences. Some joining words are 'and', 'or', 'but', etc.

vii. Write three sentences of your own using 'and', 'but' and 'or'.

and	
but	
or	

## Adverbs of Manner

viii. Read the given sentences and notice the use of adverbs of manner.

- Sara washes her hands **slowly**.
- Ahmad plays the piano **beautifully**.
- They walked in the park **quickly**.
- Speak to your elders **politely**.

### Read Me

Adverbs of manner tell us the manner or way in which something happens.

ix. Circle the adverbs in the given sentences.

- The car avoided the motorbike easily.
- It's cold outside so you need to dress up warmly.



C3 (vi) Explain to students that joining words are used to show a relationship between sentences or ideas. They can be used to join two or more phrases, clauses or sentences. C3 (viii) Have them recall the concept of adverbs. Ask them to share more examples of adverbs of manner.



- He does exercise regularly.
- Complete your homework carefully.
- We have won the match luckily.

## Punctuation

x. Rewrite the given sentences by using correct capitalisation and punctuation marks in your notebook.

- we should wash our hands with soap before and after every meal
- wow what an interesting story
- my uncle is a good looking man
- father bought some eggs onions tomatoes and potatoes



## D) Writing

### 1. Learning to Write

i. Write the central idea of the poem 'Whole Duty of Children' in your notebook.

ii. List four pairs of rhyming words and write a simple poem about 'Brushing Your Teeth' using them.

### Read Me

The **central idea** of a poem discusses the main thought of the whole poem. It is also called the main idea.

### Rhyming words

_____	_____
_____	_____

### 2. Creative Writing

Write a poem using the given rhyming words in your notebook.

please ↔ lease

turn ↔ learn

find ↔ kind

fuss ↔ us



C3 (x) Have students recall the rules of punctuation. D1 (i) Guide students through writing the central idea of the poem. D1 (ii) Encourage them to think about and list four pairs of rhyming words and write a simple poem of their own. Guide them throughout the activity.



# Review - 3



## A) Oral Communication

### 1. Learning the Sounds

Read the given sentences. Underline the words with -ed endings and write them in their relevant columns.

- They walked in the morning.
- His teacher granted him permission to go.
- They lived in Lahore with their family.
- His father decided to buy a new house.
- Rida showed a new painting to the class.
- Yesterday, Zara watched a match.

/d/	/id/	/t/

Write five words with each vowel sound in the table below.

Vowel	1.	2.	3.	4.	5.
Short vowel sound					
Long vowel sound					



## B) Reading and Critical Thinking

### 1. Reading Comprehension

Answer the given questions.

- What is your favourite cultural festival and why?
- Write some good study habits.
- Why should we wash our hands before and after a meal?

Arrange the given words in alphabetical order according to the first letter and look up their meanings in the dictionary.

habit

study

tradition

festival

manners



Arrange the given words in alphabetical order according to the second letter and look up their meanings in the dictionary.

celebrate

culture

competition

cattle



## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

behave

tradition

celebrate

cheerful

invite

Write sentences with the given modal verbs in your notebook. (can, may)

Read the given text and circle the adverbs.

One day, Nida was walking slowly to school. On the way, she saw a poor beggar under a tree. He almost fainted with hunger. She felt sorry for the beggar so she quickly took out her lunch box. She generously gave it to him. The beggar ate the food eagerly. He thanked her happily.

Rewrite the given text by adding full stops (.), question marks (?) and exclamation marks (!) correctly in your notebook.

yasir went to visit a nearby market with his uncle he was very happy to see different kinds of things he saw fresh fruit and vegetables the fruit and vegetables were so colourful he asked his uncle where the pet shop was then they went to the pet shop "wow what a beautiful cat this is" he said to his uncle

Fill in the blanks with possessive pronouns.

\_\_\_\_\_ neighbour asked \_\_\_\_\_ family and me to water \_\_\_\_\_ plants while they were on vacation. Monday will be \_\_\_\_\_ day to water. My brother offered to take \_\_\_\_\_ turn on Tuesday and Wednesday. My mother will take \_\_\_\_\_ turn on Thursday and Friday. So \_\_\_\_\_ father only has to water on the weekend.



## D) Writing

### 1. Learning to Write

Write a short dialogue between two friends discussing how to celebrate the spring festival in their school in your notebook.



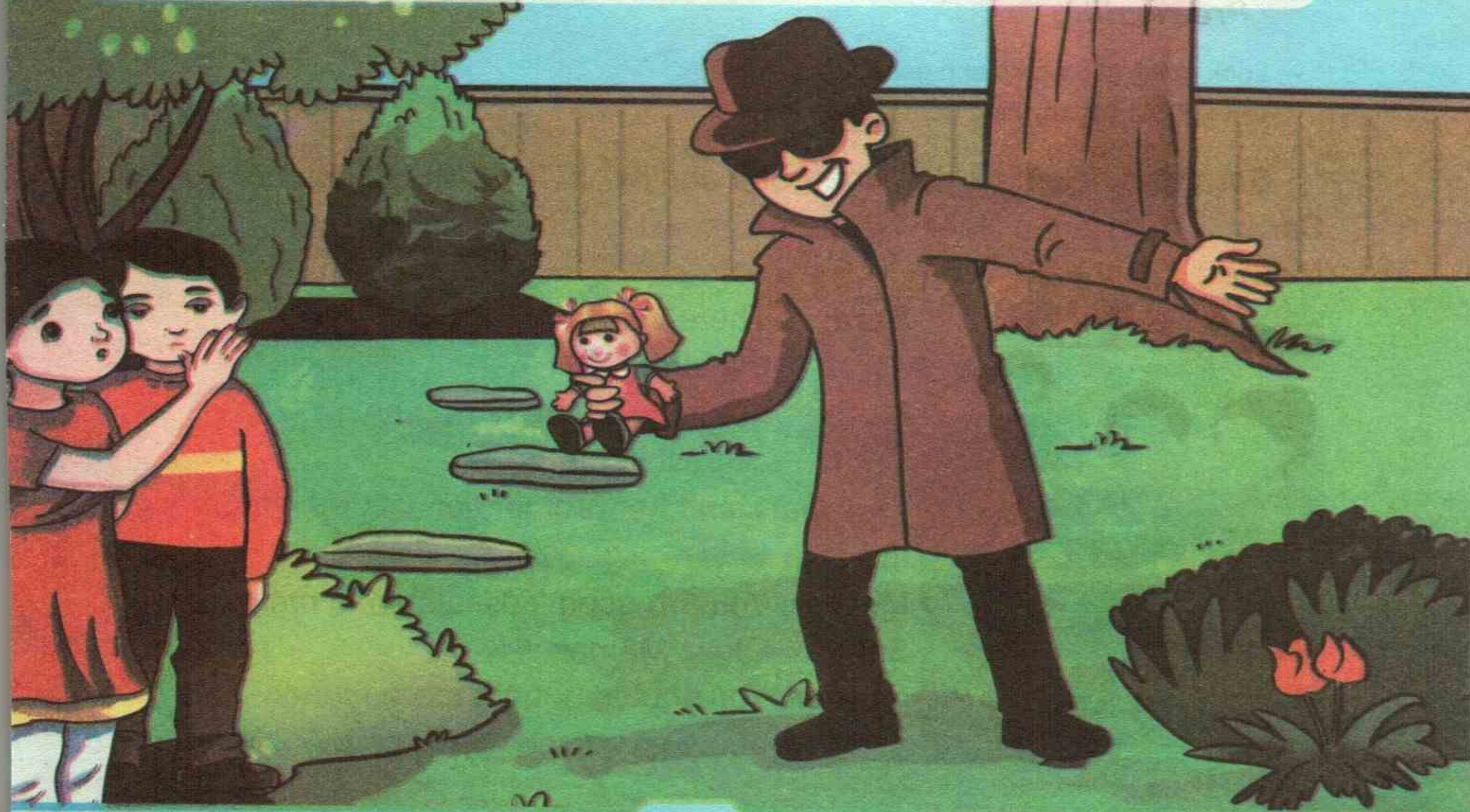
## Unit 10

# Be Aware, Be Safe

### Learning Outcomes

After completing this unit, you will be able to:

- demonstrate conventions and dynamics of group oral interaction to take turns and use polite expressions to seek attention.
- expressing understanding of a story/text through a role-play.
- pronounce the weak form of 'of', 'or' and 'but' in simple sentences.
- describe story elements briefly; tell when and where the story is set; describe the characters in a story; and express preferences about them. Retell a story in a few simple sentences.
- locate specific information in a calendar and a class timetable.
- organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech.
- recognise that pronouns agree with their antecedents in gender and number.
- articulate, recognise and use forms of some simple regular verbs.
- illustrate the use of tenses previously learnt in their speech and writing.
- recognise and use the full stop with some abbreviations.
- identify and use simple adverbs of time.
- identify the elements of a story: beginning, middle and end of a conflict; human and animal imaginary characters and their roles; setting. Write a guided story using the elements of a story.
- revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement.







## Getting Started

**Brother:** Have you seen them before?

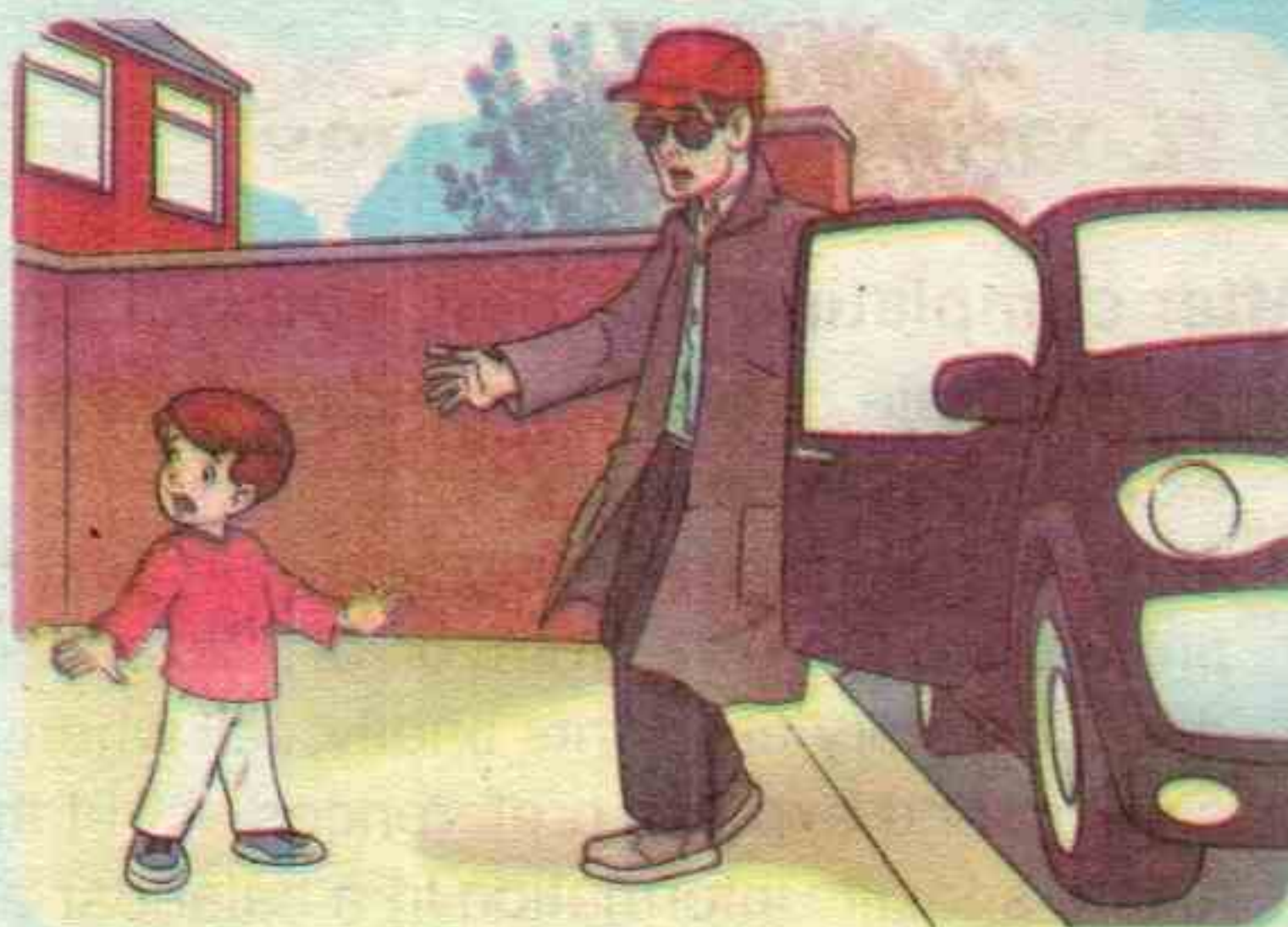
(Two persons getting out of the car.)

**Sister:** No, they seem to be strangers.

**Brother:** Watch out, they are coming towards us.

**Sister:** Yes, we should not talk to strangers, or accept anything from them.

**Brother:** Oh, yes! Let's ignore them.



## Let's Talk

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

# Be Aware, Be Safe

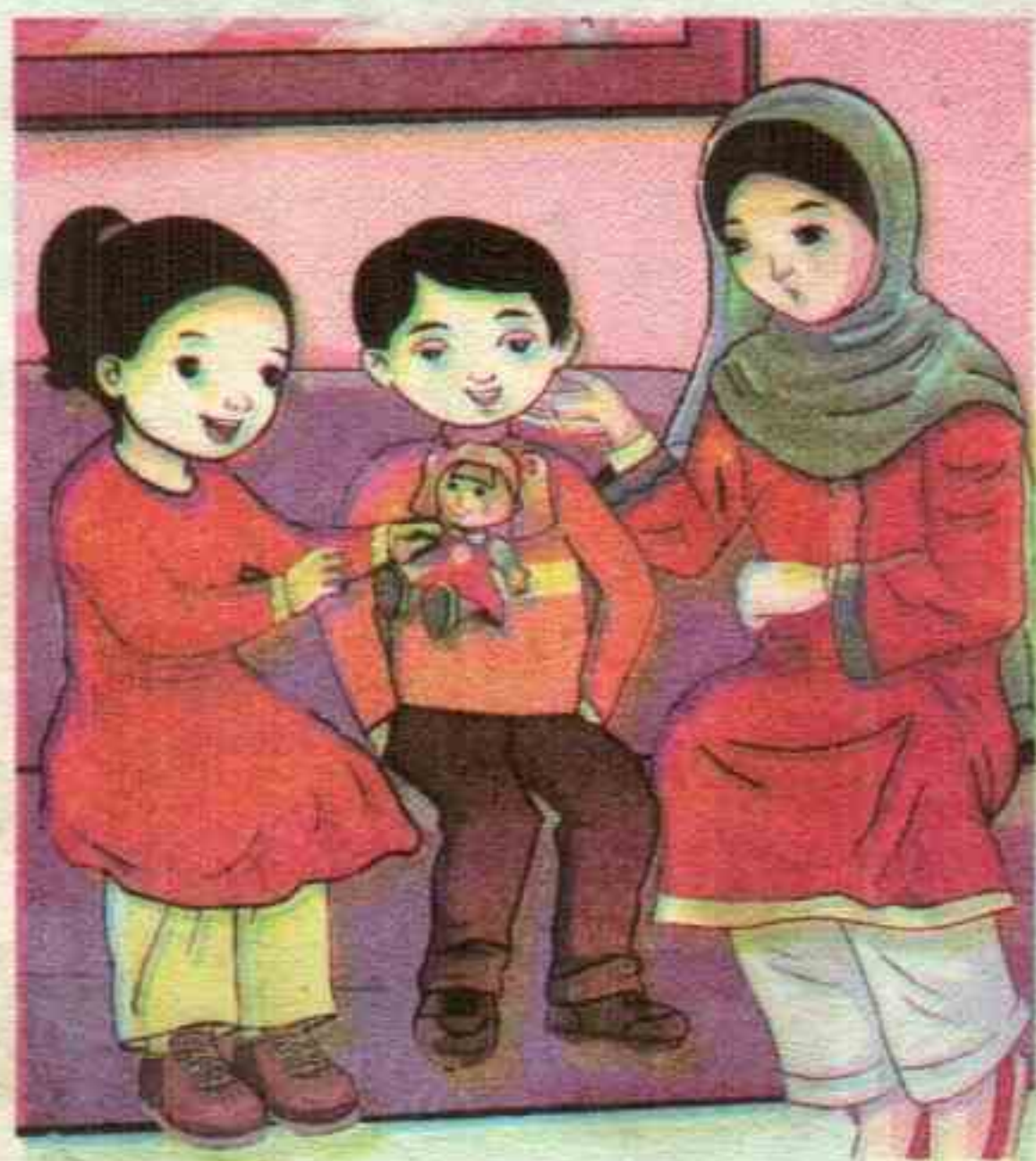
### Pre-reading

- Look at the title words and guess its meaning.
- Is it right to get anything from a stranger?

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

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

**Mother:** (*Worriedly*) Who gave you this doll?



**Sara:** There was a man in the street.

**Mother:** (*Politely*) Come here, and sit beside me.

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

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

**Sara:** Okay, Mama!

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

### While-reading

Will you allow a stranger to come closer to you?



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

**Sara:** Why, Mama? Is it wrong?

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

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

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

**Mother:** Because it might be harmful to you.

**Ahsan:** Okay, Mama!

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

**Mother:** If a stranger ever comes close to you and offers a ride, a toy, a candy or a chocolate, you should step away and say, 'No!' to him. Leave that place quickly. Remember, your Baba and I trust you a lot. So, share your daily routine and secrets with us only.

**Sara:** Which secrets, Mama?

**Mother:** Do not leave class/school without informing your teacher. If someone makes you feel uncomfortable or if you feel like something is not right, you need to walk away at once and share with me. Did you get my point?

**Ahsan:** Sure, Mama!

**Sara:** I promise to share all my activities with you.

**Mother:** Good girl. I love you both.



### While-reading

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



### Post-reading

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



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





## A) Oral Communication

### 1. Learning the Sounds

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

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

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

#### Read Me

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

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Teacher:** Haris, come in front and read the lesson.

**Jawad:** Sir, can I come first?

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

**Jawad:** Okay, sir.

ii. Hold a dialogue between two friends on 'Sharing'.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

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



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



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

### Characters

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

### Setting

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

### Beginning

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

### Middle

It is the climax of action in the story.

### Conflict

Conflict is a problem that the characters try to resolve.

### Ending

It is the conclusion or resolution of conflict (internal/external) in the story.

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

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

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

\_\_\_\_\_

\_\_\_\_\_

- How many school days were there in the July?

\_\_\_\_\_

\_\_\_\_\_

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

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

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



B1 (ii) Explain to students the elements of a story by giving examples. B1 (iv) Guide them on how to locate dates and events on a calendar. Help them to read the calendar.



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

## 2. Analytical Reading

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



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

carefully	with a lot of attention
stranger	a person that you do not know
friendly	showing kindness and warmth
harmful	hurtful
uncomfortable	uneasy

### Parts of Speech

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

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

Noun
_____
_____
_____

Verb
_____
_____
_____

Adjectives
_____
_____
_____

Pronouns
_____
_____
_____



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



## 2. Learning to Spell

Fill in the missing letters to complete the words.

ch\_\_col\_\_te

c\_\_ndi\_\_s

s\_rang\_r

pr\_\_mise

s\_\_cret

## 3. Grammar

### Pronoun-antecedent Agreement

- i. Read the given paragraph to understand pronoun-antecedent agreement.

Once, Sara's mother was working in the kitchen. **Sara** went to the kitchen to help her mother. **She** decided to wash the dishes. **She** opened the water tap and started soaping the dishes. **Her mother** saw her and **she** advised Sara to close the tap while she was soaping the dishes. She told Sara that we should not waste water. **Sara and her mother** washed the dishes. After that, **they** cooked food and cleaned the kitchen. In the evening, **they** enjoyed their meal.

#### Read Me

**Pronouns** must agree with their antecedents in gender and number. If the **antecedent** is in the female gender, the pronoun must be in the same gender. If an antecedent is singular, the pronoun must represent a single person, place or thing.

- ii. Now write a paragraph on 'Respect for Family Members' taking care of pronoun-antecedent agreement.

### Regular Verbs

- iii. Read the given forms of regular verbs.

Base form	Past form	Past participle
start	started	started
play	played	played
touch	touched	touched
decide	decided	decided

#### Read Me

**Regular verbs** form their past and past participle forms by adding -d or -ed to them.

- iv. Complete the table using the -ed rule.

Base form	Past form	Past participle
ask		



C3 (i) Explain to students pronoun-antecedent agreement. Tell them that a pronoun must agree with its antecedent in number and gender. C3 (iii) Tell them that regular verbs formed by adding -d or -ed. Write some examples on the board and tell them about the forms of verbs.

NOT FOR SALE



need		
demand		
accept		

## Present, Past and Future Tenses

v. Read the given sentences to understand the type of tense (simple present, past and future tenses).

### Read Me

The **present tense** shows actions which happen in the present time. The **past tense** shows actions that happened in the past time. The **future tense** shows actions that will happen in the future time.

Present	Past	Future
Sara plays with a doll.	Sara played with a doll.	Sara will play with a doll.
Mother explains stranger danger to Sara.	Mother explained stranger danger to Sara.	Mother will explain stranger danger to Sara.

vi. Write the correct tense for each sentence.

- Ali writes a letter to his uncle.
- They will water the plants.
- I will go to Gilgit next month.

## Adverbs of Time

vii. Read the given sentences to understand adverbs of time.

- He saw a stranger outside his house **yesterday**.
- I will call you **later**.
- I'm going to Lahore **tomorrow**.
- We are doing our homework **now**.

### Read Me

**Adverbs of time** tells when something happens. For example tonight, yesterday, tomorrow, daily, weekly.

## Full Stop with Abbreviations

viii. Read the given words with their abbreviations.

November	Nov.
minute	min.
Limited	Ltd.

### Read Me

An **abbreviation** is a shortened form of a word. In most cases, the first letter of each word is capitalised and joined using **full stops**.



C3 (v) Explain to them the structures of simple present, past and future tenses by changing the tenses of the verbs. C3 (vii) Explain to them that adverbs of time answer the question 'when'. Encourage them to say sentences using the given adverbs of time. C3 (viii) Tell students that we use an abbreviation to write a word in its short form.



ix. Match the abbreviations with their full forms.

Aug. ☐

☐ Doctor

St. ☐

☐ Department

Dr. ☐

☐ August

Dept. ☐

☐ Street



## D) Writing

### 1. Guided Writing

i. Think of a story of your own and fill in the following story boxes.

Character

---

---

---

---

Setting

---

---

---

---

In the beginning

---

---

---

---

Conflict

---

---

---

---

In the middle

---

---

---

---

Solution

---

---

---

---

ii. Now write a story of your own using the information above in your notebook.

### 2. Creative Writing

Write some rules of staying safe.



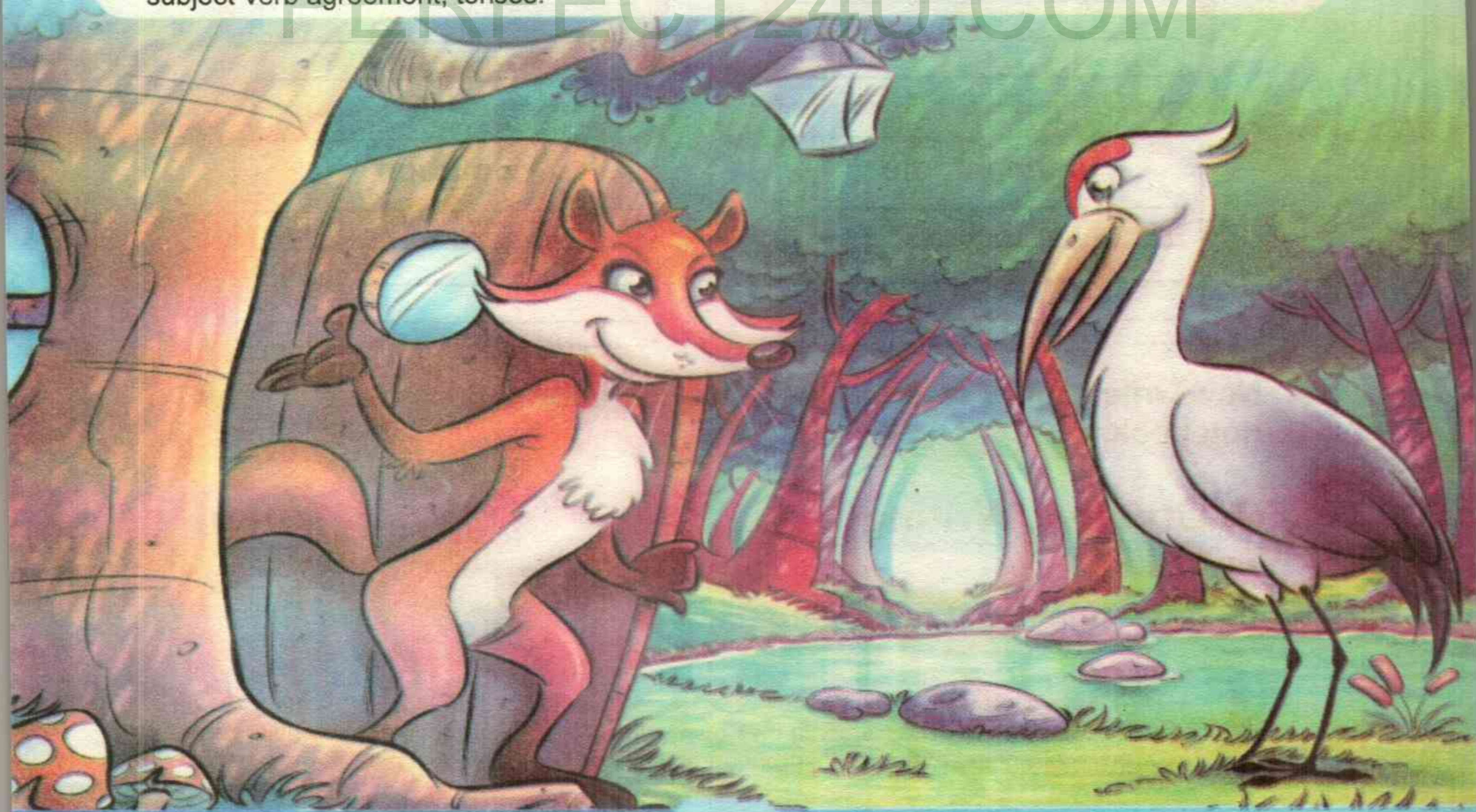
D1 (i) Have students recall the elements of a story and help them in writing a story. D1 (ii) Encourage them to write a story in their own words. Ask them to revise their written work for correct spelling and punctuation, pronoun-antecedent and subject-verb agreement.



## Learning Outcomes

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

- demonstrate conventions and dynamics of oral interaction in a group to: agree/disagree politely, lead and follow.
- listen to and identify intonation patterns (rising and falling) in sentences.
- recognise and use the convention to mark these intonation patterns.
- apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: personal response.
- recognise the cases of pronouns, i.e. subjective, objective, possessive.
- recognise alphabetical arrangement of words in a glossary or a dictionary.
- illustrate the use of tenses previously learnt in their speech and writing.
- recognise the function of more joining words.
- recognise the function of more wh forms used in questions.
- respond to, and ask more wh questions.
- recognise and use apostrophe with-contractions.
- use some strategies to gather ideas for writing such as 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, tenses.



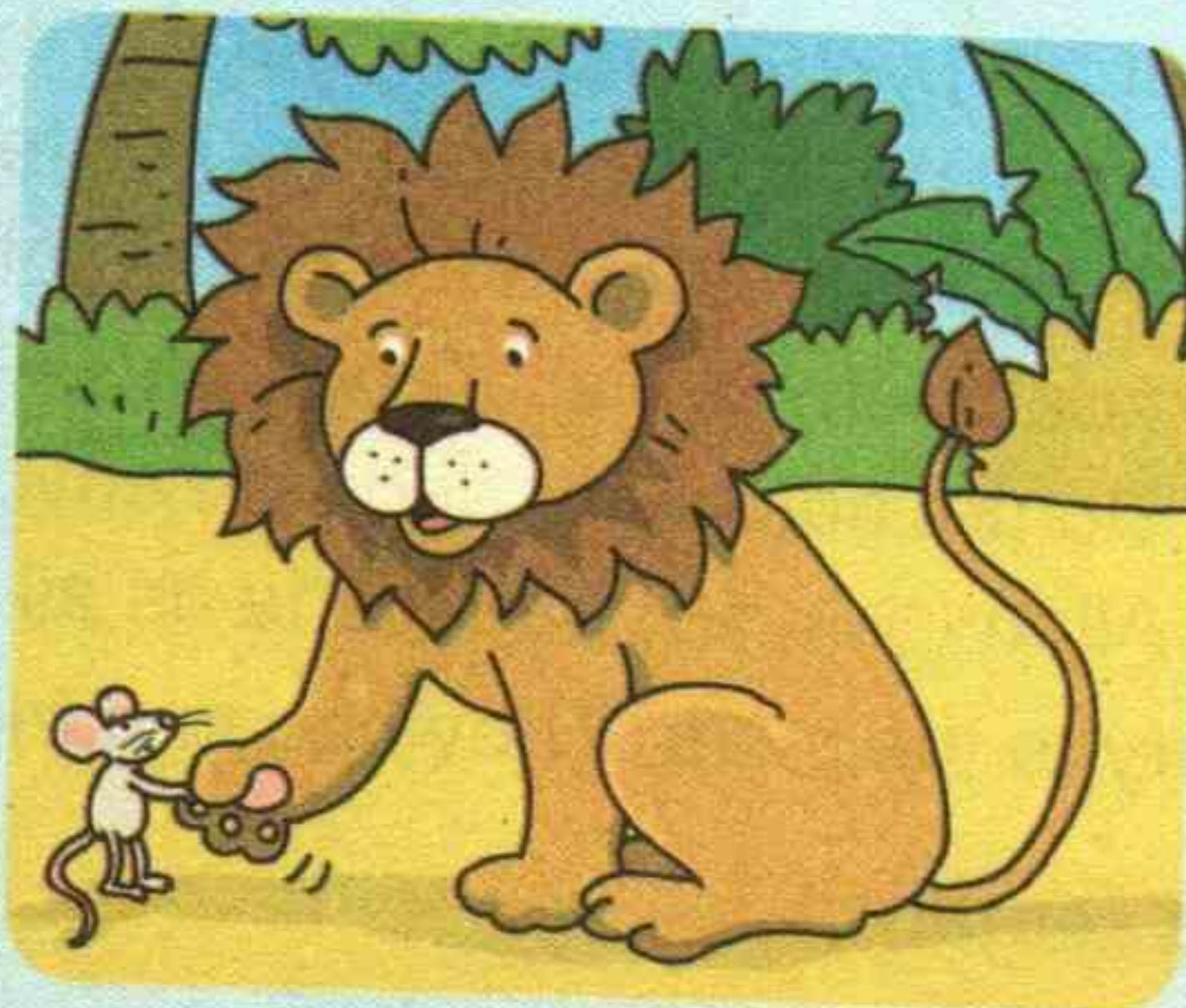




## Getting Started



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 to help one another?
- How can you be a good friend to someone?

# The Fox and The Stork

## Pre-reading

- Have you ever seen a fox and a stork? Share some information about them.

Once there were a fox and a stork living in a jungle. The fox was very clever. She always teased others. One day she decided to prank the stork. She went to his home and invited him to a treat. The stork went to her place for a meal.



The fox cunningly served the meal in flat dishes. The stork was



unable to eat because of his long beak. It was difficult for him to eat from the flat dish.



The hungry stork got angry but he did not show his anger and quickly went home. The stork had understood the scheme of the fox.

He decided to teach the fox a lesson. He invited her to dinner with him the next evening. The fox arrived happily at his place. The stork served the meal in a jar with a narrow neck. The stork easily ate all his food with his long beak, but the fox could not. She could not put her mouth into the jar. The stork said to the fox calmly, "Do not ridicule or degrade anyone for any reason. Allah (سبحانه وتعالى) has made us all equal." The fox was ashamed. She said sorry to the stork. They became friends again.



### While-reading

What will happen next?

### Post-reading

- What did you learn from this story?
- Which character of the story did you like the most? Why?



## A) Oral Communication

### 1. Learning the Sounds

### Read Me

Intonation tells us how the voice rises and falls in speaking.

### Intonation Patterns

i. Read the given rules and their sentences.

#### Rising Intonation

In yes-no questions our voice raises at the end.

Do you obey traffic rules?

#### Falling Intonation

In falling intonation our voice falls on the final stressed syllable of a phrase or a group of words.

We should follow traffic rules.

Our voice fall at the end of a statement.

Accidents can happen anywhere.



In wh- questions.

What is your name?



Model the text with correct pronunciation and intonation. Discuss the theme of story with students. A1 (i) Explain the concept of intonation. Read some sentences aloud to explain the difference between rising and falling tones.



	In commands	Do not run on roads. 
	In exclamations	That's great! 

**ii. Read the given sentences and tick the correct intonation.**

- |                                 |                |
|---------------------------------|----------------|
| • Do they follow traffic signs? | rising/falling |
| • Always walk on the footpath.  | rising/falling |
| • Why are you driving fast?     | rising/falling |
| • Hurrah! I came first.         | rising/falling |

## 2. Learning to Speak

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

**Stork:** Hello, how are you, friends (fox and monkey)?

**Fox:** I am fine. Thank you.

**Monkey:** I am also fine.

**Stork:** Where are you both going?

**Monkey:** We are going to drink water from the new pond. It is really beautiful.

**Fox:** Yes, it is.

**Stork:** Wow, I also want to go there but I am in a hurry now. By the way where is it?

**Fox:** It is to the left of the big oak tree.

**Stork:** Thank you, both of you.

**Monkey:** You are welcome.

**ii. Make a group of three students and ask them to discuss qualities of a good friend. Ask them to agree/disagree by using polite words.**



## B) Reading and Critical Thinking

### 1. Reading Comprehension

**i. Answer these questions.**

- Who decided to make fun of the stork?
- How did the fox serve the meal?
- How should we treat our friends?



A2 (i) Make pairs of students and encourage them to practise the given dialogue. Tell them how to agree or disagree politely. B1 (i) Encourage students to share answers orally.



ii. Read the given elements of a fable. Then read the story 'The Fox and The Stork' again and fill in the given boxes.

**Characters**  
The persons or animals in a story

Characters

**Setting**  
Time and place where the story happens

Setting

**Plot**  
Events that make up a story

Plot

**Conflict**  
Problem between characters

Conflict

**Resolution**  
The point when the problem between characters is resolved

Resolution

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

- The stork could not eat \_\_\_\_\_.  
a) the meal    b) lunch    c) vegetables    d) fruits
- The fox was very \_\_\_\_\_.  
a) innocent    b) cunning    c) beautiful    d) ugly
- The fox served the meal in \_\_\_\_\_ dishes.  
a) narrow    b) deep    c) flat    d) round
- The fox and stork became \_\_\_\_\_.  
a) enemy    b) friends    c) cousins    d) sisters

## 2. Analytical Reading

Read any fable and find out its moral. Write the moral in your notebook.



B1 (ii) Explain to students what a 'fable' is. Have students recall the concept of elements of a fable by giving some examples.  
B (2) Help them find a fable and write its moral.





## C) Language Focus

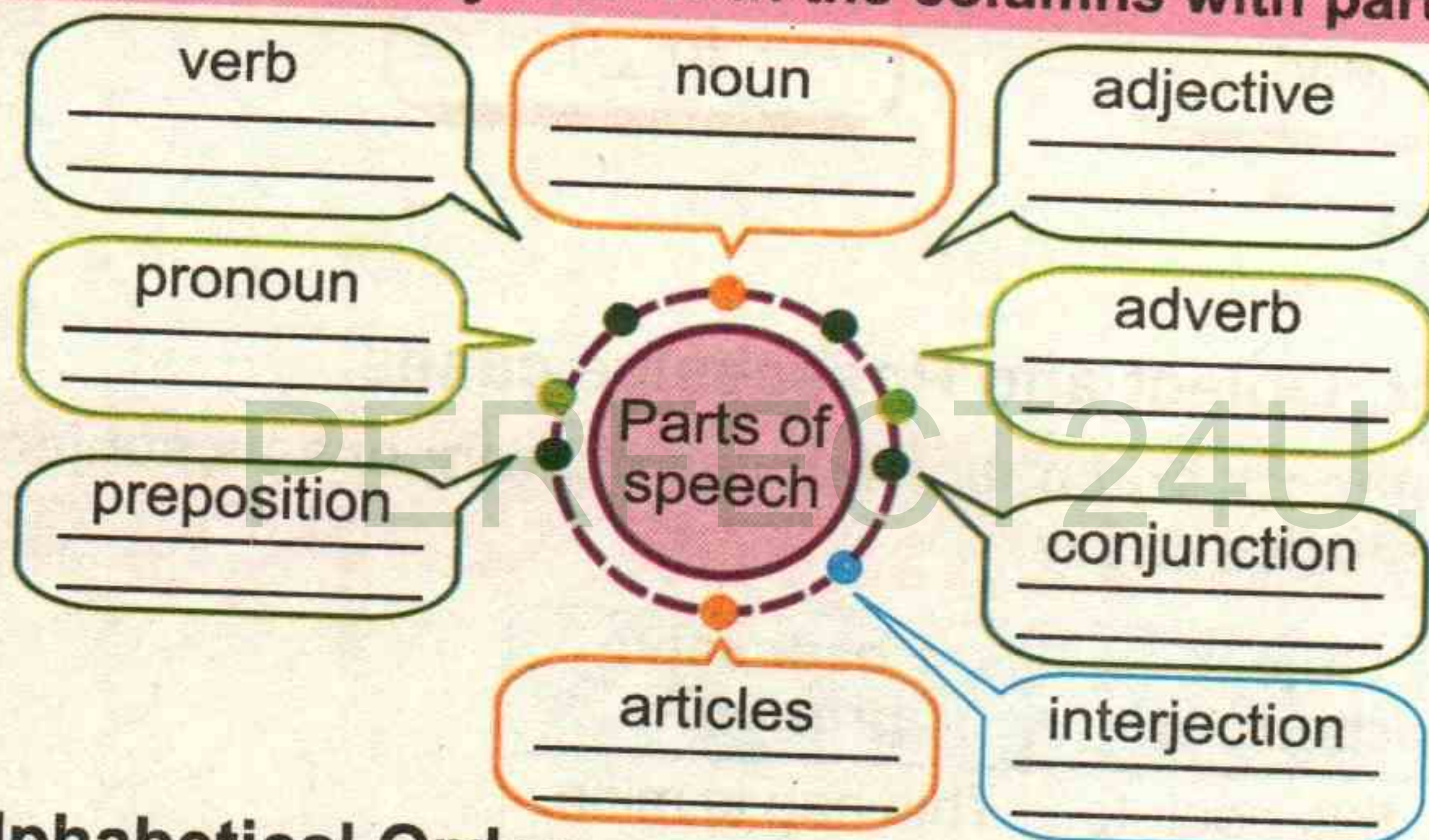
### 1. Vocabulary Building

i. Read the given words with their meanings.

clever	sharp-witted, intelligent
tease	make fun of
beak	projecting part of a bird's face
degrade	to make people feel that they have no value
prank	to play a trick

### Parts of Speech

ii. Read the story and fill in the columns with parts of speech.

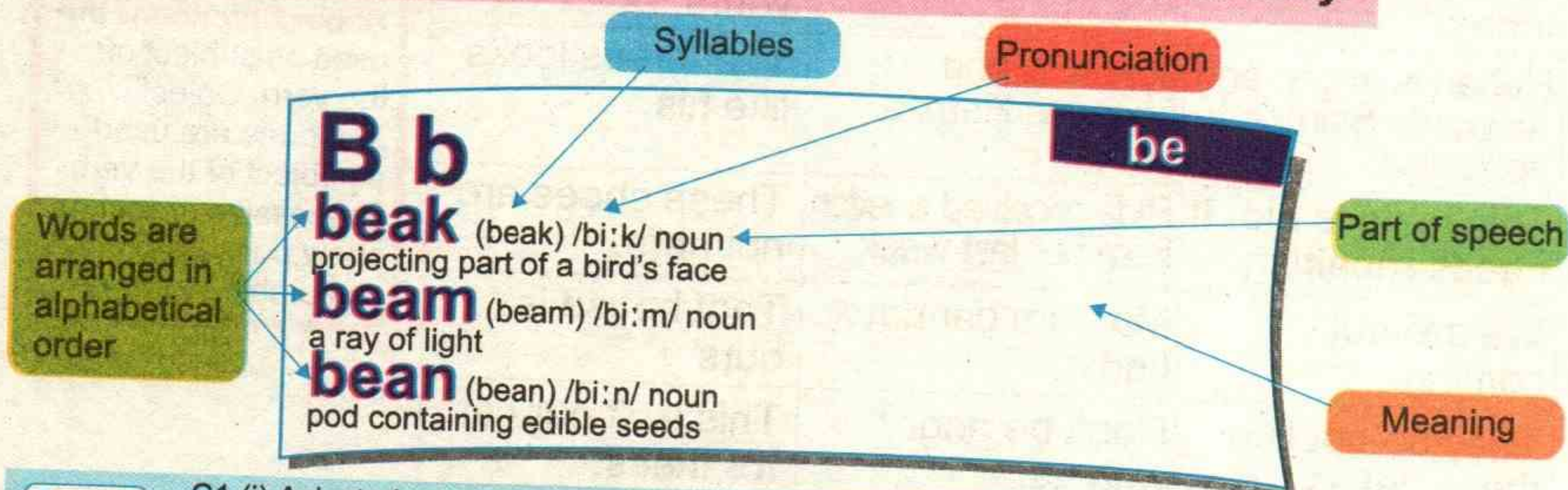


### Read Me

In English, we have nine **parts of speech**: noun, pronoun, verb, etc. They are also called word classes.

### Alphabetical Order

iii. Read the given alphabetical order of words in a dictionary.



C1 (i) Ask students to learn the vocabulary words with meanings. Encourage them to use these words in their daily conversations. C1 (ii) Have students recall the parts of speech by giving some examples. Help them recall all parts of speech. Encourage them to find them in the story. C1 (iii) Show them an English to Urdu dictionary and guide them how to use a dictionary.



iv. Arrange the given words in alphabetical order in your notebook.

pluck	degrade	favourite	ashamed	greediness
jar	cunning	narrow	place	meal

### Read Me

A **dictionary** is a reference book which helps to find the meanings of words. It has all words arranged in alphabetical order.

## 2. Learning to Spell

Fill in the missing letters. Also learn their spelling.

cu\_\_ning

sto\_\_k

s\_rang\_r

fr\_\_end

fo\_\_d

## 3. Grammar

Pronouns as Subject, Object and Possessive cases.

- i. Read the given sentences and notice the use of pronouns as subject, object and for possessive cases.

Subject pronouns	Object pronouns	Possessive pronouns
I am ten years old.	Give this book to <b>me</b> .	This bag is <b>mine</b> .
<b>You</b> look tired today.	Ali wants to talk to <b>you</b> .	This bag is <b>yours</b> .
Rehan is angry, and <b>he</b> wants Salman to apologise.	Junaid is hurt because Hamza hit <b>him</b> .	That dress looks like <b>his</b> .
This table is old. <b>It</b> needs repairing.	Rida received a letter from <b>her</b> last week.	These shoes are not <b>hers</b> .
<b>We</b> are not coming.	Maryam cannot find <b>it</b> .	That house is <b>ours</b> .
<b>They</b> do not like these cakes.	Don't be angry with <b>us</b> .	This isn't our car. It's <b>theirs</b> .

### Read Me

**Subject pronouns** are used as subject of the verb. **Object pronouns** are used as object of the verb. **Possessive pronouns** show possession or ownership.



C2 Encourage them to fill in the missing letters and learn their spelling. C3 (i) Explain the concept of three cases of pronouns in detail by giving more examples. Ask them to read the given sentences and notice the use of different cases of pronouns.



- ii. Write two subject, object and possessive pronouns each with their sentences in your notebook.

## Tenses

- iii. Read the given sentences.

### Simple Present Tense

- The fox eats grapes.
- The fox does not eat grapes.
- Does the fox eat grapes?

#### Read Me

The **simple present tense** is used for actions that take place in the present time. We use the present form of the verb to make the simple present tense.

### Present Continuous Tense

- Villagers are eating.
- Villagers are not eating.
- Are villagers eating?

#### Read Me

The **present continuous tense** is used to express an ongoing action at the time of speaking.

### Simple Past Tense

- The stork went to the fox's place.
- The stork did not go to the fox's place.
- Did the stork go to the fox's place?

#### Read Me

The **simple past tense** is used for actions that took place in the past time. We add "d" or "ed" to the present form to convert it to the past form.

- iv. Make two sentences of your own using each tense given above and write them in your notebook.

## Joining Words

- v. Read the given sentences and notice the use of joining words.

- I have two goldfish **and** a cat.
- Rida speaks French **although** she has never been to France.
- Would you prefer coffee **or** tea?
- I got wet **because** I didn't take an umbrella.
- He was **so** hungry **that** he ate all the cake.

#### Read Me

Some words are used to connect words, phrases, and sentences. These words are called **joining words**.

- vi. Use the given joining words in your own sentences.

and

although

or

because

so that



C3 (iii) Share more examples of sentences with students about the simple present tense, present continuous tense, simple past tense. C3 (iv) Help them to make two sentences each using proper tenses.



## Question Words

vii. Choose the correct words from the given word bank.

- \_\_\_\_\_ are you late today?
- \_\_\_\_\_ do you live?
- \_\_\_\_\_ is behind the door?
- \_\_\_\_\_ is your bag?

### Word bank

Which  
Where

what  
why

### Read Me

Questions words are used to ask questions.

viii. Write two questions by using the above mentioned question words in your notebook.

## Apostrophe

ix. Read the given words with their contractions.

Words	Contractions	Words	Contractions
do not	don't	they are	they're
could not	couldn't	I am	I'm

### Read Me

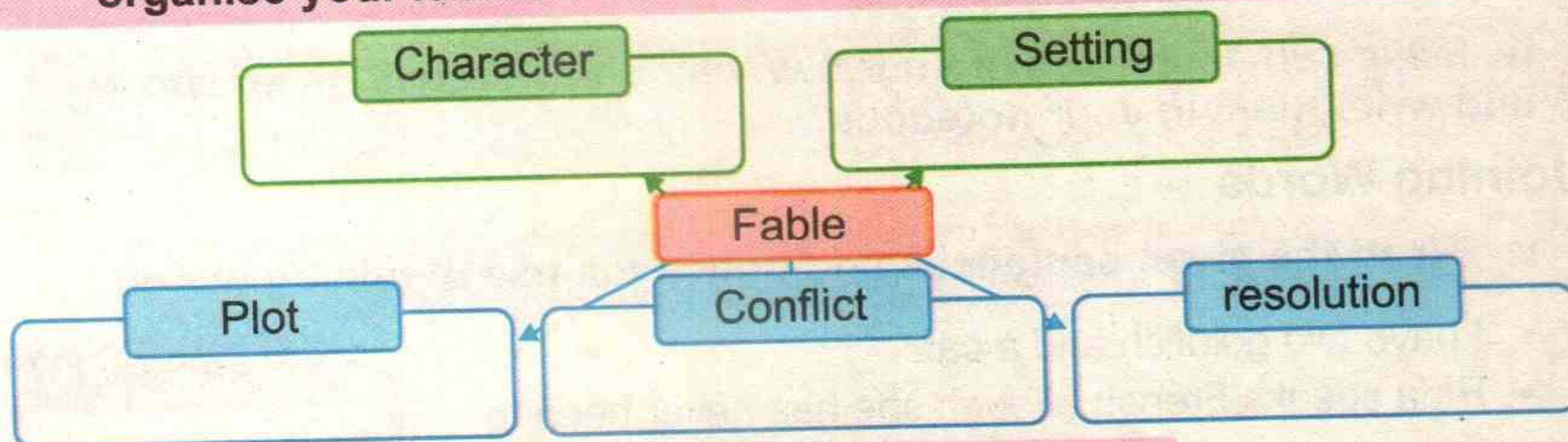
We use the **apostrophe(')** to mark the omitted letters in contractions. When we combine two words, we omit some letters.



## D) Writing

### 1. Learning to Write

i. Think of a fable of your own. Fill in the following mind map to organise your ideas.



ii. Now write your own fable using the ideas above.

### 2. Creative Writing

Write a story about how two friends revive their friendship after a quarrel.



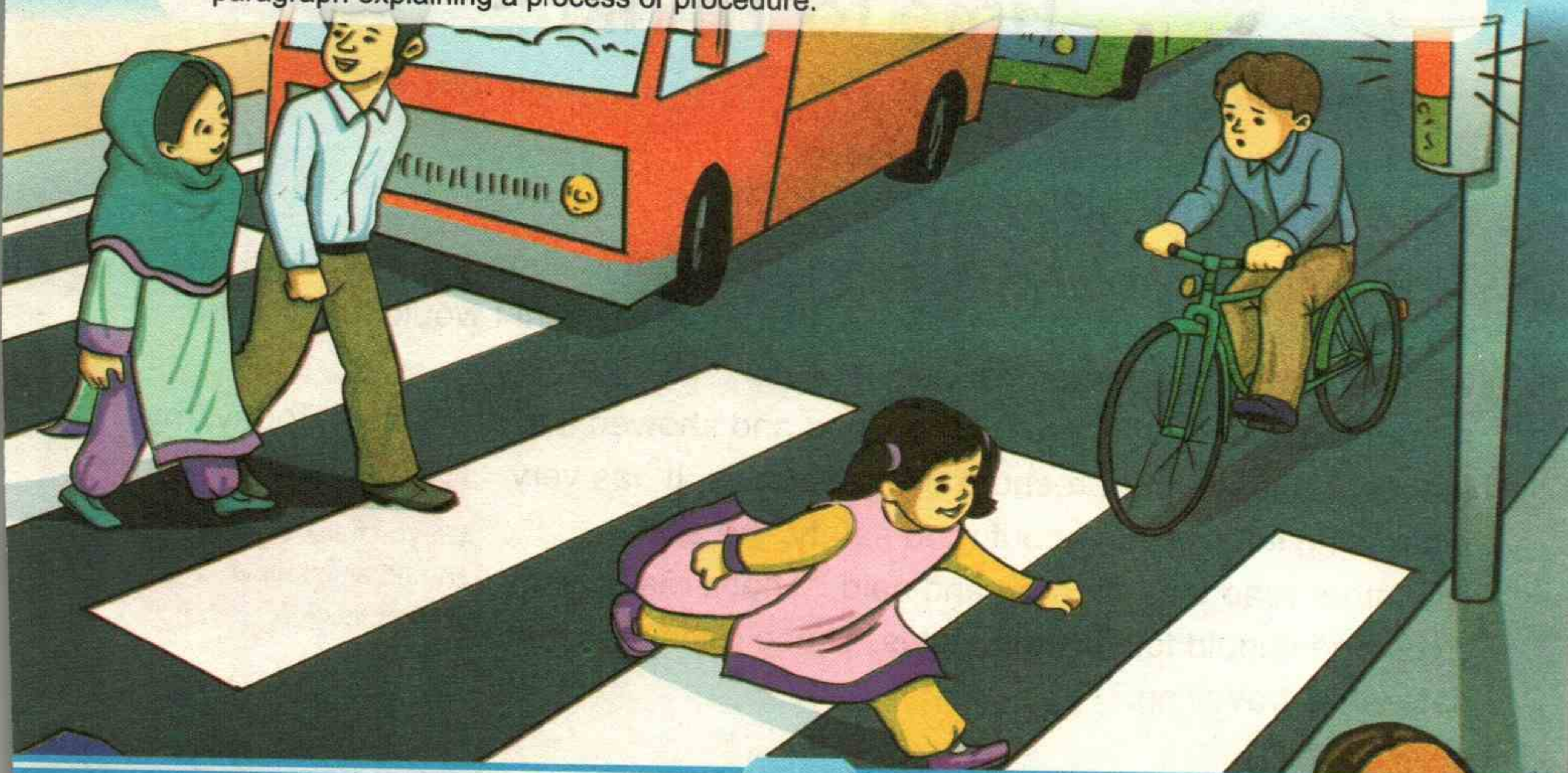
C3(ix) Explain to students that apostrophe is also used to show possession. D1 (i) Ask students to fill in the mind map with their ideas to write a fable. Help them in filling the mind map. D1 (ii) Guide them to write a fable of their own by using the ideas of the mind map. Ask them to write the fable with correct spelling and vocabulary.



## Learning Outcomes

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

- demonstrate conventions and dynamics of oral interaction in group to express needs and feelings, express joy, sadness and anger.
- pronounce the weak forms of 'of', 'for', 'or' and 'but' in simple phrases.
- apply strategies to comprehend questions for appropriate response by marking keywords, verbs and tenses in a variety of the following question types: interpretive.
- explain position and direction on a picture, photograph or a map.
- describe a series of events in a picture or an illustration.
- spell some words studied in class both orally and in writing. Take dictation of words studied in class.
- apply spelling change in plural form of regular and irregular nouns.
- construct sentences beginning with words that point to something i.e. 'this', 'that', 'these', 'those', 'it' to describe picture(s), person(s) place(s), thing(s) etc.
- recognise and use the structure of past continuous tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/ recount.
- use words such as first, second, next and then to show a sequence.
- recognise and use hyphens with common compound words.
- demonstrate the use of conventions of letter writing: address, date, salutation, body, closing.
- write a guided informal letter. Revise written work for layout, legibility, vocabulary and grammar.
- use appropriate vocabulary and tenses to write a simple paragraph by writing an expository paragraph explaining a process or procedure.

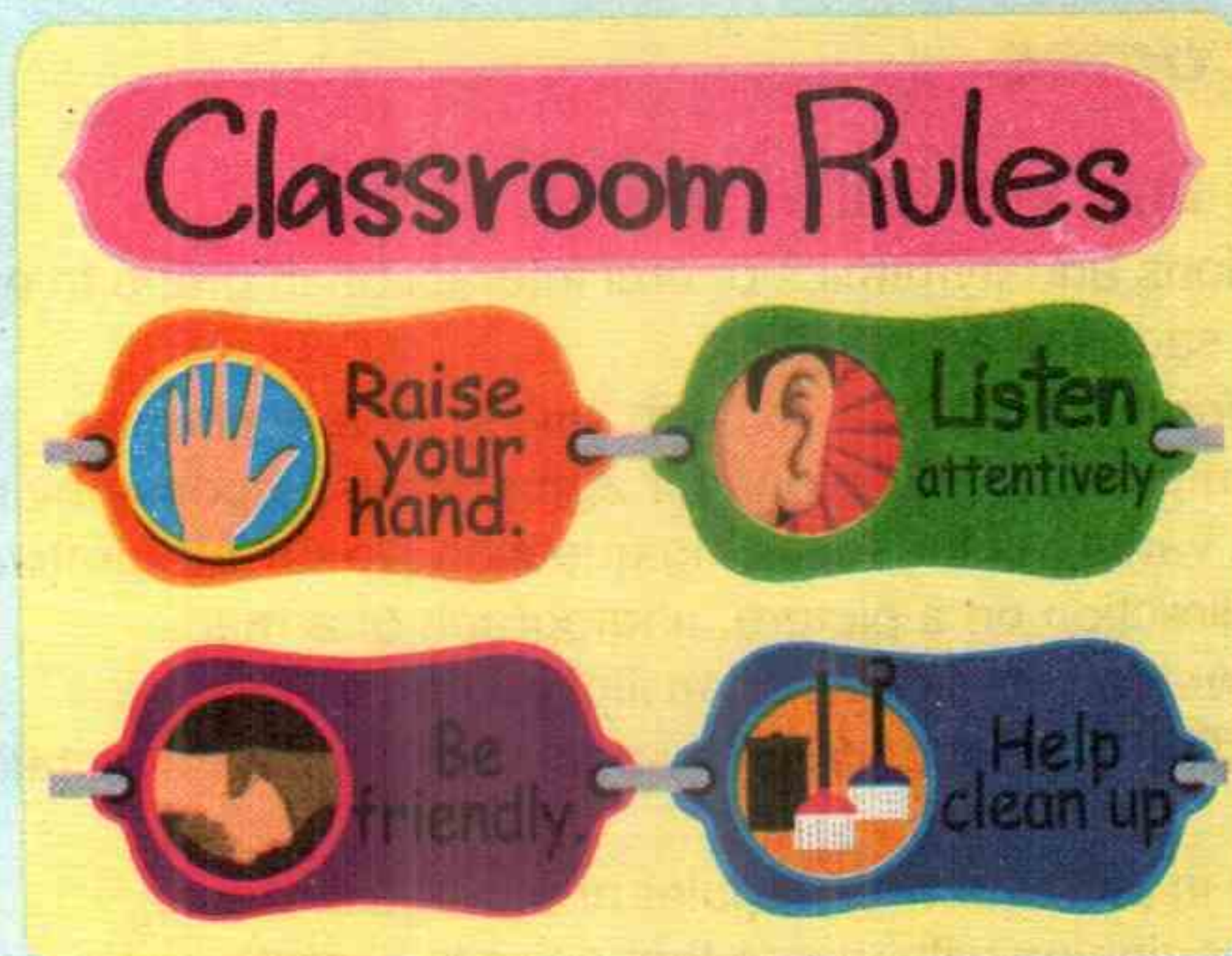






## Getting Started

Look at the chart about classroom rules and tell about some rules of your own.



## Let's Talk

- Which classroom rule is the most important? Why?
- Does every class need to follow rules? Why?
- Do we need rules at other places too? Why?

## Time to Think!

### Pre-reading

- Read the title and guess what the text is about.
- Tell the colours and the purposes of the traffic lights.

"Good afternoon, Dad! I have something important to show you," Ahsan said while taking off his school bag. "Good afternoon, my son! I would love to see what you have," his father replied.

Ahsan took out a brochure from his bag and showed it to his father. "Today, my teacher gave me this brochure on traffic rules. It has very interesting information about road safety," he said.

His father read the brochure and said, "That's really nice. Everyone should follow traffic rules. These rules make us safe while travelling."

### While-reading

Do you think cyclists should also follow traffic rules?



**When travelling  
in cars**



Fasten your seatbelt.



Always sit quietly in  
the back seat.



Always get out on the  
kerb side of the car.

**When walking to  
and from school**



Avoid crossing between  
parked cars.



Follow traffic signals.



Obey traffic police.



Cross only at zebra crossing.  
Always walk and never run.



Look to your left and right  
before crossing the road.

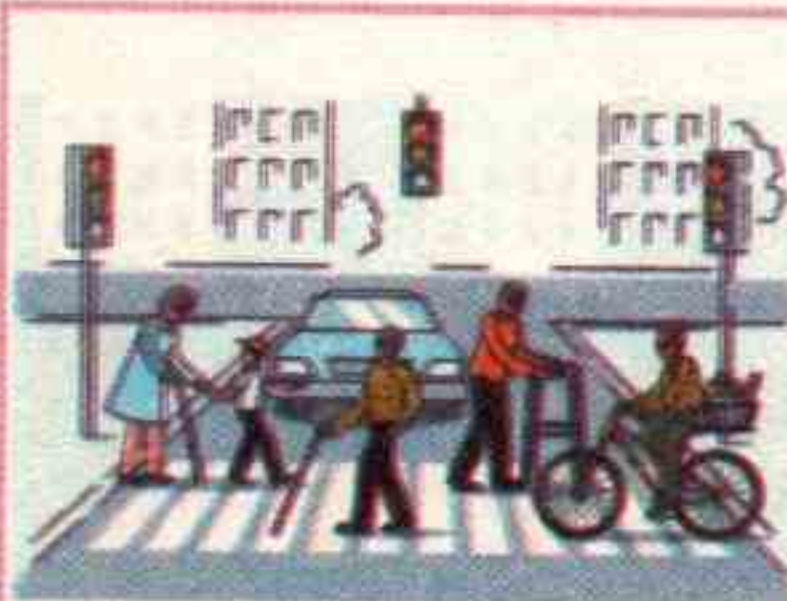


Watch for turning  
vehicles.

**When cycling  
to school**



Wear a helmet.



Use zebra crossing while  
crossing the road.



Obey the traffic rules.



Model the story by reading it with correct pronunciation and intonation. Explain the theme of the story to students. Explain and discuss the theme of the lesson.



"Yes, you are right. But everyone doesn't follow the rules. There is always a traffic jam in front of my school," said Ahsan. "Strange! Is there no traffic police there?" his father asked. "I don't think so. I have never seen anyone there," explained Ahsan. "That's not good. We should inform the traffic police about this issue. As a good citizen, it is our moral duty to help the police by informing them about traffic issues. Come, let's write a letter. I will help you to write it," said his father. Here is the letter that Ahsan wrote to the head of traffic police.

Ahsan  
House No. 123, Sector A,  
Islamabad.

Writer's address

Inspector General  
Traffic Police Headquarters,  
Islamabad.

Receiver's address

22 February 2018

Date

Respected Sir,

Salutation

Body

I am writing this letter to inform you about the traffic jam issue in front of Little Primary School. Nobody follows the traffic rules because there is no traffic police on this road. I often get late for school due to this traffic jam. I also observe many people violating safety rules on the road. They risk their lives and create problems for others as well.

I request you to solve this issue to help the citizens of this area.

Yours sincerely,

Ahsan

Signature



Explain traffic rules to students. Guide them that they should always get permission from their parents before going somewhere. Tell them that they should never take food from strangers. Explain to them that this is a formal letter. Discuss its features with them.



## Post-reading

- How do traffic rules help us?
- Have you ever experienced a traffic jam? Did you try to find a solution? Share your experience in a few lines.



## A) Oral Communication

### 1. Learning the Sounds

#### Weak Forms

i. Pronounce the weak forms of 'and', 'of', 'or' and 'but' in the given sentences.

- We need some sugar **and** tea leaves.
- The food is tasty **but** the quality is not good.
- Is this for us **or** for them?
- That's part **of** the problem.

ii. Say sentences of your own using the above weak forms.

### 2. Learning to Speak

i. Read and practise the given dialogues.

**Saad:** Assalamu Alaikum, Usman. Where are you going?

**Usman:** Wa Alaikum Assalaam. Actually, my grandfather is not feeling well. I'm going to get medicine for him.

**Saad:** Oh, sad to know. Don't worry. He'll get well soon.

**Usman:** Thank you. Where are you going?

**Saad:** My brother needs watercolours for his painting. I'm going to buy them.

**Usman:** Ok. Take care!

#### Read Me

**Weak forms** are syllable sounds that become unstressed in speech, for example 'of', 'and', 'or', 'but'.



Have them read the given questions and answer them orally. A1 (i) Model the given sentences varying the intonation patterns. A2 (i) Have students role-play the given dialogue.



**Sara:** You look so happy. What happened?  
**Amna:** I am going on a study trip with my school.  
**Sara:** That's great!  
**Amna:** But my best friend is not going with me.  
**Sara:** Why?  
**Amna:** Because she didn't get permission from her parents.  
**Sara:** Oh, I hope you enjoy your trip.  
**Amna:** Thank you!

ii. Read the dialogues given above and express your needs, joy, sadness and anger.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

- What was the brochure about?
- To whom did Ahsan write the letter and why?
- Write a few sentences about traffic position in your city.

#### Read Me

Keywords, verbs and tenses used in a question can help us a lot to identify the question type. An **interpretive question** has more than one answer that can be explained with the help of examples from the text.

ii. Look at the picture and read the sentences. Notice the use of prepositions.

- The family is standing **in front** of the camp.
- Clouds are **above** the mountains.
- Ali is sitting between his mother and father.
- The trees are **behind** the tent.
- The boys are standing **next to** the camp.



B1 (i) Encourage students to answer the questions orally. B1 (ii) Explain to them the concept of preposition. B1 (ii) Have them recall the concept of position words.



iii. Look at the picture. Use the given position words to describe the picture and write them in your notebook.

in    on    between    under    in front of    behind    right    left



iv. Describe the pictures in sentences of your own in your notebook.



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

- Ahsan took out a/an \_\_\_\_\_ from his bag.
  - a) English book    b) brochure    c) poetry book    d) storybook
- The brochure was about \_\_\_\_\_ rules.
  - a) special    b) scientific    c) religious    d) traffic
- The traffic rules make us safe while \_\_\_\_\_.
  - a) travelling    b) playing    c) reading    d) hiking
- Ahsan wrote a/an \_\_\_\_\_ to the head of the traffic police.
  - a) invitation    b) essay    c) application    d) letter



B1 (iv) Encourage students to describe the given pictures in their own sentences. B1 (v) Have them read the lesson again and fill in the blanks with the correct choices.



## 2. Analytical Reading

Use the internet or magazines and write about how you can become a good citizen.



### C) Language Focus

#### 1. Vocabulary Building

i. Read the given words with their meanings.

citizen	a person living permanently in a particular society or country
headquarters	main offices
traffic police	a police official who controls traffic
walker	a person who walks, especially for exercise or enjoyment

#### Spellings

ii. Read and spell the given words.

travelling

brochure

strange

traffic

citizen

enquired

inform

vehicles

#### Spelling Change in Plural Form

iv. Read the given regular plurals.

Adding 's'		Adding 'es'		Adding 'ies'	
car	cars	bus	buses	story	stories
house	houses	match	matches	party	parties



C1 (i) Ask students to learn vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (iv, v) Explain to students the concept of regular and irregular nouns by giving examples.



**v. Read the given irregular plurals.**

Singular	Plural	Singular	Plural
goose	geese	mouse	mice
wolf	wolves	ox	oxen
man	men	tooth	teeth

**vi. Change the given nouns into plurals and write them in your notebook.**

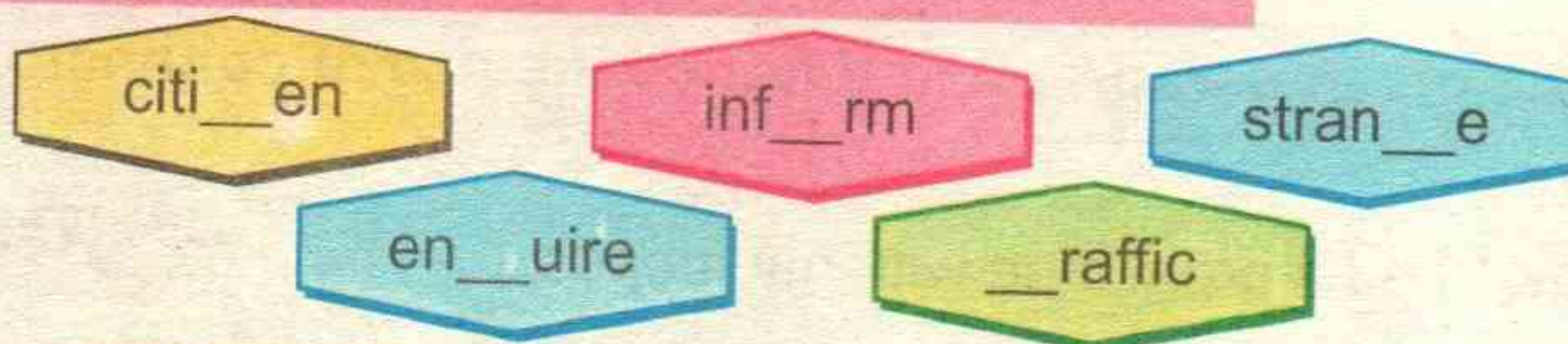
child		
book		
calf		
foot		
city		

**Read Me**

We add -s to most singular nouns to make plural nouns. Some words require -es at the end to convert them to plural nouns. These words end in -s, -x, -ch and -sh. Some words that end in -o also require -es at the end to change them to plural nouns. Words that end in -y which follow consonant are converted to plural nouns by replacing -y with -i and adding -es to the end. Irregular nouns do not follow any particular rule to change to plural nouns.

**2. Learning to Spell**

Fill in the missing letters to complete the words.



**3. Grammar**

**Pointing Words**

i. Read the given sentences and notice the use of pointing words.

- **This** is my favourite breakfast.
- **That** dress is beautiful.
- I like **these** vases.
- **Those** apples are very juicy.

**Read Me**

**This, that, these** and **those** are used with nouns to refer to people or things. We use 'this' and 'these' for people or things close to us. We use 'that' and 'those' for people or things away from us.



C1 (iv, v) Explain to students the concept of regular and irregular nouns by giving examples.  
C2 Ask students to fill in the missing letters by themselves.



ii. Make sentences using each pointing word.

## Past Continuous Tense

Read the given sentence structures for the past continuous tense.

### Read Me

The **past continuous tense** is used to express an ongoing action in the past time.

Affirmative:	Subject + was/were + base form of verb + -ing + object.
Negative:	Subject + was/were + not + base form of verb + -ing + object.
Interrogative:	Was/Were + subject + base form of verb + -ing + object?

iii. Read the given sentences.

- Sahar and Sofia were playing.
- He was not writing a letter.
- We were getting late for the flight.
- They were running a race.
- Was Salma going to Karachi?

iv. Make two affirmative, negative and interrogative sentences each using the past continuous tense.

## Connectors

v. Read the given paragraph and notice the use of connectors.

Yesterday, I had a great time with my friends.

**Firstly**, I met them in a park. **Secondly**, I bought a beautiful scarf for my sister then I went out to have dinner with my family. **Finally**, I returned home and completed my speech for the speech competition.

### Read Me

**Connectors** are used to show the order in which things happen. 'First', 'secondly' and 'then' are some connectors.

vi. Write a short paragraph using connectors to show the sequence of your daily routine.



C3 (iii) Have them read the structure of the past continuous tense. C3 (v) Ask students to read the paragraph and notice the use of connectors.



## Hyphens

vii. Read the following rules of using hyphens with examples.

Uses of Hyphens	Examples
to make compound numbers	The building has twenty-one floors.
to join two words	Ahsan is a good-looking boy.
between the numbers in a fraction	He ate one-fourth of the bread.

viii. Hyphenate the given words correctly. Then make sentences of these words.

wellknown

thirtytwo

mindblowing

fourminutes



### D) Writing

#### 1. Learning to Write

i. Write a letter to your friend and share some traffic and safety rules for pedestrians.

ii. Read the given expository paragraph.

My grandfather has given me a computer as a present. I am about to set up my new computer. There are so many different parts! I don't know where to start. The instruction manual can help me. It tells what each part is and how to attach it. I will follow the instructions step by step.

**First**, I will connect the monitor and the (CPU). **Next**, I will connect the keyboard, mouse and speakers. **Then**, I will turn on the computer.

iii. Write a short expository paragraph on how to pack your bag for a trip.

#### 2. Creative Writing

How do you follow traffic rules in your life. Share your experience briefly.



C3 (vii) Explain to them the concept of the hyphen by giving examples. Encourage them to share more examples. D1 (i, iii) Help students write a paragraph and a letter on their own. Ask them to write the letter and paragraph with correct spelling, punctuation and vocabulary.



## Unit 13

# Little Things

### Learning Outcomes

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

- practise and use appropriate tone and non-verbal cues for different communicative functions.
- produce in speech, appropriate patterns of rhythm, stress and intonation in the English language by listening to stories and poems read aloud in class.
- recite poems with actions.
- read and use symbols and directions in a picture/story map.
- apply spelling change in regular verb forms.
- illustrate the use of question words learnt earlier. Identify and use question words when, how many, and how much, etc.
- recognise and use the structure of the future simple tense for expressing actions in the future.
- identify and make simple sentences to show instructions, commands, and strong feelings.
- respond to, and ask simple questions starting with do and does.
- identify and write the central idea of a given poem in simple language.
- list rhyming words and write a poem.
- revise written work for layout, legibility, vocabulary and grammar.

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## Getting Started



Look at the picture and identify the different items used to shelter from rainwater.



## Let's Talk

- What do you wear if you have to go out in the rain?
- What do you like to eat on a rainy day?
- Which game do you like to play while it rains?



# Little Things

## Pre-reading

- Read the title and tell what the poem can be about.
- How little things make a person happy?

Little drops of water,  
Little grains of sand,  
Make the mighty ocean  
And the pleasant land.

So the little moments,  
Humble though they may be,  
Make the mighty ages  
Of eternity.

So the little errors  
Lead the soul away,  
From the paths of virtue  
Into sin to stray.

Little deeds of kindness,  
Little words of love,  
Make our earth an Eden,  
Like the heaven above.

## While-reading

What do you understand  
by the word 'little'?

Julia A. Carney

## Post-reading

- Explain the last stanza of the poem in your own words.
- Write five lines on an act of kindness done by you to anyone and its result.



Model the poem by reading it with correct pronunciation and intonation. Discuss the theme of the poem. Tell students that the poem highlights the importance of little things. Explain to them that little things are not useless. We should not look down upon little things. Everything has its importance, no matter how little it may be.





## A) Oral Communication

### 1. Learning the Sounds

#### Stress, Rythm and Intonation

- i. Read the given stanza with correct pronunciation.

Now another day is breaking.  
Sleep was sweet and so is waking.  
Dear Lord, I promised You last night  
Never again to sulk or fight.

#### Read Me

**Stress** is the emphasis placed on syllable in words. **Rhythm** is the repeated pattern of sounds and movements. **Intonation** is the rise and fall of the voice while speaking.

### 2. Learning to Speak

- i. Look at the given signs and read what they say.



celebration



angry



consoling

#### Read Me

**Non-verbal communication** is when we use different body parts and gestures to communicate our feelings and emotions.

- ii. Get students into pairs and have one student perform an action or express an emotion and ask the other student to guess the action or emotion by looking at his/her body language.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

- i. Answer these questions.

- Find and write pairs of rhyming words in the poem.
- Share any incident from your life in which you showed kindness to anyone.



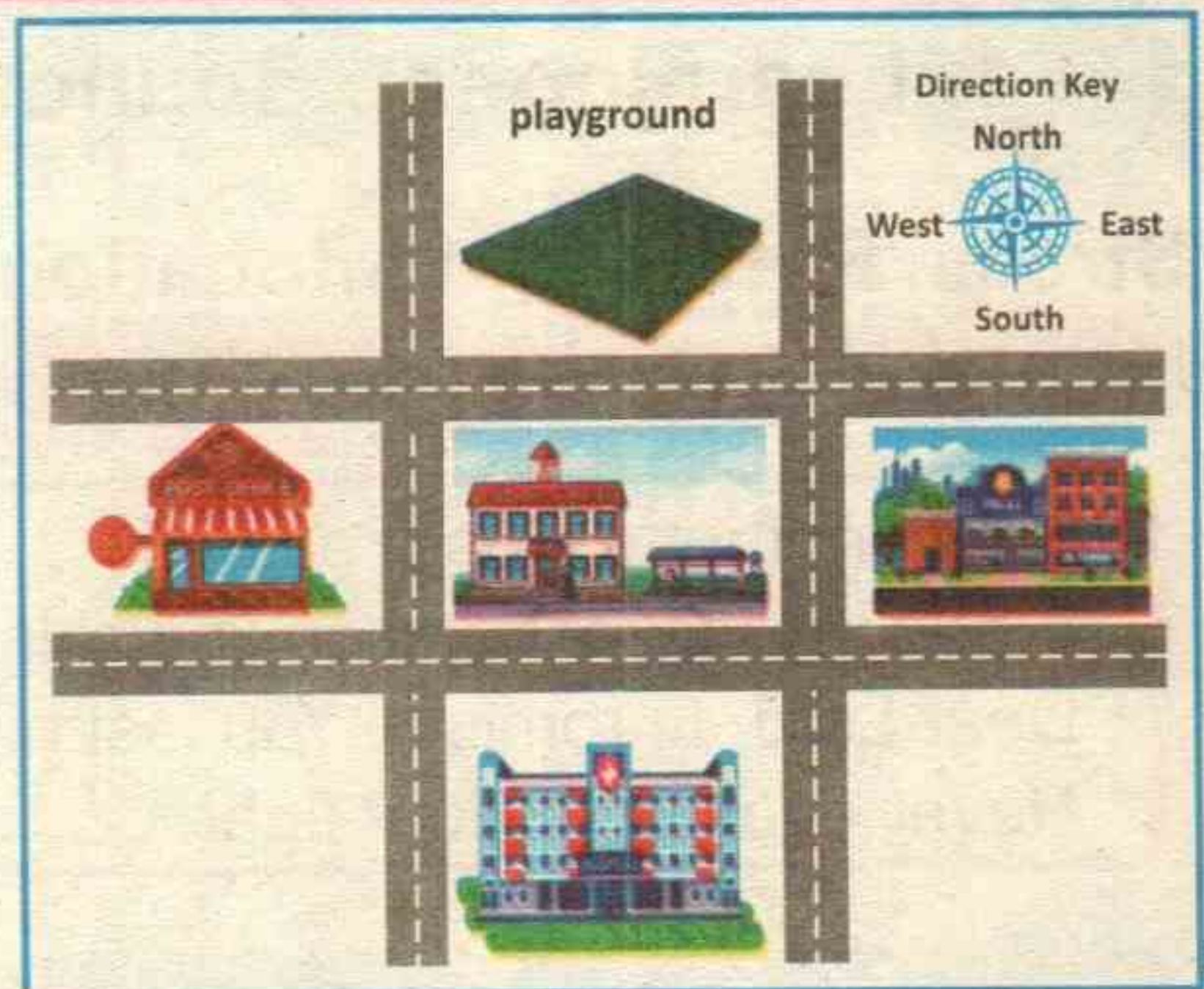
A1 (i) Explain the concept of rhythm, stress and intonation to students and encourage them to read the given stanza of a poem aloud. A2 (i) Ask them to practise different ways of non-verbal communication given above. Explain to them that the tone is the way we speak. Tone and non-verbal communication are different ways to convey messages.



- What is the message of the poem 'Little Things'?

**ii. Read the given map and write the correct directions using the direction key.**

- Direction of the post office from the school  
\_\_\_\_\_
- Direction of the hospital from the playground  
\_\_\_\_\_
- Direction of the playground from the hospital  
\_\_\_\_\_
- Direction of the police station from the post office  
\_\_\_\_\_
- \_\_\_\_\_



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

- The poem 'Little Things' is written by \_\_\_\_\_.  
a) Evaleen Stein b) Ann Taylor c) Julia A. Carney d) Elizabeth Bishop
- The poem highlights the importance of \_\_\_\_\_.  
a) big things b) bad things c) good things d) little things
- Little grains of sand make the pleasant \_\_\_\_\_.  
a) sea b) land c) lake d) river
- An ocean is made up of little drops of \_\_\_\_\_.  
a) water b) juice c) milk d) rain

## 2. Analytical Reading

Use the internet and read about different rivers in Pakistan. Collect some interesting facts about them and share them with your classmates.



## C) Language Focus

### 1. Vocabulary Building

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

eternity

infinite or unending time



B1 (iii) Encourage students to read the lesson again and fill in the blanks with the correct options.  
C1 (i) Ask students to learn vocabulary with meanings. Ask them to use these words in their conversation.



pleasant	giving sense of enjoyment
mighty	strong and powerful
stray	to wander
virtue	a good act

## Regular Verb Forms

ii. Read the given regular verbs.

Base form	Past	Past Participle
allow	allowed	allowed
behave	behaved	behaved
jump	jumped	jumped
talk	talked	talked

### Read Me

Past and past participles of **regular verbs** are formed by adding '-d' and 'ed'.

iii. Write the past and the past participles of the given verbs.

Base form	Past	Past Participle
enjoy		
kick		
need		
punish		

## 2. Learning to Spell

\* Circle the correct spelling in each row.

myghty	mighty	mighti
eternity	aternity	iternity
heavan	heaaven	heaven
virtuee	virtue	vartue
pleasant	pleasantt	pleasant



C1 (ii) Tell students that we add 'd' or 'ed' to the end of regular verbs. Encourage them to share more examples of regular verbs.



### 3. Grammar

#### Question Words

i. Fill in the blanks using the correct wh-question words.

- \_\_\_\_\_ is your new school?
- \_\_\_\_\_ storybook is yours?
- \_\_\_\_\_ is your favourite game?
- \_\_\_\_\_ are you looking so happy?
- \_\_\_\_\_ is absent today?

#### Read Me

Question words are used to ask questions.

ii. Read the given sentences and notice the use of some other question words.

Question Words	How to use	Example
When	It is used to ask about time or any occasion.	When will you go to Dubai?
How many	It is used to ask about the number of countable nouns.	How many people work in his company?
How much	It is used to ask about quantity, price of uncountable nouns.	<b>How much</b> sugar would you like in your tea?

iii. Write two questions by using each given question word.

#### Simple Future Tense

The sentence structure of the simple future tense is given below:

Affirmative:	Subject + will/shall + base form of verb + object.
Negative:	Subject + will/shall + not + base form of verb + object.
Interrogative:	Will/shall + subject + base form of verb + object?

#### Read Me

The **simple future tense** refers to actions and events that will happen in the future time.



C3 (i) Have students recall the concept of question words. Introduce new question words with examples. C3 (iv) Ask them to read the structure of the simple future tense. Encourage them to share more examples.



#### iv. Read the given sentences.

- They will buy a new car at the end of this month.
- She will not go to school tomorrow.
- It will rain tomorrow.
- Will he plan to start a new business?
- I will play football with my friends.
- The student will not appear in the exams this year.

#### v. Make five sentences of your own using the simple future tense in your notebook.

### Kinds of Sentences

#### vi. Read the instructions, commands and exclamatory sentences given below.

#### Instructions

- Fry the onion for 5-7 minutes.
- Take your medicine before sleeping.
- Read the given non-verbal cues.

#### Commands

- Clean your room.
- Drink juice.
- Please sit down.

#### Exclamatory Sentences

- What a lovely waterfall!
- You won a gold medal!
- What a cold day!

#### Read Me

**Command sentences** are used to give commands. We use a full stop at the end of these sentences.

These sentences are also called imperative sentences.

**Instructional sentences** give instructions on how to do things. These sentences end in a full stop.

**Exclamatory sentences** show sudden feelings and emotions. They end with an exclamation mark.

#### vii. Tick (✓) the correct options for the given sentences.

- Do your chores after breakfast.

Command

Exclamatory

Instruction



C3 (vi) Explain the different kinds of sentences (instructional, command and exclamatory) to students. C3 (vii) Encourage them to tick the correct types of sentences.



- Serve drinks with the meal.

Command

Exclamatory

Instruction

- Wow, what a lovely dress!

Command

Exclamatory

Instruction

## Questions

viii. Read the given questions and notice the use of 'do' and 'does'.

Questions	Answers
Do you play hide and seek?	Yes, I play hide and seek.
Do they live in Karachi?	No, they don't.
Does she like Italian food?	Yes, she likes it very much.
Does he work in a bank?	Yes, he does.

### Read Me

**Do** and **does** are also used at the start of a sentence to ask a question. Such questions end with a question mark (?).

ix. Write four questions of your own using 'do' and 'does' in your notebook.



## D) Writing

### 1. Learning to Write

i. Read the central idea of the poem 'Little Things'.

The poem 'Little Things' highlights the importance of little things. It teaches us that little things are not useless. Therefore, we should ignore little things. Everything has its importance, no matter how little it may be.



C3 (viii) Tell them that 'do' and 'does' are also used at the start of a sentence to ask questions. Encourage them to share more examples from their surroundings. D1 (ii) Guide students through writing the central idea of the poem.



ii. Now write the central idea of the third stanza in your notebook.

## 2. Creative Writing

List four pairs of rhyming words and use them to write a simple poem about your favourite thing (e.g. toys, books).

Rhyming words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Poem  
My Favourite Thing

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



D2 Encourage students to brainstorm four pairs of rhyming words and write a poem about their favourite things. Ask them to revise their work for correct layout, legibility, vocabulary and grammar.



## Review - 4



### A) Oral Communication

#### 1. Learning the Sounds

Read the given sentences and mark the sentences with rising (↗) or falling (↘) intonation.

- Do you brush daily? (      )
- Where is your school? (      )
- We should obey our parents. (      )
- Hurrah! We have won the match. (      )

Look at the given signs and write what they say.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hold a discussion on how students will respond to a stranger trying to be friendly with them. Ask them to express their feelings.



### B) Reading and Critical Thinking

#### 1. Reading Comprehension

Answer the given questions.

- Why did the fox invite the stork to his house?
- Write any three traffic rules.
- Why should we respect others?

Write two examples for each given part of speech.

Noun

Verb

Pronoun

Adjective

Adverb

Preposition

Conjunction





## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

harsh

degrade

jogger

stranger

mighty

Read the given sentences carefully and write their correct tense.

- The fox is making prank on the stork.
- Did the children sleep late?
- Ahsan takes out the brochure.
- They will visit your house soon.
- Ali was talking with his friend.

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Rewrite the given sentences by adding the hyphen correctly.

- This building has thirty four floors.
- He has eaten one fourth of this cake.
- He is a well known artist.

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Write sentences for each given kind in your notebook.

Instruction

Command

Exclamatory sentence

Fill in the blanks by using suitable connectors.

Sunday was a great day. I spent that day with my friends. \_\_\_\_\_, we visited the National Museum with my father. \_\_\_\_\_ we went to the nearby park and played cricket. \_\_\_\_\_, we ate pizza and fries in the evening.



## D) Writing

### 1. Learning to Write

Make a mind map about the given topic. Write a story with the help of the mind map in your notebook.

A Brave Girl



# Authors Profile

## **Ms Naheed Ahmed**

Ms Naheed Ahmed is privileged to have a diversified experience of teaching, training, mentoring, and book writing for almost two decades. For the past 7 years, she has been serving as content head and Senior Manager of Research and Development. She has other degrees in her hand but M.A TEFL makes her prominent in the field of education. She herself, has written many books on her own accord and many Series have been written and published under her supervision too. She has also been a part of other government projects for the development of curriculum and textbooks at various levels including the development of a Single National Curriculum (SNC) and the development of English Primary Series (2018) for the Federal Directorate of Education.

## **Ms Shazia Manzoor**

Ms Shazia Manzoor has been providing services in the field of education for the last 8 years. Her MS in Management from UET, Masters in English and B.Ed. from Education University, Master in Information and Operation Management from Punjab University, PGD in TEFL from AIOU altogether with her versatile experience has enabled her to create multidiscipline materials for students. She has a rich experience in curriculum and textbook development. She has also got an opportunity to work with government bodies for the development of curriculum and textbook at various levels including the development of Single National Curriculum (SNC) and the development of English Primary Series (2018) for the Federal Directorate of Education.