

English

5



**Punjab Curriculum and
Textbook Board, Lahore**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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1

Hazrat Muhammad's (ﷺ) Kindness and Forgiveness

Pre-Reading Activity:

- What do you know about the people of Arabia before Hazrat Muhammad (ﷺ) started preaching Islam?
- Can you tell any story which shows the forgiving nature of Hazrat Muhammad (ﷺ)?



More than 1400 years ago in Arabia, people lived in fear. They were afraid of their neighbours and other tribes. They were even afraid of their idols. The Arabs worshipped idols. In their ignorance, they would bury their newly born daughters alive. As Islam began to spread amongst the Arabs, such cruel practices stopped. Islam teaches love and peace. It teaches kindness and respect. Hazrat Muhammad (ﷺ) himself was a very kind and loving. He treated

every one, young and old, with kindness and respect. Hazrat Muhammad (ﷺ) spread the word of Allah and changed society positively. Many Arabs with a negative thinking felt that because of the positivity of Hazrat Muhammad (ﷺ) their old idols and they themselves were losing power. They turned against Hazrat Muhammad (ﷺ). They started harassing him in every possible way.

An old woman used to throw rubbish on Hazrat Muhammad (ﷺ) whenever he passed in front of her house. He had to pass that house daily on his way to the masjid. Even when the old woman threw rubbish on him, he would pass silently without becoming angry. This became a regular, daily event. One day when Hazrat Muhammad (ﷺ) was passing by, the woman was not there to throw rubbish on him. He stopped and asked her neighbour about her well-being. The neighbour told Hazrat Muhammad (ﷺ) that the woman was sick. Hazrat Muhammad (ﷺ) politely sought permission to visit the woman.

When allowed, he entered the house. The woman thought that he had come there to seek revenge, but Hazrat Muhammad (ﷺ) assured her that he had come not to take any revenge, but to enquire about her health and her needs, if any, as it was the command of Allah that if people are sick, a Muslim should visit and help them.

The old woman was greatly moved by his kindness and love, she was convinced that he (ﷺ) is truly the Rasool of Allah and Islam is the true religion, therefore, she embraced it immediately.

On another occasion, Hazrat Muhammad (ﷺ) was on a journey and

he (ﷺ) chose to take rest under the shade of a small tree. One of his enemies, seeing that Hazrat Muhammad (ﷺ) was alone, planned to kill him. Quickly, he went towards him, took out his sword and asked Hazrat Muhammad (ﷺ), "Tell me who can save you now?"

"Allah", replied Rasoolullah (ﷺ) calmly with confidence.

Seeing this confidence, the man was frightened, and the sword fell from his hands. With the same calm, the Rasoolullah (ﷺ) took the sword in his own hand and asked: "Now, you tell me who is there to save you?"

"No one" replied the enemy.

"No, you are wrong, the same Allah will save you now who saved me," said the generous Rasool, Hazrat Muhammad (ﷺ) and let the man go free. Moved by this noble act, the man embraced Islam immediately.



How much did you understand?

Checking Comprehension

1. What did the Arabs worship before Hazrat Muhammad (ﷺ) preached Islam?
2. What were the teachings of Islam?
3. Why did Hazrat Muhammad (ﷺ) visit the old woman?
4. How did the old woman change?
5. Why did the enemy take out his sword at Hazrat Muhammad

Comprehension Skill: Cause and Effect

At times one thing makes another thing happen. If you eat carelessly, your hands will get dirty. Getting dirty is **what happened (Effect)**. Eating carelessly is **why it happened (Cause)**. Your hands got dirty because you ate carelessly. Thinking about cause and effect will help you understand whatever you read. Look for the clue words like so, *because, since, that is and why*. These words give you an idea that one thing makes another thing happen.

Read each sentence which shows what happened? (Effect). Write the other part of the sentence to show why it happened? (Cause). Use the clue words for your answers.

What happened ? (effect)

Why did it happen ? (cause)

Example: The Arabs worshipped idols. (effect)

Because they were ignorant . (cause)

1. Cruel practices of Arabs stopped,(effect)
because _____ (cause)
2. The Arabs wanted to kill Hazrat Muhammad (ﷺ), (effect)
because _____ (cause)
3. The old woman threw rubbish on Hazrat Muhammad (ﷺ),
(effect)
because _____ (cause)
4. Hazrat Muhammad (ﷺ) visited the old woman, (effect)
because _____ (cause)

5. The old woman accepted Islam, (effect)
because _____ (cause)



Learn about words

Vocabulary

A. Word meaning:

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

A	B
fear	someone who gives pain to people or animals
idols	praying as per teachings of a religion
worshipping	statues or some objects that are worshipped by followers of certain religions
ignorance	it is an unpleasant feeling when you think that you are in danger
cruel	without knowledge of something
practices	something that people do regularly

B. Working with Words:

Find the best word to fill in the blank.

spreading confidence harass rubbish reveal

1. The loud noises _____ me.

-
2. The light was _____ on all sides.
 3. She threw all the _____ in the garbage can.
 4. He said that with _____.
 5. The villagers wanted to _____ their achievement.



Word study

A Phonics

Silent k, b and w letters

Sometimes the letters k, b, and w do not stand for the sounds they usually represent. In some words they do not stand for any sounds at all. They are silent. Here are some examples:

Knot doub**t** **w**rite

Read the sentences below. Each sentence contains a word that has a silent k, b, or w. Write the words.

1. They began to harass him in every way, they could.
2. The old woman knew nothing about morality and that is why she threw rubbish on him.
3. The sword fell from his hands.
4. The man's arms were numb.
5. I saw a beautiful lamb.



Language and Arts

Sentence

A sentence is a group of words that expresses a complete sense or idea. It begins with a capital letter and ends with a full stop.

Example: Many children like animal stories.

Some of the groups of words below are sentences, and some are not.

A. Write S after each group of words that is a sentence and write NS if it is not a sentence.

1. They were afraid of their neighbours. _____
2. time before Islam _____
3. bury their newly born daughters alive. _____
4. The Arabs worshipped idols. _____
5. Islam taught love and peace. _____

Kinds of Sentences

Declarative and Interrogative Sentences

A **declarative sentence** makes a statement. A declarative sentence ends with a full stop.

Example: My friends are waiting for me.

An **interrogative sentence** asks a question. An interrogative sentence ends with a question mark “?”.

Example: Are you happy today?

B. Write D if the sentence is declarative. Write I if the sentence is interrogative.

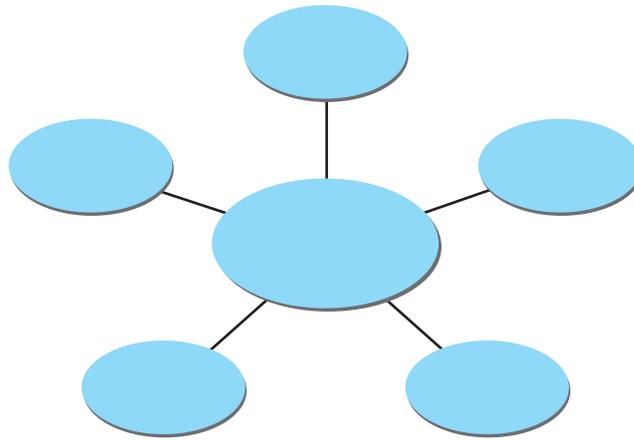
1. This was a regular, daily event. _____
2. What did he find? _____
3. The woman thought that he had come to take his revenge. _____

-
4. It was the command of Allah. _____
 5. Who can save you now? _____



Writing Skills

Think of the character of Hazrat Muhammad (ﷺ) and write a paragraph to describe his personality. Write Hazrat Muhammad's (ﷺ) name in the centre oval, and write five words that describe his character in the surrounding ovals. Then write five sentences that describe his characteristics using those five words.



Speaking

Group Discussion

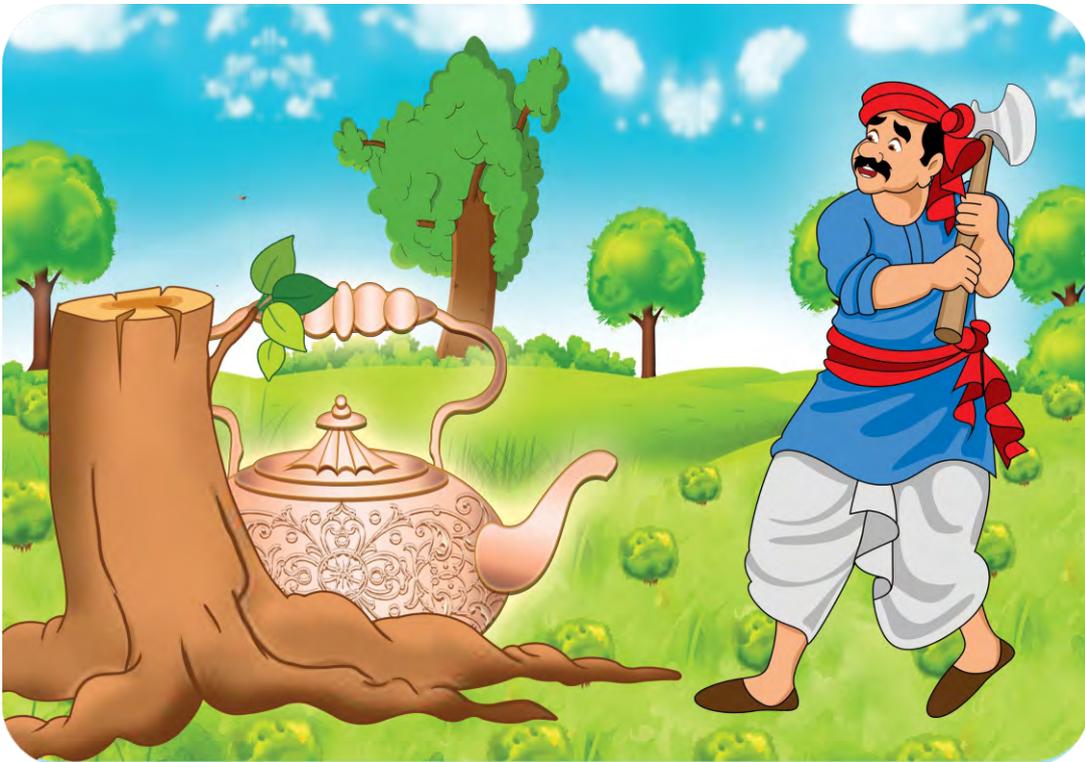
Discuss the changes which Islam has brought to society.

2

The Strange Kettle

Pre-Reading Activity:

- What do you think will happen in this story ?
- Do you think the kettle will change the woodcutter's life ?



One afternoon, a woodcutter was returning home through the forest. He was tired, but proud that he had completed a full day's work. He saw something shiny behind a big tree stump. It was a huge, old brass kettle—the biggest kettle the woodcutter had ever seen. "This would be an ideal kettle for my wife", he thought. The

woodcutter put his axe in the kettle. Then, he tied one end of his rope through the kettle's handles and brought the kettle to his cottage.

"What a wonderful kettle!" his wife said happily. "This must be your lucky day. And you found another axe too." The woodcutter looked surprised.



"Oh, no. I only have one axe."

"But there are two axes in the kettle," his wife said. "Where did you find the other one?"

The woodcutter looked into the kettle. Sure enough there was a second axe just like the one he had carried. As he bent down to take

it out, his turban fell into the kettle. Right before his eyes, one turban became two.

The woodcutter and his wife were amazed. The old brass kettle must have strange powers! But how could they test this? "I have prepared our small supper," said his wife. "Let's put our meal into the kettle and see what happens to it." When they did, the simple meal doubled in size.

With this, they thought that the kettle could make them wealthy. The couple had a few coins stored in a cloth bag. They quickly put the coins into the kettle and watched as the number of coins doubled. Again and again, they put some more coins into the kettle. In a short time every box, bag, bowl, and basket was filled with coins. "We're rich!" shouted the woodcutter. "Now we can build a big house and a fine garden for ourselves. We'll never have to work again!" He lifted up his wife and carried her around and around. But in his excitement, he accidentally dropped his wife into the kettle!

"Oh no," said the woodcutter as two women who looked exactly alike climbed out of the kettle. "How can I have two wives at the same time?"

"You can't!" said the two wives. The women put their heads together and came up with an idea. They each caught one of the woodcutter's arms and threw him into the kettle. Two woodcutters climbed out of the kettle. They looked at one another. Then they looked at the two wives. "Oh no! Now there are four of us in one house!" they cried.

The clever wives had the answer. Each couple would use half of the new money to pay for a house and garden of their own. The problem was solved, but it made the first woodcutter and his wife think again about the value of the strange kettle. They thought that their newfound money had made them careless. They said if it is so easy to earn money, they will never again know the pride of a hard day's work. The woodcutter and his wife were ashamed that greed had made them double and treble their coins until they had more money than they needed.

The next day the woodcutter wisely took the kettle back to its place in the forest and left it there and returned to his hardworking wife.



How much did you understand?

Checking Comprehension

1. How did the woodcutter feel when he was coming back from work ?
2. Where was the kettle lying ?
3. Did he know that the kettle had magic powers ?
4. Why did they put their meal into the kettle ?
5. What was their first desire after becoming rich ?
6. Why did the two women toss the woodcutter into the kettle ?
7. Do you think the woodcutter was a greedy person ?
8. Why did the woodcutter put the kettle back into its place in the forest?

A. Comprehension Skill: Predicting Outcome

While reading the story and looking at the pictures find out clues that will help you to guess the coming event.

Tick the best answer for each question.

- 1. At the beginning of the story why did the woodcutter walk slowly through the forest?**
 - (a) He was in no hurry to get home.
 - (b) He was tired of working all day.
 - (c) He had hurt his ankle.

- 2. How did the couple test the kettle's powers?**
 - (a) They threw the woodcutter's turban into the kettle.
 - (b) They put a cloth bag into the kettle.
 - (c) They placed their meal in the kettle.

- 3. What did the woodcutter hope to buy with his riches?**
 - (a) a new house
 - (b) a new horse
 - (c) a new axe

- 4. Why did the woodcutter drop his wife in the kettle?**
 - (a) He carelessly picked her up and twirled her around.
 - (b) He wanted to see if the kettle could double people.
 - (c) He hoped she could get his axe for him.

5. Why did the woodcutter and his wife return the kettle to the woods?

- (a) They thought the kettle had made them greedy.
- (b) They wanted to work to earn their own money.
- (c) Both a and b



Learn about words

Vocabulary

A. Word meaning:

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

A	B
drop	shiny yellow metal
amazed	food eaten at one time
supper	make somebody surprised
brass	fall by accident
meal	a light meal eaten in the evening

B. Working with Words:

Find the best word to fill in the blank.

amazed supper meal carried accidentally

1. The poor man was working hard to earn his _____.
2. The child was _____ to find a new toy car.
3. The student _____ a heavy bag on his shoulders.
4. I usually miss my _____ in the evenings.
5. They _____ fell in the middle of the road.



Word Study

Phonics

oo Sound in Words

noon look

The letters **oo** stand for one sound in **noon**. They stand for a different sound in *look*. In the sentences below, look at the letters in **bold type**. If they stand for the sound you hear in *noon*, write N. If they sound like *look*, write L.

1. Flowers **bl**oom in my garden.
2. He likes to eat hot **fo**od.
3. The **w**oodcutter found the brass pot behind a stump.
4. It was **co**ol in the forest.
5. The man **to**ok the pot home.



Language and Arts

Imperative and Exclamatory Sentences

An imperative sentence expresses a command or a request. It tells or asks someone to do something. It ends with a full stop.

Examples: Call your friend.

Please do not shout.

An exclamatory sentence expresses excitement or strong feeling. It ends with a mark of exclamation (!).

Example: What a pretty flower!

A. Write "IMP" if the sentence is imperative. Write "E" if the sentence is exclamatory.

1. What a wonderful kettle it is! _____
2. He looked surprised! _____
3. Look into the kettle. _____
4. Put the meal into the kettle. _____
5. The brass kettle had unusual powers! _____



Writing Skills

Writing about a Strange Place

Have you visited a forest or any historical place? Use these questions to write about the place.

- Where was the place? indoors ? out doors?
- When did you go there?
- Who was with you?
- What did you see there?
- What did you feel?
- What did you hear?
- What did you do there?



Speaking

Discuss with your classmates any folk tale that is popular in your own culture.

3

The Truthful

Pre-Reading Activity:

- Do you know and remember anything about Sheikh Abdul Qadir Jilani (رحمته الله عليه)?
- What do you understand by the title of the story?

Hazrat Sheikh Abdul Qadir Jilani (رحمته الله عليه) was a great scholar. He is famous by the title of "The Saint of Saints". His childhood story of truthfulness is known to all Muslims. In his childhood, the mother of Hazrat Abdul Qadir (رحمته الله عليه) sent him to Baghdad with a caravan. He was an intelligent boy and his mother wished him to study. In the old times, it was not easy to study because the schools were at distant places. Even travelling was difficult. There were no roads and modern means of transport. People travelled in caravan for the fear of getting robbed. At that time, there was a band of robbers who looted the travellers.



Hazrat Abdul Qadir (رحمته الله عليه) was on his way with the caravan. When they were passing through a desert a band of robbers attacked them. They started robbing the money and precious belongings of the travellers. A robber also came to Hazrat Abdul Qadir (رحمته الله عليه) and asked him, "What do you have?" He replied, "I have forty gold coins." The robber asked, "Where are the coins?" He promptly replied that my mother sewed them in my shirt.

The robber took him to his chief. The chief asked the same questions and the truthful boy replied with the same answers. The chief said to show him the money, and he obeyed. The chief and his gang were surprised. The chief said, "Boy, why did you not tell a lie that you have

no money?" Hazrat Abdul Qadir (رحمة الله عليه) told him that it was his mother's advice to always speak the truth. This had a deep effect on the chief. He started feeling shame. He said, "Alas, I do not obey the commands of Allah while this little boy follows the advice of his mother."

The chief decided to be a good man. He made up his mind that he would always follow the right path. He even disbanded his gang. He returned all the money of the caravan. The robbers thanked Hazrat Abdul Qadir (رحمة الله عليه) for taking them out from a wicked life. Thus, his truthfulness changed gang of robbers into good citizens. He grew up to be a great religious leader and saint.



How much did you understand?

Checking Comprehension

1. Who was Hazrat Sheikh Abdul Qadir Jilani (رحمة الله عليه)?
2. Why was he travelling with the caravan?
3. In the old times, why did people travel in caravan?
4. What happened to the caravan when they were passing through the desert?
5. How much money had his mother given him?
6. Where did his mother put the money?
7. What did he tell the robbers about the money?
8. Why did the chief of robbers return the money to the caravan?

B. Comprehension Skill: Predicting Outcome

While reading the story, do you get inspired by the truthful nature and honesty of Hazrat Sheikh Abdul Qadir Jillani (رحمة الله عليه).

Fill in the blanks with appropriate answers.

- (i) Hazrat Sheikh Abdul Qadir Jillani (رحمة الله عليه) was travelling to _____.
- a. Arabia b. Baghdad c. Makkah
- (ii) The caravan was attacked by _____.
- a. hounds b. tigers c. band of robbers
- (iii) Hazrat Sheikh Abdul Qadir Jillani (رحمة الله عليه) was a/an _____ boy.
- a. intelligent b. kind c. clever
- (iv) His mother had given him _____ gold coins.
- a. 10 b. 30 c. 40
- (v) The chief of robbers liked his _____.
- a. truthfulness b. kindness c. sincerity



Learn about words

Vocabulary

A. Word meaning:

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

A
saint
caravan
looted
precious
promptly
weep

B
a group of travellers
shed tears
quickly
a holy person
valuable
robbed



Word Study

Phonics

Trigraph: A group of three letters generating one sound is called trigraph. Examples. match, catch, screen, sphere, scream

Complete the words: ma __, ca __, __ een, __ ere, __ eem



Language and Arts

Adverbs of frequency

Adverbs that change or qualify the **meaning** of a sentence by telling us how often or how frequently something happens are defined as adverbs of frequency.

A. Fill in the blanks with given adverbs of frequency.

(never, often, usually, always, sometimes)

- (i) The train _____ arrive late.
- (ii) The sounds of birds are _____ heard.
- (iii) The footballer _____ misses the goal.
- (iv) I _____ go to the zoo.
- (v) I _____ go to school by car.

Writing Skills

A. Write the summary of the story "The Truthful".



Speaking

A. Discuss the story with your classfellows.

4

Little Things

Julia A. Carney

Pre-Reading Activity:

- Do you like rain?
- How do little drops of rain water change the streets into small streams?
- Do you help your parents in doing household chores?



Little drops of water,
Little grains of sand,
Make the mighty ocean
And the beautiful land.

And the little moments,
Humble though they be,
Make the mighty ages
Of eternity.

So the little errors
Lead the soul away,
From the paths of virtue
Into sin to stray.

Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the heaven above.



How much did you understand?

Checking Comprehension

1. How do little deeds of kindness make our life happy?
2. Explain the main idea of the poem in your own words.
3. Write down all the rhyming words which come at the end of each line.

Fill in the blanks with the correct words to complete the lines below.

1. Little drops of _____ (water, liquid, rain) make the mighty ocean.
2. Little grains of sand make the _____ (big, horrible, beautiful) land.
3. Little moments make the mighty _____ (days, nights, ages).

-
4. Our little errors lead the soul away from the paths of _____
(evil, virtue, wickedness)
 5. Little deeds of kindness and little words of love make the
_____ (moon, earth, sun) an Eden.

Literary Analysis

Author's Tone: Author's tone is his or her attitude toward the topic.

Write the letter of the phrase that best answers each question.

Author's Tone: The author in this poem is

- (a) careless (b) sad (c) funny (d) thoughtful

Author's Purpose: The author's purpose in this poem is to

- (a) criticize (b) complain (c) inform (d) amuse

Author's Audience: The poem is most likely addressed to

- (a) young children (b) teenagers
(c) adults (d) all of the above

Author's Point of View: The author's point of view in this poem is to

- (a) leave you the things on their own
(b) ignore every thing
(c) show the ocean
(d) lead your life with care

Comprehension Skill: Main Idea and Details

The main idea is what the story or the poem is all about. Usually one sentence tells about the main idea and the other sentences give the detail.

Read the first stanza of the poem. The main idea of the stanza is usually in the first line, which is also called as a topic sentence. All

other lines of the stanza are supporting details that support the main idea.

In the first stanza the topic sentence or the main idea is...

- Main idea:** Little things are very important.
Supporting Detail 1 Little drops of water,
Supporting Detail 2 Little grains of sand,
Supporting Detail 3 Make the mighty ocean and the
beauteous land.

Now find the Main idea and supporting details of other stanzas of the poem.



Learn about words

A. Word meaning:

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

A	B
grains	modest
humble	beautiful
beauteous	very small piece of a substance such as sand
mighty	a very long time
ages	huge, enormous
eternity	garden of paradise
virtue	wander away
stray	behaviour showing high moral standards, a quality
eden	time without end



Word study

Phonics

Beginning Digraphs

Photo **thing**

The letters **ph** stand for the one sound you hear at the beginning of photo and phone. It is the same sound of 'f' in fan.

The letters **th** can stand for two sounds. One sound you hear at the beginning of " **this** " and the other sound you hear at "**thing or think**"

Some words in the sentences below begin with missing ph or th.

Write the missing digraphs to correct each word.

1. My friend called me on the ___one today.
2. I ___ink he wants me to visit him again.
3. He took some ___otos of me last month.
4. ___ey show me playing in the soccer ground.
5. It was my second visit ___ere.
6. I hope I can go a _____ird time.



Language and Arts

Noun

A noun is a word that names a person, place, thing or idea.

Example: Sarah took her camera to take pictures.

A. Underline a noun or nouns in each sentence.

1. I love my mother.
2. My mother is a great cook.

3. I play football with my friends.
4. Strawberry is my favourite ice-cream.
5. I read a lot of books.

Common and Proper Nouns:

A common noun names any person, place, thing or idea.

Example: My uncle lives in Lahore.

A proper noun names a particular person, place, thing or idea.

Example: Ali lives in Lahore.

Proper nouns are capitalized. Some proper nouns have more than one word, such as Minar-e-Pakistan.

Here are some examples of common and proper nouns.

Common Noun	Proper Noun
boy	Ahmed
girl	Sana
city	Multan
country	Turkey
building	President House
ocean	Atlantic
street	Eden Street
newspaper	The News

B. Read the sentences below. Underline each common noun and circle each proper noun.

1. My cousin Rauf will visit me in June.
2. My friend opened a big store in Lahore.
3. My father's office is on Defence Road.
4. Dr Imran is a doctor in Civil Hospital.
5. The next time I will be travelling to Turkey.

Singular and Plural nouns:

A singular noun names one person, place, thing or idea.

Examples: a pencil, a sharpener, a pen

A plural noun names more than one person, place, thing or idea.

Example: pencils, sharpeners, pens

Plurals of nouns are formed in many different ways.

Add s to form the plural of most nouns:

desk – desks, computer – computers, paper – papers

Add es to form the plural of nouns that end in s, sh, ch or x.

bush – bushes, lunch – lunches, match – matches, fox – foxes

When a noun ends in a consonant followed by y, change the y to i and add – es to form the plural.

lady – ladies, city – cities, bakery – bakeries, hobby – hobbies, country – countries

When a noun ends in a vowel followed by y, add –s to form the plural.

donkey – donkeys, valley – valleys

For most nouns that end in f or ef, add –s to form the plurals.

Belief – beliefs, roof – roofs, cliff – cliffs

For some nouns that end in f or fe, change the f to ve and add – s or –es to form the plurals.

wife – wives, calf – calves, wolf – wolves, leaf – leaves, thief – thieves

D. Change the singular nouns to their plural forms.

Singular	Plural	Singular	Plural
car		story	
star		sketch	
country		garden	
eagle		cherry	
fox		tree	
child		baby	
paper		toy	
dress		sky	

cup		valley	
bench		berry	
glass		volley	
brush		essay	
pony		clock	
latch		chimney	
lady		injury	

Countable and uncountable nouns

Countable nouns are things that we can count. For example "book".

- We can count bags as one, two or three bags.**
paper, cap, doll, hand, table, pen
- Countable nouns can be singular or plural.**
My pen is lost. My books are old.
- We can use the indefinite article a/an with countable nouns.**
A cat is an animal.
- When a countable noun is singular, we must use a word like a, the, my, this, with, it.**
I want an orange.
Where is my box?
I live in this house.
This is my table.
- When a countable noun is plural we can use it alone.**
I want oranges.
Doors are closed.

Which indefinite article will you use with these countable nouns.

Use 'a' or an.

_____ bus	_____ woman
_____ teacher	_____ envelop
_____ uncle	_____ insect

Uncountable Nouns

Uncountable nouns are the things that we cannot count. For example: "sugar" We cannot count sugar, but we can count the spoons of sugar. Look at some uncountable nouns.

water sugar, salt, love, advice, happiness, luggage, gas, petrol, electricity, furniture

The uncountable nouns are treated as singular , we use a singular verb for them.

Sugar is expensive.

Gas is cheap.

We usually do not use the indefinite article with uncountable nouns. We usually say a something of:

a piece of cake

a glass of water

a grain of sand

We usually use some or any with uncountable nouns.

Please give me some water.

Do you have any salt?

We also use a little or much with uncountable nouns.

I have a little happiness in my life.

I have got much better practice.

Tell whether each noun is countable or uncountable. Write C for countable and 'un' for uncountable noun.

juice _____	fruit _____
sugar _____	cup _____
bat _____	currency _____



Writing Skills

Paragraph Outline

Write a paragraph on "hardwork".

Topic Sentence

I always complete my work in time.

Supporting detail 1

Supporting detail 2

Supporting detail 3

Write a Rough Draft.

Revise Your Rough Draft.

Revise your rough draft with the help of the check list given below.

- Have you given a title to your paragraph ?
- Did you indent the first line ?
- Is there an impressive topic sentence in your paragraph?
- Are the other sentences supporting your topic sentence?
- Are your ideas in proper order ?
- Does your paragraph have an impressive concluding sentence ?

Edit Your Paragraph: Check spelling , punctuation , vocabulary and grammar mistakes.

Write a Final Copy



Speaking

Discuss with your classmates all the characteristics of your mother which have made her your role model.

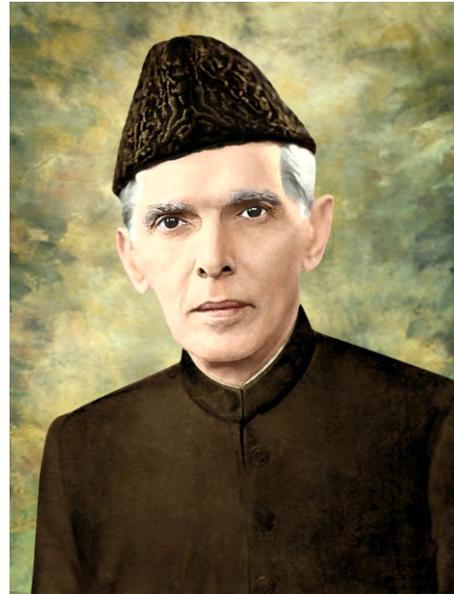
5

Father of the Nation

Pre-Reading Activity:

- Who is the founder of Pakistan?
- What title was given to founder of Pakistan?

Quaid-e-Azam Muhammad Ali Jinnah (رحمة الله عليه) is the founder of Pakistan. He was born on 25th December, 1876 in Karachi. His father's name was Poonja Jinnah. He was a famous businessman. He completed his early education from Sindh Madrasa-tul-Islam. He was an efficient and hardworking student. He used to study late at night. One night, his aunt said to him, "You will make yourself ill from so much study". He answered to his aunt, "You know I cannot achieve anything in life unless I work hard". Quaid-e-Azam Muhammad



Ali Jinnah (رحمة الله عليه) believed if he did not work hard, he would never be able to achieve his set targets.

He completed his Law education from Lincoln's Inn Institution of London in two years. He joined this institution only for one reason because the name of Hazrat Muhammad (ﷺ) was written on top of law givers of the world. After completing his degree, Quaid-e-Azam Muhammad Ali Jinnah (رحمة الله عليه) started his law practice. He won a good reputation as a lawyer. Once a man tried to give extra money to

Quaid-e-Azam Muhammad Ali Jinnah (رحمۃ اللہ علیہ) as a gift but he refused saying, "I have taken my fee and now have no right to take a part what is rightfully yours."

He came into politics in 1906. He believed that the Muslims and the Hindus of the subcontinent should fight together for their independence. Later on, he came to know about the insincerity of Hindus. Then he started working for the freedom of the Muslims from the British and the Hindus' rule.

He faced the harsh opposition of the British and the Hindus. The Muslims of subcontinent gave him the title of "Quaid-e-Azam". His sincere efforts and determination brought Pakistan into being as the great Muslim State. After the creation of Pakistan, he passed away on 11th September, 1948.



It is in his leadership that the Muslims of the subcontinent struggled hard and achieved a separate homeland, Pakistan. For this reason, he is known as "Father of the Nation".



How much did you understand?

Checking Comprehension

1. When and where was Quaid-e-Azam Muhammad Ali Jinnah (رحمۃ اللہ علیہ) born?
2. How was Quaid-e-Azam Muhammad Ali Jinnah (رحمۃ اللہ علیہ) as a student?
3. Which profession did he choose after completing his education?

4. Where did he complete his law education?
5. How could we achieve an independent Islamic State?

B. Comprehension Skill: Predicting Outcome

While reading the story, do you get inspired by the hard working nature and determination of Quaid-e-Azam (رحمة الله عليه).

Fill in the blanks with appropriate answers.

- (i) Quaid-e-Azam Muhammad Ali Jinnah (رحمة الله عليه) was the _____ of Pakistan.
(a) founder (b) professor (c) scientist
- (ii) He completed his early education from _____.
(a) Lincoln's Inn (b) Sindh Madrasa-tul-Islam
(c) Govt. High School
- (iii) He came into politics in _____.
(a) 1905 (b) 1907 (c) 1906
- (iv) He died on 11th September _____.
(a) 1948 (b) 1946 (c) 1947
- (v) _____ advised him not to study too much.
(a) His uncle (b) His father (c) His aunty



Learn about words

Vocabulary

A. Word meaning:

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

A	B
betterment	the act of coming to a decision or of fixing or settling a purpose
misunderstanding	producing an effect, as a cause; causative.
determination	freedom from the control, influence
efficient	a disagreement or quarrel
independence	the act or process of bettering; improvement.



Word study

Phonics

Beginning Trigraph

When a trigraph, a group of three letters generating one sound, comes in the beginning of a word called **Beginning Trigraph**.

Examples: scrap, schedule, shrink, school, shred

Complete the words: __ap, __edule, __ink, __ool, __ed

Ending Trigraph

When trigraph comes in the end of a word called **Ending Trigraph**.

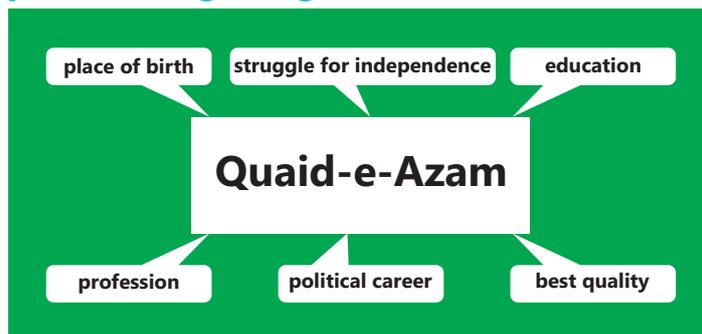
Examples: watch, match, sketch, badge, judge

Complete the words: wa__, ma__, ske__, ba__, ju__



Writing Skills

Write six lines on **Quaid-e-Azam Muhammad Ali Jinnah** (رحمة الله عليه) with the help of the diagram given below.



Speaking

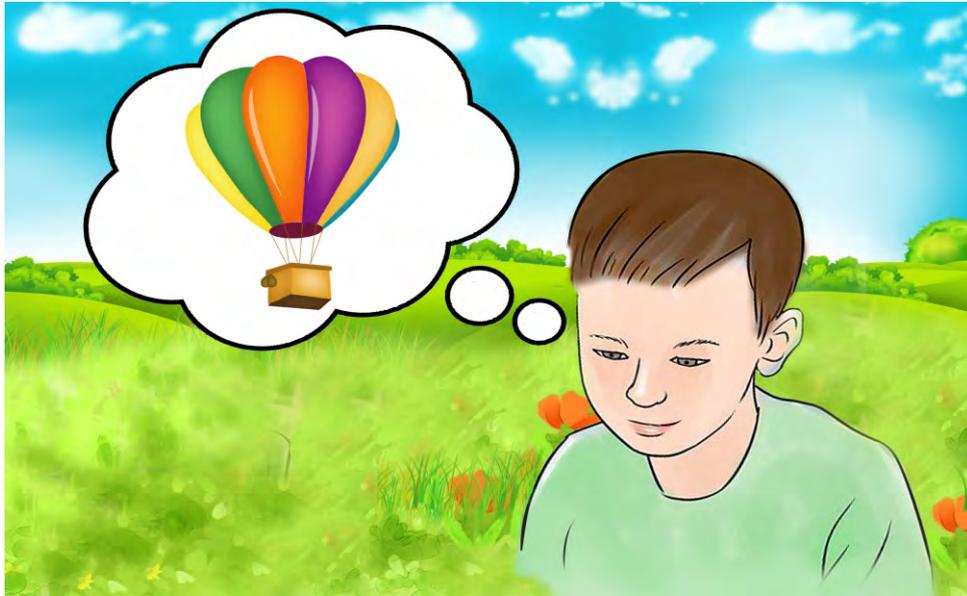
Discuss the Story "Father of the Nation" in the class with your classmates.

6

A Dream Come True

Pre-Reading Activity:

- How often do you dream?
- What kind of dreams do you often see?
- Have any of your dreams ever come true?



I always dreamt of flying. I am a brave child by nature. I always imagined to achieve my success in the skies. I live in a mountainous area which is an ideal tourist spot. Flying was my passion. Once I sighted an object that looked like a parachute. So I reached the spot by my bike. It was a balloon. One of my friends was standing there. He called me to help him. I held one of the ropes attached to the balloon. I was supposed to hold onto the rope until the balloon was filled with air and ready to fly.

There were two men holding the seat of the balloon for the pilot. Mr. Jawad lit the burners to heat the air and the balloon swelled up. Hot air began to fill the balloon.

The pilot sat in his seat. The balloon slowly began to lift its pilot into the air. The people holding the other guide ropes let it go, but I couldn't. I had wrapped the nylon line around four fingers on my left hand. Just as I was about to drop my line, it jerked. It formed a half hitch around the four fingers of my left hand. I was lifted off the ground and into the air.

I shouted and shouted, but the pilot couldn't hear me. I looked down. Everything on the ground became smaller and smaller as I went high.

I was frightened. The line was so tight around my fingers. My fingers hurt a lot.

Mr. Jawad raised the balloon to 3000 feet. Then I heard the burner became quiet. I was still shouting, "Please help me to get down."

Mr. Jawad heard my yell and began talking to me. He released hot air through the top of the balloon. Then we started descending very fast. It took two minutes to get down after he had seen me.

When I was about thirty feet off the ground, the line I was hanging from tore off the balloon.

I fell on the pine tree. I was lucky because the tree broke my fall. I was only scratched as I fell through the branches.

Mr. Jawad came over to me, and asked if I was hurt. I requested him to take the line off my fingers. He called an ambulance. I was taken to the hospital. The pain remained in my left hand for three or four days. They put ice packs on my hand to bring down the swelling.

When I was in hospital, many reporters and photographers came to see me. I received letters and cards from many parts of the country. It has been fun making a scrapbook with all my letters and newspaper clippings. I thought my dream and passion for flying really came true.



How much did you understand?

Checking Comprehension

1. What did the boy do when he saw the landing parachute?
2. What did his friend ask him to do?
3. Why couldn't he let the rope go?
4. How did he feel when he rose up from the ground?
5. Did the pilot know about the boy's presence?
6. What did the pilot do when he saw the boy?
7. How high did the balloon go?

-
8. Why was the boy not badly injured?
 9. Do you think this kind of adventure should be tried ? Why not ?

Choose the correct option.

1. **The sight of the parachute brought the author to that spot as**
 - (a) he wanted to spend his time there
 - (b) flying was his passion
 - (c) he came to see his friend
2. **When he was holding the rope , he was**
 - (a) helping the pilot
 - (b) planning to fly
 - (c) playing with the rope
3. **When the balloon rose up, the author**
 - (a) got inside the balloon
 - (b) let the balloon go up
 - (c) rose up with the balloon
4. **When the balloon was rising up**
 - (a) the author was laughing
 - (b) shouting for help
 - (c) was enjoying the flight
5. **When the captain heard the voice, he**
 - (a) stayed in the air
 - (b) started getting down
 - (c) jumped out of the balloon

6. When the rope tore off the balloon, the author

- (a) fell on the roof of a building
- (b) fell in a pond of water
- (c) fell into a pine tree

7. When the author fell down

- (a) he was only scratched
- (b) his leg was broken
- (c) he was badly hurt



Learn about words

Vocabulary

A. Word meaning:

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

A	B
parachute	to pull something with a sudden strong movement
stunts	seeing something or someone
passion	a canopy to slow down the fall from aircrafts
sighted	tricks in the air
burners	overpowering emotions of love, joy, hatred, etc.
jerked	rings or plates on ovens that give heat or a flame



Word study

Phonics

Ending Digraphs

splash speech laugh paragraph

Listen to the sounds for the letters sh, ch, gh and ph stand for one sound at the end of each word.

1. When I open the door, the lights fla ____.
2. The news reporter captured her photogra ____.
3. This man doesn't wa__ his clothes properly.
4. In a crowd, people usually pu__ each other.
5. A monkey picked up a bun__ of bananas from a fruit shop.
6. She puts all the utensils in a di__ washer.
7. He ate a sandwi__ for his breakfast.
8. He had a little scrat__ on his knee.
9. My brother places a record on a phonogra ____.
10. People usually lau__ at good jokes.



Language and Arts

Pronouns

Subject and Object pronouns

A pronoun is a word that is used in place of a noun.

Example: Akbar reads a story. **He** enjoyed that story.

A subject pronoun is a pronoun that is used as the subject of a sentence. **He, I, she, they, we** and **you** are subject pronouns.

Example: He came to me.
I helped him.

Object pronoun

An object pronoun is a pronoun that is used in place of a noun that receives the action of the verb her, him, it, me, them, us and you are object pronouns.

Example: Aisha called me.
I answered her.

A. Write SP if the underlined pronoun is a subject pronoun, write OP for the object pronoun.

1. She made dinner for the whole family. _____
2. Sammy played tennis with me. _____
3. My friend went to the movie with him. _____
4. She went to the store last night. _____
5. The cashier gave the money to her. _____
6. They enjoyed playing on the playground. _____
7. Have you seen my ball? _____
8. We played with children. _____
9. She gave me some chocolates. _____
10. Maria tossed the ball to them. _____



Writing Skills

Writing a Personal Narrative

Think about an exciting dream that you have had. Write a personal narrative about it.

How to write a personal narrative ?

Think about the topic carefully. Personal narrative is written about experiences and events in one's life.

Follow these steps:

- Organize your ideas on a rough paper

Ask yourself the following questions:

- What happened ?
- When did it happen ?
- Where did it happen?
- Write the beginning by introducing the characters and the situation.
- Write the middle where the problem occurred.
- Write the ending where the problem was solved.

Follow certain rules while writing the personal narrative :

- Write a good beginning.
- Develop and explain your ideas clearly.
- Write an impressive ending.
- Proofread your work.



Speaking

Discuss with your classmates any dream that you had and how it came true in your life.

7

The Youngest Genius Arfa Karim

Pre-Reading Activity:

- Can you tell us about the achievements of young students in Pakistan ?
- Can you name any student who has received fame outside Pakistan?
- What would you do to get international fame?



Arfa Karim with Microsoft CEO Bill Gates at
Microsoft Headquarters USA

Arfa Karim was born in 1995. At the age of 9 years, in 2004, she received a certificate for being the youngest Microsoft Certified Professional (MCP) in the world. She kept that title until 2008. She was invited by Bill Gates to visit the Microsoft Headquarters in USA.

On returning to Pakistan, Arfa was given a very warm welcome. She was interviewed by all the leading television channels and the

newspapers which highlighted her achievements. In August 2005, Arfa Karim received the Fatimah Jinnah Gold Medal in the field of Science and Technology, presented by the then Prime Minister of Pakistan. She also received the "Salaam Pakistan Youth Award" in August 2005 from the President of Pakistan. Arfa Karim is also the recipient of the President's Award for Pride of Performance. This is a very high level civil award granted to people who have shown excellence in their fields over a long period of time. Arfa is until now the youngest recipient of this award.

Arfa Karim has also represented Pakistan at various international forums. She was invited by the IT Professionals of Dubai for a stay of two weeks in Dubai. A dinner was arranged for her there. During that trip, Arfa won many medals and awards. She also flew a plane in a flying club in Dubai at the age of 10, and received the first flight certificate.

In November 2006, Arfa was invited by Microsoft to be a part of an important session in the Tech-Ed Developers Conference held in Barcelona. The theme of the conference was "Get head of the Game." She was the only Pakistani in that conference.

In 2011, at the age of 16, Arfa Karim, while studying at Lahore, fell ill and passed away, on January 14, 2012, leaving strong memories behind. She had given a strong message to students of Pakistan that they must follow her footsteps to achieve success in their lives without wasting any time.

Adapted from "A Brief Biography by Raza Dotana"



How much did you understand?

Checking Comprehension

1. When was Arfa Karim born?
2. Which award did she win at the age of nine?
3. Who invited Arfa Karim to the Microsoft Headquarter in America?
4. When did Arfa Karim die?
5. Which message has she given to students in Pakistan?



Learn about words

Vocabulary

A. Word meaning:

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

A	B
professional	moving from one place to another
passed away	the result of scientific knowledge
journey	a place, situation, or group in which people exchange ideas and discuss issues
technology	died
forums	highly talented, creative, or intelligent person
genius	a person who earns his living from a specific activity



Word study

A Phonics

Beginning and Ending Consonant Blends

The letters *br*, *cr*, and *dr* are found at the beginning of many words. The letters *nd* and *nt* are found at the end of many words. Each of this letter combination stands for a blend of two sounds.

A. Each sentence below contains an incomplete word. Add *br*, *cr*, *dr*, *nd*, or *nt* to complete the word.

1. She received the "Salaam Pakistan Youth Award" by the Preside_____.
2. Arfa Karim is the recipie_____ of the Pride of Performance award.
3. There is a huge _____ack in the wall.
4. The music ba _____ played all night.
5. Arfa was invited by Microsoft to be a part of an importa_____ session.
6. The _____ave girl became famous.
7. Her doctors gave her best treatme_____.
8. I had a bad _____eam last night.
9. The tree was be_____ to the ground.
10. The ball _____ashed on the ground.
11. She had given a strong message for every stude_____.
12. The sailors finally saw la_____.



Language and Arts

Subject – Verb Agreement

Subject – verb agreement means if the subject is singular the verb must be singular.

Example: The cat jumps down.

A plural subject must have a plural verb.

Example: The cats jump down.

A. Fill in the blank with the right form of the verb in brackets.

Use the simple present tense.

1. She _____ worldwide fame at a very young age.
(receive- receives)
2. She _____ her money in her pocket. (keep – keeps)
3. I _____ up early every morning. (get, gets)
4. She _____ playing with dolls. (like, likes)
5. The girls _____ a game. (play, plays)
6. The children _____ to their teacher. (talk, talks)
7. My mother _____ nice meals. (cook, cooks)
8. The cat _____ a mouse. (chase, chases)
9. She _____ in Africa. (live, lives)
10. You _____ another book. (need, needs)

Simple subject and simple predicate

The simple subject is the main word in the complete subject.

Example: My friends play soccer.

The words my friends make up the **complete subject**. The word friends is the **simple subject**. If the subject is just made up of one word, that word is both the complete subject and the simple subject.

Simple Predicate

The simple predicate, also called the verb, is the most important word in the complete predicate.

Example: The tiny turtle ran into the ocean.

The words ran into the ocean make up the complete predicate.

The verb ran is the simple predicate.

B. Underline the simple predicate in each sentence.

1. She received the certificate of the youngest (MCP) in the world.
2. She stayed in Dubai for two weeks.
3. Arfa Karim received many awards.
4. The baker sells chocolate cakes.
5. Jamil lost the bike race.
6. Mahmood's report is fantastic.
7. The fox came to the tree.
8. You are my good friend.
9. Ahmed is dreaming of a trip.
10. She has drawn colourful pictures.



Writing Skills

Writing an Informational Article

Collect facts about your city from a newspaper or by asking members of your family. Then write a few sentences using those facts. Begin your paragraph by writing a general sentence based on the facts you have collected.



Speaking

Discuss the fact sheet that you have prepared with your classmates.

8

Invention of Glass

Pre-Reading Activity:

- Have you ever heard of any accidental invention?
- What do you think is glass made of?
- What are some of the uses of glass?



Thousands of years ago, some fishermen camped for the night on a sandy beach. After they went to sleep, the hot coals from their campfire glowed far into the night.

In the morning one of the men noticed a strange lump in the ashes. He had never seen a stone like it before. Puzzled, he picked it up and cleaned it off. As he turned it over in his hands, he saw that the sunlight of early morning shone right through it. He was sure that it had not been on the beach the night before. Could the fire somehow have made this odd substance?

Legends say that this may be the way that people first discovered glass. Glass is formed when sand is mixed with certain chemicals in a very hot fire. Perhaps by accident, all of these materials were mixed with the sand on that beach. As time passed by, people found many uses for this new substance. Hundreds of years ago, castles had only high, narrow openings in their cold stone walls. Because the wind and weather blew in through them, they were called "wind's eyes." This is where the English word "window" came from. Wealthy people like kings began to use glass to cover these holes in the walls.

At that time, glass was hard to make and very expensive. Even kings could not afford glass for every window in their places and forts. Most of people used animal skins, pieces of cloth, or oiled paper. But these coverings did not let in much light, and no one could look out through them.

Over the years glassmaking improved a great deal. Today glass is so clear like crystal that you can hardly tell it is there. Houses can have many large windows. Some city skyscrapers look as though they are built almost entirely of glass. Glass windows are used in vehicles as well as buildings. Automobiles, buses, trains, and planes have windows made of safety glass. When this glass is hit hard, it cracks. But it does not shatter into pieces which could injure passengers. This is because safety glass is made like a sandwich. A layer of clear plastic is cemented between two sheets of glass. When safety glass is broken, the shattered pieces of glass stick to the plastic.

Glass is helpful, too in building submarines and spaceships. The glass used is very tough. It will not break under great pressure of water, the cold of outer space, or the extreme heat when coming back into the earth's atmosphere. Even astronauts' spacesuits are made partly of glass.

Of all the objects made of glass, lenses are probably the most important. A lens is a specially curved piece of glass that bends light rays. Lenses make things look either bigger or smaller than they really are.

The first lenses were used in glasses to help people see better. Then in 1609, an Italian scientist named Galileo put two glass lenses inside a tube. With one lens at each end, he looked at the sky through this first telescope. He could see things in the solar system that no one had ever seen before. He discovered the rings around Saturn and the moons around Jupiter. In 1675, a Dutchman, Anton van Leeuwenhoek, found another way to use lenses. He made an instrument called a microscope. Through it, he could see tiny creatures swimming about in a drop of water. For the first time, he learned of forms of life that could not be seen by the eye alone. His discovery led people to find out about germs that cause disease.

More than two thousand years ago, people had learned how to blow hot melted glass into the shape of bottles. For a long time, these glass containers were scarce and expensive. They had to be blown one at a time. Today there are millions of glass bottles, jars, and water-glasses. In a modern factory, machines can make hundreds of them in a minute. Millions of bottles and jars are thrown away every year. Now people have discovered ways to recycle glass in order to use it over again. When old glass is melted down, it can be made into new bottles or into building materials, like bricks. These glass bricks are solid and do not let light shine through. They look a lot like ordinary clay bricks.

Old glass is also used to pave roads. Glass can be ground up and mixed with asphalt, a road-surfacing material. The groundup glass has no sharp edges. It makes a tough surface that engineers think may last longer than other materials.

In future we may all be driving on glass roads and living in houses made of glass. Many other uses will also be found from this interesting material!



How much did you understand?

Checking Comprehension

1. Which strange thing did the fisherman notice on the sandy beach?
2. What made the lump in the ashes?
3. How is glass made?
4. What kind of glass is used in submarines and spaceships?
5. What are the uses of lenses?
6. Who made the telescope?
7. Who was the inventor of the microscope?
8. What is the microscope used for?
9. Why do we recycle glass?
10. Name some of the uses of glass?

If the statement is true according to story, write "T" in the blank.

If the statement is false write "F" in the blank.

1. Glass was invented by rich people who were looking for a way to keep the wind out of their homes. _____
2. In the days before glass was invented, homes were likely to be darker inside than they are today. _____
3. Suppose you take a piece of glass from a train window and a piece of glass from a picture frame and you strike both with a hammer. Both will shatter into bits. _____

4. If glass lenses had not been invented, the history of medicine might have been different. _____
5. The English word "window" has its origin in the phrase "wind's eye." _____
6. Safety glass resists shattering better than ordinary glass because it contains a layer of plastic. _____
7. A lens can make a small object appear larger. _____
8. Glass bricks have all the qualities of ordinary glass. _____



Learn about words

Vocabulary

A. Word meaning:

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

A	B
substance	confused; not understanding
puzzled	matter; material
pressure	have the money to pay for
extreme	glued; firmly bonded
cemented	pushing force
scarce	great; much more than normal
afford	rare; in short supply

B. Working with Words:

Find the best word to fill in the blank.

tough glow skyscrapers asphalt expensive

1. The _____ of the neon light made the sign board attractive.
2. My uncle bought a very _____ house.
3. The very tall buildings in a city are called _____.
4. This is a very _____ question.
5. The road was covered with _____.



Word study

Ending Digraphs th, ng, ck

bath bring back

The letters th can stand for two different sounds. One is the sound you hear at the end of the word bath or breath. Another is the sound you hear at the end of "bathe" or "breathe". When this sound is an ending sound, it ends like the sound "the."

The letters ng stand for the sound you hear at the end of the word "bring".

The letters ck stand for the sound you hear at the end of "back".

Complete the words by adding appropriate spellings from the given list: *th, ng, k* or *ck*.

1. Today I learned a new tri _____.
2. I learned to si_____ a song .
3. His mou_____ was full of food.

4. He could not take proper brea_____.
5. I have nothi_____ left in my pocket.



Language and Arts

Action verb

A verb is a word that shows an action or a state or condition.

Example: My mother opened the window.

The verb may show an action that cannot be seen.

Example: He thought about his plans.

A. Underline the verb in each sentence:

1. Some fishermen camped for the night.
2. I saw bright stars.
3. People found many uses of glass.
4. The moon sailed away like a balloon.
5. Lenses make things look bigger.
6. They were chasing a cat in the park.
7. My brother sleeps on a sofa.
8. They went to sleep.
9. People found many uses of glass.
10. Glass windows are used in vehicles as well as buildings.



Writing Skills

Learn how to take an Interview.

An interview is a kind of conversation in which two people talk to each

other. The interviewer asks questions to inquire about the other person's life and achievements. The person interviewed is called the interviewee.

Interviews have four stages before writing the story.

1. arrangements
2. preparation
3. the actual interview
4. the reconstruction

ARRANGEMENTS:

- Once you have decided to interview someone, you must take permission.
- Identify yourself by your name and the name of your school.
- Introduce your topic before you start asking questions.

PREPARATION

- Do as much research as possible in advance on the person and/or topic you are working on.
- Sources might include the library, public records, the internet and people you know who can provide background information.
- Prepare your questions in advance in writing and bring them to the interview.
- Refer to them but don't show them to the interviewee.
- Bring a tape recorder and take the permission to use it from the person you are interviewing.
- You also should take notes, because it will help in the reconstruction stage.

THE ACTUAL INTERVIEW

- Start with some casual conversation to relax the interviewee.

- Questions should be as short and open-ended. Avoid questions that lead to yes or no answers.
- Give enough time to the interviewee, to answer each question.
- Be a good listener.

THE RECONSTRUCTION

- Find a quiet place after the interview to review your handwritten notes.
- Now pretend that you are going to interview your favourite person.
- Prepare a guideline based on the open-ended questions. Summarize the interview with your own observation about the personality.

A student's Interview with a Doctor

Student: Doctor uncle, you have won a great reputation by treating patients in your hospital.
How did you start ?

Doctor: Well, right from my school life I was hardworking.

Student: Did your teachers know that one day you would do an extraordinary job?

Doctor: _____

Student: _____

Doctor: _____

Student: _____

Doctor: _____

Student: _____



Speaking

Discuss with your classmates about the heroes of your country who have made some inventions. Talk about their achievements.

9

Wise Decision

Pre-Reading Activity:

- On which occasions do you think your parents should be invited to school?
- Do you like to see your parents around when you are talking with your friends?



"Jan," called his teacher, "don't forget to tell your father about the hockey match on Friday night."

Jan's expressions changed. "Why should my father come?" Actually he didn't want his teachers and classmates to meet his father. "My father knows nothing about hockey," said Jan. "Nobody ever played hockey in my village."

"I know, Jan", Mr. Wasif said, "but I am sure he wants to know about our national sport as much as you do. Fathers should also have fun in our game. See you both on Friday. By the way children are also bringing some refreshments." Jan walked home slowly. He had almost forgotten that six months ago, he had come here with his family from a nearby village .

He remembered those first days at school well. He had looked out of place in his short pants, his homemade sweater, his heavy-soled shoes and his lunch tied up in a handkerchief.

Mr. Wasif had been a good friend during those first difficult days. He had taken Jan aside and had talked to him about many urban customs that were strange to him.

Jan's skill in sports and his good grades soon won him the respect of his classmates. They stopped thinking of him as a strange boy. But now Mr. Wasif was asking him to bring his father to school. "Hi, Jan," called Samy, a dark-haired boy in a red-striped shirt. "I know you have signed up for the hockey match. Is your father coming for the match?"

Jan was reluctant. " I don't know. He is quite busy."

He loved his father, but he knew he would look out of place with other fathers. Back in the village his clothes had looked fine, but here he may feel uncomfortable. Jan decided he could not let his father come to the school.

On Friday morning, Jan was the first boy to arrive at the school playground where the match was to be held. Mr. Wasif was already busy arranging chairs. He called Jan over.

"Jan, I saw your father on the street last night. When I asked him about the match, he looked surprised and said he didn't know anything about it. Didn't you ask him to come?" Jan just couldn't answer.

"Don't you want him to see you play?" asked Mr. Wasif.

Jan's eyes filled with tears, "I know I was wrong, Sir! I am going home now to ask my father to come."

"You don't need to, Jan. I invited your father myself, and he wants to come."

In a short time, the other boys and their fathers began to arrive. The fathers wore sports clothes, T-shirts, or bright-coloured shirts. Jan was troubled. Each time he looked behind, he held his breath.

At last his father appeared in the entrance gate. He was wearing a pure-white casual shalwar-qameez looking handsome. He held a large basket with a bright flowered cloth. The other children's fathers didn't carry food in baskets. Just then, Jan found himself remembering his father's kindness and his goodness. He also remembered, how people back in his village had asked his father's advice in troubled times. He recalled all the occasions when his father had supported him, and how his father had dreamt of his wonderful career.

Without thinking further, Jan walked to the front of the main gate and took his father's arm. "I'll carry the basket, Father. Come, sit here with me."

After the match was over, the fathers offered their support for

various jobs in school. Finally only Jan's father was left. He stood up and spoke in his slow careful Urdu. "I don't know much about hockey, but I can get people to keep your school playground neat and clean."

"Thank you, uncle", shouted everyone. Jan's father continued, "Maybe I can also invite the hockey teams and the school administration to have a picnic at my farm."

All the boys crowded around Jan's father. Jan almost burst with pride. His father always did the right thing at the right time.

Jan picked up the basket and took it to Mr. Wasif. Inside were ripe, plump, juicy mangoes. "Jan you are certainly lucky to have such a nice father," said Mr. Wasif.



How much did you understand?

Checking Comprehension

1. What was Jan afraid of?
2. Who was Jan's teacher?
3. How did Jan feel on his first day in school?
4. Who helped Jan to get settled in his new school?
5. What was Jan's father wearing when he came to school?
6. What did Jan's father offer to school?
7. Where were the students and the teachers invited?
8. Do you think such stories take place in real life?

Tick (✓) the best option for each statement.

1. Jan's expressions changed because

- (a) he wanted his father to come to school.
- (b) he didn't want his father to see his school reports.
- (c) he didn't want his teachers and classmates to meet his father.

2. All parents were invited to

- (a) see their children playing football match.
- (b) see their children playing hockey match.
- (c) see their children playing cricket match.

3. Jan came to the school in the city from

- (a) an urban background.
- (b) a rural background.
- (c) a metropolitan background.

4. Jan told his friends that his father was

- (a) sick.
- (b) out of town
- (c) quite busy.

5. On the match day

- (a) Jan did not come to school.
- (b) Jan was the first boy to arrive at school.
- (c) Jan went to his friend's house.

6. After the match was over Jan's father offered to

- (a) build a new school building.
- (b) build a new computer laboratory.
- (c) maintain the school playground.

7. Jan felt proud of his father because

- (a) his father always did the right thing at the right time.
- (b) he looked very smart.
- (c) he was rich.



Learn about words

Vocabulary

A. Word meaning:

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

A	B
sure	cloth used to clean the areas of face
refreshments	the sound or act of laughing
recently	not very far away
nearby	happened not long ago
handkerchief	food and drink that refreshes
laughter	passage inside a building
corridor	definitely true



Phonics Word study

Beginning Consonant Blends

quack

squeal

straight

The letters qu, sq, and str are found at the beginning of many words. Each of these letter combinations stands for a blend of consonant sounds.

Each sentence below contains an incomplete word . Add qu , squ or str to complete the word.

1. Be ___iet in the library.

2. I drew a ____ uare on the paper.
3. A ____ eam of water came out of the pipe.
4. We heard a mouse _____ eak.
5. Don't ask me any _____ estions.



Language and Arts

Present and Past Tense

A verb in the present tense shows an action that happens now. For the 3rd person singular (he, she, it) we add s or es to the main verb.

Example: My mother cooks dinner.

A verb in the past shows an action that happened in the past.

Example: My mother cooked dinner.

If the verb ends in e drop the e before adding -ed.

Example: bake – baked

If a one-syllable verb ends in a single vowel followed by one consonant double the final consonant before adding -ed.

Example: hop – hopped

If a verb ends in a consonant followed by 'y' change the 'y' to 'i' before adding -ed. **Example:** carry – carried

A. Underline the present verb and write PR next to it. Underline the past verb and write PT next to it.

1. Jan, called his teacher.
2. Jan's gray eyes filled with fear.

3. My father knows nothing about hockey.
4. He loves his father.
5. I saw your father on the street last night.

Future Tense

A verb in the future tense shows an action that will happen at some time in the future. The helping verb “will” is used with the present form of the verb. **Example:** I will play tomorrow.

B. Circle the future tense in each sentence below.

1. He will choose the gift.
2. She will jump over the fence.
3. They will sing hard.
4. The ball will hit the wall.
5. It will fly through the air.



Writing Skills

Writing Skill: Summary Writing

To write a summary of the story, think about the most important things that happened to the characters.

The easiest way to write a summary is to find the main idea and very important details related to the main idea from each paragraph.

Write summary of paragraph no. 3.



Speaking

Discuss those moments with your classmates, when you felt proud of your father.

10

The Invisible Homework

Pre-Reading Activity:

- How would you feel if your homework disappears?
- How would your teacher react when you show him/her an invisible homework?
- Did you ever wish to make an invisible ink?



Salim shook his fountain pen twice, but it didn't work. "My teacher is going to punish me. She will not be ready to accept any excuse if I don't submit my homework assignment," he said. "Maybe the ink has dried out." There was no water in his reach. Salim filled his pen with some left-over lemonade in his glass. He took a sheet of paper and started doing his work. Nothing but faint lines showed on the paper. At least this attempt was better than appearing shame-faced in class.

Some of the words were not clear. Salim held the paper close to the big light bulb of his desk lamp.

As if by magic, clear blue words began to show. Salim moved the paper away from the heat of the bulb. Slowly the words began to disappear.

"This is super!" he cried. "Just what I want!"

Salim came up with a simple plan. He was going to teach his friends, how to exchange secret messages in the presence of their teacher. He was going to make and sell invisible ink.

He said to himself, "I'm sure lots of children in the class will want some. Then we can send each other secret messages."

In school, the next day, Salim didn't have a chance to talk about his ink. Miss Nadia called him to her desk. There lay the last two pages of homework Salim had done. The pages were full of red lines and circles.

Miss Nadia, it seemed, had not been able to read what Salim had written. She made it quite clear that if Salim didn't do his work more carefully, he would have to do it again.

It was a cold day. By the time school was over and Salim got home he was completely tired. He thought that he would make his ink tomorrow. He was worried about his homework for the next day.

The heater in his room was making it warm and cozy. He pulled the heater close to him before starting his work. This feels good, he told himself.

He got his books and paper and fountain pen. Leaning towards the heater, Salim did his homework very carefully.

Salim looked at his paper proudly. The words were very dark. If Miss Nadia can't read this, she needs magnifying glass.

Salim placed all his papers and books on his desk and rushed

downstairs to get a cup of hot tea for himself. After a little while he came back to his room. Salim collected his books, packed his sneakers for gym the next day, and was ready to put his homework and notebooks in his bag. He looked around, puzzled. He had put his homework on the desk with his books and the package of notebook paper. He knew he had. But he didn't see the homework.

He looked under the desk. No homework was there. May be it was mixed up with all the stuff on his desk. He moved all the papers and books from his desk to his table. The homework was not on the desk.

Then he moved the books and the papers off the heater. With a cry of relief, he saw his homework.

This time Salim put the homework securely into his notebook. And just to make sure he would find it quickly the next day, he put a paper clip on the top of the page.

That morning when Miss Nadia said, "Salim! Let me see your homework. Please bring it here."

Salim sighed in excitement, thinking of the surprise he had for Miss Nadia. He thought that Miss Nadia will appreciate his work in dark print. He opened his notebook. The clip was there, but where was his homework?

Salim glanced deeply at the paper. To his horror he saw faint pink lines. Salim stood up. He looked from his notebook to his teacher. "Miss, he began, "I made an awful mistake."

"Have you done your homework today, Salim?" Miss Nadia asked.

Salim went near Miss Nadia's desk and laid the paper on it. "I did my homework ,Miss," he said. "Believe me, but I guess I used a wrong pen. I did it in invisible ink."

The whole class kept quite suddenly. "Salim, is it a joke?", said his

teacher.

At that moment, Salim saw a heater beside Miss Nadia's table. Then he understood what had happened to his homework the night before.

"Look, Miss!" he said. He picked up the paper and held it over the heater. He whispered to his homework " Please come back just once more!"

Slowly the words started to appear.

Miss Nadia looked at Salim's paper. Her lips twitched and eyes opened wide. "You are a genius," she said, "Why didn't you tell me when I returned all your previous homework papers?"



How much did you understand?

Checking Comprehension

1. Why did Salim fill his pen with lemonade ?
2. What happened when Salim brought the paper close to the light bulb?
3. What was Salim's plan about making the invisible ink ?
4. Why did Miss Nadia call him genius ?
5. If you get some invisible ink what secret messages are you going to write and to whom ?

Tick (✓) the best answer for each question.

1. Salim filled his pen with

- a. some water from the glass. b. some milk from the glass.
c. some left-over lemonade in his glass.

2. When Salim held the paper close to the big light bulb

- a. the words began to disappear.
b. the words began to reappear.
c. the words changed their size.

3. Salim's plan was to

- a. make and sell invisible ink.
- b. teach everyone how to make invisible ink.
- c. play tricks on his teacher.

4. Salim's teacher Miss Nadia was

- a. a kind woman.
- b. a strict woman.
- c. a rough woman

5. Miss Nadia told Salim that he was

- a. a careless boy.
- b. a naughty boy.
- c. a genius boy.



Learn about words

Vocabulary

A. Word meaning:

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

A	B
accept	to put something forward
submit	to take something that is offered
assignment	to be no longer seen in a place
disappear	a task that is given or taken
exchange	bending toward something
leaning	to give something and get something in return



Word study

Phonics

Silent Letters **k**, **w** and **b**

know written thumb

Letters stand for sounds but in some words k, w and b do not stand for any sound. They are called silent letters. Listen to the beginning

sound in the words know and knot. You only hear the n sound in the beginning of these words. K is silent in these words. Listen to the word wrong in which the beginning w sound is silent. Similarly in the ending sound for the thumb we hear m sound instead of b.

Look at the words in the sentences below and circle the letter which is silent in each word.

1. She was sleeping when she heard the knock at the door.
2. She opened the doorknob with a little jerk.
3. I got tired by climbing stairs .
4. He knew that he was wrong.
5. He fell while catching a ball and hurt his knees.



Language and Arts

Adjectives

An adjective is a word that describes a noun or a pronoun.

Example: The green hills look beautiful.

Adjectives describe nouns by answering one of these three questions.

1. What kind is it?
2. How many are there?
3. Which one is it?

In each sentence, circle the adjective that describes the underlined noun.

1. Nothing but faint lines showed on the paper.
2. Salim held the paper close to the big light bulb.
3. As if by magic, clear blue words began to show.
4. There lay the last two pages of homework Salim had done.
5. The pages were full of red lines.



Writing Skills

Comparing and Contrasting Paragraph

Write a paragraph to compare and contrast the regular ink with the invisible ink

When we compare we look at the similarities between two things, two people, two ideas, etc. When we make a contrast, look at the differences.

Write the similarities between the two things.

1. _____
2. _____
3. _____

Write the differences between the two things.

1. _____
2. _____
3. _____

Write a concluding sentence.



Speaking

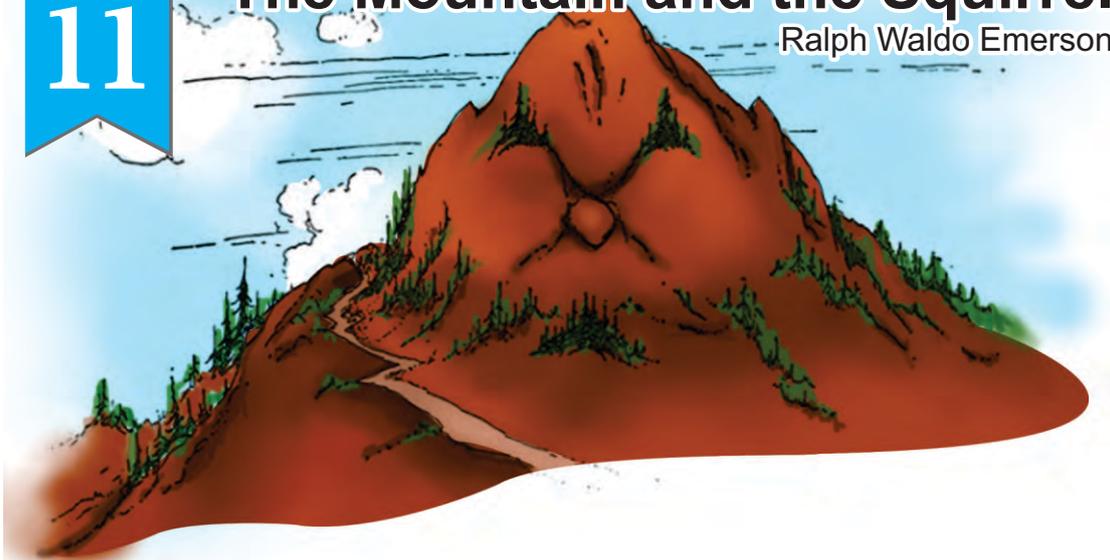
Debate a Topic

Divide the class into two groups. One group must speak in favour of using regular ink and the other group should support the use of invisible ink.

11

The Mountain and the Squirrel

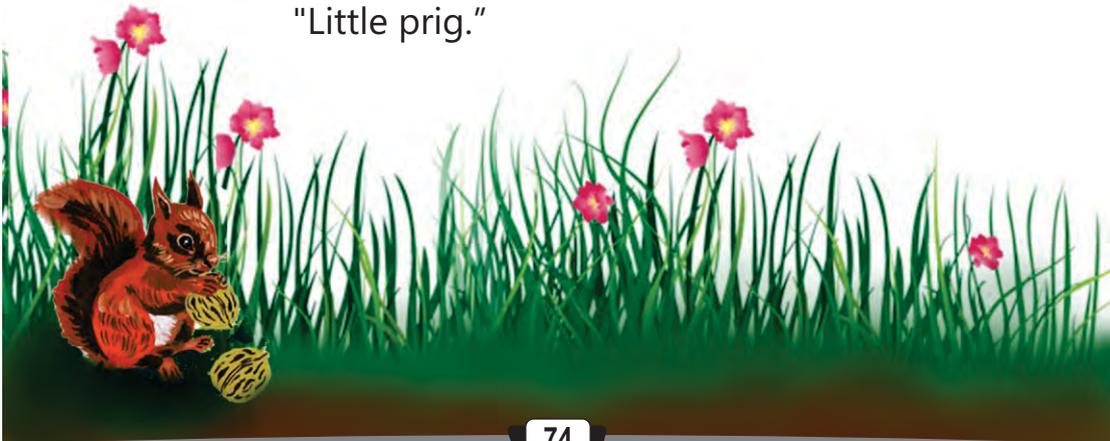
Ralph Waldo Emerson



Pre-Reading Activity:

- Do you like mountains?
- What are the qualities of mountains?
- Have you ever seen a squirrel?
- What was it doing when you saw it?

The mountain and the squirrel
Had a quarrel,
And the former called the latter
"Little prig."



Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere.

And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry:
I'll not deny you make
A very pretty squirrel track.

Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."



How much did you understand?

Checking Comprehension

1. Explain the main idea of the poem in your own words.
2. What is the lesson you draw from this poem?
3. Write down all the rhyming words which come at the end of each line.

Fill in the blanks with the correct words to complete the lines below.

1. The mountain and the _____ (rabbit, mouse, squirrel) had a quarrel.

2. Bun replied, "You are doubtless very ____ (small, big, great)
3. I think it no _____ (honour, disgrace, pleasure) to occupy my place.
4. You are not so _____ (big, high, small) as I.
5. I cannot carry _____ (forests, mountains, trees) on my back.
6. Neither can you _____ (lift, pull, crack) a nut.



Learn about words

Vocabulary

A. Word meaning:

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

A	B
prig	lively
sphere	a petty thief
disgrace	an area of activity for a planet
occupy	dishonor, humiliation
spry	hold
deny	pathway
track	refute

B. Working with Words

Find the best word to fill in the blank.

doubtless so well wisely forests crack

1. You are _____ very big.

2. I'm not _____ large as you.
3. Talent differ; all is _____ and _____ put.
4. I cannot carry _____ on my back.
5. Neither can you _____ a nut.



Word study

Phonics

Word Study Phonics

Silent Letters **gh**, **h** and **l**

"sighed", "Oh" and "walked"

Letters usually stand for sounds. But in some words, the letters **gh**, **h**, and **l** don't stand for any sound at all. The letters **gh** in sighed and daughter are silent. The **h** in **oh** is silent. The letter **l** in walk is silent.

Fill in the blanks from the list of words given below and complete the story.

A. Cloze Story

would through night thought talk hour

Sorry you were sick for the football game last

(1) _____. It lasted over an (2) _____.

I (3) _____ we (4) _____ lose until the end.

Then I shot the ball (5) _____ the poles and

we won! How about joining the team? Let's (6) _____

about it when you feel better.

Work with a partner to make a list of words that has **gh, **h**, and **l** as silent letters.**

Rhyming Words

Read the poem and underline the rhyming words in each stanza.



Language and Arts

Adverbs:

An adverb is a word that describes a verb. It tells how, when, where, or how often the action shown by the verb happens. Many adverbs end in-ly.

- Examples:**
- He spoke loudly. (How?)
 - She reads daily (when?)
 - Amir ran down stairs (where?)
 - It rains often. (How often?)

A. Circle each adverb. Write how, when or where on each line.

1. The child ran quickly in the playground. _____
2. I visit my uncle weekly. _____
3. The old woman walked slowly. _____
4. She carefully painted her picture. _____
5. Her tooth suddenly started hurting her. _____
6. I always take the bus to school. _____
7. She often gets headache. _____
8. The dog barked loudly at the stranger. _____
9. The car was damaged badly. _____
10. Finally she has met her lost brother. _____



Writing Skills

Writing a Descriptive Paragraph

A descriptive paragraph describes something. It is made colourful and interesting through the use of descriptive words that tell how something looks, feels, smells, tastes or sounds. Example: It was a bright sunny morning when we packed for our picnic.

A. Write a descriptive paragraph about an exciting day.

Pre- Writing:

Think of a few questions about your experience and answer them on a separate sheet of a paper.

(a) When and where did the experience take place ?

(b) What happened ?

(c) What happened after that ?

Develop an outline.

Write sentences in the order in which they happened. Then use the words showing time order.

Paragraph Outline (Use a descriptive word in each sentence)

(Date) It was a _____ day, we went to _____

because _____

Shortly after that _____

Finally, _____

- Write a rough draft.
- Check your rough draft.
 - * Did your paragraph have a title ?
 - * Did you indent the first line ?
 - * Does your paragraph have a topic sentence ?
 - * Do all other sentences support the topic sentence ?
 - * Are your ideas in the correct order ?
 - * Does your paragraph have a concluding sentence ?
- Edit your paragraph
- Read your paragraph carefully to correct spelling, punctuation, vocabulary and grammar mistakes.
- Write your final copy.
- Revise your rough draft.



Speaking

Tell your classmates about any incident that had happened to you when you were enjoying out with your family. Describe the whole situation in a funny tone if possible.

The First Straw

By Nancy DeRoin

Pre-Reading Activity:

- This story is about a monkey. What kind of animal is it?
- Do you think monkeys are afraid of human beings?
- Is it a good idea to keep monkey as pet?
- Do you think he will act cleverly or foolishly?



Once there lived a wise monkey. He was very clever. The other monkeys always listened to him.

"My friends," he would say, "This forest is not a safe place. Fierce giants live here. Remember, do not eat any strange food. Do not drink any strange water. Ask me first."

One day the monkeys came to a lake that they did not know. Its water was clear and quiet. And they had come a long way.

But the monkeys stopped. They did not drink. They waited for their friend.

The wise monkey walked round the lake. He saw a strange thing. Marks of feet went down to the water. But no marks came back up. "A giant must be living in this lake," he said. "And he must be eating those who would be coming to drink water here."



Just then a giant rose out of the water. "What are you waiting for?" he cried. "Come and drink!"

The wise monkey asked, "Do you eat those who drink here?"

"I do," the giant roared. "And I will eat all of you, too!"

"No," the wise monkey said. "You will not eat us."

"But you must drink," the giant said. "If you don't, you will die."

"We will drink," the wise monkey answered, "but we will be safe."

"How?" the giant asked.

The wise monkey did not answer. Instead he picked a long reed that grew by the side of the lake. He put one end of the reed in his mouth. He put the other end in the lake. Then he sucked up some water through the reed. All the other monkeys did the same.

The giant was very angry. "This is the last straw!" he cried.

"Oh, no," the wise monkey said, "Not the last straw. This is the first!"



How much did you understand?

Checking Comprehension

1. Where did the monkeys live?
2. Why was the forest not safe?
3. Where did the monkeys go to drink water?
4. What strange marks did they see there?
5. Could the monkeys go back without drinking water? Why?
6. What did the wise monkey use to drink water with?
7. How did the giant feel then?
8. Did the wise monkey drink through the last straw?
9. Do you think the monkeys will drink more water? How?

Write the letter of the best answer for each question.

1. **Where does the story take place?**
 - (a) in a forest
 - (b) in a city
 - (c) on a farm
2. **Why is the place unsafe for the monkeys?**
 - (a) Hunters often came there.
 - (b) Many wild animals lived there.
 - (c) Dangerous giants lived there.
3. **The monkeys come to a lake. Then they have a problem. What's the problem?**
 - (a) There was no way to reach the water.
 - (b) A monkey-eating giant lived in the lake.
 - (c) The water in the lake was too muddy to drink.

4. What does the wise monkey see that makes him think the lake is not safe?

- (a) The water looked dark and dirty.
- (b) The banks were muddy.
- (c) Footprints led down to the lake but didn't come back.

5. What does the wise monkey do?

- (a) He frightened the giant away.
- (b) He used a straw to drink water.
- (c) He dug a well by the side of the lake.

Fantasy and Realistic Story

A fantasy is a story about things that cannot take place in a real life. In fantasy you might read about animals who talk or characters who live in make-believe places. A realistic story tells about things in a real life. Ask yourself, "Could this story happen in real life?"

Read each story event . Write R next to things that can really happen. Write F next to the things that are a fantasy.

- 1. Once there lived a wise monkey. _____
- 2. The forest was not a safe place. _____
- 3. The water was clear and quiet. _____
- 4. A giant rose out of the water . _____
- 5. The giant said "I will eat all of you." _____
- 6. The giant said, "If you don't drink water you will die." _____
- 7. The monkey drank water with a reed. _____



Learn about words

Vocabulary

Word meaning:

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

A	B
giant	free from danger or harm
quiet	unknown; unusual
reed	still; not moving
safe	stop living
strange	kind of grass with a hollow stem
die	very tall imaginary creature

Find the best word to fill in the blank.

clear sucked fierce rose wise

1. The glass was so _____ that you could see through it.
2. A _____ girl thinks before she speaks.
3. When she let the balloon go, it _____ up into the air.
4. She _____ up the lemonade with a straw.
5. It was a _____ battle.



Word study

Encyclopedia Skill

If you want information from an encyclopedia, you have to decide where the information you want is most likely to be found. For example, if you want to know how long pandas live, you would

probably decide to look in the P volume for an entry called "Panda" in case of printed Encyclopedia which are usually available in libraries. These days, however, we can use the internet to know about things. We can use Wikipedia which is an online Encyclopedia. For that you just have to go to *www.wikipedia.com*.

Complete each statement below by writing the word or words that name the most likely entry.

1. Noora wants to learn about polar bears. She should look up (Polar bears, Arctic, North Pole).
2. Kareem wants to read about violins. He should look up (Music, Violins, Symphony).
3. Ahmed wants to learn about Biology. He should look up (Laboratory, Biology, Trees).
4. Mahmood wants to find out how maple syrup is made. He should look up (Maple Syrup, Sap, Sugar)
5. Mariam wants to find out about Mars. She should look up (Mars, Planet, Solar System).



Language and Arts

Punctuation of a Sentence:

We begin the first word of a sentence with a capital letter.

Example: We went home early.

We use a period or full-stop (.) at the end of a statement a command.

Example: Stand up and answer my question.

We use a question mark (?) at the end of a question.

Example: Do you like to play baseball?

We use an exclamation mark (!) at the end of an exclamation sentence.

Example: How pretty is the child!

Rewrite the sentence using a capital letter where needed and add punctuation marks where necessary.

1. rashid wants me to visit him in London

2. will you go now

3. I don't know

4. perhaps I'll go next summer

5. maybe I'll go with you in august

6. what a nice idea it is

7. would you mind if I came with you

8. come along, don't worry

9. are you sure

10. of course I am



Writing Skills

Story Structure

Fill out this story sheet.

Title

Main Characters

Problem

Solution

A story has three parts

1. **A beginning** which shows the setting (when and where the story took place) the main characters and the cause of the problem.
2. **A middle:** When the problem reaches its height.
3. **An end:** The end shows how the problem is solved.

Look at the sentences below. Write B next to the sentence that belongs to the beginning of the story . Write M next to the middle and E next to the sentence that belongs to the end of the story.

1. Monkeys came to a lake they didn't know about. _____
2. Then a giant rose up from the lake. _____
3. The wise monkey moved round the lake. _____
4. The monkey said, "No ,it is the first straw." _____
5. The giant roared, "I will eat you all." _____
6. The monkey put one end of the reed in his mouth. _____
7. This forest is not a safe place. _____
8. The giant asked, "Is it the last straw." _____



Speaking

Preservation of Wild Life

Open a topic for discussion with your classmates why certain people are allowed to keep monkeys in captivity, tied in chains and made to dance to earn their own living. Do you think this act of torturing animals should be allowed?

An Ant's Language

Danielle Martin

Pre-Reading Activity:

- Is ant a dangerous insect?
- Do ants live alone?
- Do all the ants have same colour or size?

Have you ever seen an anthill ? Have you ever seen a trail of ants? You might have noticed that ants are usually together. That's because ants live in groups. These groups are called colonies.

Think of an ant colony as a family .The members of the colony work together. By working together, they complete many jobs. They build their home. They produce ant babies and they find food.

Ants are very good at working together. When people work together, they usually talk to each other. Scientists wondered if ants talked to each other, too. To find out, people tested ants.

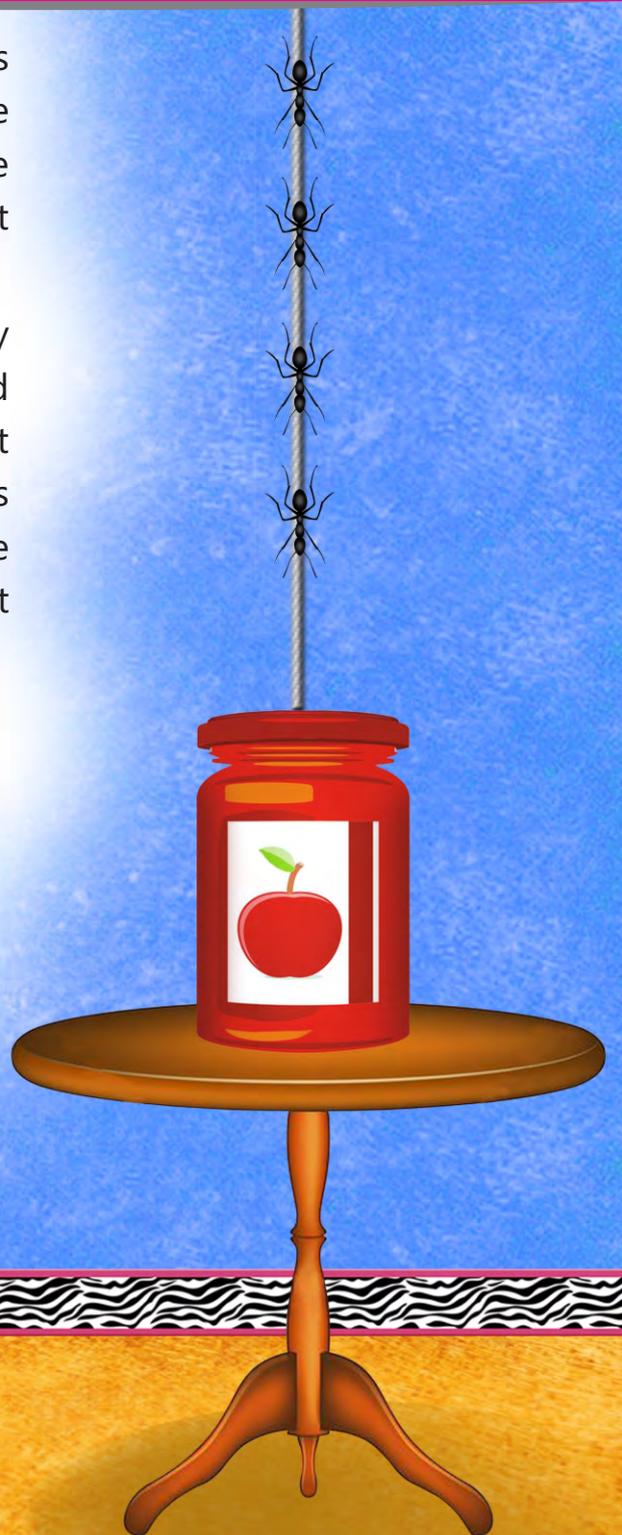
Someone put a nail into a ceiling. A piece of string was tied to the nail. At the end of the string, there was a jar of sweet jam. Then an ant was placed in the jar of jam. This was to see whether it would tell other ants about the food.

After a while in the jar, the ant found its way out. It walked up the string to the ceiling. It was trying to find its way back home. Then the ant disappeared through a hole in the wall. It was gone for a long time. Some time later, a bunch of ants started coming through the hole in the wall. They walked right to the string and into the jar of jam!

Did the first ant tell his friends about the food? How did the other ants know about the jam? How did they know just where to find it?

Scientists decided to study ants more closely. They used scientific instruments to test ants. They learned that ants have special chemicals. These chemicals are like a scent that ants give off.

When an ant wants to tell its family members about something, it gives off these special chemicals. The chemicals are left on the ground in a trail. The other ants smell



the chemicals and follow the trail.

This is how the other ants found the jar of jam. The first ant left the trail of chemicals as it walked back home. This trail showed the other ants the way to the food!

Each ant colony has its own chemical smell. That way they don't get confused by scent trails left by other ant families. This unique smell also helps ants protect their homes. If they smell an unfamiliar ant, they will chase it away from their home.

Even the scientists learnt that ants do not talk like humans. But they do talk to each other. It's just in their own special way. They talk in ant language.



How much did you understand?

Checking Comprehension

1. What are ant colonies ?
2. How do the members in a colony work ?
3. What did the scientists want to learn?
4. How would an ant tell its family about something ?
5. Do all ant colonies have the same scent ?
6. What helps ants protect their homes
7. What do the ants do if they find an unfamiliar ant in their colony?
8. Did you ever observe any ant colony. Explain what did you see there ?

Write the letter of the phrase that best answer each question.

- 1. What was the main problem in this story?**
 - (a) finding out whether ants talk to each other
 - (b) finding out whether ants like jams
 - (c) finding out whether ants can climb

- 2. What was the main problem faced by the first ant in the test?**
 - (a) getting the nail
 - (b) finding its way back to its colony after being placed in the bowl
 - (c) finding a way to reach the bowl of jam

- 3. What was the first thing the ant had to do to solve its problem?**
 - (a) find a hole in the wall
 - (b) crawl across the ceiling
 - (c) climb up the string

- 4. What happened when the ant solved the problem ?**
 - (a) many ants came for jam.
 - (b) someone learned that ants do communicate with each other
 - (c) both a and b

- 5. Suppose you left some food on the floor, and one ant found it. What might happen next ?**
 - (a) The ant would eat its fill and wouldn't come back.
 - (b) The ant would tell other ants and they would come.
 - (c) The ant would stay near the food until it had eaten all of it.



Learn about words

Vocabulary

A. Word meaning:

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

A	B
trail	a group of birds, insects or animals that live together
colonies	a horizontal surface at the top part or roof inside a room
wondered	a route along a series of paths or roads
ceiling	a feeling of great surprise and pleasure that you have
string	You can no longer see them
disappeared	a thin rope made of twisted threads, used for tying

B. Working with Words

Find the best word to fill in the blank.

bunch instruments scent confused unfamiliar

1. Some flowers have pleasant _____.
2. He brought a _____ of flowers for his sister.
3. The dentist used many _____ to pull out my tooth.
4. He remained _____ about taking a right decision.
5. She was alone in an _____ place.



Word study

Phonics

Word Study Phonics

splash spring three

The letters **spl**, **spr**, and **thr** are found at the beginning of many words. Each of these letter combinations stands for a blend of consonant sounds.

A. Each sentence below contains an incomplete word . Add spl, spr or thr to complete the word. Write the entire word.

1. I knew she had ___ own the ball.
2. Walk ___ ough the forest with me.
3. Aqsa ___ ang from a dark corner.
4. I need ___ ead to sew with.
5. Help me ___ ead the blanket on the sand.
6. The children ___ ashed in the water.

Compound Words

Candlelight is a compound word. It is made by joining two shorter words, candle and light. Candlelight means " the light from a candle."

B. Join two words from each phrase to make a compound word. Write the word.

1. the side of a bed
2. time to each lunch
3. the beat of a heart
4. a book for school
5. the light from a torch
6. the yard of a farm



Language and Arts

Use of Article

The words a, an and the are called articles. There are two types of articles **a** and **an** are called indefinite article and **the** is called a definite article.

A and **an** are used to refer to one of the general groups of people, places, things or ideas.

The is used to refer to a particular person, place, thing or idea.

Example: He caught a ball. (any ball)
He caught the ball. (a particular ball)

A and **an** are used with singular nouns.

The can be used with either singular or plural nouns.

Examples: a bat, the lady bug, an ant, the cow

Use '**a**' with words that begin with a consonant sound. Use **an** with words that begin with a vowel sound.

Examples: a table, a book, an orange, an apple

Use **an** with words that begin with a silent **h**.

Examples: an hour, an honor, an honest man

C. Use articles **a**, **an** or **the** to fill in the blank spaces.

1. I saw _____ elephant yesterday.
2. I ate _____ apple for the lunch.
3. I am _____ student.
4. She stayed there for _____ hour.
5. I saw _____ accident yesterday.
6. _____ boy who is sitting next to me is very naughty.

-
7. That is _____ issue between us.
 8. _____ price of petrol keeps increasing.
 9. _____ child I know is very brilliant.
 10. Please return _____ pen I gave you yesterday.



Writing Skills

Description of a place

On a sheet of a paper, write about a park or any other place that you have visited and where you have observed ants. Write about activities of ants.



Speaking

Discuss the problems caused by ants to people, and to other animals.

GLOSSARY

Lesson 1: Hazrat Muhammad's (ﷺ) Kindness and Forgiveness

angered	to become angry
calmly	not excited, nervous or troubled
confidence	belief in own abilities
cruel	someone who gives pain to people or animals
defend	guard or protect somebody or something
fear	an unpleasant emotion caused by the threat of danger, pain, or harm
harass	keep annoying ,bothering or attacking somebody
ignorance	without knowledge of something
practices	something that people do regularly
revenge	the punishment of somebody in reaction to harm done
rubbish	trash, garbage or other unwanted things

Lesson 2: The Strange Kettle

accidentally	an event that happens without a plan or intent
amazed	make somebody surprised
ashamed	feeling shame and embarrassment about somebody
brass	shiny yellow metal
clever	showing intelligence, having sharp mental abilities
cottage	a small house especially in a village
couple	two people who are married
greed	a strong desire of having something more ,especially money
ideal	something that is considered as a perfect example
meal	food eaten at one time
returning	come to or go back to a place after leaving it
quickly	at a fast speed
stump	the bottom part of a tree left projecting from the ground after most of the trunk has fallen or been cut down

supper	a light meal eaten in the evening
surprised	fill somebody with wonder
thought	to think and reason something
wisely	showing good sense or judgement

Lesson 3: The Truthful

saint	a person with positive qualities; one who does good and virtuous deeds
caravan	a convoy or procession of travellers
looted	the act of plundering
precious	of high value or worth
promptly	in a quick manner
weep	to cry or shed tears

Lesson 4: Little Things (poem)

grain	a small hard particle
mighty	possessing great and impressive power or strength
humble	having or showing a modest or low estimate of one's importance
eternity	infinite or unending
stray	not in the right place
deed	an action that is performed intentionally or consciously

Lesson 5: Father of the Nation

betterment	the act or process of bettering; improvement
misunderstanding	a disagreement or quarrel
determination	the act of coming to a decision or of fixing or settling a purpose
efficient	producing an effect, as a cause; causative.
independence	freedom from the control, influence

Lesson 6: A Dream Come True

burner	rings or plates on ovens that give heat or a flame
jerk	a sudden quick sharp movement
parachute	a canopy to slow down the fall from aircrafts

passion	overpowering emotions of love, joy, hatred, etc.
release	to allow a person or an animal to come out of a place; to set somebody/something free
scrapbook	a blank book or album for pasting in photos, pictures or cuttings
scratched	to make a slight mark on the surface of something with something sharp or rough
sighted	having the ability to see
stunt	an unusual act designed to attract attention
swelling	an abnormal enlargement of a part of the body, typically as a result of an accumulation of fluid

Lesson 7: The Youngest Genius Arfa Karim

certified	having got a certificate
conference	a meeting in which people of common interest meet to participate in lectures to obtain information
epileptic	relating to or affected by epilepsy (a kind of disease)
forum	a place, situation, or group in which people exchange ideas and discuss issues
genius	highly talented, creative, or intelligent person
journey	moving from one place to another
passed away	died
presented	to give something to someone in a formal way
session	a period of time used for a particular activity
technology	methods, systems, and devices which are the result of scientific knowledge
theme	a unifying quality or an idea

Lesson 8: Invention of Glass

afford	have the money to pay for
asphalt	material used for putting on the surface of the road
expensive	costing a lot of money
extreme	highest in intensity or degree
glowed	give out steady light without flame

legend	an old story that has passed from generations
lump	a small irregularly shaped mass or piece
puzzled	confused; not understanding
scarce	rare; in short supply
shatter	to break suddenly into many small pieces
skyscrapers	an extremely tall building
substance	matter; material
tough	very strong, physically or mentally challenging

Lesson 9: Wise Decision

appeared	to come into view or become visible
aside	away or to one side
burgers	sandwich food, a round flat patty made of chicken, fish, meat cooked and served in a bun
certainly	definitely, without any doubt
checkered	to mark something with a pattern of checks, or square area of light and shade
corridor	passage inside a building
embarrassed	ashamed or humiliated
entrance	a door or gate through which people enter
handkerchief	cloth used to clean the areas of face
laughter	the sound or act of laughing
nearby	not very far away
occasion	a particular time, especially a time when something happens
plumpy	rounded and somewhat overweight, having a pleasing amount of flesh
realized	to know, understand and accept something
recalled	to remember something or bring something back to mind
recently	not long ago
refreshment	food and drink that refreshes
self-conscious	feeling undue awareness of oneself, one's appearance, or one's actions

stared	to look directly at somebody or something for a long time, without moving your eyes
striped	a long narrow band of different colours or texture from the background
sure	definitely true
trimming	to make something short by clipping or cutting
unexpectedly	coming as a surprise
urban	relating to or belonging to a city

Lesson 10: The Invisible Homework

appreciate	to like or recognize the qualities of someone or something
assignment	a position, duty or a job for which somebody is chosen, or a task given to someone
awful	very bad or unpleasant
disappear	vanish from the sight, not to be seen
dumped	drop or put down something carelessly
exchange	to give something and receive something in return
glanced	to look at something quickly for a second or two
horror	a very strong feeling of fear or shock
magnifying	to cause something to appear bigger than the original size
previous	occurring before something or somebody of the same kind
relief	to stop something unpleasant
securely	firmly fixed or placed in a position and unlikely to come loose
sneakers	rubber shoes
submit	to put something forward for approval or judgement
twitched	to move with a small jerk

Lesson 11: The Mountain and the Squirrel (poem)

quarrel	an angry argument or disagreement
prig	a self-righteously moralistic person who behaves as if he/she is superior to others
doubtless	certainly; without doubt

sphere	an area of activity, interest, or expertise
disgrace	loss of reputation or respect as the result of a dishonourable action
spry	active; lively
deny	state that one refuses to admit the truth

Lesson 12: The First Straw

clear	free from anything that darkens, able to be seen through
fierce	showing aggression or anger
giant	very tall imaginary creature
quiet	still; not moving
reed	kind of grass with a hollow stem
roar	to make a loud growling noise, shout loudly
safe	free from danger or harm
strange	unknown; unusual

Lesson 13: An Ant's Language

ceiling	the upper interior surface of a room or other similar compartment
colonies	a group of birds, insects or animals that live together
confused	unable to reason or think clearly or act sensibly
instrument	a tool or mechanical device used for working in science, medicine or technology
scent	a pleasant, sweet smell such as that of a flower
string	a thin rope made of twisted threads, used for tying
trail	a route along a series of paths or road
unfamiliar	not previously known or recognized
wondered	a feeling of great surprise