

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

ENGLISH

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PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE



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INTRODUCTION VOWELS



What does every word have in common? Every word has a **vowel**.

The letter **a, e, i, o, and u**, are called vowels.

All letters that are **not** vowels are called consonants.

Exercise

How many vowels?

Count the number of vowels that are in each word and write it in the box.

Example

School

2

bat

write

lion

teacher

pen

eat

house

question

dog

Pakistan

SHORT VOWELS



All letters in all words do not make the same sound. A vowel can sound in two ways, which is why there are **short vowels** and **long vowels**.

Say the letters **a**, **e**, **i**, **o** and **u** aloud. Listen to the sound coming out of your mouth.

Short vowels have a sound that is **different** from the way the letter actually sounds.

Examples

ant



fat



hot



SHORT VOWELS

THE SHORT /a/ SOUND



Do you remember the sound of "a" in "ant", "apple", "cat", "jam" and "black"? This sound is called the short "a" sound.



Read these words aloud and listen to the short /a/ sound in them.

van hand stamp hammer subtract
bar pant match travel thanked
add lamp stand happen scratch



Rearrange these letters to make six new words with the short /a/ sound.

npa



tjcake



plpea



gab



wahle



tah



SHORT VOWELS

THE SHORT /e/ SOUND



Do you remember the sound of "e" in "egg", "bed", "pen" and "tent"? This sound is called the short "e" sound.



Read these words aloud and listen to the short /e/ sound in them.

end	send	heavy	health	excellent
hen	best	dress	forget	weather
bed	head	spent	length	entertain



Rearrange these letters to make six new words with the short /e/ sound.

sten



nme



netpeahnl



etn



wbelo



nceptl



SHORT VOWELS

THE SHORT /i/ SOUND



Do you remember the sound of "i" in "tin", "igloo" and "sick"? This sound is called the short "i" sound.



Read these words aloud and listen to the short /i/ sound in them.

bin	fish	drink	zipper	spinach
pig	mix	spilt	spring	biscuit
lip	big	blink	winter	scissors



Rearrange these letters to make six new words with the short /i/ sound.

hcnl



chwti



inp



hikcc



dli



xsi



SHORT VOWELS

THE SHORT /o/ SOUND



Do you remember the sound of "o" in "cot", "socks", "hospital" and "watch"? This sound is called the short "o" sound.



Read these words aloud and listen to the short /o/ sound in them.

hot	shop	collar	cotton	problem
dog	frog	sorry	opposite	octopus
top	drop	clock	forget	swallow



Rearrange these letters to make six new words with the short /o/ sound.

tlotbe



oldl



rgaeno



tofo



xfo



opt



SHORT VOWELS

THE SHORT /u/ SOUND



Do you remember the sound of "u" in "cup", "dull", "truck" and "pumpkin"? This sound is called the short "u" sound.



Read these words aloud and listen to the short /u/ sound in them.

sun	such	touch	double	hundred
cut	crush	under	brush	upstairs
run	thump	rough	jungle	understand



Rearrange these letters to make six new words with the short /u/ sound.

gum



epurmi



rabulmle



pyupp



sbu



ghu




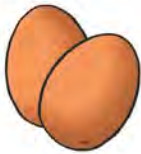
SHORT VOWELS

Practise saying these words aloud.

a	e	i	o	u
 apple	 bell	 fish	 sock	 nut
 cat	 belt	 king	 box	 bug
 hat	 pet	 sit	 hot	 sun

Exercise

 Fill in the words with the correct short vowel sound. Say the words aloud.



_ ggs



p _ n



fl _ g



cl _ ck



b _ s



b _ t

LONG VOWELS



Long vowels have a sound that is exactly the **same** as the letter actually sounds.

Examples

cake



key



tie



coat



LONG VOWELS

THE LONG /a/ SOUND



Do you remember the sound of "a", in "tape", "create" and "taste"? This sound is called the long "a" sound.



Read these words aloud and listen to the long /a/ sound in them.

ate

paint

shape

change

great

May

mail

plane

take

break

day

rain

snake

waste

pages

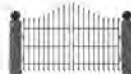


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cfae



tgea



rtani



pewnapsre



keca



rgpase



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Do you remember the sound of "e" in "he", "eat" and equal? This sound is called the long "e" sound.



Read these words aloud and listen to the long /e/ sound in them.

sea

knee

sleep

greed

street

bee

read

leaf

please

freedom

she

seed

meet

sweet

heater



Rearrange these letters to make six new words with the long /e/ sound.

tmea



spehe



twsees



hwlee



teteh



yke



LONG VOWELS

THE LONG /i/ SOUND



Do you remember the sound of "i" in "ice", "nine" and "science"? This sound is called the long "i" sound.



Read these words aloud and listen to the long /i/ sound in them.

tie	size	light	bright	child
time	iron	price	right	fight
high	smile	blind	rider	slide



Rearrange these letters to make six new words with the long /i/ sound.

tgnhi



ycr



rfie



vife



tiek



fneki



LONG VOWELS

THE LONG /o/ SOUND



Do you remember the sound of "o" in "no", "cone", "log" and "nose"? This sound is called the long "o" sound.



Read these words aloud and listen to the long /o/ sound in them.



Rearrange these letters to make six new words with the long /o/ sound.

tgoa



esor



sekmo



sotnmer



ehpno



sone



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glue	suit	dune	mute	fuse
clue	ruler	cute	cube	tribute
juice	tune	duty	tube	hue



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rrleu



ebtu



tisu



situse



bcue



guel



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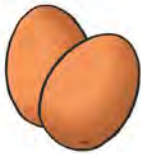
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cake



key



tie



coat



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THE LONG /a/ SOUND



Do you remember the sound of "a", in "tape", "create" and "taste"? This sound is called the long "a" sound.



Read these words aloud and listen to the long /a/ sound in them.

ate paint shape change great
May mail plane take break
day rain snake waste pages

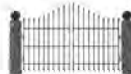


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sleep

greed

street

bee

read

leaf

please

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juice	tune	duty	tube	hue



Rearrange these letters to make six new words with the long /u/ sound.

rrleu



ebtu



tisu



situse



bcue








guel



LONG VOWELS

Practise saying these words aloud.

a	e	i	o	u
 rain	 tree	 kite	 toe	 glue
 baby	 leaf	 nine	 boat	 uniform
 day	 wheel	 light	 rose	 computer

Exercise



Colour the bubbles with the long vowel sound.

fox key toy map

dog peas suit

cake bowl

ride

glue cut

SHORT AND LONG VOWELS

Exercise



Match the vowel sound to the correct word.

Short a

sit

Long a

hot

Short e

nut

Long e

rose

Short i

uniform

Long i

baby

Short o

leaf

Long o

cat

Short u

light

Long u

belt



Isn't it amazing how many different sounds we can get from just five vowels ?

CONSONANT BLENDS









Sometimes sounds blend together. **Consonant blends** consist of two or three consonants in a word that make a distinct sound when they are pronounced together.

Here's a chart of common consonant blends with two letters:

bl blocks 	br brush 	cl clock 	dr drum 
fl flower 	gl gloves 	gr grapes 	pl planet 
pr prize 	sc scarf 	sl slide 	sm smoke 
sn snake 	sp spoon 	st star 	sw swan 
bl blanket 	tw twig 	gl glass 	fr frog 

Some consonant blends also have three letters.

<p>scr</p>  <p>screw</p>	<p>sch</p>  <p>school</p>	<p>spr</p>  <p>spray</p>
<p>str</p>  <p>stripes</p>	<p>spl</p>  <p>splash</p>	<p>thr</p>  <p>throw</p>













Can you identify which short vowel sounds begin with consonant blends? Some examples are "drum" and "swim". Can you do the same for long vowel sounds?

Exercise

Match the picture with the correct consonant blend from the box.

br tr sc st gl
dr cr fr fl pl

 __oves	 __ead
 __ower	 __og
 __op	 __ar
 __ane	 __uck
 __arf	 __ow

SIGHT WORDS




When we read, some words appear more common than others. These words are called **sight words**.

Here is a list of common sight words. You should memorize these to be faster readers and better spellers.

big	here	like	little
she	my	your	school
me	they	go	from
his	where	with	because
always	many	again	better

about	when	before	today
drink	why	much	together
would	there	student	never
should	please	any	myself
could	under	some	going

Exercise

 Try to make a sentence using **three** sight words together.

Example

She went to school today.

COMMONLY MISPELLED WORDS



Just like there are some words we see more than others, there are some words we MISSPELL more than others. Let's come up with a list of such words.

- | | | |
|---------------|-----------------|-------------------|
| 1. again | 18. heard | 35. started |
| 2. always | 19. interesting | 36. stopped |
| 3. animal | 20. jumped | 37. surprise |
| 4. around | 21. know | 38. swimming |
| 5. babies | 22. like | 39. than/then |
| 6. beautiful | 23. little | 40. their |
| 7. because | 24. looked | 41. thought |
| 8. believe | 25. morning | 42. threw/through |
| 9. bought | 26. pretty | 43. together |
| 10. caught | 27. received | 44. tried/ tired |
| 11. cousin | 28. running | 45. until |
| 12. different | 29. realize | 46. very |
| 13. every | 30. really | 47. wanted |
| 14. February | 31. safety | 48. woman |
| 15. friend | 32. said | 49. would |
| 16. getting | 33. sometimes | 50. stage/ stag |
| 17. happening | 34. something | |

SPELLING RULES



Did you know we can avoid many spelling errors if we keep some simple spelling rules in mind? Let's look at five of them.

① 'EI' or 'IE' rule

Always put 'i' before 'e' but not after 'c'.

For example: piece, believe, chief

We should always follow this rule **except** in the case of 'science', 'their' and 'either'



② THE COMPOUND WORD RULE.

Compound words are when two words come together to form a new word. Use the full spelling of both words without putting a dash in between.

For Example: cupcake, fireplace

③ THE 'S' OR 'ES' / 'IES' RULE

If you want to describe a quantity that is more than one, add 's' to most of nouns.

For Example: cats

Add 'es' if words end in 'ch', 'sh', 'x', 's', or 'z'.

For Example: dish → dishes

 baby → babies



④ THE 'V' RULE.

When words end in 'f', turn them into plural by changing the 'f' to 'v' and adding an 'es' after it.

For Example: thief → thieves

 leaf → leaves

⑤ THE POSSESSIVE RULE

Add an apostrophe to show something belongs to someone.

For Example: bear → bear's

 Ali → Ali's

If words already end in 's' then you add an apostrophe after the 's'.

For Example: kittens → kittens'

 students → students'

Exercise



Each of these sentences contains a spelling error. Underline the error and write the correct version of the sentence below.

1. My favourite subject is Sceince.

2. Nabeel and his brother went to thier house.

3. The leafs are falling on the ground.

4. It was cold so I sat by the fire place.

5. My mother washed the dishes.

6. In the summer, I visited my grandmothers house.

Exercise



Follow the spelling rules and change these singular words into plural.

1. leaf _____

2. fox _____

3. chair _____

4. church _____

5. glass _____

6. bus _____

7. box _____

8. wife _____

9. book _____

10. lunch _____

NOUNS



Do you remember the definition of a **noun**?
A noun usually tells **who** or **what** is being talked about in a sentence.



It can be used to describe a :

PERSON



Quaid-e-Azam



girl

PLACE



Lahore



school

ANIMAL



dog



cat

THING



car



apple



Can you see any nouns around you ? Write five here.



Circle all the nouns in the following sentences.



1. Ahmad and Amna are siblings.
2. Their father took them to Nathiagali for the holidays.
3. They stayed in a small house near the mountains.
4. They saw snow for the first time.
5. Ahmad forgot to wear his sweater and fell ill.
6. Amna gave her brother hot soup and tea.
7. When he felt better, they played on the swings.
8. Their mother made for them rice and vegetables.
9. Every night they would read before they go to bed.
10. They had so much fun.

VERB



Do you remember the definition of a **verb**?
A verb is a **doing** word in a sentence.

It is used to describe what **action** is being performed by the subject.

Examples



He **is** reading a book.



Umair **is dancing**.



Hassan **is singing** a song.



Where are you **going**?

 Can you spot verbs around you? Write five here.

Exercise

 Ahmad and Amna had a lot of fun in Nathiagali. Draw a circle around all verbs in this list to see what actions they performed.

sleep

drink

playing

house

vegetables



stay

eat

forget

saw

look

books

mountain

rice

sweater

school



reading

snow

brother

jumping

gave

ADJECTIVES



Do you remember the definition of an **adjective** ?
An adjective is added to a noun to describe it.

It gives information about **size, shape, age, colour, origin** or **material** of an object.

Examples



Happy face



blue car



beautiful flower



old man



Can you add some adjectives around you ? Write five here.

Exercise

 Read the sentence. Circle the adjective and write the noun it is describing.

Examples

Imran is a kind doctor.

doctor



1. He found his blue umbrella.
2. The teacher's words were important.
3. The cricketer hit a long six.
4. You look handsome today.
5. The building of our school is old.
6. The ten-year-old boy was lost.
7. The slippery road made it hard for us to walk.
8. Nobody lives in that house now.
9. The prince saved the princess from the evil monster.
10. The food tasted burnt.



Do you see how adjectives are made of our five senses? They tell how an object **looks**, **feels**, **sounds**, **smells** or **tastes**.

ADVERBS



Do you remember the definition of an **adverb**?

An adverb can describe a verb, an adjective or another adverb in a sentence.

It tells **how**, **how often**, **when** or **where**.

Examples



moves **slowly**



greeting **happily**



crying **loudly**



going **downstairs**



Can you describe verbs around you using adverbs? Write five here.

Exercise



Read the sentence. Circle the adverb and write the verb / adjective / adverb it is describing.

Example

I am walking slowly.

walking



1. Wind blew softly across Lahore.
2. We went to school yesterday.
3. The boy built a tower carefully.
4. I love eating my food hungrily when I come home from school.
5. We never go to the mountains.
6. It was raining heavily outside.
7. I offer my prayers daily.
8. The cat was climbing the tree rapidly.
9. My mother wakes me up early in the morning.
10. They laughed happily when they heard the good news.

PRONOUNS



Do you remember the definition of a **pronoun**? A pronoun is a word that takes the place of a noun.



Read this poem to understand how it is used.

ME, YOU AND THEM

He is a boy, and
His name is Jim
If this toy is **his**, then
It belongs to **him**.



She is a girl, and
Her name is Sue.
Hers is the boat
That is painted blue.

We are together,
We are more than one.
Please come join **us**
In **our** fun!



I am **me**,
And **I** am special as can be.
You are **my** friend.
Together **you** and **I** are **we**!

(Original author * Deborah Ellermeyer and Judith Rowell)

Exercise

Replace the underlined nouns with the correct pronouns from the box.

he she it they us them
him her I me we

Examples

Miss Fozia is my teacher. I see Miss Fozia daily.

her



1. My mother is taking Ali and me to the park.
2. I borrowed Umer's book today.
3. Sarah had a glass of milk before she left for school.
4. My mother and I like to cook.
5. The girls are playing on the swings.
6. My brother is a teacher in this school.
7. Give the pen to your father.
8. Does anyone know where my aunt went?

THE ARTICLES

Do you know what an article is? It is a word that is used before a noun to show whether the noun refers to something specific or not. Like an adjective, it gives us more information about the noun.



There are **three** articles.

- ① **The** is used to refer to a specific or particular noun.



The car I bought is not working.



Imran is reciting **the** Holy Quran.

- ② **A** and **an** are used to refer to singular nouns that are not specific or particular.

A is used before a consonant sound. **An** is used before a vowel sound.



Ameena needs **a** chair.



Exercise

 Each of these sentences needs an article to complete it. Choose the correct article from the box and fill in the blanks.

a , an , the

1. I have _____ banana everyday for breakfast.
2. Can you handover me _____ blue book?
3. I saw _____ eagle on a bench today.
4. I am going to visit _____ church on the opposite street.
5. I had _____ meeting on Thursday.
6. Zara is _____ intelligent girl in her class.
7. _____ colour of my shirt is red.
8. Our neighbours have _____ cat and _____ dog.
9. What _____ exciting city!
10. My home is on _____ road.

There is an important exception to this rule. Make sure you know how a word **SOUNDS**, because this is what shows you which article to use.

For example: 'hour' sounds like 'our', because of the silent 'h', so we say 'an hour'



SINGULAR / PLURAL



One cup, two cups.
 One box, two boxes.
 Do you remember how to turn a singular noun into a plural?

One way to show more than one noun is to add an 's' or 'es' to the end of the word. Go back to the spelling rules in this book to see where to add 's' or 'es'. Sometimes, 's' and 'es' do not help us turn a singular into plural. We call such words '**irregular nouns**'. Here is a list of common ones:

Singular	Plural	Singular	Plural
woman	women	calf	calves
man	men	foot	feet
tooth	teeth	loaf	loaves
child	children	goose	geese
wife	wives	knife	knives
leaf	leaves	life	lives
mouse	mice	half	halves

There is another special case of nouns that have the same singular and plural form.

Singular	Plural
sheep	sheep
fish	fish
deer	deer
species	species
aircraft	aircraft

Exercise

 Fill in the blanks with the plural form of the noun written in the brackets.

1. That woman has two _____ (child)
2. Smile! So I can see all your _____ (tooth).
3. The wind is making the _____ (leaf) of the tree fall on the ground.
4. My mother asked me to cut three _____ (pototo) in _____ (half).
5. The _____ (mouse) were eating cheese.
6. If more _____ (person) come, we will have to get a bigger room.

Hazrat Muhammad's (ﷺ) Kindness

Pre-reading questions:

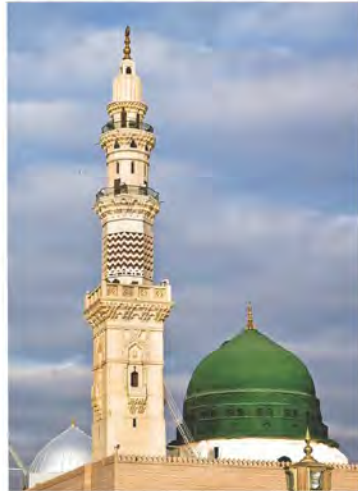
- What are some of the values we should always embody in our relationships with our family, neighbours and peers?
- Who, according to you, is a good example of a role model? What characteristics should someone possess to be an ideal personality?

The personality of Hazrat Muhammad (ﷺ) is a role model for all the mankind. He was a man who embodied

values of kindness, generosity and humility in all his interactions. The way he dealt with his neighbours, peers and family serves as an example for us today. Not only Hazrat Muhammad (ﷺ) was loved by those in his community but he was also respected by communities far and wide for treating people with kindness.

During the early days of preaching Islam,

Hazrat Muhammad (ﷺ) suffered torture daily at the hands of an unpleasant neighbour. This neighbour was an old woman who threw rubbish on him whenever he passed by her house. Everyday, Hazrat Muhammad (ﷺ) tolerated this harassment silently.



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He never showed any sign of anger or hatred for this cruel woman. He only prayed that she might find the right path.

One day, Rasoolullah (ﷺ) was surprised when no one threw any waste on him while walking on his route. This made him inquire about the old woman. He found out that she was ill, and immediately went to visit her. When the old woman saw him, she feared that he had finally come to seek revenge on her for all her unkindness. Unlike her expectations, Hazrat Muhammad (ﷺ) did no such thing. He offered her any help she needed and wished her well. He told her that Islam made it obligatory on all Muslims to care about the well-being of their neighbours. Inspired and touched by Hazrat Muhammad's (ﷺ) sympathy and mercy, the old woman felt guilty for her evil treatment towards Allah's Rasool (ﷺ) and embraced to Islam.

Another incident from Hazrat Muhammad's (ﷺ) life teaches us several lessons about how we must treat our fellow companions. Once, Rasoolullah (ﷺ) saw a slave crying as he crushed grain from a mill. The mill was driven by hand and required a lot of strength. When Hazrat Muhammad (ﷺ) saw the slave crying, he stopped in his path and asked him the reason. The slave told him that he was ill and did not have the energy to run the mill properly. He was scared of his master, who would punish him if the work was left incomplete. When Allah's Rasool (ﷺ) saw his peer in distress, he stepped forward and ground all of the remaining grain. "Always call me if you have any grain to grind. I will do it for you", he said to the slave.


Even at home with his wives and children, Rasoolullah (ﷺ) maintained a perfect character. The way he treated all his relatives

CHAPTER 1

with warmth and concern shows us the importance of being good to our family. Hazrat Muhammad (ﷺ) would always do work around the house, instead of having people do it for him. His wife, Hazrat Aisha, (رضي الله تعالى عنها) has reported that he would spend his time at home doing tasks, such as sewing patches, mending shoes or milking the goat. He never favoured one family member over another. He loved everyone equally and enjoyed spending time at home.

Following Hazrat Muhammad's (ﷺ) example, we must prefer the needs and sentiments of our neighbours, friends and family before we think of ourselves. If we are kind and generous in our interactions with those around us, we will be able to bring happiness and peace in our community.

I. COMPREHENSION

 Find answers of the following questions from the lesson.

1. Write down five relationships you have with people around you.
2. What values did Rasoolullah (ﷺ) embody in all his interactions?
3. Why did Hazrat Muhammad (ﷺ) visit the old woman?
4. How did Hazrat Muhammad (ﷺ) help the crying slave?
5. What kind of chores would Rasoolullah (ﷺ) do at home?
6. What are some of the lessons we can learn from the life of Hazrat Muhammad (ﷺ)?

II. VOCABULARY

 Make sentences using the following words.

1. inspiration _____
2. generosity _____
3. revenge _____
4. evil _____
5. mercy _____

CHAPTER 1

COMMON AND PROPER NOUNS



You should remember nouns as words that describe who or what is being talked about in a sentence. Let's see the difference between two kinds of nouns: **Common** and **Proper** nouns.



Common nouns talk about a general person, animal or thing. They do not start with a capital letter.



girl



house



Proper nouns talk about a special person, place or thing. They always start with a capital letter.



Pakistan



Quaid-e-Azam

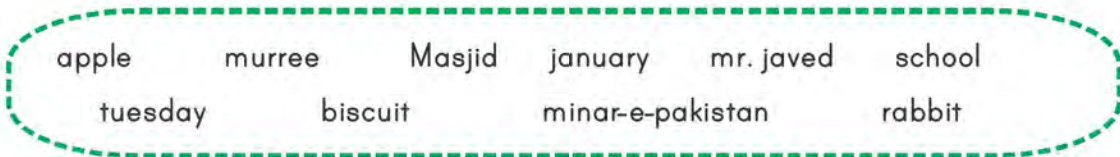
Exercise



Find three common nouns and three proper nouns from the story and write them below.

CHAPTER 1

Classify the nouns in the box into common and proper nouns. Remember to capitalize the proper nouns when you write them.



PROPER NOUNS	COMMON NOUNS

IV. PHONICS

MUTE CONSONANT LETTERS



You remember that 'the', 'a' and 'an' are called articles and when each is used. 'A' is used before a word that starts with a consonant sound while 'an' is used before a vowel sound. What do we do in the case of **mute consonant letters**? Do we use 'a' or 'an'?

In the pre-reading pages, we discussed the example of the word 'hour'. Even though it starts with a consonant, we say 'an hour', because of the way the word SOUNDS. The 'h' in hour is silent, which is why we pronounce it as 'our'. Since the word now starts with a vowel sound, we use 'an' instead of 'a'.

In this story, Rasool (ﷺ) showed his kindness. Here the word 'K' in the word kindness is a consonant and we will put 'a' before this word.

CHAPTER 1

Allah's Rasool (ﷺ) was an honest, kind and humble man. The letter 'h' in the word 'honest' is a mute consonant letter. Without 'h' the word starts with a vowel sound. We can say Allah's Rasool (ﷺ) was an honest man.

Exercise



The following words have one or more mute consonant letters in them. Underline the mute consonant letter and decide whether to place 'a' or 'an' before the word.

1. iron

2. clock

3. heir

4. knee

5. knife



V. CREATIVE WRITING

In this story, we saw how Hazrat Muhammad (ﷺ) treats everyone around him with kindness and concern. He is an inspiration for all of mankind because of his perfect character.



Who is your role model and why? Write a few sentences on who inspires you the most below.

SCARY UNCLE SAJID

Pre-reading questions:

- What are some of the things you do with your neighbours?
- Imagine a scary man. What makes him scary? Discuss.

It was Sunday morning Ibrahim could not wait to go out and play with the boys of his community. Cricket was his favourite sport, and playing it was something he looked forward to all week.

After forming teams, the friends started the day's match. Seeing Ibrahim's excitement, everyone decided to let him bat first. Ibrahim took his position at the crease and confidently told the bowler to throw as fast as he could. Within seconds, a red ball came flying towards him. Swinging his bat with all the energy in his body, Ibrahim heard a loud noise. When he saw it flying across the neighbourhood, he knew he had hit the biggest six of his life. All the boys cheered loudly.



Enthusiasm soon turned into horror as Ibrahim saw where the ball landed. It had crashed into the window of the most terrifying man in the neighbourhood – Scary Uncle Sajid. Scary Uncle Sajid was an old man who never spoke to anyone or left his house. Ibrahim had heard there were two things he always carried – a stick

CHAPTER 2

and a frown on his face. What a monster!



Feeling scared, Ibrahim made his way to Scary Uncle Sajid's doorstep. He saw the door of the house open slightly. He had an idea. He could go to grab the ball secretly and run outside before Scary Uncle Sajid even had a chance to notice. Ibrahim tiptoed inside. He saw no sign of the monster, but what he saw shocked him. There were shelves full of cricket trophies. The little intruder could not believe his eyes.

He peeked at the trophy near to the window and saw it said 'MAN OF THE MATCH - SAJID SARFRAZ, 1974'. As Ibrahim admired the collection of awards, he heard a voice behind him.

"I see you like cricket", said an old man smilingly.

Could this really be the 'Scary' Uncle Sajid Ibrahim had heard about? Ibrahim apologized for the broken window, and to his surprise, he was immediately forgiven. He could not resist his curiosity, so he pointed towards the trophies. Uncle Sajid laughed and told him that he had been the Captain of the Pakistani Cricket Team about forty years ago. He had played against the best players from all over the world. Ibrahim could not believe his ears. The person he thought was a monster actually happened to be a legend.

He found out that Uncle Sajid had to retire from cricket when he suffered a leg injury during a game. That is why he had to carry a stick. This is also why he could not leave the house—he was in too much pain. Ibrahim felt ashamed for assuming the worst about his neighbour before he had even met him. There was nothing scary about Uncle Sajid at all.

From that day onwards, visiting Uncle Sajid became Ibrahim's new favourite weekend activity. The two neighbours would sit down and discuss cricket. Ibrahim helped his new friend around the house. He would go to the market and get him the groceries he needed. He helped him clean his trophies. He brought his friends

CHAPTER 2

to meet Uncle Sajid as well. They all sat down and listened to imaginable stories of the greatest matches one could imagine. Ibrahim felt lucky his ball had crashed into Uncle Sajid's window. It had been a special day—indeed.



I. COMPREHENSION

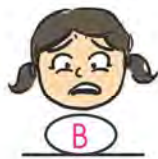
 Find answers of the following questions from the lesson.

1. Why did all the boys cheer excitedly?
2. What were the two things Scary Uncle Sajid always carried?
3. What did Ibrahim see when he entered Scary Uncle Sajid's house?
4. What was Uncle Sajid doing about forty years ago?
5. Why did Uncle Sajid never leave his house?
6. How did Ibrahim help Uncle Sajid when they became friends? Would you also like to be friend with 'scary' Uncle Sajid?

II. VOCABULARY

 In this story, Ibrahim feels a range of emotions. Match the emotion with face by writing the correct letter in the blank. The first one has been done for you.

A) enthusiasm **B) horror** E) ashamed D) surprised C) confident



CHAPTER 2

III. GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS



Let's learn more about nouns. In the last chapter, you studied the meaning of common nouns. These common nouns can be **countable** or **uncountable** nouns.

Countable nouns are those nouns that can be counted. They have a singular and plural form. They can have 'a', 'an' or 'the' before them.

For Example

My cousin has three **children**.

Uncountable nouns are those nouns that cannot be counted. They have no plural form. They usually cannot have 'a', 'an' or 'the' before them.

For Example

There was some **milk** leftover.



Identify whether the following nouns from the story are **countable** or **uncountable**.

1. boys _____
2. community _____
3. team _____
4. excitement _____
5. trophy _____
6. curiosity _____
7. pain _____
8. chair _____

CHAPTER 2



Do you see how most abstract nouns i.e those nouns that describe feelings are uncountable? You can not count how happy or sad you feel, but you can decide whether it's a lot or a little.

Exercise

 There are countable and uncountable nouns everywhere you look. Write five countable and five uncountable nouns from your surroundings in the table below.

COUNTABLE	UNCOUNTABLE
1.	
2.	
3.	
4.	
5.	

COLLECTIVE NOUNS



Like the 'team' of boys who play cricket in the story, **collective nouns** are used to define a group of people, animals or things. We treat one collective noun as a singular unit. For example, we will add 'a' before 'team', even though it is made up of many boys.

CHAPTER 2



Let's look at some common collective nouns.

a flock of birds/sheep	a pack of wolves/dogs
a bunch of bananas/grapes	a swarm of bees/flies
a pile of rubbish	a crowd of people
a shower of rain	a set of rules
a library of books	a stack of hay/papers

Don't forget that a collective noun can also be made plural by adding an 's' or 'es' to the end of the word.

For example:

two packs of wolves, three libraries of books



Exercise



Practise your knowledge of collective nouns by filling each blank with the correct word from the table.

stack crowd flock set pack

1. We must follow a _____ of rules if we want things to go smoothly.
2. It was impossible to have fun at the market when all you could see in any direction was a huge _____ of people.
3. I could see a _____ of dogs fighting over some meat.

CHAPTER 2

4. The farmer put a _____ of hay near the tractor.
5. I noticed a _____ of birds flying south for the winter.

MASCULINE AND FEMININE NOUNS



A 'team' is a collective noun that has no gender, because we can have a team of boys or a team of girls. However, most nouns have a gender – they can either refer to a male or a female person, animal or species.

A noun has a **masculine** gender if it refers to a man, boy or male animal.

For example: Ibrahim is a **boy**.

A noun has a **feminine** gender if it refers to a woman, girl or female animal.

For example: Uncle Sajid did not have a **wife** or **daughter**.

Masculine	Feminine	Masculine	Feminine
actor	actress	husband	wife
bachelor	spinster	rooster	hen
boy	girl	king	queen
bridegroom	bride	man	woman
brother	sister	master	mistress
man	woman	nephew	niece
father	mother	prince	princess
grandfather	grandmother	sir	madam
hero	heroine	son	daughter
bull	cow	uncle	aunt
		lion	lioness

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Exercise

 Change the gender of the following nouns.

1. king _____
2. mother _____
3. hen _____
4. princess _____
5. lion _____
6. bride _____
7. actor _____
8. madam _____



IV. PHONICS

HARD AND SOFT SOUNDS

In this story, Ibrahim loves to go out and play cricket. He starts bringing groceries for Uncle Sajid, who is a legend.

Did you notice how the sound of 'c' and 'g' changes in these words? These are called hard and soft sounds, and they depend on what vowel follows the consonant. Let's take a look at the different pronunciations of words with the letters 'c' and 'g'.



When 'c' or 'g' meets the vowels 'a', 'o' or 'u', the sound is hard. Say these words out loud and listen to how they sound:

cat	cup	cave	comedy	cuddle
gap	goat	gutter	gas	gather

CHAPTER 2



When 'c' or 'g' meets the vowels 'e' or 'i', the sound is soft. Say these words out loud and listen to how they sound.

cell	city	center	circle	census
gym	gel	general	giant	ginger

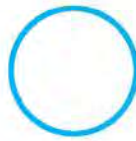
Exercise



Identify the noun below, write it down and circle whether it has a soft or hard sound.



soft / hard



soft / hard



soft / hard



soft / hard



soft / hard



soft / hard

CHAPTER 2

V. CREATIVE WRITING

In this story, Ibrahim realizes how wrong he had been to judge Uncle Sajid before meeting him. He understands the importance of being good to his neighbour.



Do you have neighbours? Write five sentences about your neighbours below.

MARIAM'S TENTH BIRTHDAY

Pre-reading questions:

- Imagine the perfect birthday. How would you like to spend this day?
- What would you do if a friend hurts your feelings?

The day Mariam had been waiting for had finally arrived. It was her tenth birthday.

Mariam had spent hours and hours making arrangements for this very special day. She wanted everything to be perfect. She had invited six of her close friends to her house for an afternoon of fun, games and entertainment. Out of this group, Mariam was most excited to spend time with her best friend, Razia. The two girls had made all the decorations together. They had even decided to wear the matching yellow shalwar kameez stitched for them by Mariam's grandmother. They thought that they would look like princesses.



Mariam looked at the clock and realized that it was already two o'clock. Her guests would be arriving any minute now. Mariam wondered what gifts she would receive. What she wanted the most was a new pencil box. Before she could

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spend any more time thinking, the bell rang.

One by one, guests started coming in. A game of hide and seek started and everyone started running across the grass. The sound of laughter and screams filled the air as they ran around trying to catch one another. The decorations were appreciated and the food was enjoyed. Mariam was participating in the fun, but she did not feel truly happy. Everyone was there except Razia. Mariam felt betrayed that her best friend had not attended her birthday celebration. "I'm never going to speak to her again", she thought.

For the next two days at school, Mariam avoided Razia as much as she could. She even asked the teacher to change her seat so she would not have to sit next to Razia. This was the longest the two girls had ever gone without speaking to each other. On the third day of their fight, Mariam returned home from school to see her mother going somewhere. "Good thing you're here my daughter, I'm leaving for Razia's house. I'm sure she must have told you that her mother has been very sick." said Mariam's mother.

Suddenly, Mariam felt a horrible sense of shame and guilt. She understood why Razia had not been able to attend her birthday. She felt like the worst friend in the world for ignoring Razia when she needed her the most. She ran after her mother, arriving at Razia's house breathless and upset. When Razia saw Mariam come in, her eyes lit up with happiness.

"I'm so sorry for my behaviour Razia. I didn't know. I was just being selfish because you didn't come to my birthday. I didn't even bother to ask you why." said Mariam, with tears in her eyes.

The two girls hugged and Razia explained that her mother caught a bad case of food poisoning on the morning of Mariam's birthday. She said she had tried to explain this situation to Mariam many times in school, but she had not been able to. After telling Mariam this, Razia shyly showed her what was in her hands. It was a lovely, colourful pencil box exactly the kind Mariam wanted.

When Mariam looked at her present, she realized how rare true friends are. She understood the importance of understanding and always listening before

CHAPTER 3

she judged. She promised herself never to let her anger get the better of her, and always keep Razia close to her heart. Without realizing it, Razia had taught her these important lessons. After all, what else are friends for?



I. COMPREHENSION

 Find answers of the following questions from the lesson.

1. What were Mariam's plans for her tenth birthday?
2. How did Mariam and Razia plan to look like princesses?
3. What started the fight between Mariam and Razia?
4. How did Mariam avoid Razia in school?
5. Why was Razia unable to attend Mariam's birthday? How did Mariam find out about this?
6. Do you think Razia is a good friend? Why do you think so?

CHAPTER 3

II. VOCABULARY

 Make sentences of the following words.

entertainment	
happiness	
excitement	
day-dream	
guilt	

III. GRAMMAR

PRONOUNS



It was Mariam's tenth birthday. **She** was very excited.
It was going to be a very special day for **her**.
You remember **pronouns** are words that take the place of a noun in a sentence. Let's look at two types of pronouns.

Subject pronouns are those pronouns that replace a noun at the start of a sentence. The most common ones are: **he, she, it, we** and **they**.

Possessive pronouns are those pronouns that tell us who owns something. The most common ones are: **his, hers, mine, its, yours, ours** and **theirs**.

CHAPTER 3

Exercise

she it we they hers mine its ours

 Using the correct pronoun from the box, fill in the blanks below.

1. Mariam and Razia bought matching yellow shalwar kameez _____ were very excited to wear them.
2. "The fault is _____, not yours", Mariam said to Razia.
3. Mariam spent all day decorating the garden. _____ wanted _____ to look perfect for her guests.
4. Razia saw Rukshana carrying something heavy. The box must be _____.
5. "My mother and I have come to visit you. _____ hope you feel better soon", said Mariam to Razia's sick mother.
6. The pencil box was the perfect gift. _____ bright colours made it shine from far away.

USING HAS/HAVE



Now that you know possessive pronouns show who owns something, you must always be careful that pronouns agree with nouns in number.

You know that **has** is used for one person. **Have** is used for more than one person.


If a pronoun is singular, such as **he**, **she** or **it**, we use the word **has**.

If a pronoun is plural, such as **we** or **they**, we use the word **have**.

Special singular pronouns, such as **you** and **I** also use the word **have**.

CHAPTER 3

Exercise

 Identify whether the pronoun is singular or plural, and complete the sentence using *has* or *have*.


1. They _____ three children and two dogs.
2. I _____ many friends in my class.
3. We _____ many talented players in our team.
4. That dog _____ brown eyes and a long tail.
5. She _____ a bright new pencil box.
6. You _____ a wonderful collection of books.

MY/MINE & YOUR/YOURS



To show possession when you are directly talking about yourself or your friend, use the pronouns *my*, *mine*, *your* or *yours*.

Exercise

 Imagine you are Mariam, and you are telling Razia the story of your birthday. Fill in the blanks with the correct choice between 'my', 'mine', 'your' and 'yours'.

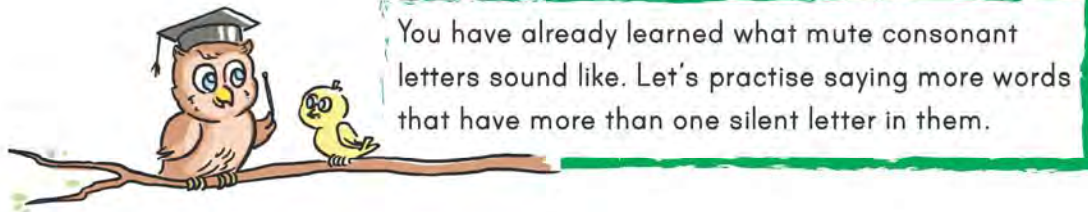
It was _____ tenth birthday. I decided to invite the six close friends of _____ to _____ house. I was most excited to match my dress with _____. Everyone came, but I could not see _____ face anywhere, which made me sad. I thought it was the worst birthday of _____ so far.

CHAPTER 3

Then I found out why you could not come. I left _____ house and ran to _____ . I hugged you and said I was sorry, after which you gave me a new pencil box. Out of all the gifts I have ever received, my favourite was _____ . Thank you for making _____ birthday such a special one.

IV. PHONICS


PRACTISING HARDER SILENT SOUNDS



 Say these words out loud and listen to the silent consonant letters in them.

weight	know	fight
wrestle	daughter	knight

Exercise

 Each of the following sentences has two words that have mute consonant sounds in them. Underline the silent letters and say the words out loud.

1. The knight heard a knock on the door.
2. Ali's daughter loved to read the signs on the road.
3. How do you know how high the mountain is?
4. I love to wrestle, but it's wrong to spend all my time doing it.
5. The weight of the scissors was too much for the child to carry.

V. CREATIVE WRITING

In this story, we see how Mariam and Razia decide to wear matching yellow shalwar kameez. Razia helps Mariam make decorations for her birthday. She even gets her the pencil box she wanted the most.



Who is your best friend? What are some of the things the two of you do together? Write five sentences on your relationship with your friend.

THE THIEF AT THE MARKET

Pre-reading questions:

- What are some of the sights, sounds and smells you find when you go to the market?
- What would you do if a thief ran away with something you own?

Red, green, blue, yellow, orange, purple – there were colours everywhere Ayesha looked. This was her first trip to the local market with her mother. She had been allowed to go on one simple condition: she would stay close to her mother and not wander off on her own.

Holding her mother's hand, Ayesha was amazed to see tables full of apples, grapes, mangoes and oranges. "Find the best meat in town right here!" shouted one vendor. "Get twenty rupees off if you buy two kilograms of tomatoes!" screamed another. Besides food, Ayesha also saw shoes, jewelry and clothes being sold. She loved how a shopkeeper's smile meant a customer's frown. As one person spent money, the other earned it.



The smell of chaat, sugarcane juice and corn on cobs filled the air. Standing in the middle of the market, Ayesha thought it was a truly wonderful place!

CHAPTER 4

Ayesha's mother had warned her that there would be a huge crowd of people at the market, and she was right. Men, women and children covered the entire ground of the market like little ants. Since Eid was approaching, it was a very busy day. Girls were busy trying on bangles, while boys made sure they had the perfect chappals to go with their shalwar kameez.

While Ayesha waited near a stall observing the sights around her, she heard her mother's scream.

"Help! Somebody just stole my bag!" she shouted.

Ayesha saw a man running as fast as he could with her mother's bag. He was wearing a mask and black clothes. Ayesha knew stealing was wrong, and she could not let him get away with this. She saw the thief coming right towards her, and she decided to block his path so he could not get away. Quickly asking the fruit vendor for help, Ayesha tilted a cart of bright oranges until they rolled down like little marbles.



Her plan proved to be a success. Before the thief knew what was happening, he was caught in a sea of oranges. Unable to maintain his balance, he fell down on his back. Ayesha shook hands with the fruit vendor and thanked him for helping her catch the thief. Together, they used a rope to tie his arms and feet together, and called the police.

CHAPTER 4

Ayesha returned the bag to its owner. "I have never felt more proud of you, my daughter", said her mother. Everyone present at the market cheered for the little girl and called her a hero. As a reward for her bravery and intelligence, every shopkeeper gave Ayesha a little present. They said that this was her Eidi. At the end of the day, she was walking home with bags full of beautiful clothes, shoes and jewelry.

"I can't wait to visit the market again, but please keep your bag safe next time. Being a hero is an exhausting work." Ayesha laughingly told her mother.

I. COMPREHENSION



Find answers of the following questions from the lesson.

1. On what condition had Ayesha been allowed to go to the market with her mother?
2. What were some of the food items being sold at the market?
3. What were the girls buying? How was it different from what the boys were buying?
4. Describe the appearance of the thief.
5. What was Ayesha's plan to stop the thief and who helped her?
6. How was Ayesha rewarded for being a hero? Do you think being a hero is hard?

II. VOCABULARY



In this story, Ayesha notices how the shopkeeper is happy when the customer is sad. Fill in the columns by identifying the opposite of the word given. The first one has been done for you.

CHAPTER 4

WORDS	OPPOSITE
shopkeeper	customer
girls	
simple	
healthy	
heavy	
bright	
reward	

III. GRAMMAR

ADJECTIVES

Ayesha thought the market was a **wonderful** place!

You remember that adjectives are words used to describe a noun. Let's look at the way adjectives can give more information about different characteristics of a noun.



QUANTITY

Adjectives can tell us how many nouns are being talked about in a sentence.

For Example There were too **many** people at the market.

QUALITY

Adjectives can tell us the nature of the noun that is being talked about in a sentence.

For Example Ayesha was a **brave** girl.

SIZE

Adjectives can tell us how much space is occupied by the noun being talked about in a sentence.

For Example She could see **huge** stacks of oranges on the vendor's stall.

CHAPTER 4

SHAPE

Adjectives can tell us about the form of the noun being talked about in a sentence.

For Example The **round** oranges looked like little marbles from afar.

COLOUR

Adjectives can tell us about the colour of the noun being talked about in a sentence.

For Example Ayesha saw **red, blue, green** and **yellow** items everywhere she looked.

ORIGIN

Adjectives can tell us the source of the noun that is being talked about in a sentence.

For Example Everyone in the market was **Pakistani**, but Ayesha saw two foreigners as well.



Here is a list of some common adjectives of each type.

QUANTITY	QUALITY	SIZE
much	sweet	huge
enough	beautiful	small
some	handsome	big
fifty	young	tiny
whole	kind	tall
half	famous	short
every	naughty	large

CHAPTER 4

SHAPE	COLOUR	ORIGIN
square	bright	Northern
round	dull	Eastern
oval	black	Pakistani
curved	dark	Indian
rectangular	light	Hyderabadi
straight	yellow	American
narrow	blue	Lahori

Exercise



Underline all of the adjectives in each of these sentences. Rewrite the adjectives, mentioning whether they are adjectives of quantity, quality, size, shape, color or origin.

For Example

The small, brown puppy wanted some milk.
↓ ↓ ↓
size color quantity

1. The narrow road did not have any cars.

2. My American friend is very beautiful and kind.

3. His tall cousin spends all of his money buying expensive books.

CHAPTER 4

4. I heard a loud noise coming from that empty house.

5. My hungry friend said that she could eat a large meal for lunch today.

6. The smart Pakistani boy won the competition.

7. The dull light made the sleepy baby close his tiny eyes.

8. The round table was placed in the dark corner of the room.

9. The loyal, kind and generous Prince was famous all over the land.

10. Half of the people in this room love savoury food, while the other half loves sweet dishes.



Now practise your new knowledge of adjectives by describing five objects in your classroom.

For Example

a blue chair

- 1.
- 2.
- 3.
- 4.
- 5.



IV. ORAL COMMUNICATION

INTRODUCING YOURSELF

Imagine you are in a room full of people you do not know. How would you introduce yourself?

The use of dialogue to convey meaning is called oral communication. Using quotation marks that look like tiny 66 and 99 on either side, you can enclose speech into your sentences. Let's learn how to use speech in the simplest way.



You can introduce yourself to a group by following these three steps:

1. You should always start with a **greeting**.

For Example "Hello!", "Assalam-o-Alaikum!", "Good morning!"

2. This should be followed by a description of **who you are**.

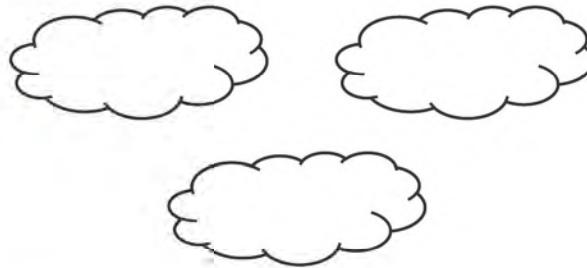
For Example "My name is Aslam", "I am ten years old", "I love cricket"

3. Make sure you end your introduction **politely**.

For Example "Thank you for your time", "I look forward to meet you again",
"I hope we can get to know each other better"



Help Ayesha introduce herself. Follow the three steps you have just learned and write three sentences.



CLASS ACTIVITY

Take turns and introduce yourself to the class. Make sure everyone gets a turn.

V. CREATIVE WRITING

In this story, Ayesha visits the market with her mother. She loves everything she sees, smells, hears and tastes there. She even has a little adventure.



Have you ever been to the local market? In five sentences, describe the different sights, sounds and smells you found there.

THE SILVER KNITTING NEEDLES

Pre-reading questions:

- What kind of a relationship do you have with your grandparents?
- What happens if we ever lie in a relationship?

Sana wanted to be just like her grandmother when she grew up. Daadi was special because her fingers worked like magic. Within minutes, she could use her silver knitting needles to knit anything Sana asked. In the winters, Sana would wear the sweaters, socks and scarves knitted by Daadi to protect herself from the cold. She loved to see Daadi's hands move like lightning as she created beautiful pieces of clothing from simple thread. Sana always wondered if touching the knitting needles would give her hands magical powers too. Daadi had been using the same needles since she was a young girl. They had been a gift from her father. She always placed them on the top shelf, where no one could reach them.



One morning, Sana woke up late for school. She forgot that it was Grandparents' Day. Her teacher had asked every student to bring one item from home that described their grandmother or grandfather. Sana stood on a chair and grabbed Daadi's knitting needles. She knew her best friend would not mind if she took

CHAPTER 5

them to school. She was excited to show everyone in class the secret behind Daadi's magic.

When Sana got home from school, she was excited to tell Daadi all about her day. The students loved her story about her grandmother's knitting. She opened her bag to take out Daadi's needles. To her horror, they were not there. She misplaced her grandmother's most important possession! Sana was too scared to imagine how disappointed Daadi would be. Did somebody in class steal them? Did she forget them somewhere? Sana could not help crying.

Sana hesitantly walked into Daadi's room. "Sana, I'm so glad you're home. I can't find my silver knitting needles anywhere. I was planning to make you a special dress today! Do you know where they are?" Daadi asked with concern. Without thinking, Sana said, "I saw Ali taking them outside to play".

Sana could not believe she had just wrongly accused her six-year-old brother. She had to choose between a painful truth and an easy lie, and she had chosen to lie! She saw Daadi go to Ali and scold him for his behavior. The little boy was confused. No matter what he said, Daadi would not listen. She was sure it was his fault, since Sana said so. Sana felt extremely guilty for putting her younger brother into trouble. She knew telling a lie was wrong and she should confess, but she could not do so.



Early the next morning, the bell rang before it was time for Sana to catch the bus. When Daadi opened the door, she was surprised to see the bus driver standing there, holding nothing else but her silver knitting needles. The driver said Sana had forgotten them on her seat yesterday, and he had come to return them. Daadi finally understood what had really happened.

Holding the needles in her hand, Daadi went up to Sana. When Sana realized that her lie had been caught, her head dropped down in shame. Sana admitted that she

CHAPTER 5

had taken the needles to school without Daadi's permission. When she saw they were no longer in her bag, she did whatever she could to save herself from Daadi's anger. She was very sorry for wrongly blaming Ali in the matter and had learned a lesson.

Daadi was a kind and forgiving woman. She hugged Sana and said, "Sana, what matters is that atleast you have learned a lesson. It is always better to tell the truth, no matter how difficult it is. Needles can always be replaced, but I have only one granddaughter, who matters more to me than anything in the world". From that day onwards, Sana realized the importance of truthfulness, and the two best friends became closer than ever.



I. COMPREHENSION

 Find answers of the following questions from the lesson.

1. How did Sana protect herself from the cold in winter?
2. Where did Daadi keep her silver knitting needles?
3. Why did Daadi scold Ali?
4. How did Daadi finally understand the truth behind what had happened to her needles?
5. What lesson did Sana learn from this whole incident?
6. Did Daadi forgive Sana? Would you have done the same?

CHAPTER 5

III. GRAMMAR

ACTION VERBS



Words that show what a person, animal or thing can **do** are called **action verbs**.

Everyday Zeeshan **plays** a song on his flute for his mother. "You **sound** beautiful", she said.

Here, both 'plays' and 'sound' are verbs. However, 'plays' is the only **action verb**, because sounding a certain way is not an example of doing something.

An action verb does not always have to be **physical**, it can also be **mental**, as long as it is something that can be done.

Zeeshan **wants** to impress his class. He **thinks** his speech would go better if he played the flute.

Here, both 'wants' and 'thinks' are words that can be done, which is why they are action verbs.



Here are some more examples of action verbs:



Cook



Read



Laugh



Sleep



Bark

CHAPTER 5

Exercise

Locate five action verbs from the story, and use them in sentences of your own.

- 1.
- 2.
- 3.
- 4.
- 5.




Now, look around you. Can you see any action verbs that haven't been mentioned in the story? Write them down, and use them in sentences of your own.

Example: My friend **plays** with his toy.

- 1.
- 2.
- 3.
- 4.
- 5.



CHAPTER 5

 From this story, you have learned the difference between telling truth and a lie. See if you have understood the story by making a tick ✓ mark in front of a true statement, and a cross mark 'X' in front of an untrue one.

1. Daadi's knitting needles were golden in colour. _____
2. The knitting needles had been a gift to Daadi from Sana. _____
3. Daadi placed her knitting needles on the top of the shelf. _____
4. Sana took the needles to school for Grandparents Day. _____
5. Sana's friend had stolen the knitting needles. _____

II. VOCABULARY



Sometimes, you may read words you don't know the meaning of. You are still able to guess what they mean by understanding the context they come from. The **context** talks about the situation within which something exists.



Let's learn some new words. Locate the following words in the lesson and match them to their definitions.

apologize	to blame someone for doing something wrong
knitting	to admit that someone has done something wrong
possession	the process by which wool is used to create clothes
disappointed	to say sorry
accuse	sadness when someone does not meet your expectations
confess	a belonging

III. GRAMMAR

AND, OR and BUT



The words 'and', 'or' and 'but' are called **conjunctions** or **joining words**, because they help to join two parts of a sentence. Let's look at the way they are used.

The word '**and**' is used when we want to add information to a sentence.

For Example

Sana wore the sweaters, socks **and** scarves Daadi made for her.

The word '**or**' is used to show that we have a choice.

For Example

Sana had the option of saying a painful truth **or** telling an easier lie.

The word '**but**' is used to show information that is different or unexpected.

For Example

Sana knew telling a lie was wrong, **but** she had still done it.


Exercise

 **Fill in the blanks with the correct joining word (and, or, but).**

1. Would you like to eat food _____ play cricket?
2. Pakistan _____ India are neighbouring countries.
3. She wants to bake a cake _____ she does not have any flour.
4. We have a holiday today _____ I am still being forced to work.
5. My cat is very friendly _____ has brown stripes on its fur.
6. Do you want chocolate _____ strawberry ice cream?
7. I have a blue dress _____ a blue hat.
8. He gave me a red pen _____ I needed a green one.

SUBJECT - VERB - OBJECT



Most sentences contain a subject, verb and object.



Meena eats an ice cream

↓ ↓ ↓
subject verb object

- the subject is the person or thing carrying out an action.
- the verb is the action.
- the object that is the person or thing involved in the action, but not carrying it out.



Remember the subject must always agree with the verb.

Singular subject needs singular verb.

The **dog** **loves** its bone.

Plural subject needs plural verb.

The **dogs** **love** their bones.

Do you notice how you add an 's' or 'es' at the end of a singular verb, and remove the 's' completely when you end a plural verb?



CHAPTER 5

Exercise



Label the subject, verb and object in these sentences. Write an **S** under the subject, a **V** under the verb and an **O** under the object.

For Example

The man lives in this neighbourhood.
↓ ↓ ↓
subject verb object

1. These shoes hurt my feet.

2. The hen lays eggs.

3. The children eat apples.

4. Our principal comes by bus.

5. The cat drinks milk.

6. The girls sing the song.

7. Mahmood likes his toys.

8. I read books.



CHAPTER 5



Select the verb that agrees with the subject in each sentence.

1. The children (follow, follows) their mother.
2. Please (has, have) lunch right now, Farhan.
3. The bottle of juice (lie, lies) on the shelf.
4. The three dogs (bark, barks) everytime they see a stranger.
5. My cousin (is, are) a teacher.
6. Noor and the girls (work, works) on the weekend.
7. The team (feel, feels) hungry after playing all day.
8. My parents (live, lives) in Lahore.



IV. ORAL COMMUNICATION

SEEKING PERMISSION OR ATTENTION



Previously, you learned how to introduce yourself to a group of people.

Let's learn some more skills of oral communication by seeing how you should ask for attention or permission to do something. Knowing how to phrase such requests politely will always make a good impression on the person you are talking to.

If you would like to seek permission to do something, you should start your sentence with "May I...", "Can I...", "Could I..." or "Do you mind..."

For Example

"Do you mind if I borrow your pencil?"

"Could I please sit next to you?"

If you would like to ask for attention, you should start your sentence with "Excuse me!", "May I have your attention, please" or "Sorry to bother you, but..."

For Example

"Excuse me! Would you mind walking a little faster?"

"Sorry to bother you, but I was wondering where the nearest petrol station is."

Remember to follow a request with a thank you.

CHAPTER 5

Exercise

Practise your understanding of how to seek permission or attention by completing the speech bubbles.

1.



"Of course you may
have lunch with me today!"



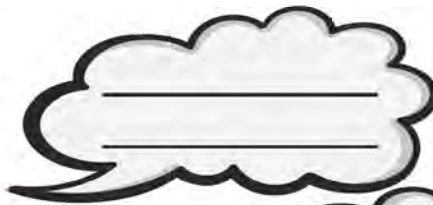
2.



"It does not bother at
all.
I would love to listen to



3.



"Yes you can open the
window."



CHAPTER 5

CLASS ACTIVITY



Take turns and practise your new skills of oral communication by asking your teacher if you can:

- borrow a pencil from your friend
- go out of the class
- sit closer to the blackboard for a day

V. CREATIVE WRITING

In this story, Sana tells a lie to her grandmother and wrongly blames her brother, Ali. She finally admits it was her fault in the end.



Do you think it is always easy to be honest? Discuss with an example from your life.



WELCOME TO THE NIGHT!

To all of you who crawl and creep,
who buzz and chirp and hoot and peep,
who wake at dusk and throw off sleep;
Welcome to the night.

To you who make the forest sing,
who dip and dodge on silent wing,
who flutter, hover, clasp, and cling!
Welcome to the night!

Come feel the cool and shadowed breeze,
come smell your way among the trees,
come touch rough bark and leathery leaves:
Welcome to the night.

The night's a sea of dappled dark,
the night's a feast of sound and spark,
the night's a wild, enchanted park.
Welcome to the night!

(By Joyce Sidman)

CHAPTER 6

I. UNDERSTANDING THE POEM

1. What is this poem describing?
2. Can you name some of the creatures that live in the night?
3. Write down any three adjectives from the poem below?

II. VOCABULARY

LEARNING HOW TO RHYME

What is the difference between a poem and a story?

Often, sentences in a poem end with the same sound. This is called a **rhyme**. Rhyming words create music in the poem.



 Let's look at some examples of rhyming words.

cat



hat



ball



fall



house



mouse



CHAPTER 6



Now that you know what rhyming words are, can you locate and complete the following rhymes from the poem 'Welcome to the Night!'?

1. creep _____
2. sing _____
3. breeze _____
4. dark _____



Can you think of your own rhyming words for objects around you? Try coming up with a rhyming word for each of the following words.

can	
jug	
sun	
book	
boat	
feet	

SENSORY WORDS

Poems, directly appeal to your five senses **sight**, **sound**, **touch**, **smell** and **taste**. Instead of using long sentences, poems use just the right word to make a scene come alive. These words are called **sensory words**, and they help describe something perfectly.

Let's look at some of these words.



CHAPTER 6



Some examples of **sight** words include:

bubbly	colourful	thick
hairy	light	sharp



Some examples of **sound** words include:

cough	honk	chirp
clap	moo	buzz



Some examples of **touch** words include:

smooth	hot	rough
oily	soft	silky



Some examples of **smell** and **taste** words include:

fresh	sweet	sour
burnt	salty	spicy



The poem 'Welcome to the Night!' has many sensory words. Identify whether the following words are sight, sound or touch words.

1. crawl
2. buzz
3. hoot
4. sing
5. cool
6. rough

III. PHONICS

DIGRAPHS AND TRIGRAPHS

Earlier on, you reviewed what a consonant blend was. You remember that blends produce a joined sound, but we can still hear each sound inside them.

A **digraph** is a single sound which is represented by two letters. A **trigraph** is a single sound that is represented by three letters. Let's use the poem to help us understand digraphs and trigraphs better.



Digraphs can come at the start or the end of a word.

Beginning digraphs look like this: chair, phone, show and know.

The 'ch', 'f', 'sh' and 'n' sounds you hear when you say these words out loud are digraphs.

Ending digraphs look like this: fish, watch, photograph and bath.

Did you catch the 'sh', 'ch', 'f' and 'th' sounds at the ends of these words?

Trigraphs include light and match.

The 'i' and 'ch' sounds you hear when you say these words out loud are trigraphs.

CHAPTER 6

 Here is a list of common digraphs and trigraphs:

shape

shampoo

snatch

wheel

rich

schedule

charm

splash

push

match

thing

dish

punch

speech

whistle

bridge

mouth

month

Exercise

The title of the poem "Welcome to the Night!" has a trigraph in it. Which one is it?

 Now test your understanding by locating three words with digraphs from the poem. List the words below, making sure you underline the digraphs in them. Practise saying them aloud.

1. _____
2. _____
3. _____

IV. CREATIVE WRITING

Can you complete the poem by adding the correct rhyming word?
The pictures should give you a hint.

One, two,
Buckle my _____ ,
Three, four,
Shut the _____ ,
Five, six,
Pick up the _____ ,
Seven, eight,
Lay them _____ ,
Nine, ten,
A big fat _____ !



RAZA'S TRIP TO PAKISTAN

Pre-reading questions:

What are some of the things that make you proud to be a Pakistani?
What are some of the things Pakistan is famous for?

Holding his father's hand tightly, Raza walked towards the exit of the airport. This was the first time he was visiting Pakistan in eight years. When he was a young child, his family had shifted to Saudi Arabia. Now he finally had the chance to see the country where he had been born. Raza felt very excited. At the same time, he felt a little scared to meet his uncle, aunt and cousins. Would they like him? Would he feel welcome in this foreign land? Would he understand the culture?

All of Raza's fears went away when he saw his whole family waiting for him. Aunt Saira was holding a huge sign that read 'WELCOME TO PAKISTAN, RAZA!' and Uncle Imran had fresh flowers in his hand. His cousins Ayan and Maira had presents and balloons in their hands. A huge smile spread across Raza's face as he hugged all his relatives. He had heard Pakistani people were hospitable, and now he was experiencing it himself.



CHAPTER 7

On his way to his Uncle's house, Raza got a chance to interact with his cousin Ayan. Both boys were ten years old and had similar interests. They became friends in no time.

"I'm going to show you the best of Pakistan while you're here. You're going to love it!" Ayan said to his cousin. Raza felt extremely happy and welcome.

When they reached home, Aunt Saira laid out a feast for the guests. She filled the table with hot fresh from the oil, spicy channay and cold lassi. Raza wiped his plate clean and praised the delicious food. It was the best meal he had ever tasted. He finally understood why his father missed the food in Pakistan the most.

Over the course of his stay, Raza fell in love with Pakistan. This country did not feel like a strange land to him – it felt just like home. Ayan took him to see the Badshahi Masjid, Lahore Fort, Minar-e-Pakistan, Shalimar Gardens and Wazir Khan Masjid. He explained the amazing history behind these monuments, Raza felt amazed to stand on the same ground as some of the greatest leaders, poets and politicians the world had ever known. Raza loved how Lahore was always alive. No matter where or when, every place was crowded. It was colder than Saudi Arabia had ever been, but Raza loved eating dry fruit by the heater and sleeping inside a warm blanket every night.

Ayan could see how much Raza loved the weather, and to surprise him, he planned a trip to the northern areas of Pakistan for his cousin. The entire family took a bus to Nathiagali. From the window of the bus, Raza could see enormous mountains everywhere. He felt very small in comparison to this scenery. Everything looked like a painting. The air turned even chillier than it had been in Lahore. Soon, the ground turned completely white, and Raza realized he was seeing snow for the first time. He felt that he had walked right into a freezer!

During his stay in Nathiagali, Raza played in the snow, built snowmen and threw little balls of snow at Ayan and Maira. The family even went to Ayubia to sit on a chairlift, from where they could see the entire region. It was a sight to remember. Raza was very impressed to see beautiful handicrafts created by the local women at their homes.



He bought a lovely embroidered shawl for his mother. He knew that he would think of Nathiagali and its wonders every time whenever he saw her wear it.

Soon, it was time for Raza to leave Pakistan. Raza felt very lucky he had spent his holidays in such a magical country, and he could not wait to be back soon. He would miss the food, culture and sights terribly, but he was happy he was leaving with wonderful memories.

I. COMPREHENSION



Find answers of the following questions from the lesson.

1. Raza saw everyone in Ayan's family holding something at the airport. What were they all carrying?
2. Name some of the monuments Raza visited in Lahore.
3. How was Nathiagali different from Lahore?
4. What did the family do in Ayubia?
5. What did Raza buy for his mother?
6. As he was leaving Pakistan, why did Raza feel happy and sad at the same time?

CHAPTER 7

II. VOCABULARY



In the previous chapter, you learned more about adjectives. Now practise using adjectives in sentences. Remember to use context to guess the meaning of words you do not know.

Example: colourful

There were many colourful handicrafts in the shops.

1. bright

2. hospitable

3. delicious

4. surprise

5. magical

III. GRAMMAR

PREPOSITIONS

In this story, Raza walks **towards** the exit of the airport. Raza and Ayan go **to** Nathiagali. Raza goes back home **from** Pakistan.

Words that show location are called **prepositions**. Prepositions are helpful in showing **where** something is.



CHAPTER 7

For Example

I am **at** my friend's house. She lives **in front of** the gas station.

Since there are so many possible locations, there are many prepositions. Let's look at some of the most common words that indicate location:

above	down	on top of
across	for	out
along	from	outside
around	in	over
as	in front of	to
at	inside	toward
before	into	under
behind	between	by
below	near	underneath
beneath	next	up
beside	on	within

Exercise



Underline the preposition in the following sentences.

1. The car went under the bridge.
2. I looked inside the jar to see if there were any chocolates left.
3. "Children, go and play outside!", shouted the father.
4. I sat in front of my friend Jamshed in class.
5. I placed the papers beneath my books so they would not fly away.
6. Hasan made sure he walked behind his mother so he wouldn't get lost.
7. I placed my book on top of the shelf so my brother could not reach it.
8. We could not go across the street because of the heavy rain.

CHAPTER 7



Look around you and select any one object. Write five sentences on its location.

Example: I am sitting on a blue chair. It is placed in front of the teacher's desk. I can look outside the window from my chair.

UNDERSTANDING SEQUENCE



In this story, Raza performs a number of actions. You just learned how prepositions can help us understand the location of these actions better. Similarly, it is also important to know the **sequence** of actions.

Sequence refers to the order in which a series of events takes place.

Exercise

How well do you understand 'Raza's Trip to Pakistan'? The following sentences describe the different things Raza did in this story. Rearrange these sentences in original sequence.

- Raza went to Nathiagali with his whole family.
- Raza bought a shawl for his mother.
- Raza met his relatives at the airport.
- Raza visited Badshahi Masjid and other monuments in Lahore.
- Raza sat on a chairlift in Ayubia.
- Raza went back home.

CHAPTER 7



Rewrite the sentences so they follow a sequence. The first one has been done for you.

1. Raza met his relatives at the airport.
2. _____
3. _____
4. _____
5. _____
6. _____



Can you understand the sequence only from a series of pictures? Number the pictures from 1 to 5 so they follow the correct order.



CHAPTER 7



Now, write five sentences describing each of the pictures. Give the character a name.

1. _____
2. _____
3. _____
4. _____
5. _____

V. CREATIVE WRITING

In this story, Raza has hot fresh from the oil, spicy channay and cold lassi. He loves this meal and wipes his plate clean.



What is your favourite Pakistani food? Imagine you are describing it to someone who has never had it before. Write a few sentences about the dish.

THE SCIENCE SUMMER CAMP

Pre-reading questions:

- Do you think it is fair if girls are not allowed to go to school? Why do you think so?
- What is your favourite subject? Do you think students should be allowed to study what they want?

ANNOUNCEMENT

Lahore: For all the boys and girls who love science, we are bringing the country's greatest summer camp to YOUR village. This is a highly competitive two weeks long program and we only recommend it to those young children who are truly passionate about science. In the

offering classes on

- the human body
- nature
- technology
- health
- planets

In the afternoons, students will travel to a nearby community with our teachers. Here, they will have a chance to apply their lessons by teaching

children who are unfamiliar with technology and cannot afford to learn about it. This is once in a life time opportunity. The deadline for applying is this Friday, 20 November 2016. If you are interested, write to us at Office 50, Jhelum
For more information, call us on +0056823929

Neelam was a kind and compassionate girl who loved helping others. She always tried to use science to solve problems around her. From a young age, she showed potential to be a scientist someday. One example was how she used simple items at home to create a filter. This filter could turn dirty, brownish water into safe and healthy drinking water. Neelam loved to study about animals and plants. When she saw the newspaper advertisement about a summer camp all about science, she knew it would be a dream come true.

CHAPTER 8



Neelam wanted to attend this program more than anything, but she was scared. She knew her mother would never let her travel to any nearby community, even if it was to teach those in need. She remembered how hard she had to work to convince her mother, Amna, to let her start school. Amna had not gone to school as a child, so she could not understand why Neelam felt education was important. She had succeeded in getting permission by promising to go and come back with her brother Sameer everyday. What about this summer camp? Sameer hated science, he would never go with her. How could she get approval?

Neelam still decided to try. She saw her mother cutting tomatoes in kitchen and went up to her. She saw the smile on her mother's face disappear as she told her about the summer camp. "I am sure it is an exciting opportunity, Neelam, but I cannot allow you to travel anywhere without me. That too, for something like science, which won't help you anywhere. Come here, let me show you how to cut these vegetables." replied her mother.



Neelam felt upset and helpless. She thought it was unfair how Sameer was allowed to take trips all across Pakistan to study the country's history. He had travelled by train to many different cities to attend summer programs and meet relatives. Why was she not treated like her brother?

CHAPTER 8

A few days later, a bright yellow envelope was delivered at home. To Neelam's surprise, it was a letter saying that she had been selected to participate in the summer camp. Just as she was wondering how this could have happened, her father, Jamshed, walked into the room. He had just returned home from his shift at the village hospital. He saw the joy on his daughter's face and told her that he had applied to the Science Summer Camp on her behalf.

"Never think you can't study what you want to study. You are an exceptional student, Neelam, and you deserve every opportunity Sameer does. Science is an extremely valuable field of study, and I am proud of you for being interested in it. Someday you can be a doctor just like me." said her father lovingly.

Amna also smiled, but had an expression of concern on her face. When Jamshed saw this, he asked her not to worry. He would get Amna to speak to the parents of the other children in the village who were attending the summer camp, so she could be sure Neelam was in good company. He would also keep her in touch with the teachers of the program, so she would know where Neelam was all the times. They explained how it was wrong to treat Neelam different from Sameer. Both children should be given a chance to achieve their dreams.

After hearing all of this, Amna felt much better. She hugged her daughter and told her how proud she was. Neelam felt like the happiest girl alive. She couldn't wait to spend two weeks learning from the country's best experts and share ideas with the brightest students. She knew this would be a summer to remember.



CHAPTER 8

I. COMPREHENSION



Find answers of the following questions from the passage.

1. Give one example of Neelam's potential to be a good scientist.
2. How had Neelam managed to get permission to go to school?
3. How was Sameer treated different from Neelam?
4. Where does Neelam's father work?
5. How does Jamshed convince Amna not to worry?
6. In your opinion, why should we study subjects like science?

II. VOCABULARY



Let's learn some new words. Locate the following words in the lesson and match them to their definitions.

passionate	someone who has a lot of knowledge in an area
concern	chance
compassionate	worth a lot
opportunity	intense excitement
expert	feeling and showing sympathy and concern for others
valuable	worry



Understand the passage better by making your own sentences using the following words.

1. nature

2. healthy

3. convince

4. opportunity

5. scared

III. GRAMMAR

ADVERBS

When Neelam saw she had been selected for the program, she jumped **excitedly**.

Now that you have learned about verbs and adjectives, we can move on to **adverbs**. You remember adverbs help in describing a verb, adjective or another adverb. Let's look at two types of adverbs.



Adverbs of **manner** explain **how** something happens.



She read **quietly**.



They played **excitedly**.

Adverbs of **time** explain **when** and how often something happens.



My grandmother **always** loves me.



I came home **early**.

CHAPTER 8



Let's look at some common adverbs of manner and time.

MANNER	TIME
happily	soon
loudly	today
quietly	always
slowly	sometimes
carefully	never
hard	later
beautifully	now
well	tomorrow
fast	early

You may have noticed how most adjectives can be converted into adverbs by placing an 'ly' at the end of the word. However, be careful about changes in spelling. Also note, how special words like **well**, **fast** and **hard** remain the same as adjectives and adverbs.



Exercise



Change the adjectives in the brackets into adverbs of manner.

1. The baby cried _____ (loud) at night.
2. Walk _____ (slow) here - the rain is pouring too _____ (heavy).
3. "You should not speak _____ (angry)", she said politely.
4. Neelam stood _____ (nervous) in front of the whole class.
5. I answered the questions _____ (easy).

CHAPTER 8



Read the following sentences and underline the adverbs in them. Indicate whether the underlined words are adverbs of manner or time. The first one has been done for you.

1. The old man drank the milk slowly. _____ manner _____
2. He said he would be back soon. _____
3. "Why are you driving so fast?", she shouted. _____
4. When I arrived late, my friend met me angrily. _____
5. I like to exercise regularly. _____
6. Since she practises everyday, she always sings beautifully. _____
7. He walked quickly across the street. _____
8. We were all extremely tired after the long journey yesterday. _____



Choose the correct adverb of time from the options to complete the sentences below.

1. I have been eating too much _____ .
a) now b) tomorrow c) lately
2. I am going to bed _____ tonight.
a) early b) yesterday c) always
3. I am busy right now. I will meet you _____ .
a) everyday b) later c) never
4. I just finished my book. _____, I understand it better.
a) frequently b) sometimes c) now
5. "You're _____ here. I am not ready yet.", she said.
a) never b) already c) today

CHAPTER 8

IV. ORAL COMMUNICATION

USING SHOULD AND CAN



In this story, Amna decides whether Neelam **should** go to the summer camp. Her permission determines if Neelam **can** attend the program.

What is the difference between **should** and **can**?

- When you offer a recommendation, give your personal opinion or show your responsibility to do something, you use the word **should**. This word shows that it is in your best interest to perform a certain action, so you **must** do it.

For Example

"You should always brush your teeth before you go to bed".

"I should go to school tomorrow".

- When you want to show your ability to perform a certain action, you use the word **can**. This word shows that you are **able** to do something, but you do not have to do it.
- The word **cannot** shows that you have no choice because you are unable to perform the action at all.

For Example

"I can cook an egg!"

"I cannot climb a mountain".

CHAPTER 8

Exercise



Complete the following conversation between two people by inserting the words **should**, **can** or **cannot**.

Saleem: "I am getting late for work. What _____ I do?"

Sajida: "You have two options. You _____ take the bus or rickshaw."

Saleem: "I _____ walk all the way to the bus station. It will waste time. I think I _____ grab a rickshaw."

Sajida: "If you want to reach work on time, I think you _____ take the road across our house. It is never crowded."

Saleem: "I _____ also go from under the bridge – sometimes that road is crowded but it's the shortest way to work."

Sajida: "Either way, you _____ afford to lose any more time. Leave right now!"

CLASS ACTIVITY



Now that you have learned the difference between **should** and **can**, take turns and tell the class about some of the things a student can do, and some of the things a good student should always do. Discuss the difference between the two lists.

V. CREATIVE WRITING

In this story, we see that Sameer was allowed to go to school without any question. He is also allowed to take trips all over Pakistan.

CHAPTER 8



It is important to be able to put ourselves in someone else's shoes. Imagine you are Sameer. Think of two reasons why you think your mother should let Neelam go to the science summer camp. Make sure you use the word 'should'.

CELEBRATING EID-UL-AZHA

Pre-reading questions:

- What is the difference between Eid-UL-Fitr and Eid-UL-Azha?
- Why are festivals like Eid or Christmas important?

The first light of dawn lit up the sky, bringing with it the day of Eid-UL-Azha. It was a mildly cold morning. The silence was broken by pleasant sound of azaan from a nearby masjid.

I ran outside and greeted the magnificent goat my father had brought home. Every year on Eid -UL- Azha, I looked forward to take care of our temporary guest. I made sure I fed the beautiful white goat well. Laying down more grass for it to eat, I observed it eating hungrily. I knew the healthier the goat ate, the better meat the family would enjoy for Eid lunch.

Standing at the main door to the house, my father called me inside. "Adnan! Come in now and get ready for the Eid prayer. We don't want to get late. Hurry up now!" I tied the goat to a fence and went inside.



CHAPTER 9

Wearing my new white shalwar kameez, I went to the masjid with my father. After offering Eid namaz, I embraced all the boys there three times, saying Eid Mubarak. The spirit of brotherhood was wonderful, bringing everyone together. There were no differences on the basis of class, race or background, as every Muslim at the masjid stood equal before Allah. I felt like I was part of a big family, and I wished such love and equality existed everyday.

Returning home, I helped my father sacrifice the goat. While I felt upset to say good bye to my little friend, I remembered the story behind this ritual and realized it was for a greater cause. It was to honour the sacrifice of Allah's beloved prophet, Hazarat Ibrahim (عليه السلام). When Allah instructed Hazarat Ibrahim (عليه السلام) to give up what was most precious to him, the Prophet chose to let go of his son, Hazarat Ismail (عليه السلام). Just as Hazrat Ibrahim (عليه السلام) got ready to say goodbye to his son on the mount of Arafat, Hazarat Ismail (عليه السلام) was miraculously replaced by a goat. Allah was so impressed by Hazrat Ibrahim's (عليه السلام) dedication, selflessness and commitment that he rewarded his Prophet's sacrifice. Since then, Muslims mark Eid-UI-Azha by slaughtering a goat in the name of Allah.

Once the goat had been sacrificed, my father and I divided the meat in three portions. Every year, we kept some for ourselves, and distributed the rest among the poor and needy. We would receive many blessings in return for our kindness and sacrifice. By the time we got home, my mother had prepared a wonderful feast for the entire family. Sitting at the table with my cousins, uncles, aunts and parents, I realized eating together was what I loved the most about Eid. I smelled the mouthwatering aroma of warm karahi and biryani, all made from fresh mutton. I appreciated the food in front of me and felt grateful to Allah.

After lunch, I went outside to play with my cousins. One by one, the adults in my family came outside, hugged and kissed the children, and handed us Eidi. I felt very excited to receive money. What should I spend it on? Should I buy the beautiful red toy car I had seen at the store? Should I get my mother a new shalwar kameez for her birthday later this month? Should I go to eat some ice cream with my cousins? The possibilities seemed endless. For now, I put the money safely in the pocket of my kurta and decided to enjoy my Eid.



I had a wonderful time meeting my relatives and listening to their stories. They all said that I had grown so much taller since the last time they saw me. As all the grown ups sat down for tea, I felt very excited. I knew that it was time for my mother's special sawaiyan. She made this delicious dessert on every Eid, and it was everyone's favourite. I wiped my bowl clean and praised my mother's wonderful cooking. I saw everyone else enjoying it just as much as I was.

Soon, dusk approached and the first day of Eid-UI- Azha came to a close. I loved how the day had helped me reconnect with my cousins and build new connections with a wider Muslim community. I could not wait to celebrate this festival again next year.

I. COMPREHENSION

 Find answers of the following questions from the lesson.

1. Why did Adnan make sure the goat was well fed?
2. How did all the boys greet each other after praying at the masjid?
3. When asked to sacrifice what was most dear to him, what did Hazrat Ibrahim (عليه السلام) do?
4. What would Adnan and his father do with the goat's meat every year?
5. What were some of the food items Adnan and his family had on Eid?
6. Where do you think Adnan should spend his Eidi?

CHAPTER 9

II. VOCABULARY



Let's test your understanding of new words from the passage. Replace the underlined word in each sentence below with an appropriate word from the box. Rewrite the sentence, making sure its meaning remains the same.

grateful silence magnificent happiness aroma

1. The delicious smell of freshly fried samosay made my mouth water.

2. I could not believe how beautiful the mountains looked from where I was standing.

3. The quietness of the empty house made us scared.

4. Playing with my little sister always gave me great pleasure.

5. I am very thankful to my teachers for everything they do for me.

III. GRAMMAR

SYNONYMS



In the vocabulary exercise, you replaced a simple word with a difficult word, making sure the meaning of the sentence does not change. If two words mean the same, they are called **synonyms**.

CHAPTER 9

For Example

Adnan is a **kind** boy.

Adnan is a **caring** boy.

Both **kind** and **caring** have the same meaning.



Let's look at some common synonyms. Learning these words will make you better writers.

amazing	incredible/fantastic
angry	mad/furious
awful	terrible
bad	evil
beautiful	pretty/lovely
big	enormous/large
brave	courageous/fearless
delicious	tasty
famous	well-known/renowned
fast	quick/rapid
good	excellent
happy	pleased/delighted
help	assist/aid
interesting	fascinating
neat	clean/orderly
scared	afraid/frightened
trouble	distress/anguish/worry
wrong	incorrect

CHAPTER 9

Exercise



Match each word to its synonym.

fast	incorrect
afraid	brave
neat	delicious
enormous	happy
bad	quick
courageous	scared
wrong	big
delighted	clean
tasty	evil

FACT VS OPINION



Adnan thinks there should be love and equality everyday.

Is this a fact or an opinion? In this story, you saw Adnan giving a personal account of how he spent his Eid-al-Azha. It is important to note the difference between how a person feels and something that truly is.

A **fact** is something that is true and can be proven.

For Example

There are 60 seconds in one minute.

The capital of Pakistan is Islamabad.

CHAPTER 9

An **opinion** is how you or someone else feels about a particular topic.

For Example

My favourite food is rice with chicken.

Kainat thinks we should go out for a walk.

Exercise

 Do you think you can differentiate between a fact and an opinion? Write 'FACT' or 'OPINION' in front of the following sentences.

1. Human beings need air to breathe.
2. I really enjoyed last night's cricket match.
3. "Lahore is the most fun city in the world", she said.
4. Planet Earth has one moon.
5. You should wash your hands to avoid germs.
6. If your uniform is not clean, you will be sent home.
7. Aleena loves playing in the snow.
8. My cat eats food three times a day.

IV. ORAL COMMUNICATION

AGREEING AND DISAGREEING WITH OPINIONS

Sometimes, your opinion might be different from someone else's. If you are not able to listen and respect ideas that are different from yours, you may end up having a fight with whoever you talk to.

Let's see how you can describe how you feel, listen to how other's feel and agree or disagree politely.



CHAPTER 9

You can express your opinion by using the words "In my opinion...", "I think/feel/believe..." or "From my point of view...".

For Example

"I feel you should go and apologize to her".

"In my opinion, everyone should visit Lahore at least once in their lives".

You can express your agreement with someone else's opinion by using the words "I agree...", "I approve..." or "I have no objection...".

For Example

"I have no objection if you came to work later today".

"I agree that dogs are the best animals to keep as pets".

You can express your disagreement with someone else's opinion by using the words "I disagree...", "I don't quite think..." or "I feel otherwise".

For Example

"I don't quite think I agree with your idea of having fun".

"While I respect how you believe hockey is the best sport, I feel otherwise".

Exercise



Read the following opinions. In one sentence, state whether you agree or disagree with them, giving one reason why.

For Example

Summer is the best season.

I agree that summer is the best season because all the flowers are in bloom.

1. Girls should be allowed to go to school.

2. Reading is fun.

3. Being an only child is better than having siblings.

CHAPTER 9

4. Students should wear uniform to school.

5. All children should play sports.

CLASS ACTIVITY



Do you think homework is good for students? Write down your opinion on this topic. See how many of your classmates share your opinion or hold a different one. Take turns and discuss reasons for agreement and disagreement.

V. CREATIVE WRITING

In this story, you hear Adnan's account of how he celebrates Eid-UI- Azha.



A good measure of understanding a story is if you are able to retell in a few sentences what you have read.

In your own words, write a short description of Adnan's Eid down below.

Make sure you follow the correct sequence of events.

Early in the morning, Adnan woke up and fed his goat.

TAKING A TOUR OF LAHORE

Pre-reading questions:

- Why do you think people write letters?
- If you had to show your friend your village, town, city or country, where would you take him or her?

House No. 54, Street 47

Islamabad

30 September 2016

Dear Jamal,

How are you doing? I still can't believe you have moved to Islamabad. I miss you so much! I know I promised not to have any fun without you, but I'm writing to tell you about an incredible experience I had recently.

Do you remember how we had always wished to see Lahore when we were young? Well, guess what! I finally got a chance to do so when I got my final result last week. Abu had promised to take Meena and me on a trip if we studied hard all year long, and we did exactly that. In fact, we worked so hard that we both stood first in our classes.



CHAPTER 10

On Saturday, Abu, Meena and I sat in our little red car and began our journey. It was a bright, clear morning - perfect for our trip. The sun seemed to be smiling all across Grand Trunk Road. Lahore is about two hundred kilometers away from our little town, and Meena and I could not seem to get there fast enough. As we kept asking Abu how much further we were from our destination, He laughed. He remembered how excited he had been when he had travelled to Lahore for the first time with his own father. He saw the same level of restlessness on our faces.

Within a few minutes, red minarets appeared in the horizon. Amazed at the sight, Meena let out a scream. She had seen a picture of these bricks in her textbook. This was the Badshahi Masjid- the biggest mosque in Lahore. Abu said that we would offer our prayers there. Jamal, you will not believe the beauty of the tall pillars, cool marble and perfectly constructed dome! The prayer hall of the huge mosque was covered with an intricate, flowery pattern all over its walls, making it the most beautiful place for namaz. I hope we get to pray there together someday.

Abu told us that Badshahi Masjid had been built by the Mughal Emperor Aurangzeb about three and a half hundred years ago. Aurangzeb also built the Alamgiri gate of the Lahore Fort which I could see from where I was standing. Abu also pointed to the giant, tower-like structure appearing in the distance and told us that was Minar-e-Pakistan, one of the most important symbols of the creation of Pakistan.



CHAPTER 10

As I was listening to Abu's tale, I felt transported to another time, but Meena's cry brought me back to reality. "It's lunch time", she said. I had been having so much fun exploring the monuments and sites of the Walled City that I had forgotten I was hungry. At this point, Abu led us to the famous Food Street of Lahore. As soon as we entered the area, the smell of the city's finest spices and desi ghee welcomed us. The music of takka tak made Meena and me dance to its beat. We had a delicious meal of spicy, flavorsome chicken karahi and daal. Abu ordered lassi along with this meal - a traditional drink made from yogurt. We finished our meal with kheer, a dessert made from rice and milk. Jamal, after having this lunch, I understood why Lahore is so famous for its food culture. It was so good I had to lick my fingers clean.

Later, Abu drove us to the renowned Mall road. Meena and I looked curiously on either side of the road - new buildings were surrounded by historical ones. Abu told us that it had been built by the British, and it was the center of activity during Pakistan's early days. We saw the Lahore museum, the zoo and Tollington Market. Abu also pointed towards Government College, where he himself had studied. Someday I hope to study there too.

Every inch of Lahore seemed like magic, and I couldn't stop asking Abu questions. Now, the sun was setting, and Abu said that it was time to head back home. He promised to bring Meena and me back here soon. I hope you can join us on our next trip, Jamal. I'm sure you will love Lahore even more than I did.

Give my regards to your parents. I hope to hear all about Islamabad very soon!

Your cousin,

Yousuf

CHAPTER 10

I. COMPREHENSION



Find answers of the following questions from the letter.

1. Why do you think Yousuf has to write a letter to Jamal?
2. What did Yousuf and Meena do that reminded Abu of his own childhood?
3. What else did Yousuf see as he stood at Badshahi Masjid?
4. Name the items Abu, Yousuf and Meena ate at Food Street.
5. What did Yousuf wish for when he saw houses built so close together in the Walled City?
6. What was special about the Mall Road?

II. VOCABULARY



Let's learn some new words. Put the right word from the passage in front of its meaning.

destination

restlessness

minaret

intricate

monument

harmony

1. A statue, building or structure that is of historical interest. _____
2. The final location of a journey. _____
3. A thin tower that is a part of a Masjid. _____
4. Peace and order. _____
5. To be uneasy and in motion. _____
6. Very complicated and detailed. _____

CHAPTER 10

III. GRAMMAR

TENSES

THE SIMPLE TENSE

In this chapter, you see how Yousuf is writing a letter to Jamal telling him about an amazing time he had last week.

Tenses are forms of a verb that show you the time of an action. There are three simple tenses. Let's look at them below.



THE PRESENT TENSE

The present tense of a verb shows that the action happens regularly.

For Example

Yousuf and Meena go to school.

We live outside Lahore.

THE PAST TENSE

The past tense of a verb shows that the action has happened in the past.

For Example

Yousuf and Meena went to school.

We lived outside Lahore.

THE FUTURE TENSE

The future tense of a verb shows that the action will happen.

For Example

Yousuf and Meena will go to school.

We will live outside Lahore.



CHAPTER 10

Exercise



Read each of the sentences below. Underline the verb and identify whether it is in the past, present or future tense. The first one has been done for you.

1. I saw my friend at the market.
2. Ayesha feeds her three cats.
3. My brother will play cricket tomorrow.
4. I love to draw.
5. The children celebrated Eid.
6. He will paint a picture soon.
7. They will come to our house.
8. I eat breakfast every morning.

past

THE CONTINUOUS TENSE



We have looked at simple action verbs like go, feed, play and draw. What about verbs that end in '-ing'? Such verbs show the continuous tense. Let's learn more about the past, present and future continuous tense.

THE PRESENT CONTINUOUS TENSE

The present continuous tense shows an action which is happening in this very moment.

For Example

I am playing with my car.

We are going to school.

CHAPTER 10

THE PAST CONTINUOUS TENSE

The past continuous tense shows an action which had been happening before.

For Example

I was playing with my car.

We were going to school.

THE FUTURE CONTINUOUS TENSE

The future continuous tense shows an action which will happen.

For Example

I will be playing with my car.

We will be going to school.

Exercise



For each of the following sentences, write the past, present and future continuous tense of the verb in the bracket. The first one has already been done for you.

1. "Hurry up! We _____ for you," she said. (wait)

"Hurry up! We are waiting for you," she said. (present)

"Hurry up! We were waiting for you," she said. (past)

"Hurry up! We will be waiting for you," she said. (future)

2. He _____ as a teacher. (work)

3. The cat _____ on the floor. (sit)

CHAPTER 10

4. My uncle and aunt _____ in Sialkot. (live)

5. Sana _____ her books in the bag. (put)

IV. ORAL COMMUNICATION



Practise using tenses in conversation. Take turns and describe your daily routine in a few sentences. How do you spend your day?

V. CREATIVE WRITING

In this chapter, Yousuf writes a letter to his cousin Jamal describing his trip to Lahore. Letters can also be used for many other purposes.

Imagine you are Jamal. Write a letter to your cousin, Yousuf, inviting him to visit you in Islamabad.

House No: 27, Street 5

Sialkot

2nd October 2016

Dear Yousuf,

Your cousin,
Jamal

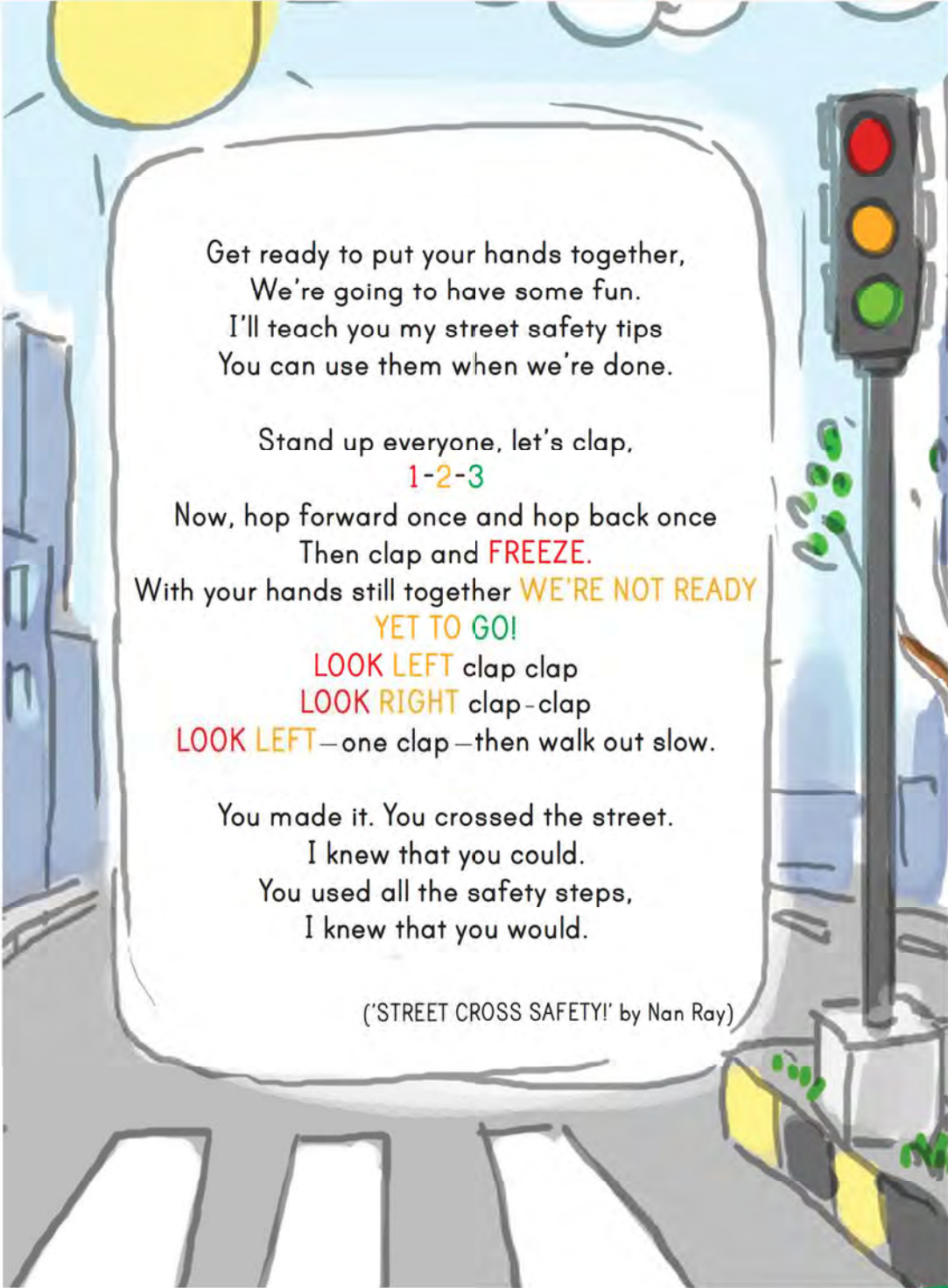
STREET SAFETY TIPS

When crossing busy traffic streets
It can be tricky, let me say.
It's something I am required to do
Almost every single day.

I've learned these little safety tips
Call them tricks, if you will.
These tips have served me nicely
Preventing me from being road kill.

When I come upon a crosswalk,
A curb or beside a busy street,
The first thing I must always do
Is **STOP**, and halt my feet.

Sometimes there is a stop light
Telling me when I must walk.
Other times there is a traffic cop
He tells me when to halt.



Get ready to put your hands together,
We're going to have some fun.
I'll teach you my street safety tips
You can use them when we're done.

Stand up everyone, let's clap,
1-2-3

Now, hop forward once and hop back once
Then clap and **FREEZE**.
With your hands still together **WE'RE NOT READY**
YET TO GO!
LOOK LEFT clap clap
LOOK RIGHT clap-clap
LOOK LEFT—one clap—then walk out slow.

You made it. You crossed the street.
I knew that you could.
You used all the safety steps,
I knew that you would.

('STREET CROSS SAFETY!' by Nan Ray)

CHAPTER 11

CLASS ACTIVITY



Imagine your classroom is the street. Stand in line and perform the street safety tips together.

I. UNDERSTANDING THE POEM

1. What do you learn from this poem?
2. What are some of the dangers you might face while crossing the street?
3. Where should you look when you are crossing the street?

II. VOCABULARY

Revise your understanding of rhyming sounds by finding the correct rhyme for each word from the poem.

will	_____
street	_____
fun	_____
go	_____
could	_____
say	_____

III. PHONICS

THREE CONSONANT CLUSTERS

The word street begins with 'str', which is a three consonant cluster.





Three consonant clusters refer to the appearance of three consonants together in a word, with no vowel sounds between them. They can appear at the beginning or end of a word.



CHAPTER 11



Some common three consonant clusters include:

straw		splash	
strong		spray	



Say these words out loud and listen to the way they sound.

stress	string	spring
spree	sprout	splint

Now that you have studied digraphs as well as clusters, can you identify the difference between both?

In a **digraph**, two consonants stand together to represent a single sound, such as the 'ch' in 'chair' and the 'ph' in 'phone'.

In a **cluster**, two or more consonants come together, but the sound of each letter can be heard, such as the 'fl' in 'flag' and the 'str' in 'straw'.



CHAPTER 11

Exercise



Let's test your knowledge of phonics. Say these words aloud and listen to the way they sound. Then state whether the consonants in bold are an example of a digraph or consonant cluster.

1. **l**ight digraph
2. **k**now _____
3. **s**mo**k**e _____
4. **ch**oose _____
5. **s**pr**ay** _____
6. **cl**ock _____
7. **p**lay _____
8. **sh**ip _____
9. **th**ink _____

IV. ORAL COMMUNICATION

READING SIGNS

Sometimes, you only need a picture to tell you a message. This is why you see **signs** on the road. These signs remind you of street safety rules in the simplest way.

Let's look at some common signs below.



Do you understand what these signs mean?

A stop sign is a traffic sign to notify drivers that they must stop moving.



CHAPTER 11

This sign shows that construction is taking place, so cars should drive slowly and people should walk carefully.

This sign shows that people are crossing the street.

This sign is used to show a facility designed for a wheelchair user.

This sign shows that the area is off bounds and you are not allowed inside.



Can you see any other signs when go out on the road? Draw them here.

CHAPTER 11

V. CREATIVE WRITING

In this poem, you learn several safety rules for crossing the road.



Imagine you are walking on the street. An unknown man sitting under a tree says, "Come here child, I have a candy for you". What would be the safest way to respond to such a situation? Write about what you should do in a few sentences.

THE MAGIC PENCIL

Pre-reading questions:

- Why are trees important for the environment?
- Do you think the use of technology is always a good thing?

Looking left and right, Rabiya was unable to find a single tree to protect her from the hot summer sun. She missed the days when her community was surrounded by greenery. She used to spend her days climbing trunks, picking fruit and sleeping under the cool shade of trees. She always considered trees to be her friends, and she was heartbroken when they slowly disappeared.

A team of developers had chosen Rabiya's community as the site for a new shopping center. They promoted this idea by telling people about all the fantastic facilities this shopping center would hold. Some of them were a food court, an indoor play-area for children and the chance to buy clothes, shoes and household items from all over the country. Everyone in the community felt very excited to hear about this. There was one big problem with this idea though. The shopping center could only be built on the land occupied by the trees. The people still said yes to the shopping center. They thought, that "They need it more than they need trees."



CHAPTER 12

One by one, each big tree in the community was cut down. Rabiya could do nothing except crying as one by one, each of her friends fell to the ground. She felt sad that technology, in the shape of the big machines and construction material, was being used for destruction. Now that the shopping center had been built, the only thing anyone around her wanted to do was to go there. People had forgotten what it meant to spend time in open air.

They stopped caring about their community like they used to do. Wherever she looked, Rabiya saw empty shopping bags, and leftovers of food from food area of the shopping center. There was noise, dust and pollution everywhere as families travelled in cars and buses to visit this new building. Rabiya thought about how the trees had always kept the air clean by spreading oxygen around. She knew that she had to do something to bring back her old friends.

Suddenly, Rabiya had an idea. She had read in school that throwing the seeds of fruit onto the ground led to the creation of new plants. The seeds would get water from the rain and nutrients from the soil. This would help them grow, and eventually turn into trees. Grabbing the pencil she was using to finish her homework, Rabiya wondered if it was possible to have a seed inside this little piece of wood. Once children had finished using the pencil, they could simply throw it outside. Without realizing it, each child would be planting a new tree.



Rabiya was enthusiastic about this possibility. Could the same technology that had been used to destroy trees be used to save them? She ran home and discussed it with her father, who worked at a wood factory. He shared this idea with his friends at the factory. Everyone loved it, and could not believe a little girl had thought of it.

CHAPTER 12

After days of hard work, they had succeeded in creating the first pencil with a seed in it. They knew this product would be a huge success. They realized they were right when those in charge of the community heard about this invention. The government loved Rabiya's creativity so much that it awarded her a special medal of excellence. It also passed a new law – now all children in all schools would only use these magic pencils as their stationery.

Slowly but surely, everything started turning green again. Rabiya felt extremely happy as she had been able to help the trees just as the trees had helped her so many times. By using modern machines to make a positive difference, Rabiya realized how technology could be used to spread good, instead of evil. She also understood how important it was to use her creativity. She hoped that someday she would be able to have an idea that was even more magical than her magic pencil.

I. COMPREHENSION



Find answers of the following questions from the passage.

1. What did Rabiya miss as she stood under the hot sun?
2. How did the team of developers promote the idea of a new shopping center?
3. What was the problem with the idea of building a shopping center?
4. How had the members of the community stopped caring about their environment?
5. How did the government react to Rabiya's invention?
6. What are some of the lessons we can learn from Rabiya?

II. VOCABULARY



Let's learn some new words. Use the following words from the lesson in sentences of your own.

1. greenery
-

2. heartbroken
-

CHAPTER 12

3. technology

4. destruction

5. pollution

6. enthusiastic

III. GRAMMAR

REVIEWING TENSES



Previously, you learned that there are three tenses the past, present and future tense. You also learned the difference between the simple and continuous tense. Let's review your knowledge of tenses.

In this story, Rabiya wants the present to look more like the past. She does this by building a magic pencil. Now, the future of the community will be brighter.

Now that you know what the past, present and future tenses look like, you can change one into the other by using your magical skills of grammar. Let's practise.

Exercise



Rewrite the following sentences, changing their tense into the present. The first one has already been done for you.

Remember, a simple past or future tense must be changed into a simple present tense. A past or future continuous tense will be changed to a present continuous tense.

CHAPTER 12

1. Rabiya will be planting new trees all over the community.

Rabiya is planting new trees all over the community. _____

2. The members of the community wasted paper.

3. The children will be using the new pencils everyday.

4. The use of technology was destroying the community.

5. Rabiya's father supported her wonderful idea.



Good job! Let's try one more exercise to revise your knowledge of tenses.

The given table has a verb from the story. Fill in each blank slot in the table with the correct tense of the verb. The first one has already been done for you.

PAST	PRESENT	FUTURE
missed	miss	will miss
		will be climbing
	is building	
looked		
was creating		
	help	

IV. ORAL COMMUNICATION

THE 'WH' QUESTIONS

So far we have learned how to speak effectively, now let's learn how to ask proper questions and respond to them.

The 'wh' questions help us seek information. They cannot be answered simply in 'yes' or 'no'. They begin with one of the eight 'wh' words. Let's look at them below.



• WHAT

"What are you doing here?"

"What is your name?"

• WHO

"Who are you here with today?"

"Who is your best friend?"

• WHERE

"Where are you going?"

"Where can I find your mother?"

• WHEN

"When will father pick us up from school?"

"When did you arrive home?"

• WHY

"Why is the food burnt?"

"Why did you miss school yesterday?"



CHAPTER 12

- **WHOSE**

"Whose bag is this?"

"Whose dress are you wearing today?"

- **WHICH**

"Which of these books is yours?"

"Which one of my friends do you like the most?"

- **HOW**

"How are you feeling today?"

"How will you walk home in the rain?"

The answer to 'wh' questions must usually replace the 'wh' word. For example,

For Example

"Who is your best friend?"

"My best friend is Amal."

By answering the comprehension questions at the end of each chapter in this textbook, you have learned how to phrase answers well. Remember to practise this skill in your everyday conversation as well.



CHAPTER 12

Exercise



Complete the following questions with the correct 'wh' word from the box. Then think of an answer for each question in your own words. The first one has already been done for you.

Q: Where do bats live?

A: Bats live in caves.

what when where who which whose why how

Q: _____ is your birthday?

A: _____

Q: _____ is your father's name?

A: _____

Q: _____ won the cricket match yesterday?

A: _____

Q: _____ is she crying?

A: _____

Q: _____ where do you live?

A: _____

Q: _____ brother is named Haider?

A: _____

Q: _____ old are you?

A: _____

Q: _____ school do you go to?

A: _____

V. CREATIVE WRITING

In this story, the use of technology leads to the spread of dust and pollution in the community. It also causes people to forget about the importance of trees. Rabiya shows us how technology can be used for good by inventing a magic pencil.



What are two advantages and two disadvantages of the use of technology? Write your thoughts below.

HAPPY TEACHER'S DAY, MISS JAVERIA!

Pre-reading questions:

- What should the relationship between student and teacher be like?
- What are some of the ways a student can be helpful around the classroom?

It was the first day of Grade Four. Unlike most boys of his age, Asad was actually happy the summer holidays were finally ending. He loved going to school, meeting his friends and most importantly – playing pranks on his class teacher! Asad was a naughty boy who got into trouble many times for disturbing the peace of the class. Back in Grade Three, he had made his teacher Miss Fauzia feel helpless with his jokes and tricks. She had complained to his parents on several occasions, but Asad refused to change his behaviour.



Asad was very excited to meet his new teacher. Miss Javeria entered the classroom and told everyone to settle down. She was young and friendly. She spoke softly with a smile on her face. She was wearing a simple shalwar kameez, with her hair tied in a braid and glasses covering her eyes. She introduced herself to the students and asked for their names.

Then she made them revise everything they had covered in Grade 3 – from vowels all the way to verbs! By the end of the day, all the children were exhausted. If this was what Grade 4 was going to be like, they wanted to go back to Grade 3!

Asad felt very angry at Miss Javeria for making him study so much on the very first day of the new school year. He knew he had to get his revenge on his

CHAPTER 13

teacher. The next morning, he was ready to pull his best prank yet. Everything was in place. As Miss Javeria entered the room and greeted everyone, Asad smiled playfully.

"AAAAAAAAAAAAAAAAAAAAH!", Miss Javeria shouted

Asad had hidden a packet of ink right where she would be sitting. There was a splash of blue ink everywhere as Miss Javeria jumped up in shock. Her new clothes were covered in the liquid, as were her hands and face. All the boys laughed loudly. Their laughter turned to shame when they saw how upset they had made their teacher. Embarrassed, she ran outside the room. With a guilty heart, Asad realized that he had gone too far this time.

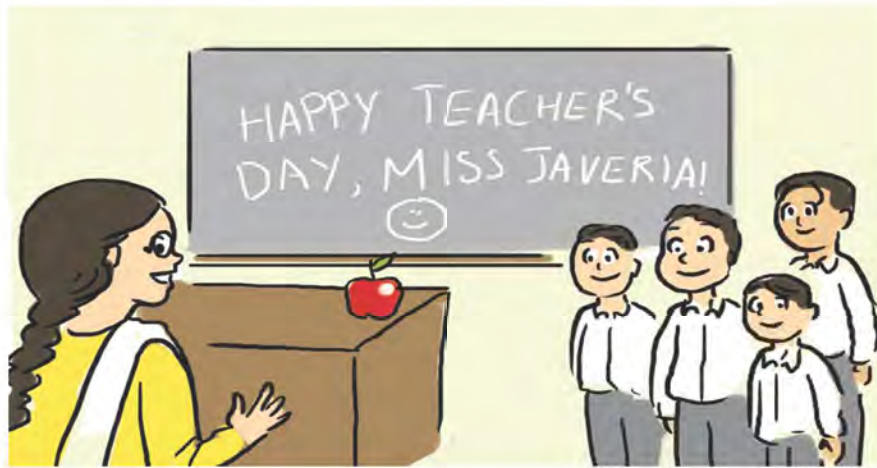


He knew that he had to do something to make it up to Miss Javeria. Just then, he saw what the noticeboard said. It was Teacher's Day tomorrow! Asad knew this was the opportunity he needed. He surprised everyone by suggesting they should clean the classroom. This would make their teacher happy. All the boys loved this idea. They stayed back after school and worked like a well-trained army. Some of them painted the walls with a fresh yellow colour. Others swept the floor and arranged all the items in the bookshelf. Together, they wiped all the windows until they were spotless. They dragged the tables and chairs to form perfect lines. As the students finished cleaning, they knew their classroom had never looked better!

Asad put the final touches to this surprise by writing 'HAPPY TEACHER'S DAY, MISS JAVERIA!' on the blackboard and placing an apple on her desk.

CHAPTER 13

The next day, everyone waited for Miss Javeria to enter the classroom. As soon as she came, she stopped and looked around. Tears of joy filled her eyes and she started clapping. This was the best present she had ever received! Asad apologized for his naughty behaviour and promised never to repeat it. He felt happy to receive his teacher's forgiveness. Seeing how happy he had made Miss Javeria and how well all the boys had worked together as a team made him feel proud. He realized it was his responsibility as a student to always respect his teacher and help out around the classroom. By doing this, he could make every day Teacher's Day!



I. COMPREHENSION



Find answers for the following questions from the lesson.

1. Why was Asad excited about the end of summer holidays?
2. Describe Miss Javeria.
3. Why were all the children exhausted at the end of the first day of Grade 4?
4. How did Asad plan to get revenge on Miss Javeria?
5. What were some of the things Asad and his classmates did to make Teacher's Day special?
6. Did Miss Javeria like the surprise? How do you know?

CHAPTER 13

II. VOCABULARY



Let's learn how to use some new words. Fill in the blanks with the correct word from the box.

naughty	helpless	exhausted	spotless	revenge
---------	----------	-----------	----------	---------

1. She decided to get _____ on her little brother for eating her last chocolate.
3. Mumtaz felt _____ when his clothes got wet in the heavy rain.
4. The _____ boy broke my toy when no one was watching.
5. My room looked _____ after I finished cleaning it.
6. I felt _____ after walking for three hours without a break.

III. GRAMMAR

REGULAR AND IRREGULAR VERBS



Now that you have learned how to change one tense to another, it will help you to learn about **regular and irregular verbs**. Some verbs are easy to convert into a different tense, but other might be more challenging. Let's learn about regular and irregular verbs and see why.

To understand regular and irregular verbs, first we need to understand **participles**.

A **participle** is formed from a verb. A **present participle** is a verb that ends with the suffix '-ing'. A **past participle** is verb that ends with the suffix '-ed', or takes on a different suffix altogether.

CHAPTER 13



Let's look at some examples of verbs and their participles.

VERB	PRESENT PARTICIPLE	PAST PARTICIPLE
talk	talking	talked
do	doing	done
break	breaking	broken

Regular verbs are those verbs whose past tense and past participles are formed by adding the suffix '-d' or '-ed'. If the verb ends with a vowel, only '-d' is added. If the verb ends with a consonant, '-ed' is added. Most verbs are regular verbs.

Examples

VERB	PAST TENSE	PAST PARTICIPLE
roll	rolled	rolled
plan	planned	planned

Irregular verbs are those verbs that look completely different from the original in their past tense or past participle form. Since these verbs have no fixed suffix at their end, the only way to remember them is by memorizing them. Here is a list of common irregular verbs.

VERB	PAST TENSE	PAST PARTICIPLE
begin	began	begun
break	broke	broken
bring	brought	brought
come	came	come
do	did	done
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen

CHAPTER 13

go	went	gone
know	knew	known
make	made	made
put	put	put
read	read	read
see	saw	seen
speak	spoke	spoken
sleep	slept	slept
think	thought	thought
write	wrote	written



Have you noticed how some verbs look exactly the same in their past tense and past participle form? Can you find such verbs from the table?

Hint: There are two of them!

Exercise



Is the verb regular or irregular? Circle the correct past tense for each verb in the brackets.

Hint: Only one word in each bracket is an actual word – the other one has been made up!

- I _____ (sleped, slept) all morning.
- My mother _____ (boiled, bolt) an egg for me.
- Amna _____ (cleaned, cleant) her room well.
- The boy _____ (falled, fell) down.
- They _____ (knowed, knew) each other since their childhood.
- The teacher _____ (thinked, thought) it was a holiday.

THE VERB 'BE'



A sentence can have a **main verb** and a **helping verb**. Let's look at the difference between both, and see how the verb 'be' can be used as either of these.

Verbs that are made up of one or more words are called **verb phrases**.

In a sentence, a **main verb** names the action. It is the last word in a verb phrase.

For Example I am reading my book.

Here, 'am reading' is the verb phrase, but the main verb is only 'reading'.

In a sentence, a **helping verb** supports the main verb, and tells us about the time of the action. It comes before the main verb in a verb phrase.

For Example I am reading my book.

Here, the helping verb is 'am'. It shows that the action is happening now.



Let's understand main and helping verbs better by focusing on the verb 'be'.

The verb 'be' can take many forms, such as **am**, **is**, **are**, **was** and **were**. This verb can be used as a main or a helping verb, depending on how it is used.

'Be' as a main verb:

I **am** from Pakistan.

This **is** a textbook.

They **were** here.

'Be' as a helping verb:

He **is** eating food.

She **was** going to the zoo.

The children **were** singing a song.

CHAPTER 13

Exercise



Can you use these forms of 'be' as a main and a helping verb? Make your own sentences below.

1. are

MAIN: _____

HELPING: _____

2. am

MAIN: _____

HELPING: _____

3. was

MAIN: _____

HELPING: _____

V. CREATIVE WRITING

A good story has a clear beginning, middle and ending. It also has well developed characters and a visual setting.



Let's look at all these elements in the story 'HAPPY TEACHER'S DAY, MISS JAVERIA!'.

CHAPTER 13

BEGINNING	We are introduced to Asad, and we find out he is a naughty boy who is waiting to play a prank on his new teacher his new teacher.
MIDDLE	This story has one major event. Asad's mischief results in ink all over Miss Javeria's clothes. He feels guilty for his behavior.
ENDING	Asad and his classmates plan a special surprise for Miss Javeria on Teacher's Day.
CHARACTERS	There are two major characters in this story. Asad is a naughty boy at the start of this story. He becomes respectful and caring towards the end. Miss Javeria is a kind teacher.
SETTING	The whole story takes place in the Grade 4 classroom.



You have read several stories in this textbook. What was your favourite story? Just like we filled the table for 'HAPPY TEACHER'S DAY, MISS JAVERIAI', use your understanding of your favourite story to complete the boxes below.

Title of the story: _____

BEGINNING	
MIDDLE	
ENDING	
CHARACTERS	
SETTING	

HELPING OTHERS WILL HELP YOU!

By putting a smile on a crying face
A smile blooms on my face too
By giving shelter to a tired traveler
Tiredness of my mind disappears too.

By giving water to a thirsty man
Desires of my heart are fulfilled
By bringing happiness in others' lives
The pitcher of my happiness is filled.



By encouraging frightened hearts
All my fears are disappeared
By giving emotional support to one who is upset
All my tensions get cleared.

By listening to problems of others
I often forget my troubles
By solving difficulties of others
My problems turn into bubbles.



Serving others is a noble quality
that brings welfare in the society
So we should share what we have with others
As it brings out the best in us.

Helping others is a great feeling
Believe me – it's really amazing!
When you will help people who are in need
Satisfaction and happiness will come to you indeed.

Volunteering gives us a kind of pleasure
that self-interest can never offer
So help make this world a better place
by putting a smile on someone's face.



(By: Monika Jain 'Panchi')

CHAPTER 14

I. UNDERSTANDING THE POEM

1. From this poem, give three examples of how helping others can help you.
2. According to the poem, what brings out the best in us?
3. How can we make the world a better place?

II. VOCABULARY



Match these words from the poem with the opposite of their meaning.

smile	worse
happiness	dissatisfaction
difficulty	selflessness
satisfaction	frown
self-interest	sadness
better	ease

III. GRAMMAR

REVIEWING CONCEPTS



In this textbook, you have learned a variety of concepts. Do you feel you have mastered the skills of Grade 4 Grammar? Let's practise an exercise which allows you to apply not one, but many grammatical concepts at the same time.

CHAPTER 14

Exercise

Each sentence in the following passage has an error in it. It has been numbered for you. Correct it on the lines below. The first one has already been done for you.

It was ammar's¹ favourite day of the year. Today were² the Sports Day at school. She³ felt extremely confident. "No one else have⁴ the speed that I have", he thought. He want⁵ to win the race. As all the boys took thier⁶ position at the start of the track, Ammar decided⁷ to have some fun. He jumped around and doing⁸ back flips. Before he⁹ knew it, the race had start. By spending¹⁰ too much time

1. Ammar

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

CHAPTER 14

IV. PHONICS





DIPHTHONGS



Now that you know what digraphs and clusters are, you also need to learn about diphthongs. A **diphthong** is a special kind of vowel sound that is formed by the combination of two vowel sounds. Let's look at some common diphthongs.



Four of the most common diphthongs are:

 ow such as in 'cow'	 oi such as in 'coin'
 oy such as in 'boy'	 ou such as in 'house'



Say these words out loud and listen to the diphthongs in them:

cow	cloud	proud
owl	mouse	destroy
shout	crown	clown

CHAPTER 14

Exercise



Complete the following sentences with the correct diphthong (ow, oi, ay or ou).

1. My favourite colour is br___n.
2. I'm so glad the lost baby is now f___nd.
3. I eat with my m___th.
4. Dry yourself with a t___el once you have had your bath.
5. Can you c___nt till fifty?
6. Seeing you gives me so much j___.

V. CREATIVE WRITING

In the poem 'Helping Others Will Help You', you saw many ways of making a positive difference around you.



Reviewing your knowledge of 'should' and 'can', discuss some of your responsibilities as a member of society. What are some of the things a good citizen should always do?

CLASS ACTIVITY



Your goal is to make someone smile. You can do this in any way – tell a joke, do a dance step, ask how someone is doing – the possibilities are endless.

Take turns and see how this activity spreads happiness all around you.

RASHID MINHAS

Pre-reading questions:

- How many national heroes can you name?
- Name some national heroes who received Nishan-e-Haider.
- What do you know about the bravery of Rashid Minhas?

Rashid Minhas remains the youngest officer to receive the Nishan-e-Haider award. He was the only officer who got bravery award from Pakistan Air Force (PAF). He was born on 17th February, 1951. Rashid Minhas spent his early childhood in Lahore. Later, the family moved to Rawalpindi. Minhas had his early education from St. Mary's Cambridge School, Rawalpindi. Later, his family moved to Karachi. Minhas had a lot of interest in aviation history and technology. He used to collect different models of aircraft and jets. He also attended Greenwood Secondary School, Karachi.

On reaching the age of 17, Rashid Minhas joined Pakistan Air Force Academy in Risalpur as a Flying Cadet. He graduated from the academy and passed out as General Duty Pilot in 1971. He was posted at PAF base Masroor as a fighter pilot. He successfully completed his training in August 1971. On



CHAPTER 15

August 20 of that year, in the hour before noon, he was getting ready to take off in a T-33 jet trainer in Karachi, his second flight in that type of aircraft. Minhas was taxiing toward the runway when an instructor pilot, Flight Lieutenant Mutiur Rahman asked him to stop and then climbed into the instructor's seat. The jet took off and turned toward India.

Minhas radioed PAF Base Masroor with the message that he was being hijacked. The air controller requested that he should send his message again, and confirm the hijacking. Later investigation showed that Mutiur Rahman wanted to go to India to join his friends in India, alongwith the jet trainer. In the air, Minhas struggled physically to take control from Mutiur Rahman; each man tried to take



flight controls. Some 32 miles (51 km) from the Indian border, Rashid Minhas forced the aircraft to crash in order to prevent Mutiur Rahman from taking the jet to India. Rashid Minhas decided that he would rather see the aircraft burned to the ground than to be in the hands of the enemy. The jet crashed near Thatta. Both men were killed. Rashid Minhas received martyrdom.

CHAPTER 15

Rashid Minhas showed interest in aviation and aircraft from a young age. Nobody knew that the young boy, whose family came from Jammu Kashmir would reach to a height of such greatness. He was awarded the highest gallantry award, Nishan-e-Haider. He became the youngest man and the only member of the Pakistan Air Force to win the award.

I. COMPREHENSION



Find answers of the following questions from the lesson.

1. What message was sent to PAF Base by Rashid Minhas?
2. Where did Mutiur Rahman want to go? And Why?
3. Why did Rashid Minhas crash the aircraft?
4. Where did the aircraft fall?
5. Who was the youngest officer to receive the Nishan-e-Haider?

II. VOCABULARY



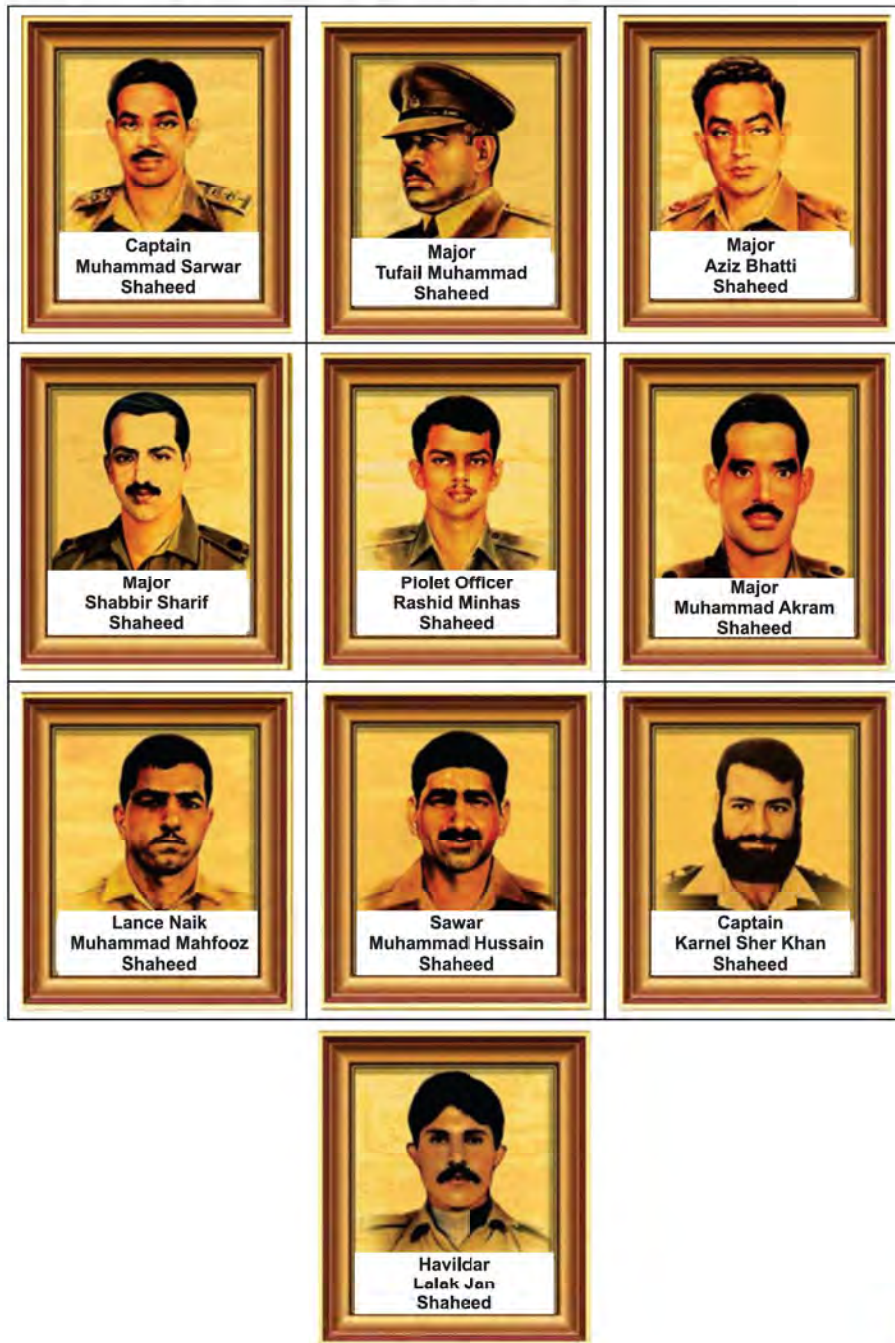
Match the word in column A with its meaning in column B.

A	B
aviation	the design, development, and production of aircraft
technology	a person who has successfully completed a degree at a university
graduate	when an airplane takes off, it leaves the ground
taxiing	ways of making machines using modern knowledge about science and computers
instructor	moving an airplane slowly on the ground
take off	someone who teaches a skill such as flying, driving or swimming

CHAPTER 15

III. CLASS ACTIVITY

Discuss with your classmates the stories of all Martyres who have laid their lives for Pakistan and received Nashan-e-Haider.



CHAPTER 15

IV. GRAMMAR

CONJUNCTIONS



You may see in the lesson that there are many **conjunctions**. They are very much necessary to connect sentences and phrases.

Conjunctions are the words which link other words, phrases and sentences together.

For Example

- I like cooking **and** eating.
- I want to eat so many chocolates **but** mom scolds me.
- Please tell me **if** you like cricket **or** any other game.

Exercise



Let us learn some conjunctions and learn how to use them in the sentences.

and

or

because

but

and

Write suitable conjunctions in the blanks.

1. The flag of my country is green _____ white.
2. He is absent today _____ he is sick.
3. Is it Thursday _____ Friday today?
4. Read the story _____ answer the question.
5. Akram and Afzal are good friends _____ they often fight with each other.

CHAPTER 15

V. PHONICS

TRIGRAPHS

Trigraph is a combination of three letters used to present or produce a single speech sound or phoneme.



For Example

- He goes to **sch**ool daily.
- He studies in **igh** school.

In school "**sch**" and in high "**igh**" are the trigraphs.

KINDS OF TRIGRAPHS



There are three kinds of trigraphs:

1. Beginning Trigraphs

Whenever the trigraph comes in the beginning of a word, it is called **beginning trigraph**.

For Example

school, **st**retch, **sc**ream, **sp**ray, **str**ud

Exercise

Fill in the blanks with beginning trigraph.

1. ___ay
2. ___ud
3. ___etch
4. ___ool
5. ___eam

CHAPTER 15

2. Middle trigraphs

Whenever the trigraph is in the middle of a word, it is called a **middle trigraph**.

For Example

swi**ch**board, ske**ch**book, be**ch**mark, ju**dg**ement

Exercise

Fill in the blanks with middle trigraph.

1. swi___board
2. ske___book,
3. be___mark,
4. ju___ment

3. Ending Trigraphs

Whenever the trigraph comes in the end of a word, it is called an **ending trigraph**.

For Example

ma**ch**, ca**ch**, fe**ch**, wa**ch**, ske**ch**

Exercise

Fill in the blanks with ending trigraph.

1. ma___
2. ca___
3. fe___
4. wa___
5. ske___

CHAPTER 15

VI. CREATIVE WRITING

In this story, Rashid Minhas did a great work of bravery and courage.
He proved to be a real patriot while accepting the martyrdom.



What do you know about Pakistan Air Force? Write five sentences about it.

CLASS ACTIVITY

Your task is to collect the pictures of all the martyres who have won "Nashan-e-Haider", and paste these pictures on the drawing chart or card.



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II. VOCABULARY



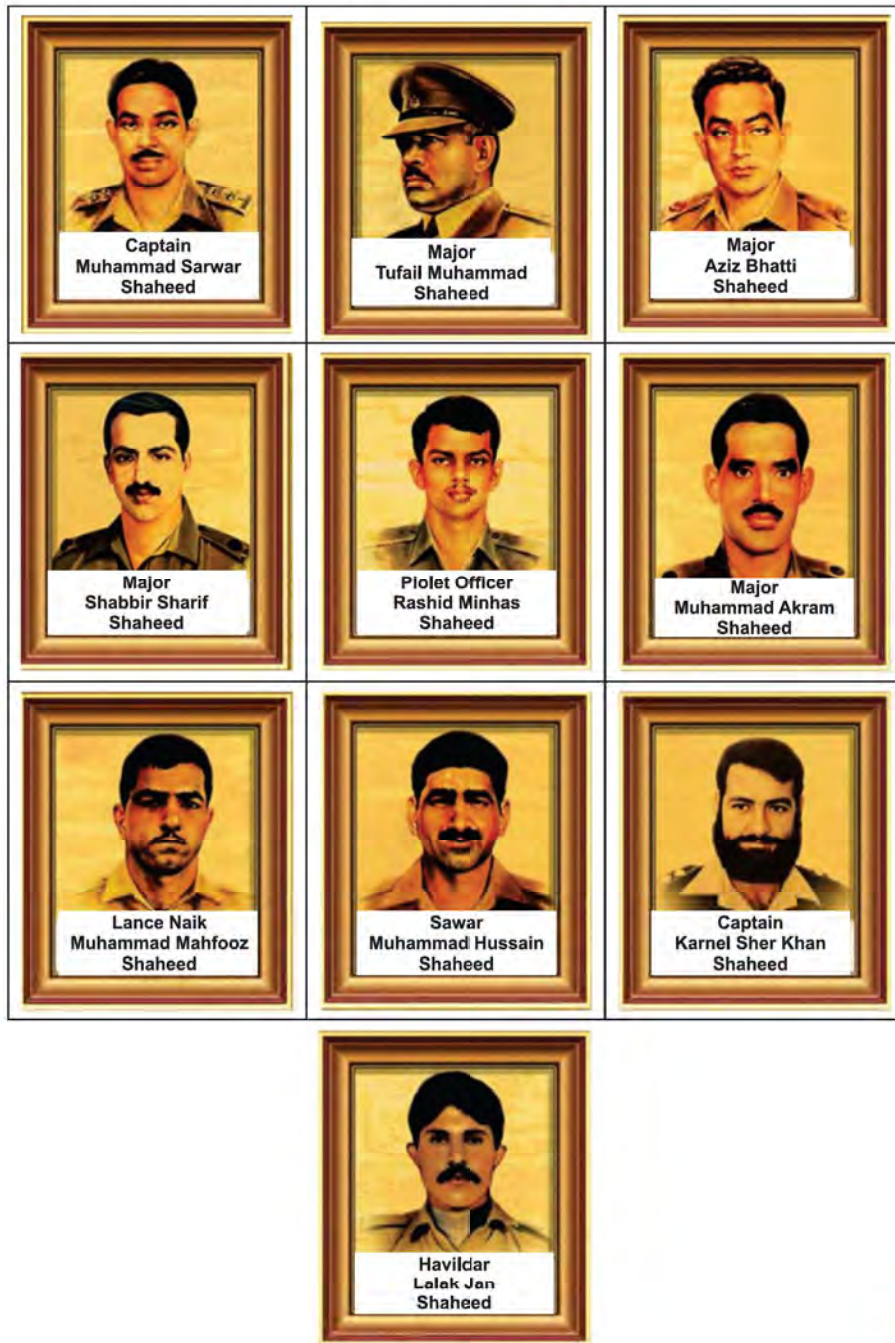
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take off	someone who teaches a skill such as flying, driving or swimming

CHAPTER 15

III. CLASS ACTIVITY

Discuss with your classmates the stories of all Martyres who have laid their lives for Pakistan and received Nashan-e-Haider.



CHAPTER 15

IV. GRAMMAR

CONJUNCTIONS



You may see in the lesson that there are many **conjunctions**. They are very much necessary to connect sentences and phrases.

Conjunctions are the words which link other words, phrases and sentences together.

For Example

- I like cooking **and** eating.
- I want to eat so many chocolates **but** mom scolds me.
- Please tell me **if** you like cricket **or** any other game.

Exercise



Let us learn some conjunctions and learn how to use them in the sentences.

and or because but and

Write suitable conjunctions in the blanks.

1. The flag of my country is green _____ white.
2. He is absent today _____ he is sick.
3. Is it Thursday _____ Friday today?
4. Read the story _____ answer the question.
5. Akram and Afzal are good friends _____ they often fight with each other.

CHAPTER 15

V. PHONICS

TRIGRAPHS

Trigraph is a combination of three letters used to present or produce a single speech sound or phoneme.



For Example

- He goes to **sch**ool daily.
- He studies in **igh** school.

In school "sch" and in high "igh" are the trigraphs.

KINDS OF TRIGRAPHS



There are three kinds of trigraphs:

1. Beginning Trigraphs

Whenever the trigraph comes in the beginning of a word, it is called **beginning trigraph**.

For Example

school, **st**retch, **sc**ream, **sp**ray, **str**ud

Exercise

Fill in the blanks with beginning trigraph.

1. ___ay
2. ___ud
3. ___etch
4. ___ool
5. ___eam

CHAPTER 15

2. Middle trigraphs

Whenever the trigraph is in the middle of a word, it is called a **middle trigraph**.

For Example

swi**ch**board, ske**ch**book, be**ch**mark, ju**dg**ment

Exercise

Fill in the blanks with middle trigraph.

1. swi___board
2. ske___book,
3. be___mark,
4. ju___ment

3. Ending Trigraphs

Whenever the trigraph comes in the end of a word, it is called an **ending trigraph**.

For Example

ma**ch**, ca**ch**, fe**ch**, wa**ch**, ske**ch**

Exercise

Fill in the blanks with ending trigraph.

1. ma___
2. ca___
3. fe___
4. wa___
5. ske___

CHAPTER 15

VI. CREATIVE WRITING

In this story, Rashid Minhas did a great work of bravery and courage. He proved to be a real patriot while accepting the martyrdom.



What do you know about Pakistan Air Force? Write five sentences about it.

CLASS ACTIVITY

Your task is to collect the pictures of all the martyres who have won "Nashan-e- Haider", and paste these pictures on the drawing chart or card.

