

CONTENTS

Sr.	Units	Pg #
1.	Patience	3
2.	Be Grateful	10
3.	Women as Role Models	19
4.	Unforgettable Moments of My Life	24
5.	Amazing Planet	29
6.	A Fit and Healthy Life	35
7.	What Goes Around, Comes Around	40
8.	Do What's Rights	47
9.	Patriotism	53
10.	Eid-ul-Azha	62
11.	Let's Be Helpful	75
12.	Our National Animal	82
13.	When Something Went Wrong	91
14.	Together We Live	103

Unit – 1 Patience

Students should know the importance of tolerance, honesty, and truth with students. Tell kids the benefits of practising patience, and social courtesies according to the age, gender, and status of the addressee.

In this lesson, students will practice and learn:

- | | |
|--|--|
| • Pronounce and practice more silent letters such as ‘t’ in switch and ‘g’ in high | • Demonstrate the use of common/proper nouns and countable/ uncountable nouns. |
| • Notice the use of digraphs, trigraphs, and silent letters. | • recall the use of a/an. |
| • Recognize the topic sentence and supporting sentence in a paragraph. | • Classify quantity, quality, size, shape, colour and design adjectives. |
| • Classify naming, action words and describing words into different categories. | • Writing/ creative writing. |

1. Read these sentences and notice the words with silent letters.

- Could you give me half of the pizza?
- You should listen to your parents.
- The leaves of the trees fall in the autumn.
- People should wash hands before eating.
- May I have the receipt for this book?
- Look at the signboard!

Silent letters are spelt in a word but not pronounced.

2. Write five words with silent letters.

--	--	--	--	--

3. Notice the use of digraphs, trigraphs and silent letters.

Diagraph	Trigraph	Silent letters
A digraph is a sound made by the combination of two letters.	A trigraph is a sound made by the combination of three letters.	Some words contain silent letters . We don't hear the sounds of those letters when we say the words.
ch, ck, ph	str, thr, tch	knot, write
a) My father has white teeth .	c) My watch has a brown strap .	e) On Wednesday I am going to Lahore.
b) She has a rash on her chin .	d) You need to match your socks .	f) I need to sharpen this knife .

4. Read the given text. Sort the **digraphs**, **trigraphs** and **silent letters** in the correct column.

Today I got up early and went for a morning walk. Children were playing with each other. The park was looking amazing covered in autumn leaves. In autumn the leaves turn yellow. I saw some birds in the cage. That was very strange sight to look at. It started to rain. Some sheep were running to the shade. My blue shirt got wet that I bought on last Monday. I got excited to see the rain and took some photographs.

Diagraph	Trigraph	Silent letters

5. (i) Read the paragraph and notice the use of topic sentences and supporting sentences.

Topic Sentence: states the main idea of the paragraph.

Topic Sentence

The most important problem in our city is its inadequate public transportation system. Thousands of residents rely on the city's buses and streetcars to travel throughout this large city, but Metro Transportation System's daily schedules are totally unreliable. A bus or streetcar that should arrive at 7:45 may not arrive until 8:00 or later. Moreover, it is not unusual for a bus driver to pass up groups of people waiting for the bus, because he wants to make up for lost time. Unfortunately, people often end up going to work late or missing important appointments. In order for people to get to their destinations on time, people must allow for waiting time at the bus and streetcar stops.

Concluding Sentence

Supporting Sentences

- (ii) Write the main idea of the given paragraph.

- (iii) What is patience?

6. Make sentences of the following words.

honest _____

patience _____

scared _____

7. Read the given sentences carefully. Colour the naming words green, action words red, and describing words blue.

- I drink hot coffee.
- I ride my red bicycle in the park.
- The cute little puppy jumps on the sofa.
- I wear my glasses when I read a book.
- We grow some beautiful red flowers in the garden.

8. (i) Common noun and Proper noun

Common nouns are names of common people, places or things. For example: boy, school, pencil.

Proper nouns are names of particular people, places or things. For example: Azlan, Holy Ouran, etc. They always start with capital letter.

(ii) Re-write each sentence below. Replace each underlined common noun with a proper noun.

Example: He did fantastic on his final exam.

Answer: John did fantastic on his final exam.

1. He went to town in the morning.

2. The lady at the grocery store was kind.

The family saw a funny movie.

4. He waters his lawn in the afternoon.

5. She is my best friend.

9. Countable, Uncountable and Collective nouns

Countable nouns are nouns which can be counted. They have plural forms.

Uncountable nouns are nouns which cannot be counted. They don't have plural forms. For example: rain, weather, pain.

Collective nouns are names for a group of people, things or for a collection.

Last Sunday was a very hot **day**. The **sun** was burning hot. The heat was **unbearable**. There was no **air** in the atmosphere. **Dust** was everywhere. Everything went **dry** in the forest. **Herds of animals, flocks of birds and colonies of insects** were perspiring. Little ones were crying restlessly. The **army of ants, herds of deer, pride of lions** and other **groups of animals** looked for shade. Everyone prayed to Allah for a shower of **rain**. In the afternoon, some **clouds** appeared in the **sky**. It started raining heavily. **Animals** came out and played in the rain. The rain stopped after two hours. The weather was very cool and pleasant now. Everyone thanked Allah.

10. Tick the correct sentences with a countable and uncountable noun.

Countable nouns: are nouns which can be counted. They have plural forms.

Uncountable nouns: are nouns that cannot be counted. They don't have plural forms.

- | | | | |
|--------------------------|--------------------------|------------------------|--------------------------|
| There are some child. | <input type="checkbox"/> | There's some cream. | <input type="checkbox"/> |
| There are some children. | <input type="checkbox"/> | There are some cream. | <input type="checkbox"/> |
| There's some meat. | <input type="checkbox"/> | There's some pasta. | <input type="checkbox"/> |
| There's a meat. | <input type="checkbox"/> | There are some pasta. | <input type="checkbox"/> |
| There is some potatoes. | <input type="checkbox"/> | There's some coffee. | <input type="checkbox"/> |
| There are some potatoes. | <input type="checkbox"/> | There are some coffee. | <input type="checkbox"/> |
| There's a house. | <input type="checkbox"/> | There's a bottle. | <input type="checkbox"/> |
| There's a house. | <input type="checkbox"/> | There's some bottle. | <input type="checkbox"/> |

**11. Fill in the blanks with the correct collective nouns from the word bank.
Use each word only once.**

band pack bunch pride school class flock deck herd team

a _____ of wolves a _____ of singers a _____ of musicians
 a _____ of students a _____ of fish a _____ of cows
 a _____ of players a _____ of grapes a _____ of birds

12. Read the paragraph and notice the use of articles.

‘A’ is used before a noun starting with a consonant. The article ‘an’ is used before a word starting with a vowel.

Once upon a time, there was a little girl called Nina. In her neighbourhood there is a small green garden. There is an elementary school near her home. Nina had an aunt who lived near her house. One day, a man came with an elephant. He took the children for a ride on the elephant. **13. Tick the correct option.**

- There is a / an cat in the yard.
- A / an car is faster than a / an horse.
- I see a / an owl on the branch.
- Mom has a / an red dress and a / an pink one.
- Frank wants a / an new bicycle for his birthday.
- The teacher read a / an story to the children.

14. Notice the types of adjectives.

Colour: It describes the color of a noun. He has a **red** car.

Size: It describes the size of a noun. It was a **small** town.

Shape: It describes the shape of a noun. They have a **round** table.

Quality: It describes the characteristics of a noun. She is **beautiful**.

Origin: It describes where someone or something comes from. I like **Chinese** food.

Quantity: It describes the quantity of a noun. Add some **sugar** in my tea.

15. Fill in the blanks with a suitable adjective:

- Amara is a _____ girl.
- We had a _____ time in the park.
- That _____ shirt is mine.
- Saad wants some _____ time for preparation.
- Yesterday my mother prepared a _____ dinner.
- Big vehicles need _____ road to move about.
- Lahore is a _____ city.
- Yellow is my _____ colour.
- My father gave me a _____ book.
- There are _____ players in the cricket team.
- Sana painted a _____ scenery.
- Cut the apple with a _____ knife.

solid
huge
delicious
more
blue
joyful
beautiful
eleven
favorite
interesting
colorful
sharp


16. Write the given words into their syllables. One has been done for you.

Multi-syllable words have more than one syllable.

Word	Syllable division	Number of syllables
napkin	nap-kin	2
complex		
instruct		
banana		
dishonest		

17. Read the paragraph and colour the topic sentences green and supporting sentences blue.

You can cook a perfectly boiled egg for breakfast. If you follow these six easy steps. First, get a pot big enough to hold one egg. Then fill the pot 4/5 full with water and put in the egg. Next, turn the heat to high until the pot of water is boiling. Boil the egg in the water for three minutes. Take the egg out of the pot and put it in an egg cup. Now the egg is ready to eat. Enjoy it.



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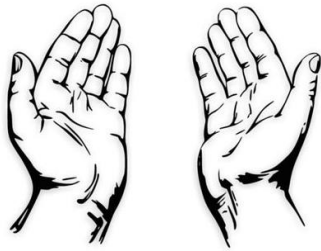
Unit 2 – Be Grateful

Allah loves us more than anything. We should love Him and obey Him. Because he created us, and he knows what is best for us. That's why we should always be grateful to Allah.

In this lesson, students will practice and learn:

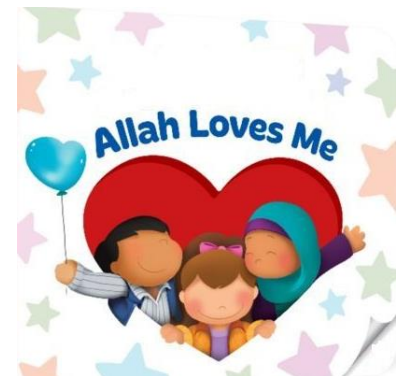
- | | |
|---|--|
| • Classify more words that begin with vowel sounds. | • Regular and irregular nouns / choose between 'a' or 'an'. |
| • Describe the series of events in a picture. | • Use the definite article 'the' / differentiate between the definite and indefinite articles. |
| • Create a short poem using rhyming words. | • Identify and use degrees of regular adjectives. |
| • Offering and accepting the apology. | • Write a paragraph to describe/ show sequence in a picture/series of pictures. |

1. Learn and recite the poem with actions.











Allah Loves Me

I see You in the stars,
 When the night glows with a spark,
 When the trees sway in the air,
 And birds enjoy their share,
 When the flowers bloom in a queue,
 And sleep at night with dew,
 When I need a lot of care,
 I feel Your presence there,
 Do help me in my deeds,
 I smile or when I weep,
 As no one else can hear,
 When I bitterly shed my tears
 None other can support my smile,
 I've judged it far off miles,
 Enlighten please my core,
 O Allah! Just love me more!!!



2. Fill in the missing long vowel (a, e, i, o and u) to make the word complete.

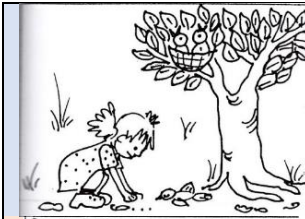
A **vowel** represents a letter that makes a distinct sound. The five vowels in the English alphabet are **a, e, i, o** and **u**.

	B _ _		F _ C E
	R _ I L		M _ I L
	_ A S T		G _ A T
	T R _ _		F _ E T

3. Write some words begin with vowel sounds.

4. Write a dialogue between you and your friend/sibling and express your opinion about your favorite cartoon character.

5. Look at the pictures and read the story.



Once a little girl found an injured sparrow under a tree. She went close to her. The sparrow was unconscious.



She carefully picked up the sparrow in her arms and took it to her home.

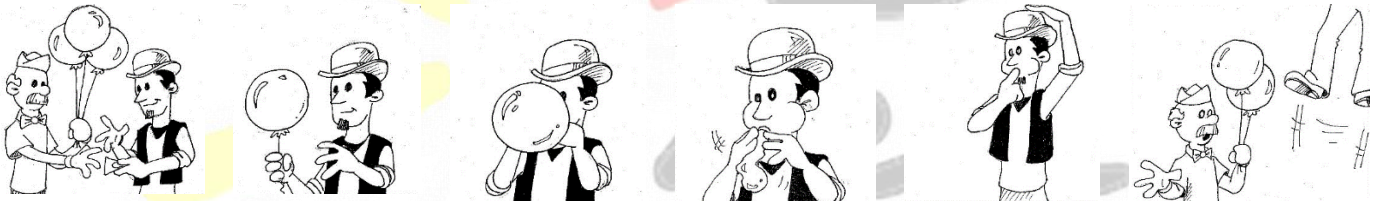


The girl took great care of that sparrow and fed her. She cleaned the bird's wounds.



At last, the sparrow completely healed. The girl opened the cage and the sparrow fled.

6. Write a story based on the comic below.



Here are some words to help you:

balloon seller to blow up to swallow to fly off



Date _____

Day _____

7 Let's write a poem! Choose one word or sentence from each line!

Line 1:	Sports	Autumn	Birthday	Sky	Rain
Line 2:	Very tired	Hot sun	Red leaves	Fun times	Dark clouds
Line 3:	Hitting, walking, running.	Meeting my friends.	Taking pretty pictures.	Clothes are wet.	I feel thirsty.
Line 4:	Where's the cold water?	We sing and laugh.	So much delicious food.	I want to rest.	I run home quickly.
Line 5:	Cold	Drinking	Forever	Happy	Sleep

Write them here!

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

8 Expressing an Opinion

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

9. Offering and Accepting an Apology

MAKING APOLOGY

- I am sorry
- I do apologize for...
- I apologize for...
- I am so sorry for...
- I shouldn't have...
- It's all my fault.



ACCEPTING APOLOGY

- That's all right.
- Never mind.
- Don't apologize.
- That's OK.
- It doesn't matter.
- Don't worry about it.

10. Complete the sentences with the plural form of the noun in brackets.

- a. Canadian (**goose**) _____ fly south for winter.
- b. This cart is still pulled by (**ox**) _____.
- c. Brush your (**tooth**) _____ before going to bed.
- d. It appears there are (**mouse**) _____ in the barn.
- e. These (**man**) _____ are walking to the bus.

Regular nouns are easily made plural with a few simple changes, such as adding an 's' or 'es' to the end of the word. **Irregular nouns** don't follow these rules.

11. Definite Article (the)

Uses of *The*

Second mention
Specific things
Only one thing
Common places
Superlatives
Musical instruments

I saw a man and a dog. **The man** was old.
The children are in the garden.
The moon looks beautiful today.
We are going to **the park**.
He is **the best** student in the class.
My daughter plays **the violin**.

12. Choose a / an / the.

- 1) Put **a / the** plate on **the / an** table.
- 2) There is **a / an** apple in **a / the** fridge.
- 3) Mark wants **the / a** pencil with **a / the** eraser on **the / an** tip.
- 4) I eat pie with **a / the** spoon.
- 5) **The / A** rocking chair is comfortable.
- 6) Read me **the / a** story.

13. Read the given sentences and notice the use of 'a' and 'an' with mute consonant letters.

- Sara returned after **an** hour.
- Yousef is **an** honourable citizen.
- His father is **an** honest businessman.
- He gave him **a** wrapped gift box.
- My mother bought **a** wrist watch.
- Bring **a** knife from the kitchen.
- The teacher has shown the diagram of **a** knee.


Some words have initial consonants which are not pronounced, e.g. h in honest, w in wrap, k in knock. We put the article **a** or **an** with those words by focusing on the sound of the second letter.

14. Degrees of Regular adjectives with their sentences.

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

1 POSITIVE/ABSOLUTE DEGREE


modifies nouns without the need for comparison



Earth is *large*.

2 COMPARATIVE DEGREE


used to compare two things



Earth is *larger* than Mars.

3 SUPERLATIVE DEGREE

used to compare three or more things



Saturn is the *largest* among the three planets.

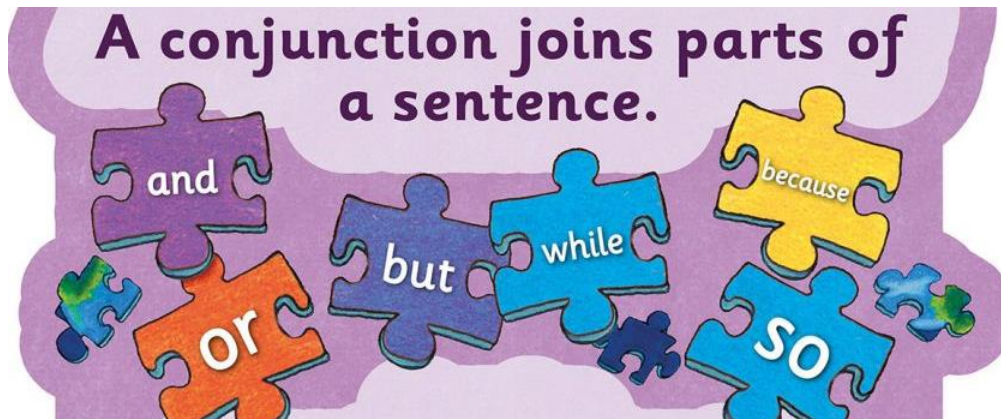
! AVOID DOUBLE COMPARISON

~~X~~ more younger ✓ younger ~~X~~ least funniest ✓ least funny

15. Complete the chart. One has been done for you.

Positive Degree	Comparative Degree	Superlative Degree
<i>small</i>	<i>smaller</i>	<i>smallest</i>
	louder	
		dirtiest
	smellier	
tiny		
		lightest

16. Conjunctions



Uses of conjunctions

And

similar ideas

- He's a plumber, **and** she is a teacher.

but

contrast

- I studied a lot, **but** i failed the exam.

or

two possibilities

- Do you prefer tea **or** coffee?

so

result

- It was cold, **so** i turned on the heating.

because

reason

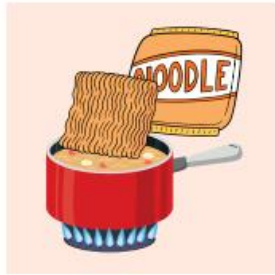
- I turned on the heating **because** it was cold.

17. Transitional Words

For example	For instance	Therefore
There are lot of things in that shop, For example, games, toys and flowers.	For instance, getting a tourist visa is not very difficult.	Ahmed studied hard for the math exam. Therefore, he got an A+.

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

18. Use the given pictures for recipe of making noodles.



- First, add the _____ to the boiling water.
- Second, cook the _____ for three minutes.
- After that, add the _____ into the bowl.
- Finally, mix the cooked _____ with the _____ well. The noodles are now ready to eat.

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



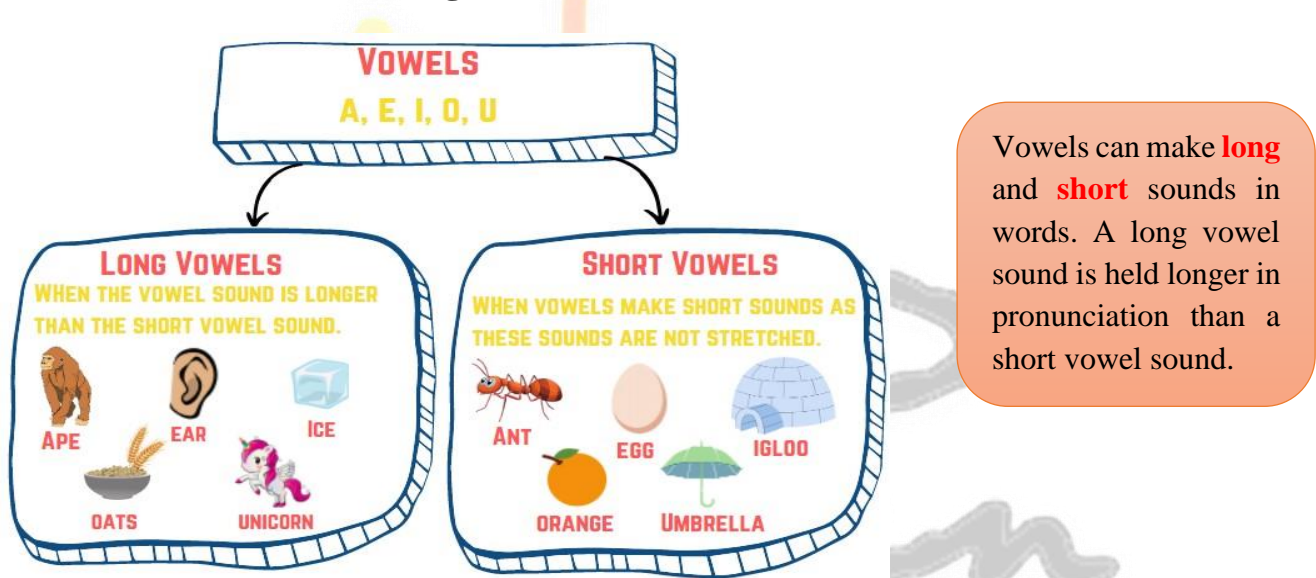
Unit 3 – Women as Role Models

Explain to the students the importance of female education. Encourage the children that hard work always pays off.

In this lesson, students will practice and learn:

- Pronounce and practice long and short vowels.
- Identify and recognize the function of pronouns and transitional devices.
- Explain the direction on an illustration or a map.
- Give and respond to simple directions and commands.
- Recognize nouns with no change in number.
- Use more action verbs including academic subjects in speech and writing.
- Write short texts in speech bubbles and cartoon stripes.
- Creative writing.

1. Short and Long Vowel Sound



2. Identify the Short and the Long Vowel Words (a, e, i, o, u) and write them in the correct column.

- | | | |
|-----------|-----------|-----------|
| 1. act | 2. acorn | 3. braid |
| 4. strait | 5. lid | 6. gem |
| 7. mob | 8. island | 9. slay |
| 10. hail | 11. vet | 12. toast |

Short vowel sound	Long vowel sound

3. Fill in the blank with a transition word from the word bank that completes each sentence.

Some words are used to connect sentences or paragraphs. For example: Firstly, secondly, however, whereas, therefore.

- a. I have been starving all day _____ I get to eat.
- b. _____ I go to bed; I brush my teeth.
- c. I am busy now, so _____ we can go to the mall.
- d. She was here _____ but is gone now.
- e. I hope the movie starts _____.

before
earlier
soon
finally
later

4. Label the picture in order. Choose: first, next, and last.



Now write the story that these pictures tell. Use the word first, next and last to put the story in order.

5. Read this quote about the importance of female education.

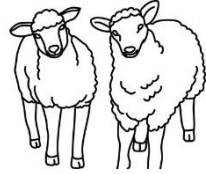
“If you educate a man, you educate an individual. But if you educate a woman, you educate a nation.”

– African Proverb

6. Look at the picture. Write the missing plural noun in each sentence.

A few nouns do not change in their plural form.
For example: **moose, deer, and sheep**

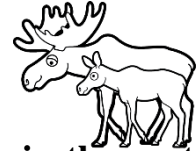
a. They _____ are outside in the field.



b. These _____ can swim in the water.



c. Two _____ graze on the grass.



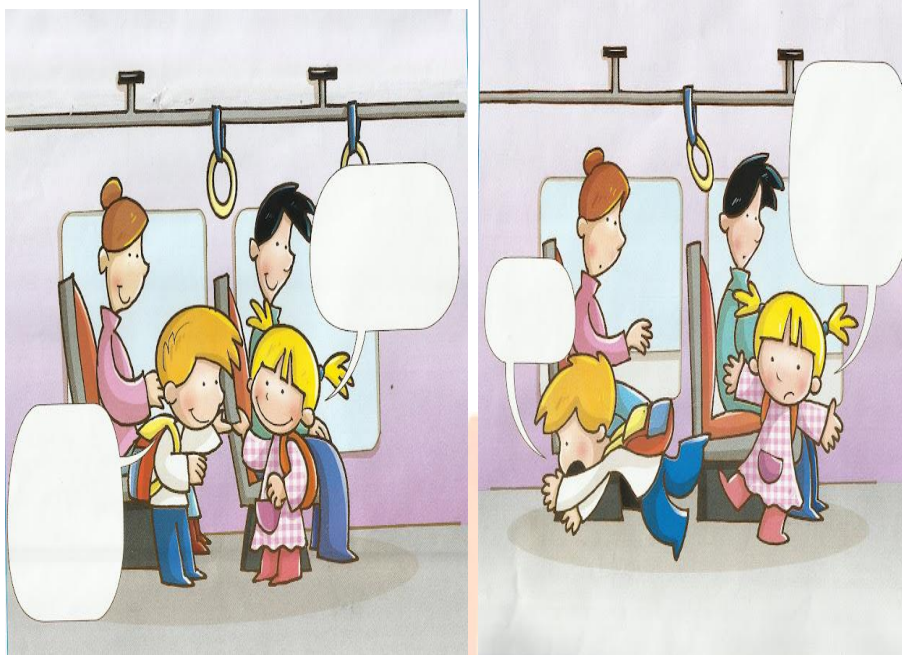
7. Describe the picture in four sentences using action words in the past tense.

An **action word** describes an action such as sleep, jump, talk, drink, walk,



8. Fill in the speech bubbles.

A **speech bubble** expresses a character's thoughts or words written inside it.



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

- co__ po__ nd.
- Fa__ ou__ it__.
- Cap__ u__ ed.
- G__ r__ s.
- Ed__ ca__ i__ n.
- co__ le__ t__ d.

10. Write a biography of your favourite personality.

Unit 4 – Unforgettable Moments of My Life

Memories are timeless treasures of the heart. When we think of the past, it gives us tons of happiness. Each one of us has some important moments to think about, they stay in our hearts for years and years. We can cherish them forever.

In this lesson, students will practice and learn:

- Pronounce and spell diphthongs.
- Notice the use of position and directions in the sentences.
- Make anagrams from simple two/three-syllable words.
- Recognize and use simple SVO pattern sentences with direct and indirect objects.
- Use capitalization according to the rules earlier.
- Identify descriptive paragraphs to note differences.

1. Diphthongs



A syllable containing two vowels in which a new vowel sound is formed by the combination of both vowel sounds.

oi, oy, oo, ou, ow, au, aw, ew
 foil blue annoy
 toy cloud audio
 owl food pout

A **diphthong** is a combination of two vowel sounds or letters in a single syllable. The sound begins with one vowel and moves towards another, e.g. **soil**, **plain**, **cow**.

2. Write the given diphthongs in their respective columns.

young	rough	jaw	bread	yawn
cook	breath	look	thread	awful
fault	cousin	foot	haul	head
slaw	pause	touch	good	August

Ou	Oo	au	aw	ea

3. Look at the pictures. Check the words to complete the sentences.



1. The boy climbs _____ the monkey bars.

near on with



2. The girl climbs _____ the wall.

through to up



3. The girl goes _____ the slide.

down up through



4. The boy swings _____ the tire swing.

with on up

4. Describe the picture.



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5. Sort out the following anagrams. Look at the example first.

Example: Change toga into an animal GOAT

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

- 1) Change **agree** into another word for **keen**. _____
- 2) Change **thicken** into a place where you **cook**. _____
- 3) Change **fringe** into a part of the **body**. _____
- 4) Change **cheater** into a **job**. _____
- 5) Change **asleep** into a word used by **polite people**. _____

6. Change the noun in the sentences to their opposite gender and rewrite the sentence.

- The **king** loved the **daughter** more than the son.
- My **uncle** and my **niece** came to visit me.
- The **lady** in the photograph is my **grandmother**.
- The **goose** rode on the back of the **horse**.
- My **brother** drew pictures of a **bull**, a **rooster** and a **gender**.

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

7. Circle the nouns that are of neuter gender.

computer	hen	glass	team	net
paper	sofa	grandfather	stone	bull
lady	carpet	tree	cow	stick
class	paper	army	uncle	pencil

8. Sentence Structures

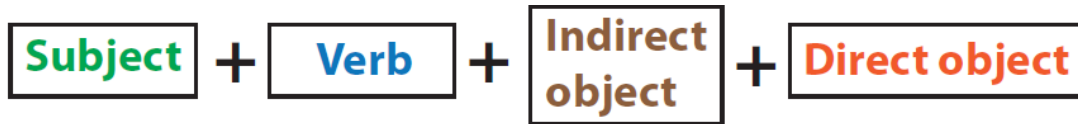
A simple sentence has a subject, a verb and an object. Sentences can sometimes have two objects: direct object and indirect object.

Subject: somebody or something that performs an action.

Verb: Shows an action.

Indirect object: An indirect object is the recipient of a direct object.

Direct object: A direct object receives the action of a verb.

Examples:

Jeremy bought his grandfather a walking stick.
S **V** **IO** **DO**

9. Underline the direct object. Circle the indirect object.

- a. Marie sold me her old car.
- b. She told my dad the truth.
- c. We built my family a tree house in the yard.
- d. My parents bought me a new phone.
- e. My sister gave her friends a gift.

10. Read these book and movie titles. Circle the words that should be capitalized. One has been done for you.

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

- gone with the wind _____ Gone With the Wind _____
- the princess and the frog _____
- diary of a wimpy kid _____
- harry potter and the sorcerer's stone _____
- the lord of the rings _____
- the fox and the hound _____
- the sword in the stone _____
- the wizard of oz _____

11. Fill in the speech bubble.

Speech bubbles tell us about thoughts or words of characters.



12. Combine the thoughts into a good paragraph.

Our zoo is one of the oldest zoos in the state.
It now houses reptiles, cats, birds, elephants, giraffes, and bears.
I went to the zoo.
The zoo was built in 1789.
My favourite animal there is the polar bear.
My family went to the zoo.
The polar bear is named Charlie.



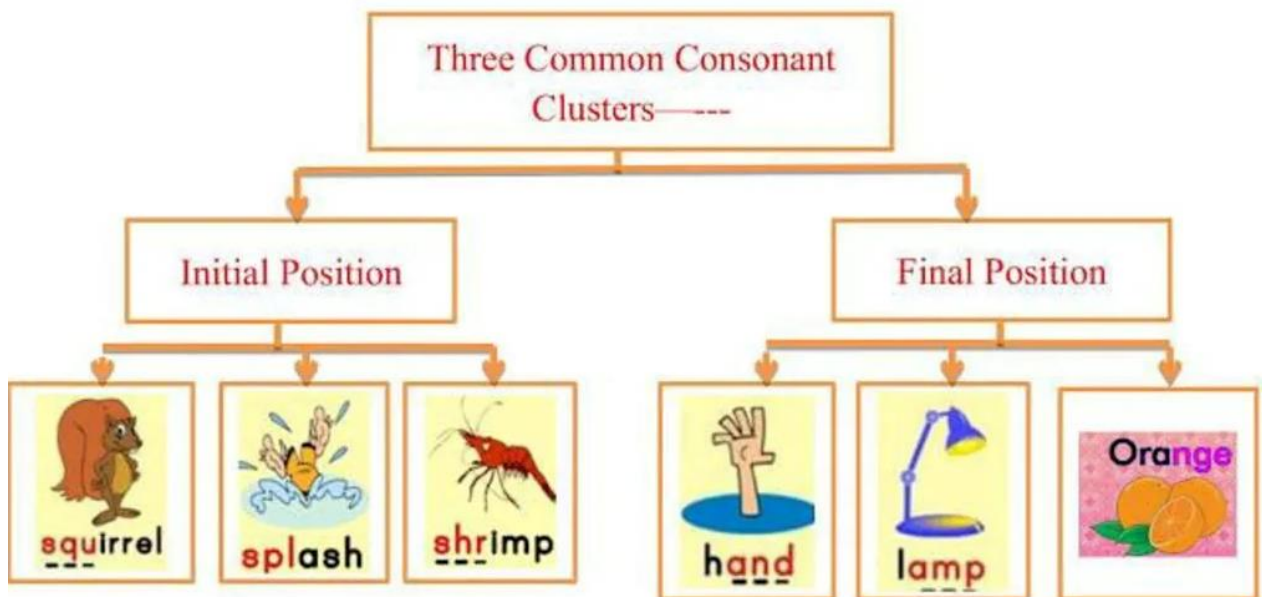
Unit 5 – Amazing Planet

Tell the students to be thankful to Allah for His blessings. Tell them that the theme of the poem is the poet wants to show some information about global warming and climate change. Ask the students to find ways to protect our environment.

In this lesson, students will practice and learn:

- Pronounce and practice common three-consonant clusters in initial and final positions.
- Recognize specific parts of words including affixes.
- Reproduction of sounds in individual words and connected speech.
- Apply punctuation accuracy and fluency through reading.
- Use words similar and opposite in meaning/rules of punctuation learnt earlier.
- Nouns common and proper nouns.
- Recognize and identify the common gender.
- Writing / creative writing.

Consonant Clusters



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


String burst throw paints gifts spray

Interrogative sentences are one of the four sentence types (declarative, interrogative, imperative, exclamative.)

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

Consonant cluster in initial	Consonant cluster in Final

2. Which problems are being faced by our Earth? Write some of them.



3. Read the given paragraph and circle punctuation marks.

Have you ever seen a snail? The snail is very small. It has a hard shell and a soft body. It has one big foot. The snail also has mucus. The mucus helps the snail slide on its big foot. The snail moves very slowly. The hard shell protects the soft body of the snail. The shell grows bigger, as the snail gets older. It looks like a swirl. The snail eats leaves. It eats moss and dirt too. This can help the plants. It also helps the soil. Snails make a tasty treat for other animals. Birds, bugs, and toads eat snails.

4. Affixes

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

Affixes

Group of letters attach **before** and **after** the root word.

un+**accept**+**able**= **unacceptable**

(root word)

Prefixes

A group of letters placed **before** the root word.

Suffixes

A group of letters placed **after** the root word.

5. Write the prefixes and suffixes of the following affixes.

Prefix	Affix	Suffix
	Conscious	
	Play	
	Loyal	
	Believe	
	Legal	
	Obedient	

Synonyms and Antonyms

Synonyms are words with similar meanings.

A thesaurus contains synonyms

(words that mean the same as your chosen word)

An antonym is a word with the opposite meaning.

Antonyms are words with opposite meanings.

Word

Synonyms

Antonym

happy

joyful, delighted, overjoyed

sad

old

elderly, decrepit, mature

young

smooth

flat, uniform, horizontal

uneven

6. Tell whether each pair of words are synonym or antonym

1. agree, disagree

2. cold, freezing

3. easy, difficult

4. argue, squabble

5. guess, estimate

6. bottom, top

7. tired, energetic

8. huge, gigantic

9. sink, float

10. windy, calm

11. noisy, quiet

12. unhappy, sad

7. Unscramble the words to spell correctly.

cklco _____

atpe _____

ntaip _____

plpea _____

olbeg _____

soesh _____

aledm _____

sipn _____

8. Identify the underlined word in each sentence as a proper or common noun. Write (P) for proper and (C) for common.

- The Lakers play basketball tonight. _____
- The family will eat together at the table. _____
- The bear climbed up the tree. _____
- I live in the state of Punjab. _____
- We travelled down the River Ravi. _____
- He moved to Australia when he was young. _____
- We will play cricket at the park. _____
- I will walk home after school. _____
- We saw a lion at the zoo. _____
- We went to Lake Saif ul Malook for vacation. _____

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

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

9. Choose whether the following nouns are of the C (Common) Gender or (N) Neuter Gender.

pot	C	N	water	C	N	field	C	N
stairs	C	N	elephant	C	N	book	C	N
bank	C	N	kettle	C	N	pillow	C	N
bird	C	N	visitor	C	N	sheep	C	N
teacher	C	N	cousin	C	N	lamp	C	N

10. Punctuate the following sentences using full stops, capital letters, exclamation marks and question marks.

- what are you going to do today, sadia
- what an amazing goal
- i like the winter season
- who has left this mess on the table in my classroom
- london is the capital city of England

11. Write a paragraph on climate change with the help of the internet.



Date _____

Day _____

12. Write a paragraph about the 'Importance of natural environment'.

earth	plant	water	air
--------------	--------------	--------------	------------



Unit 6 – A Fit and Healthy Life









Tell the students that physical activity and exercise can have immediate and long-term health benefits. Most importantly, regular activity can improve your quality of life.

In this lesson, students will practice and learn:

- Classify words that begin or end with the same consonant clusters.
- Recognize specific parts of words including common inflectional endings and compound words.
- Identify and use some simple pairs of words including homophones.
- Illustrate the use of pronouns learnt earlier.
- Use the pronouns as subject and object and for possession.
- Demonstrate the use of subject-verb agreement.
- Identify narrative paragraphs to note differences.
- Use appropriate vocabulary and tenses to write a simple paragraph.

1. Fill in the blank with the correct consonant blend.

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

Consonant Clusters in initial Position			
Two-Consonant Clusters		Three-Consonant Clusters	
br-	fl-	spl-	str-
			
brush	Flower	splash	straw
Consonant Clusters in Final Position			
Two-Consonant Clusters		Three-Consonant Clusters	
-lp	-sk	-fts	-mpt
			
help	Desk	Gifts	attempt

2. Write the consonant clusters in their columns.

brain stream flour ask contempt pulp splendid
 germs crafts cross show

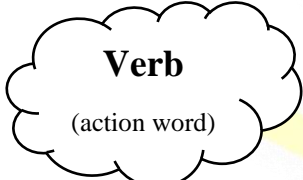
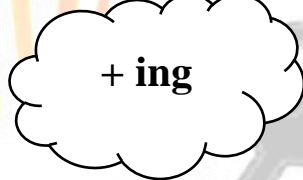
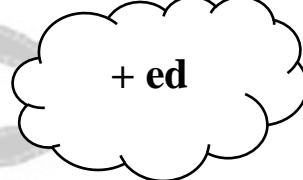
Consonant Clusters in initial Position		Consonant Clusters in final Position	

3. Read each action word. Write the new endings for each word.

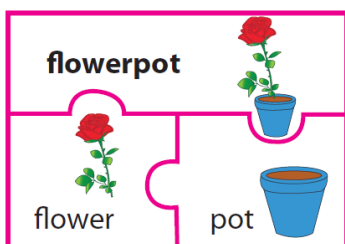
An inflectional ending is a letter or a group of letters added to the end of a word to change its form.

Note: When a verb ends in -ing, it means that the action is happening now. When a verb ends with ed, it means that the action has already happened.

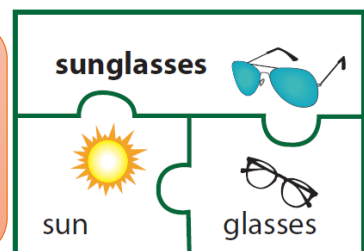
Ex: Verb: Happening now: Happened in the past:
 jumps. the cat is jumping. The cat jumped.

 Verb (action word)	 + ing	 + ed
walk		
helped		
jump		
started		
look		
shout		

4. These compound words are muddled up – can you sort them out?



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



Write the correct compound words here.

.....

.....

.....

5. Choose the right word to complete the sentence.



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

wait / weight

- a) She has lost _____. She looks great.
b) I had to _____ for his call so I missed the bus.

site / sight

- a) Have you seen the school's new _____?
b) I can't stand the _____ of blood.

there / their

- a) _____ was a huge pile of coins in the fountain.
b) _____ names were engraved onto the trophy.

dear / deer

- a) Will you set the table, my _____?
b) Look! There's a _____ by the river.

meat / meet

- a) She doesn't eat _____.
b) _____ me at the station at 5 o'clock.

6. Rewrite each sentence. Change the underlined word(s) to a pronoun.

Pronoun are words that are used in place of nouns, for example I, you, we, they, us, our,

- a. The firemen rescued the cat from the tree.

- b. My friends and I are going to the movies.

Date _____

Day _____

c. Tom likes to read books about fairies.

d. Mom and dad are going out for dinner.

e. The book has a blue cover.

7. Match the scrambled words with the correct word.

Kunj	health
Ealhth	soap
Isitv	wash
Tafer	visit
Oaps	junk
hasw	after

8. Circle the pronoun in each sentence. Write “O” if the pronoun is an object, “S” if the pronoun is a subject and “P” if the pronoun is a possessive pronoun.

Subject pronouns: are often the subject of a sentence, ‘who’ and ‘what’ the sentence is about.

For Example: *I, you, he, she, it, we, they.*

Object pronouns: are often the object of the verb, ‘who’ or ‘what’ was acted upon.

For Example: *me, you, him, her, it, us, them.*

Possessive pronoun: a pronoun that shows possession or ownership.

For Example: *mine, yours, hers, ours, theirs. his. its.*

1. It is raining again today. _____
2. We are the best at soccer. _____
3. Ours is white, while theirs is brown. _____
4. The mailman gave us our parcel. _____
5. My friend saw you at the mall. _____
6. My neighbor’s hen is far superior to mine. _____
7. Her boat was moored next to ours. _____
8. I have time to help with the dishes. _____
9. My mom made me a key for the house. _____
10. The principal asked him a question. _____
11. My viewpoints are diametrically opposed to hers. _____

12. He runs every morning. _____
13. Your version of events is consistent with hers. _____
14. To compensate someone in his own unique way. _____
15. Their findings are in line with ours. _____

9. Circle the verb that is correct for each sentence.

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

- Suleman want / wants a new bike.
- Two dogs is / are running in circles.
- I like / likes the blue dress with all the flowers on it.
- There was / were four planters on the porch.
- The trees was / were blowing in the wind from the storm.



10. Read the given narrative paragraph.

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

Bad Day

My day was a disaster. First, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. Then I had trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at work, I was twenty minutes late. Soon I found out my assistant had forgotten to make copies of a report I needed at nine o'clock. I quickly had to make another plan. By five o'clock, I was looking forward to getting my paycheck. Foolish woman! When I went to pick it up, the office assistant told me that something had gone wrong with the computers. I would not be able to get my check until Tuesday. Disappointed, I walked down the hill to the parking lot. There I meet my final defeat. In my hurry to park the car in the morning, I had left my parking lights on. Now my battery was dead. Even an optimist like me had the right to be discouraged.

11. Write a narrative paragraph.

Unit 7 – What Goes Around, Comes Around

Children should know what fable is. A fable is a short story, often involving animal characters that represent people. It shows conflict over any issue and teaches us a moral lesson through it.

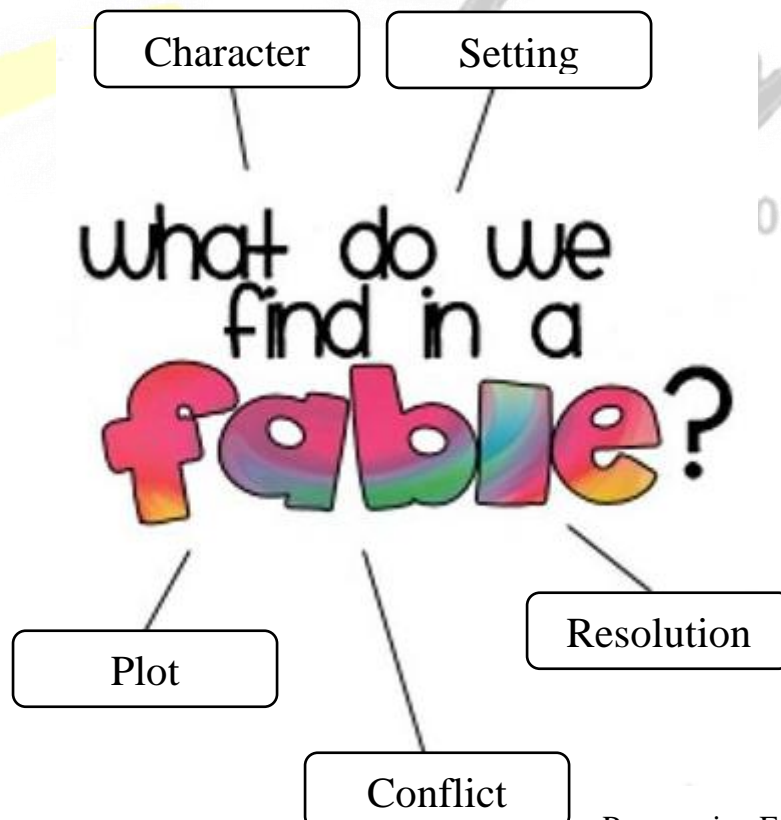
In this lesson, students will practice and learn:

- | | |
|---|--|
| • Practice the use of words with consonant and vowel sounds. | • Identify, differentiate and use some simple pair of words. |
| • Recognize and describe briefly story elements. | • Recognize and use personal pronouns. |
| • Retell a story briefly but sequentially / recall the rules of punctuation learnt earlier. | • Recognize and use be and do to make interrogative sentences. |
| • Use common compound words in their own speech and writing. | • Identify the elements of a story: plot, beginning, middle and end/elements of story writing. |

1. Read the following sentences and colour the vowel sound blue and yellow for a consonant sound.

- Everybody reached the playground at 8 o'clock.
- There were dark clouds in the sky.
- He used an umbrella during the rain.
- Umar always keeps his room neat and tidy.
- The frog is sitting on a lotus leaf.

2. Read the elements of the fable.



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

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

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

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

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

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

3. Read the given Story and fill in the blanks with the correct words given below.

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



Once there lived in a forest a hare and a tortoise. The _____ was very proud of his speed. He made fun of the _____ for being too slow. One day, the tortoise _____ the hare to have a race. The hare accepted the challenge.

The race started. The hare ran very _____. The tortoise was _____ much behind. The hare stopped to take a rest under _____ tree. He fell asleep. _____ Tortoise passed him and reached the _____ post. The hare _____ up and ran as fast as he could. He saw that the tortoise was already there at _____ winning post. The tortoise had _____ the race.

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

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

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

Examples of compound words

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



Date _____

Day _____

Table bed sun air tooth moon
fire port room shine light

Homonyms

Read the given homonyms and their uses.

File My file was red in color.

File Carpenter is filing the door.

tie Please tie a knot in this rope.

tie He likes to wear a tie and shirt.

park They usually park their cars outside their house.

park The children are playing in the park.

bank Ali bought a house near the riverbank.

bank Sara opened an account in a bank.

match Could you please, light matchsticks?

match They won the cricket match.

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



eight



ate



mail



male

6. Read the given sentences and encircle the correct words from the given homonyms.

- The apples are beginning to **drop (fall)** / **drop (a small quantity of a liquid)** from

- He held the bird gently in his **palm** (a straight tree with long leaves at the top) / **palm** (the inner surface of the hand between the wrist and the fingers)

- The key was hanging from a **nail** (the thin hard layer covering the outer tip of the fingers or toes) / **nail (a small pointed piece of metal with a flat head)** by the door.

7. Use the given homonyms in your own sentences.

Match _____

Match _____

Put _____

Put _____

Well _____

Well _____

8. Read the following sentences and write the use of personal pronouns.

- The frog hurt **itself** while playing.
- God helps those who help **themselves**.
- We are enjoying **ourselves**.
- I prepare lunch **myself**.
- Alina bought a dress for **herself**.

9. Write interrogative sentences in the form of "BE" and "DO".

<u>Be</u>	<u>Do</u>
<i>Is the hawk eating a frog?</i>	Do we get up early?
Was Anum cooking pasta?	Did they learn a lesson?

Are the boys playing?	Do we get up early?
Were a frog and a mouse swimming in the pond?	Do you play Football?

10. Write interrogative sentences in the form of “Be” and “Do”.

11. What is the use of punctuation explain in detail.

Full stop (.) is used at the end of a declarative sentence.

Example: i like English.

Question mark (?) is used at the end of a question.

Example: What is your name?

Exclamation mark (!) is used to show strong feelings or emotions.

Example: yes, you will come with me!

Hyphen (-) is used to join two or more words together.

Example: my 5- year’s son love me.

The most common punctuation marks in English are **full stop (.)**
question mark (?)
exclamation mark (!)And
(hyphen (-))

11. (a) Write the correct punctuation at the end of each sentence.

- | | |
|--------------------------------------|---------------------------------|
| i. When is your birthday | ii. Hurrah I won the match |
| iii. My favourite subject is English | iv. The cat jumped on the fence |
| v. What is the title of the book | vi. How was your Eid |
| vii. May I have a drink of coffee | viii. We had pizza for dinner |
| ix. I love ice cream | x. Oh it seems interesting |

12. (a) Read the following story about your favourite animal.

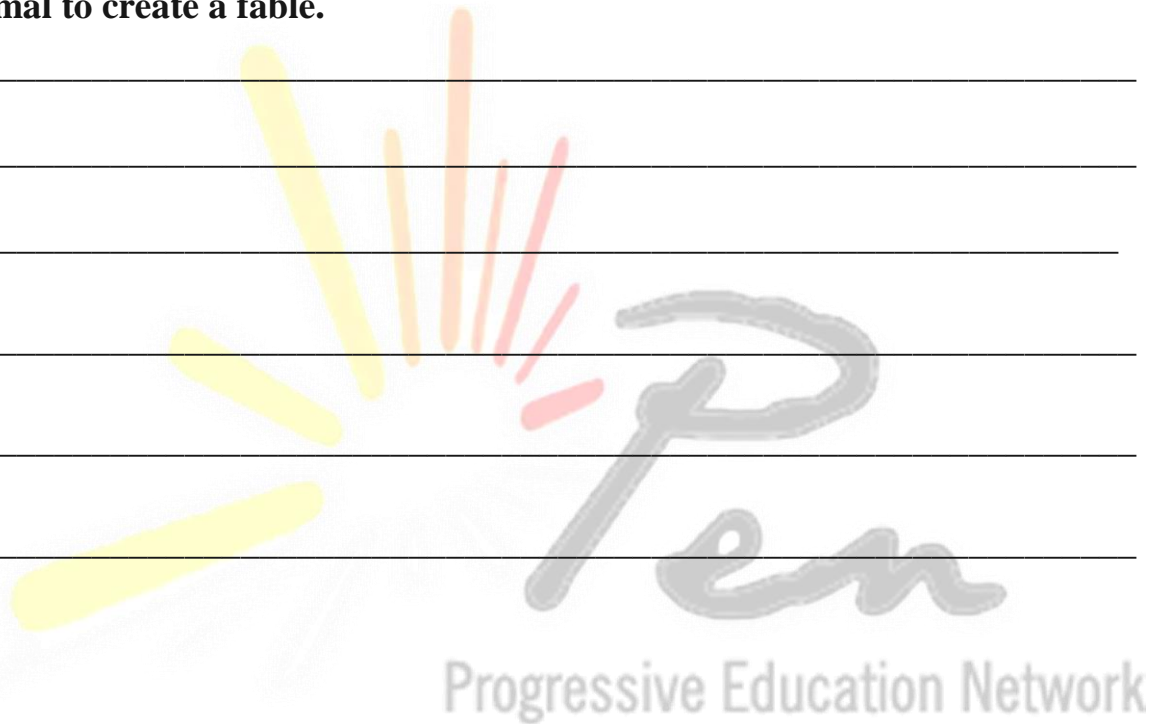
Goat

- Goats are domesticated animals tamed by human beings for various needs.

- The main use of goats for human beings is milk, meat and skin.
- Goats are considered to be a very smart and intelligent animals.



(b) Write a story with a moral ‘A Foolish Stage ‘the character should be an animal to create a fable.



Unit - 8 Do What's Right

Children should know the meaning and importance of human rights in everyday life. Encourage them to practice good deeds in their daily routine. They do not quarrel with each other. They should adopt good values and practice them in their lives.

In this lesson students will practice and learn:

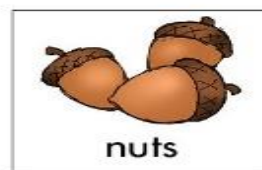
- Practice the use of long and short vowel sounds.
- Recognized and described the Alphabetical order.
- Recognized and use the pronouns and types.
- Use adverbs and punctuation.
- Briefly story-telling.
- Identify the elements of paired adjectives.

1. Read and say the given short and long vowel sounds.

Vowels	Short Vowels sounds	Long vowels sound
A	Cat, fat	Cake, train
E	Net, red	Key, tree
I	Fish, sit	Light, bike
O	Dog, clock	Boat, coat
U	Sun, run	Glue, ruler

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

2. Circle the picture of words that have short vowel sounds. Underline the picture of words that have long vowel sounds.



3. Arrange the words in Alphabetical order according to the **FIRST** Letter, **SECOND** letter, and **THIRD** letter.

Example: arrange these vegetables in alphabetical orders

brinjal, peas, garlic, potato,
chili, carrots, spinach

Alphabetical order to locate words in a dictionary. If two or more words begins with the same letters, we arrange them according to the second letter. If two or more words begin with the same two letters, we arrange them according to the third letter.

4. Write the following words in ABC (Alphabetical order) on the line.

Sugar, pepper, cinnamon, salt

--	--	--	--

Green, blue, gold, orange

--	--	--	--





Drum, doll, paper, yoyo

--	--	--	--

Pencil, book, sharpener, crayon

--	--	--	--

5. Circle the given words in the correct alphabetical order.

	←	S	F	A	M
	←	F	A	S	M
	←	A	F	S	M
	←	F	S	A	M

6. Read the given sentences and write the use of Paired adjectives.

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

For example: well-known, famous tiny, small

When two adjectives are used together to describe a noun, they are sometimes called **Paired adjectives**.

7. Read and write the meaning of difficult words.

Honesty _____	Truthfulness _____
Advice _____	Guidance _____
Regulations _____	Rules _____
Praised _____	Admired _____

8. Fill in the given words and write in their adjectives.

Dirty _____
Hungry _____
Strong _____
Heavy _____

- The _____ baby was crying for his bottle.
- Leave your _____ shoes on the mat by the door.
- The _____ players scored many goals.
- Lydia left her _____ backpack at the bottom of the stairs.

9. (a) Write the sentence of Personal and Possessive pronouns.


POSSESSIVE PRONOUNS

A possessive pronoun is a pronoun that is used to indicate possession or ownership.

• This pen is **my** pen, not **your** pen.

↓ ↓

• This pen is **mine**, not **yours**.



MINE • This is my laptop. It's **mine**.

Personal pronouns are used in place of nouns that name people, places, animals and things. For example: I, my, you, your

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

9. (b) Read the following sentences and circle the personal and possessive pronouns.

- This car is mine.
- She has many lipsticks in her purse.
- This bag is not ours, it's theirs.
- I like your drawing. do you like mine?
- This fish is so small for its aquarium.
- Ali and his brothers are doctors.
- She and I will meet you at the theatre.
- We learn in life, not in school.
- The management has dropped their plans.
- The entire property is yours from now.

10. (a) Explain the preposition of position and time by giving examples.

Preposition of Position

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

Preposition of Time

In	I get up early in the morning.
At	She sleeps at noon.
On	She went to the market on Sunday.

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

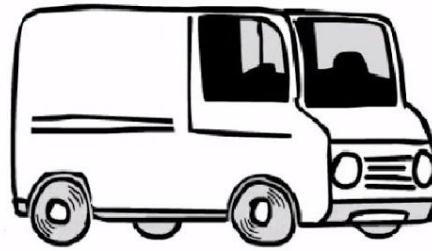
10. (b) Use some prepositions of position and preposition of time in the sentences of your own.

- **Beside** _____
- **by** _____
- **near** _____
- **for** _____
- **in** _____

11. Circle the adverb in each sentence.

- It rained heavily last night.
- The baby is crawling slowly.
- The deer ran quickly into the forest.
- The doctor spoke calmly to the patient.
- Fatima sang the song merrily.

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

Adverbs of manner**powerfully****carefully****Writing/ Creative writing****12. (a) Read the following invitation for a birthday party.**

Dear Sobia,

Hope you are doing fine. I am having a birthday party next Friday at my home. I am inviting you to attend my birthday party. Lots of people from school are also coming. I will wait for you.

See you soon,

Kinza

Unit - 9 Patriotism

Patriotism inculcates pride and respect for a nation's values and a sense of responsibility towards the country, as its citizens help it grow. A nation belongs to not only one person, but all, so everyone must contribute towards welfare. People must be brave, honest and determined.

In this lesson, students will practice and learn:

- Recognize and practice that – ed has three sounds, for example: “d” ‘id” and “ed”.
- Learn the words with meaning in the glossary.
- Use alphabetical order in different examples.
- Use the concept of adverbs (adverbs of time and place).
- Concept of legend by showing different maps.
- Use textual aids such as the table of contents for greater comprehension.
- Identify and use the entry word.
- Difference between “can” cannot” “may” and “may not”.
- Use of abbreviation.
- Writing/Creative writing.

The sound of –ed

Sounds for -ed: t, d, ed

	t sound I walked to school.
	d sound I spelled my words.
	ed sound My day ended well.

The ed sound is pronounced /t/ if it is followed by k, s, c, f, p sounds.

For example: **laughed**.

The ‘ed’ sound is pronounced /d/ if it is followed by b, g, l, z sounds.

For example: **rugged**.

The ‘ed’ sound is pronounced /id/ if it is followed by a /t/ or /d/ sound

For example, **visited**.

<u>/d/</u>	<u>/id/</u>	<u>/t/</u>
Sana showed me her new dress.	She started her new job.	We walked in the morning.
He played in the morning.	These flowers had faded .	They helped a poor man.

1. Underline the words with the –ed ending and write them in columns.

- It rained heavily last night.
- She laughed aloud.
- They waited for him last night.
- The labourers had loaded the truck.

<u>-d</u>	<u>-id</u>	<u>-ed</u>

For example:

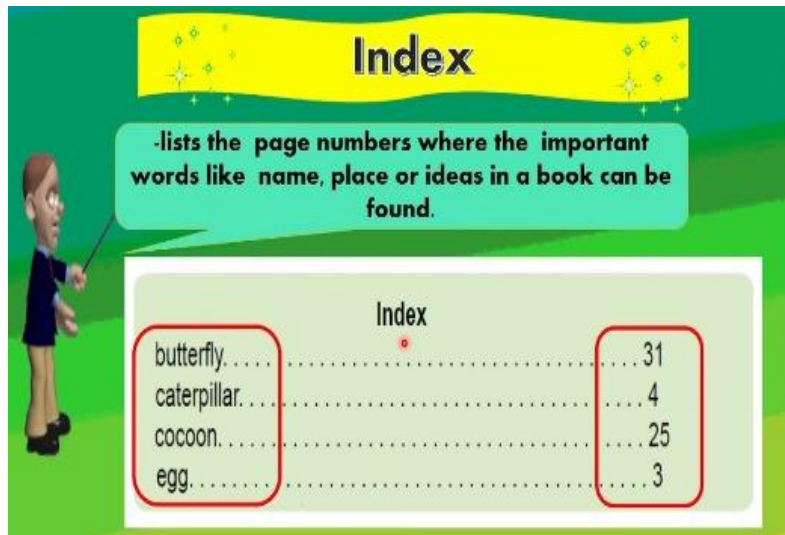


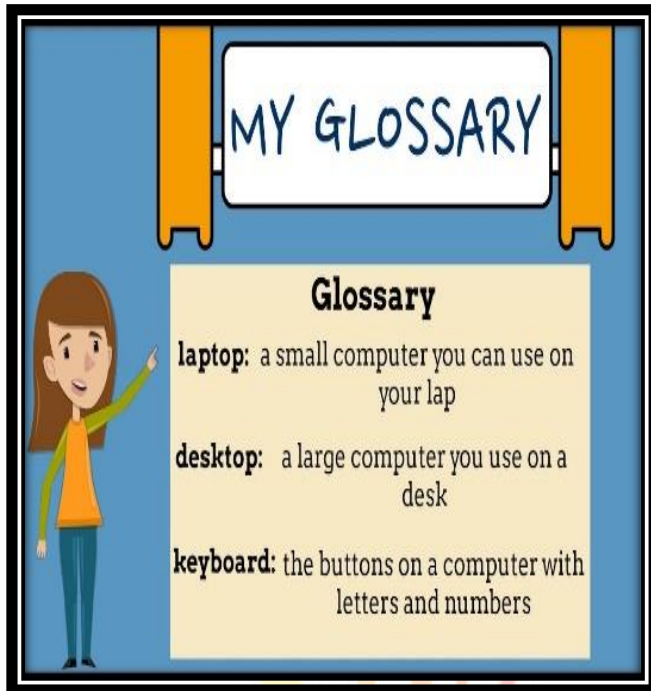
Table of contents is a list of topics or parts of a book and the page numbers on which they begin. A table of contents is found at the beginning of a book.

2. Read the given table of contents then answer the given questions.

Ch.no	chapter title	page
1	the thirsty crow	2
2	the naughty kid	7
3	love for the country	14
4	animals	22

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

2. Look up the meaning of the given words Glossary and write it.



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

For example:

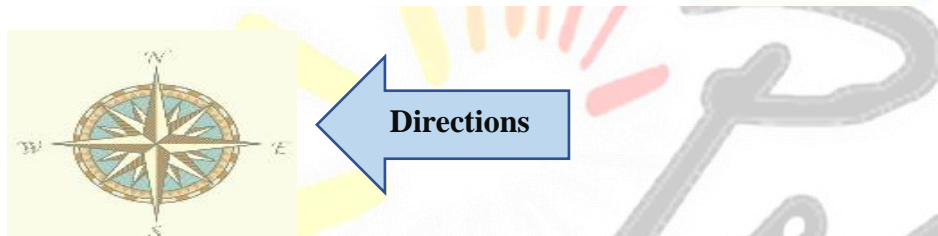
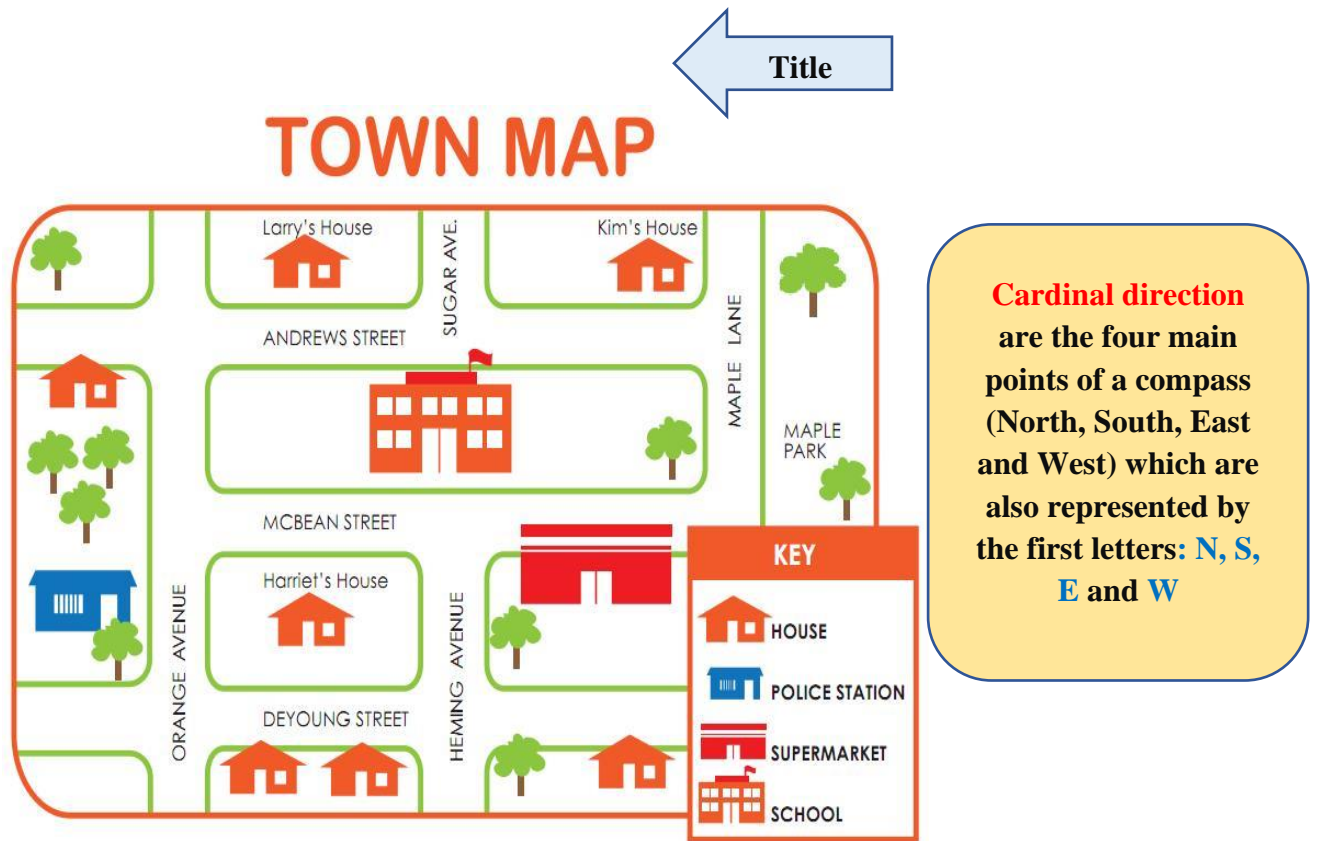
Bottom: the lowest, last

Choice: the act of making a selection

Strong	
Suffer	
Build	
Struggle	
Patience	

3. Explain the concept of a legend map by showing different maps.

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



5. Look at a map of Town and answer the question.

- Write the direction of the house from the school. _____
- Write the direction of the supermarket from the house. _____
- Write the direction of police station from the house. _____

6. Fill in the blanks with correct options.

- _____ cannot make people great and strong.
 - gold
 - money
 - silver
 - diamond
- _____ men work while other's sleep.
 - dull
 - Coward
 - Brave
 - Weak

- The men who dare while others _____.
 - i. cook
 - ii. smile
 - iii. fly
 - iv. cry
- Great men lift the nation to the _____.
 - i. park
 - ii. clouds
 - iii. sky
 - iv. rainbow
- Only _____ can make a nation strong.
 - i. mountains
 - ii. animals
 - iii. man
 - iv. earth

7. Write down a biography of 'Allama Iqbal' , list his five qualities in your own words & paste his picture in the given box.

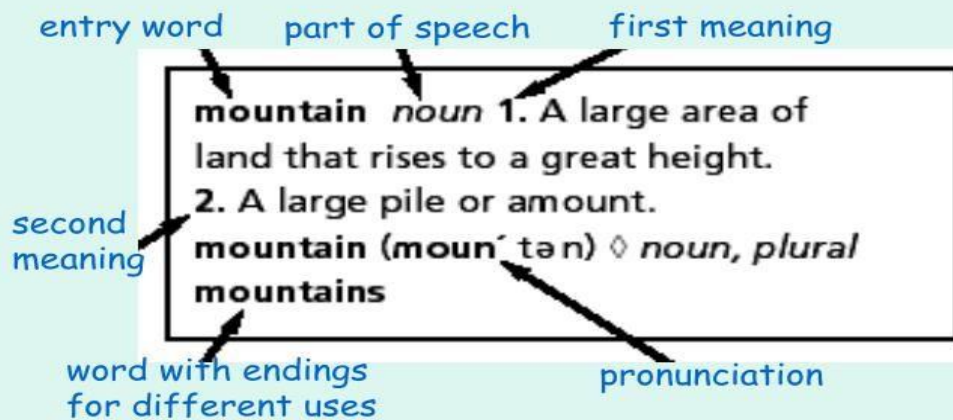
8. Read the concept of the **entry word**, **alphabetical order** and **Pronouns**.

PRONOUN



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

Parts of a Dictionary Entry



Progressive Education Network

9. Fill in the blanks with the correct pronouns.

- All of _____ want to have ice-cream (them, we)
- Why are _____ standing alone? (You, they)
- They worked hard to make _____ (there, him) nation strong.
- Look at the apples. Let's go pick _____ (her, them).

10. Read the given sentences and notice the use of 'can' 'cannot' 'may' and 'may not'.

Modals verb add to the meaning of main verbs. They are used to express ability, and possibility, ask permission, express doubt and for prohibition.

Can	Can not
------------	----------------



I **can** speak English.
Can I sit beside you?



I **cannot** speak English.
I **cannot** solve this question.

May	May not
------------	----------------



I **may** watch a movie tonight.
May I go to drink?



I **may not** watch a movie tonight.
You **may not** pluck the flowers.

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11. Write two sentences with 'can' 'cannot' 'may' and 'may not'.

Adverbs of time tell us when an action happened and for how long and how often.

Adverbs of place tell us where the action is done.

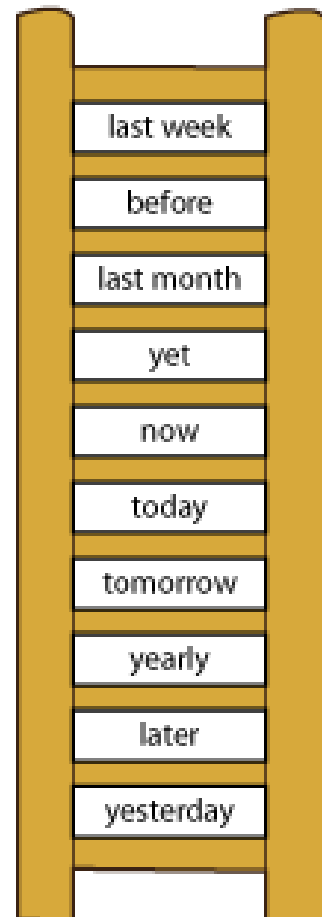
12. Read and complete the following sentences. (Adverbs of Time and Place).

An adverb of time tells us when the action is carried out.

Example: Ken met his friend today at the mall.

Complete each sentence with an appropriate adverb of time.

- 1) My uncle will come by train _____ .
- 2) Jane hasn't left for the party _____ .
- 3) I cleaned the attic _____ .
- 4) Kevin works as a teacher _____ .
- 5) Matt will be back _____ .
- 6) She pays her car insurance _____ .
- 7) Valerie is going to Chicago _____ .
- 8) We stayed at a beach resort _____ .
- 9) I have never seen him _____ .
- 10) Grace volunteered at the local library _____ .



13. Add a full stop with abbreviations.

For example:

Abbreviation:	Full Term:
Mr or Mr.	Mister
Prof.	Professor
e.g.	Exempli gratia
D. Trump	Donald Trump
USA or U.S.A	United States of America

We use a **full stop** in some abbreviations.

Abbreviation	Full Term
	Department
	Government
	Limited
	Captain
	Approximately

Writing/ Creative writing**15. Read the given poem and write its central idea in your own words.****The City Child**

I live in a city,
 In a street,
 It is crowded with traffic
 And feet,
 There are busses and motors
 And trucks.
 I wish there were meadows
 And lambs,
 The houses all wait,
 In a row,
 There is smoke everywhere
 That I go,
 I don't like the noises
 I hear.

Unit 10 - Eid -Ul- Azha

Eid-Ul-Azha is the celebration of sacrifice, which is essential for two reasons. First, to commemorate Prophet Ibrahim's devotion to Allah SWT and his readiness to sacrifice his son, Ismail, because it was a command of Allah SWT that he had to obey no matter what! Second, Eid-Ul-Azha ends the period of Hajj (the 5th pillar of Islam).

In this lesson, students will practice and learn:

- Recognize the syllables division and number of Syllables.
- Explain keep the environment clean with a help of a table chart.
- Recognize the concept of synonyms and antonyms.
- Creative writing.
- Recognize and use homonyms, homophones and compound words.
- Use of pointing words like This, Those, and That.
- Use of should, should not and adverbs of frequency.
- Use of apostrophes.

1. Read and write words with the syllable division.

For example:

Words	Syllable Division
Excitement	Ex-cite-ment
Sacrifice	Sac-ri-fice
Remember	Re-mem-ber

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

<p>basket</p> <p>v c c v</p> <p>Divide between two middle consonants.</p>	<p>cabin</p> <p>v c v</p> <p>Divide after the consonant when the 1st vowel has a short sound.</p>
<p>basic</p> <p>v c v</p> <p>Divide before the consonant when the 1st vowel is long.</p>	<p>candle</p> <p>v c c l e</p> <p>Divide before consonant -le</p>
<p>complex</p> <p>v c c c v</p> <p>With 3 consonants between vowels, usually split after 1st consonant (but keep digraphs and blends together).</p>	<p>instruct</p> <p>v c c c c v</p> <p>With 4 consonants between vowels, usually split after 1st consonant.</p>

Words	Syllable Division	Number of Syllables
Independent		
Achievement		
Admission		
Activate		
Adviser		
Thankful		
Environment		

1. (a) Read a given chart and write about “how to keep our environment safe and clean.”



	Individual's responsibilities	Appreciated
Keep the Environment Clean	Keep walls clean	Avoid unnecessary painting on the wall
	Keep street clean	Avoid throwing waste in the streets.
Saving Water	Turn off the water tap after use.	Turn off a dripping tap
	Use bucket water for a bath.	Use water while taking a bath according to your need
Save Electricity	Turn off lights	Turn off street lights in the morning
	Unplug unused electronics.	Try to unplug unused electronic devices such as TV, mobile charger
Save trees	Plant new trees	Plant a tree in your school or near your home

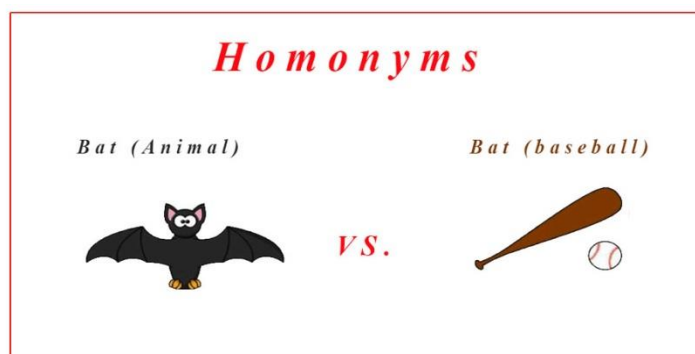
2. (a) Read and write the given table and (✓) the measures you take to save the environment.

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

2. (b) Read the lesson and fill in the blanks with the correct options.

- Suleman saw some banner about a _____.
 - a) Clothes sales
 - b) Cattle sale
 - (c) Food sale
 - (d) Mobile sale
- Suleman wanted to buy a _____ for Eid.
 - a) Cow
 - b) Goat
 - (c) Camel
 - (d) Bull
- They are going to buy their animal for sacrifice on _____.
 - a) Tuesday
 - b) Sunday
 - d) Monday
 - c) Friday

5. Write the meaning of the homonyms in your own words.



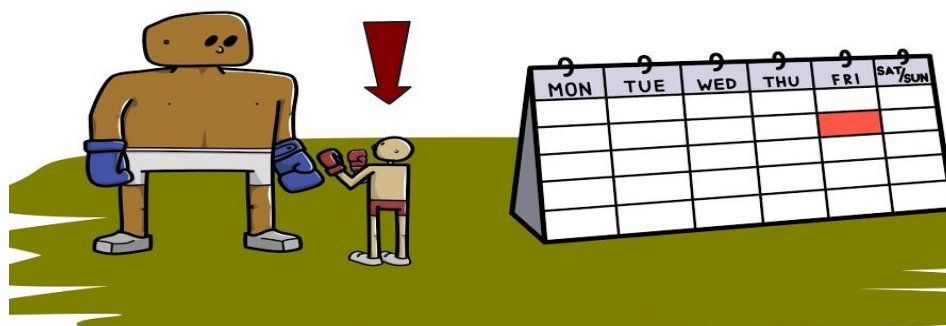
HOMONYMS
words that sound
the same and
spelled same but
have different
meanings.

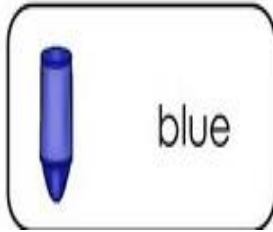
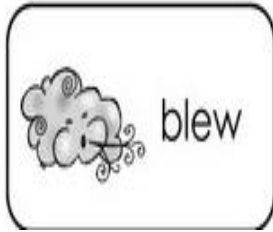
- i. Right, right _____
- ii. Fine, fine _____
- iii. Air, air _____
- iv. Clip, clip _____
- v. Close, close _____
- vi. Address, address _____

5. Fill in the given homophones as its correct place in each sentence as;

Weak

Week





1. Every day we play for a _____ in _____ garden. Hour - Our
2. I _____ my dinner at _____ o'clock. Eight - ate
3. _____ the ship sailing in the _____. Sea - see
4. I will _____ on the _____ side of this notebook Write - right
5. I have _____ big books _____ those kids. Four - for

7. Look at the picture below and write the compound words.

Compound Word

+
=

foot
+
ball
=
football

A compound word is a word made up of two or more words, usually two words, which are put together to form a new meaning.

+
=





ork

+
=

+
=

+
=

8. Fill in the blanks with These, Those, and This, and That Pointing words.

<p>This Singular</p>  <p>For example: I like <u>this</u> apple.</p>	<p>That Singular</p>  <p>For example: I like <u>that</u> apple.</p>
<p>These Plural</p>  <p>For example: I like <u>these</u> apple.</p>	<p>Those Plural</p>  <p>For example: I like <u>those</u> apple.</p>

Pointing words are used to point to people and things.



Look at the pictures. Complete the sentences with THIS - THAT/THESE - THOS



_____ is a long green snake.




_____ are small brown monkeys.




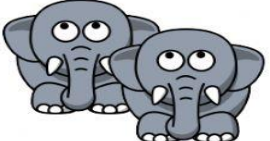

_____ are old brown chairs.




_____ is a red and blue eraser.




_____ are short pencils.

_____ are big gray elephants.

9. Read the given table and use 'should' and 'should not'.

Example:


You **should not** eat a lot of sweets.

You **should** help your friends.


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



1. You _____ eat a lot of candy.



2. You _____ eat a lot of fruit.



3. You _____ drink a lot of water.



5. You _____ exercise a lot.



6. You _____ watch a lot of TV.



7. You _____ eat a lot of chocolate



9. You _____ brush your teeth.



10 You _____ eat a lot of junk food.!



11. You _____ wash your hands often.

10. Make contractions of the following words using the apostrophe correctly.

they are – they're
it is/it has – it's
is not – isn't
I am – I'm
do not – don't
was not – wasn't
she is – she's

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

Could not	
Does not	
You are	
She is	
I will	
I have	

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

Adverbs of frequency

- Always
- Usually
- Normally
- Frequently
- Sometimes
- Occasionally
- Seldom
- Rarely
- Never

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

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

Creative Writing

12. Look at the given picture carefully. Write the story elements of “The Tortoise and the Hare”.



Characters: _____ Setting: _____

Plot: _____

Conflict: _____

Resolution: _____

13. Write the story on the topic ‘A Foolish Stage’ with a moral.

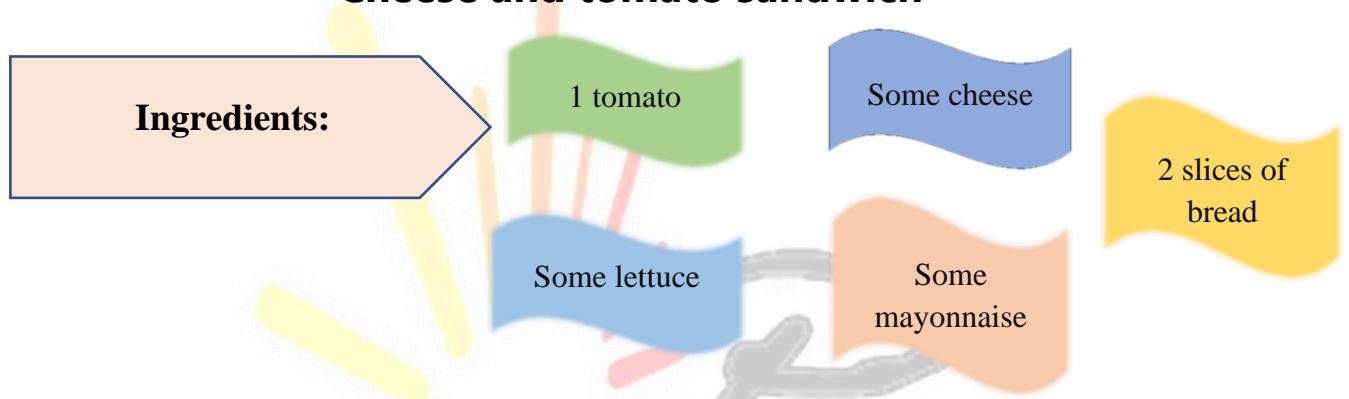
Date _____

Day _____

14. Read the recipe for the cheese and tomato sandwich and then write recipe for your favourite dish

My Recipe

Cheese and tomato sandwich



To make a cheese and tomato sandwich, first, wash and dry the tomato.

Then slice the tomato and some cheese.

Next, spread some mayonnaise on two slices of bread.

Put the tomato, cheese and some lettuce on one slice.

Finally, put the other slice of bread on top and cut the sandwich in half.

Finally, put the other slice of bread on top and cut the sandwich in half.



15. Write a recipe for cookies with the help of the given words.

Cookies oven ingredients recipe
Pan teaspoon mixture enjoy



Unit 11- Let's Be Helpful

Helping others is an important part of life. We should help our society by donating and funding the causes that we believe in. Explain to the students the importance of helping others. Helping others allows you to connect with people and get a sense of purpose.

In this lesson, students will practice and learn:

- | | |
|--|--|
| • Uses of dictionary words. | • Words with their meaning. |
| • Recognize the number of syllables of words in a dictionary. | • Use the concept of prepositions of movement and direction. |
| • Use part of speech. Noun, Verb, Pronoun, Adjective, Adverb, Preposition. | • Illustrate the use of simple present tense. |
| • Use the question word\using question words. | • writing\ creative writing. |

1. Read the given paragraph and write its main idea and important points in 2, 3 sentences.

Money is something essential to survive in the world. Moreover, you can fulfil any of your needs with it. So, people work hard to earn it. If you really want to earn and save money, you need to set a specific goal for yourself. Make smart spending decisions and do not waste money buying things extravagantly.

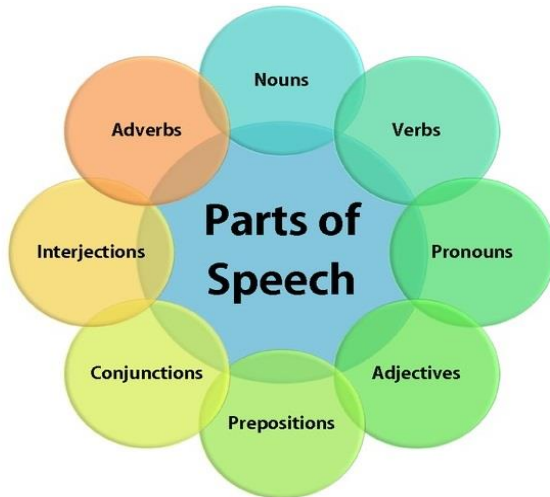
2. Write the given words with their meanings and use them in your own sentences.

participation	Taking part in an activity
collect	To bring things together
care	Look after
gratitude	Being grateful

Word	Meanings	Sentences
Investment		
Measure		

Provide		
Speechless		
Sharing		

3. Write the parts of speech to fill in the given boxes accordingly.



Nouns, pronouns, verbs, adjectives, prepositions etc are called **parts of speech**.

Noun

Verb

Pronoun

Adjective


Preposition

QUESTION WORDS IN ENGLISH

Who 

- Ask about person
- Who is that woman?

Where

- Asking in or at what place or position
- Where do you live? 
- Where are my boots?

When 

- Asking about time, occasion, moment
- When can I see you? 
- When did you last see him?

Why

- Asking for a reason,

What

- Asking for a specific

How

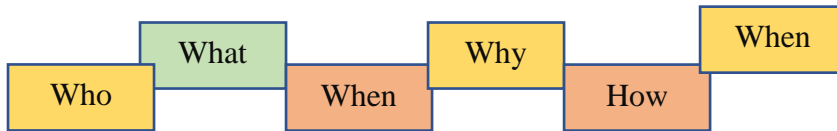
- Asking for a way,

Date _____

Day _____

4. Fill in the blank space with the correct question word.

You can use the words below more than once.



We use **question words**

to ask question. For
Example:

Why, When, How,
Where, What.

- _____ time did you wake up?
- _____ is your best friend?
- _____ many pencils are there?
- _____ are you from?
- _____ colour, do you prefer? Red or Blue?
- _____ did you go last weekend?

5.(a) Fill in the blanks with the correct Preposition of movement and direction from the box.

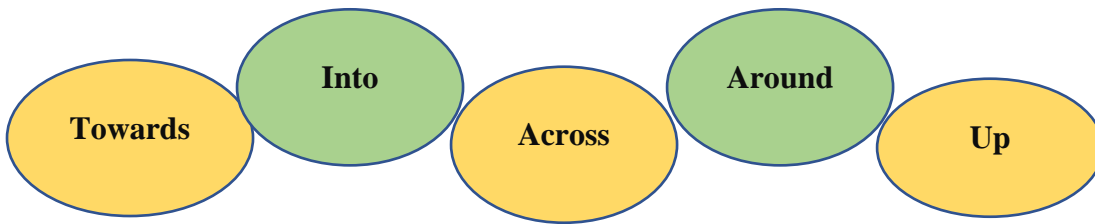
On , in, along ,near , at ,under

1. Ramu sat _____ the chair.
2. There are some fruits _____ the fridge.
3. The function will be _____ town hall
4. The boy hopped _____ the path.
5. Children were playing _____ the tree
6. The sun rises _____ the east.
7. Mary lives _____ her school.
8. The programme was _____ 7.00 p.m.
9. She put the flowers _____ the vase.
10. The plate was placed _____ the table.

Preposition of movement and direction

show movement and direction to or from a place, for example, towards, over, into, across etc.

5(b) Make sentences using the given prepositions.



6. Change the given sentences into negative and interrogative sentences.

PRESENT SIMPLE

	TO BE	VERBS
+	S + am/is/are + predicate...	S + verb + object...
-	S + am/is/are + not + predicate...	S + don't/doesn't + verb + object...
?	Am/Is/ Are + S + predicate?	Do/ Does + S + verb + object?
	Usage	Example

The **present tense indicates** action which happens in the present. The simple present tense is used to express regular or habitual actions and facts that don't change with time.

Affirmative Simple tense	Negative	Interrogative
The boys Play football.		
I like your watch.		
I walk to school every day.		
He likes swimming.		
Nobody opens the door.		

7. Write the words using hyphens with number and fractions.

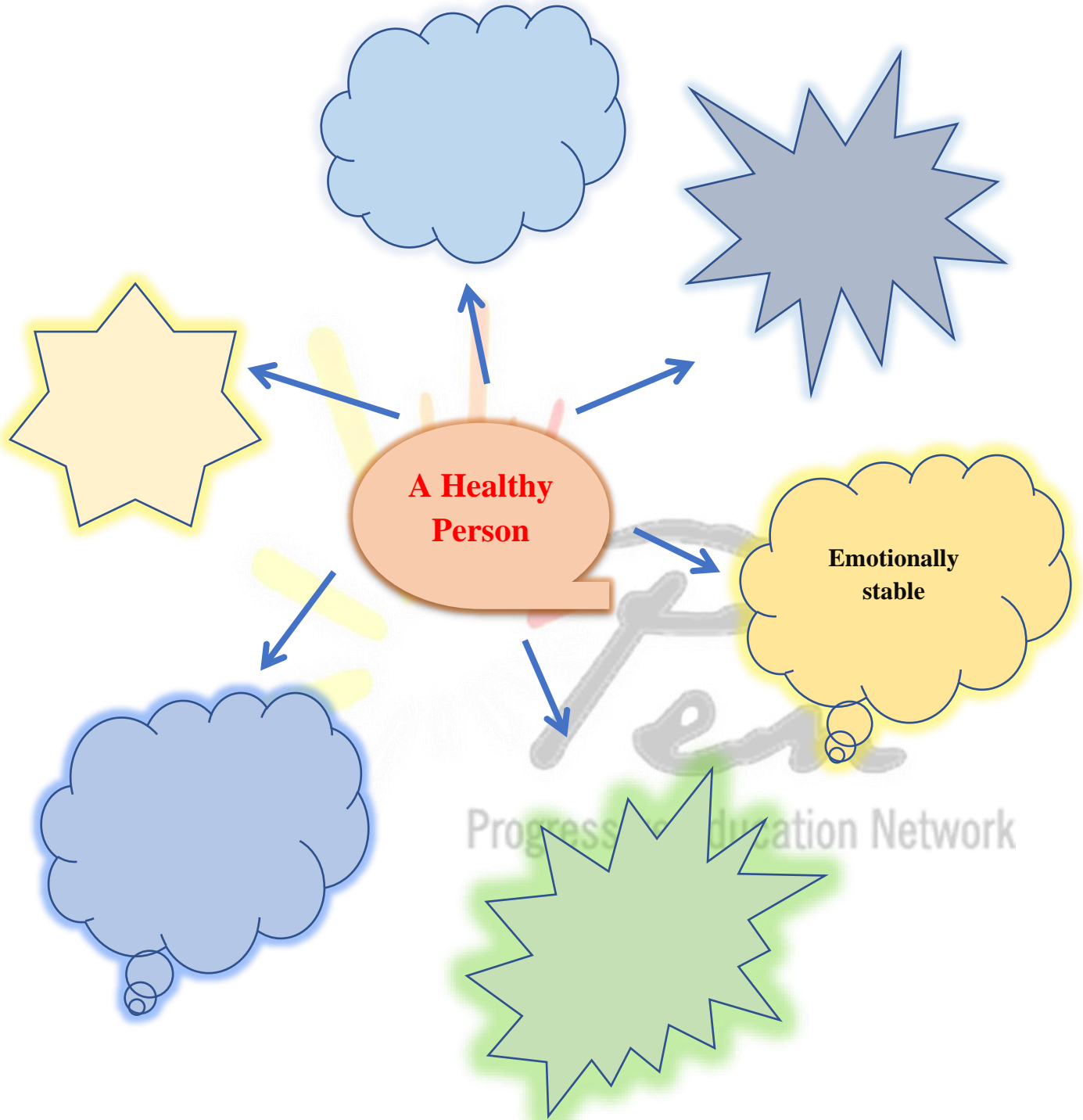
For Example:

Fractions	Numbers
One-fourth	Forty-five
Three-sixths	Eighty-two

A **hyphen (-)** is used to join two or more words together. It is usually used with numbers and fractions.

Creative Writing

8. Look at the mind map and write about some 'Qualities of a Healthy Person'. You can add more qualities to the mind map.



Unit __ 12 Our National Animal

The lesson is about our national animal Markhor. The national animal of Pakistan is 'Markhor'. It looks like a goat and a brave animal. It is in danger of extinction. It is mostly found in Northern Pakistan. Markhor is an endangered species.

In this lesson, students will practice and learn:

- Use of weak form will not and shall not words.
- Use correct pronunciation according to the rules learned earlier.
- Read a pie chart/ concept of a bar graph.
- Recognize the structure of the present continuous tense.
- Writing, creative writing.
- Use the concept of joining words with examples.
- Difference between statements and questions.
- Make sentences using each question word.
- Use punctuation/rules of capitalization.

1. Write the weak forms of 'will not' and 'shall not' sentences. Write it in the given space.

I shall not help (I shan't help)	we shall not help (we shan't help)
you shall not help (you shan't help)	you shall not be (you shan't help)
he/she/it shall not help (he/she/it shan't help)	they shall not be (they shan't help)

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

Pakistan **will not** lose this match.

You **will not** be a good player.

I **shall not be** there tomorrow.

I **shall not** work hard to obtain good marks.

We **shall not** go to school tomorrow.

It **will not** rain today.

Date _____

Day _____

2. Observe the given calendar, and answer the following questions.

Reading a Calendar

MARCH 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

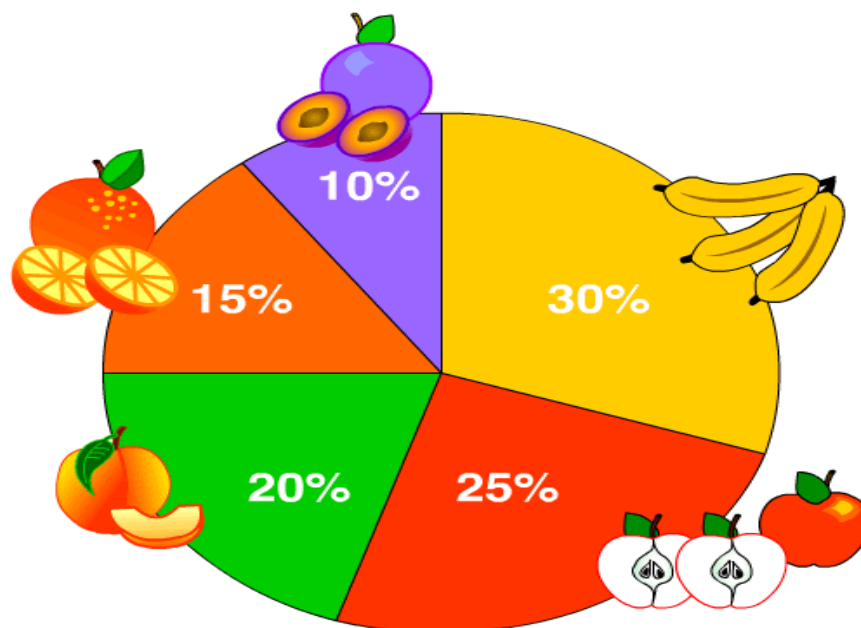
Use the calendar above to answer the questions.

1. How many days are in March? _____ days.
2. What day of the week is March 20? _____.
3. What day of the week is March 18? _____.
4. How many Mondays are in March? _____ Mondays.
5. How many Fridays are in March? _____ Fridays.

3. Read the percentage of the favorite fruits in the given pie chart. Use the pie graph to answer these questions.

Each section represents a percentage of the total.

Favourite Fruits



Date _____

Day _____

This pie chart represents 40 children;

- How many children chose oranges as their favorite fruit?

- How many children chose apples as their favorite fruit?

- How many children chose bananas as their favorite fruit?

- Which fruit was the most popular?

- Which fruit was the least popular?

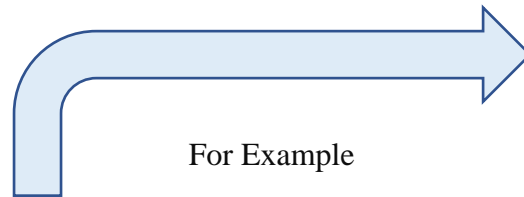
A **pie chart** describes the different categories of something as a whole.

4. Fill in the blanks with correct option.

- Markhor is the national animal of _____
 - i. Iran
 - ii. India
 - iii. Pakistan
 - iv. Bangladesh
- There are _____ species of Markhor found in Asia.
 - i. Two
 - ii. Three
 - iii. Four
 - iv. Five
- Male Markhors are nearly _____ inches long.
 - i. 60
 - ii. 61
 - iii. 62
 - iv. 63
- Like other goats Markhors are _____ animals.
 - i. Omnivorous
 - ii. Herbivorous
 - iii. Carnivorous
 - iv. Hunter

5. Fill in the blanks in sentences using the correct joining words.

So, But, And, Or,



For Example

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

and

links
similar (or like)
ideas

*I like apples
and
bananas.*

or

links
alternative
ideas

*Do you want
an apple
or
a banana?*

but

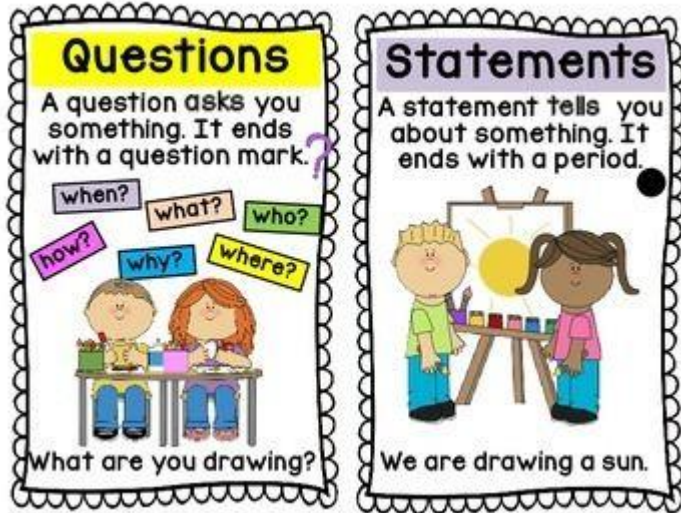
links
contrasting
ideas

*I like apples
but
I don't like bananas.*

- i. Micky mouse is very sweet _____ very naughty. (And, Or, But)
- ii. Put the cheese in the tin _____ cover it with a lid. But, And, Or
- iii. They went to the forest _____ there they saw a big cave. Or, But, And
- iv. I got ready _____ went to school. Or, But, And
- v. She is studying English _____ culture for her assignment. Or, But, And

6. Read each sentence and write whether it is a statement (S) or question (Q).

(Q).





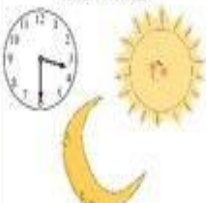



Statements are simple sentences. They give information or negate something. **Questions** are used to ask different things.

- i. What is the name of the Prime Minister? _____
- ii. Mary lost the key to her car. _____
- iii. How long did the flight take? _____
- iv. Where is the recipe for the chocolate cake? _____
- v. Markhor is an endangered species. _____

7. Write five statements and questions in your own words.

8. Read the question words, write the question words to complete each question.

WHERE	WHY	HOW	WHO
-------	-----	-----	-----

<p>Who is a person</p> 	<p>What is a thing or an action</p> 	<p>When is a time</p> 
<p>Where is a place</p> 	<p>Why is the reason something happened</p> 	<p>How is a number or a the way something is done</p> 

The words which are used to ask questions are called **question words**.

Which, Where, How, and what are all question words.

- i. _____ are you crying?
- ii. _____ broke the toy?
- iii. _____ do you feel today?
- iv. _____ are you going?
- v. _____ is outside?

Present Continuous Tense

Affirmative	Negative	Interrogative
I am going	I am not going	Am I going?
Your are going	You are't going	Are you going?
He/She/It is going	He/She/It isn't going	Is he,she,it going?
We are going	We are't going	Are we going?
They are going	They are't going	Are they going?

9. Complete the sentence using the present continuous tense given in the right form.













making washing visiting going watching

- i. He is _____ television.
- ii. I am not _____ with you.
- iii. They are not _____ their grandfather.
- iv. We are _____ our hands.
- v. She is _____ cakes for guests.

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

10. Write five sentences using the present continuous tense in your own words.

PUNCTUATION MARKS

 Full Stop	 Comma	 Question Mark	 Semicolon	 Exclamation Mark	 Colon
 Apostrophe	 Round Brackets	 Square Brackets	 Quotation Marks	 Ellipsis Marks	 Hyphen

Date _____

Day _____

12. Read the given paragraph and use the correct punctuation.

Yesterday Ali and Sana watched a documentary about the national animal of Pakistan they enjoyed this documentary they asked their mother to tell them more about the national animal of Pakistan she told them the markhor is a type of goat it lives mostly in the Northern areas of Pakistan Markhors is a strong and peaceful animal when will we go to Khyber Pakhtunkhwa to see asked Sana

Creative writing

12. Write a paragraph on the “National Hero of Pakistan”.



13. Write some lines about the extinct animal species of Pakistan.

Unit 13 – When Something Went Wrong

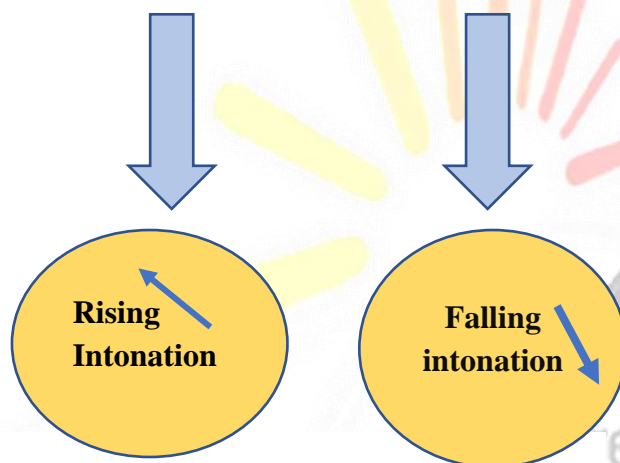
The lesson is about storybooks because these books produce a sense of curiosity & comprehension skills. Good storybooks can increase your knowledge, confidence and self-esteem.

In this lesson, students will practice and learn;

- Difference between spelling change in the plural form of regular and irregular nouns.
- Identify and practice making simple sentences to show instruction, commands and strong feelings.
- Use of past and past continuous tense with examples.
- Difference between the use of falling and rising intonation.
- Recognize the function of joining words.
- Use of convention of letter writing address, date, solution, body and closing.
- Recognize the types of three sentences command, instructional, and exclamatory.
- Writing/Creative Writing.

1. Read the given sentences and circle the use of falling and rising intonation.

Types of Intonation



An intonation pattern is how a person's voice rises and falls depending on their conversation. There are two types of intonation rising and falling.

Examples of Falling Intonation

- #1 Statements
- A falling intonation or downward intonation pattern, would simply mean that the pitch of the voice drops down.
- Statements
Nice to meet ↘you.
- I'll be back in a ↘minute.
- She doesn't live here ↘anymore.
- Dad wants to change his ↘car.

Examples of Rising Intonation

- # Questions:
- 'when does the meeting start?'
– '...start?' rises up, it comes up in the voice
- 'would you like a cup of tea?'
– '...tea?' rises up

<i>Sentence Structure</i>	<i>Intonation Pattern</i>	<i>Examples</i>
Wh-questions	Fall	Where is the house?↓ Who built the bungalow?↓ How did he get there?↓
Yes/No questions	Rise	Can we leave now?↑ Is she ready?↑
Statements	Fall	The salon is just a block away.↓ You can walk there.↓
Imperatives	Fall	Please sit down.↓ Wash it.↓

- Is she happy? ↓ ↑
- Where do you live? ↓ ↑
- I am going to the store. ↓ ↑
- What are you doing? ↓ ↑
- We need to buy apples, bananas, and oranges. ↓ ↑
- Did you have a test yesterday? ↓ ↑
- Do you want coffee or tea? ↓ ↑
- When did you come to Lahore? ↓ ↑

2. Read the given dialogue with proper intonation.

Hafsa: Teacher, could I go home early today?

Miss Asma: But why do you want to go home early? Are you feeling all right?

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

Miss Asma: Oh! That is really sad. You can go after break time.

Hafsa: Thank you, teacher.

3. Fill in the blanks with the correct options.

- Hafsa was anxiously waiting for her _____.

(a) food

(c) dress

(b) storybook

(d) mobile

- 'Doorbell' is an example of a/ an _____ noun.

(a) Compound

(b) abstract

- (c) collective (d) proper
- Hafsa's mother wrote a/an _____ letter to the company.
 - (a) invitation (c) thank you
 - (b) complaint (d) greetings
 - Her _____ orders storybooks for Hafsa.
 - (a) father (c) friend
 - (b) mother (d) cousin

4. Write the meaning of difficult words and make sentences in your own words.

Words	Meaning	Sentences
Looked		
Anxiously		
Disappoint		
Complaint		













5. Difference between regular and irregular plurals nouns.

Difference

Regular plurals of nouns are formed by adding -s, -es, or -ies to the singular (e.g., girls, viruses, duties).

Irregular plurals also often follow a pattern, originating sometimes in the parent language or rules of older forms of English (children, criteria, oases, geese, mice, indices).

Some nouns have different plurals.

Singular	Plural	Singular	Plural
 Child	 Children	 Foot	 Feet
 Man	 Men	 Woman	 Women
 Tooth	 Teeth	 Mouse	 Mice

Regular plural

Adding 's'	Adding 'es;	Adding 'ies'
Parcel + Parcels	Go + goes	Study + studies
Swim + swims	Watch + watches	Try + tries
Play + plays	Mix + mixes	Fly + flies
Eat + eats	Kiss + kisses	Cry + cries

Irregular plurals

Waltz		Waltzes	
Axis		Axes	
Volcano		Volcanoes	
Man		Men	
Synopsis		Synopses	
Woman		Women	
Child		Children	

6. Change the given nouns into plurals.

Cat		watch		Candy	
Pillow		bus		Baby	
Cup		fox		Story	
book		Church		Toy	

Difference

Regular verbs are verbs whose simple past and past participles are formed by adding the suffix '-ed' (e.g., 'walked').

Irregular verbs are verbs that form their simple past and past participles in some way other than by adding the suffix '-ed' (e.g., 'sat').

Regular forms			Irregular Form		
Present	Past	P. Participle	Present	Past	P. Participle
Act	Acted	Acted	bear	bore	born
Bake	Baked	Baked	beat	beat	beaten
Behave	Behaved	Behaved	become	became	become
Close	Closed	Closed	befall	befell	befallen
Compare	Compared	Compared	beget	begot	begotten
Compete	Competed	Competed	begin	began	begun

7. Write the regular and irregular forms of verbs.

Present Regular Verbs	Past	Past Participle	Present Irregular Verbs	Past	Past. Participle
Answer			Begin		
Believe			Break		
Destroy			Blow		
Obtain			Build		
Need			Make		
Ask			Know		

SIMPLE PAST TENSE

POSITIVE

Subject + V₂ + ...

NEGATIVE

Subject + didn't + V₁ + ...

QUESTION

Did + Subject + V₁ + ... ?

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

- Noor got her parcel. **Positive Past Tense**
- Noor did not get her parcel. **Negative past tense**
- Did Noor get her parcel? **Interrogative past tense**

+ **Subject + Was/Were + Verb (ing) + Object.**
I was going to school.

- **Subject + Was/Were + Not + Verb (ing) + Object.**
I was not going to school.

? **Was/Were + Subject + Verb (ing) + Object ?**
Was I going to school?

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

- Ayesha was reading her storybook. **Positive Past Continuous tense**
- Ayesha was not reading her storybook. **Negative past continuous**
- Was Ayesha reading her storybook? **Interrogative past continuous**

8. Fill in the blanks with the simple Past and past continuous forms of verb.

- You broke my window's glass. (Break)
- He _____ from London sometimes ago. (Come)
- The bird's _____ away in the sky. (flying)
- Our soldier's _____ the battle. (win)
- He was blowing the dust from the blower. (Blow)
- You were _____ the bill to the delivery boy. (Pay)
- He _____ behind you back. (Not/stand)
- She _____ in her bedroom. (sleep)

9. Write the use of transitional devices examples in your own words.

- I like to eat healthy fruits and vegetables.

For example, apples, oranges and bananas.

- I know some of the collective nouns;

For instance, team, class and army.

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

10. Write three types of sentences by giving five examples in your own words.

Imperative sentence, Instructional sentence, exclamatory sentence

<h2>4 KINDS OF SENTENCES</h2>	
<p style="text-align: center;"><u>DECLARATIVE</u></p> <ul style="list-style-type: none"> A <u>declarative sentence</u> tells about something. It ends with a . <p>Examples: I have a blue dress. My sister is in first grade. I am watching a movie.</p>	<p style="text-align: center;"><u>INTERROGATIVE</u></p> <ul style="list-style-type: none"> An <u>interrogative sentence</u> asks something. It ends with a . <p>Examples: When are we eating? How do you play this game? Where have you been?</p>
<p style="text-align: center;"><u>IMPERATIVE</u></p> <ul style="list-style-type: none"> A <u>imperative sentence</u> tells someone to do something. It ends with a . <p>Examples: Clean your room. Do your homework, please. Pick up those clothes.</p>	<p style="text-align: center;"><u>EXCLAMATORY</u></p> <ul style="list-style-type: none"> An <u>exclamatory sentence</u> shows strong feeling. It ends with a . <p>Examples: The dog has fleas! My hair is on fire! The car has a flat tire!</p>

Date _____

Day _____

Imperative Sentence	Instructional Sentence	Exclamatory Sentence

11. Read the given letter and notice its features of informal and formal letters.

Anum,

House No. 231, Sector A

Lahore.

XYZ, Authority

Lahore.

November 22, 2020

Subject: Rainwater Drainage

Respected Sir,

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

Please consider this issue giving it the highest priority.

Yours sincerely,

Asma

Writer's address

Receiver's address

Date

Writer's name

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Unit 14 – Together We Live

The lesson is about the story of two little kittens. Students will learn that fighting is not a good thing, because fighting is a source of harm and hatred. We should avoid this. We should live together.

In this lesson, students will practice and learn:

- Identify and differentiate the use of rhythm, stress, and intonation.
- Recognize the ways of talking pause, stress, on words sound (laughing).
- Use non-verbal cues with their meaning.
- Use inferential questions with examples.
- Use the expression of different tones.
- Use appropriate vocabulary and tenses to write a summary of the poem.
- Concept of analogy and similes in the poem and use them in sentences.
- Identify and make simple future tense with the verbs “be” “do” “have”.
- Writing/ creative writing.
- Use of simple future tense in speech and writing.

1. Learn and recite the poem with actions.



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

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

They found it much better
That stormy night,
To lie by the fire,
Than to quarrel and fight.

One had a mouse,
And the other had none,
And that was the way,
The quarrel began.

And then they crept in
As quiet as mice
All wet with snow
And as cold as ice.

Rhythm is a regular repeated pattern of sounds.

Stress is the force used to pronounce words or a syllable.

Intonation is the way a person's voice rises and falls in speech.

Non-verbal cues include facial expressions and body gestures. These are used to communicate without words.

Aspects of non-verbal communication

These aspects vary across cultures. Awareness of the cultural norms in your context will help you communicate more effectively.



Eye contact



Gestures



Personal space



Posture



Facial expressions




Physical contact

2. Write the given non-verbal cues accordingly with a given picture.

Oral and non-verbal communication

1° What do these gestures express?

Concern - happiness – dislike – an idea - likes

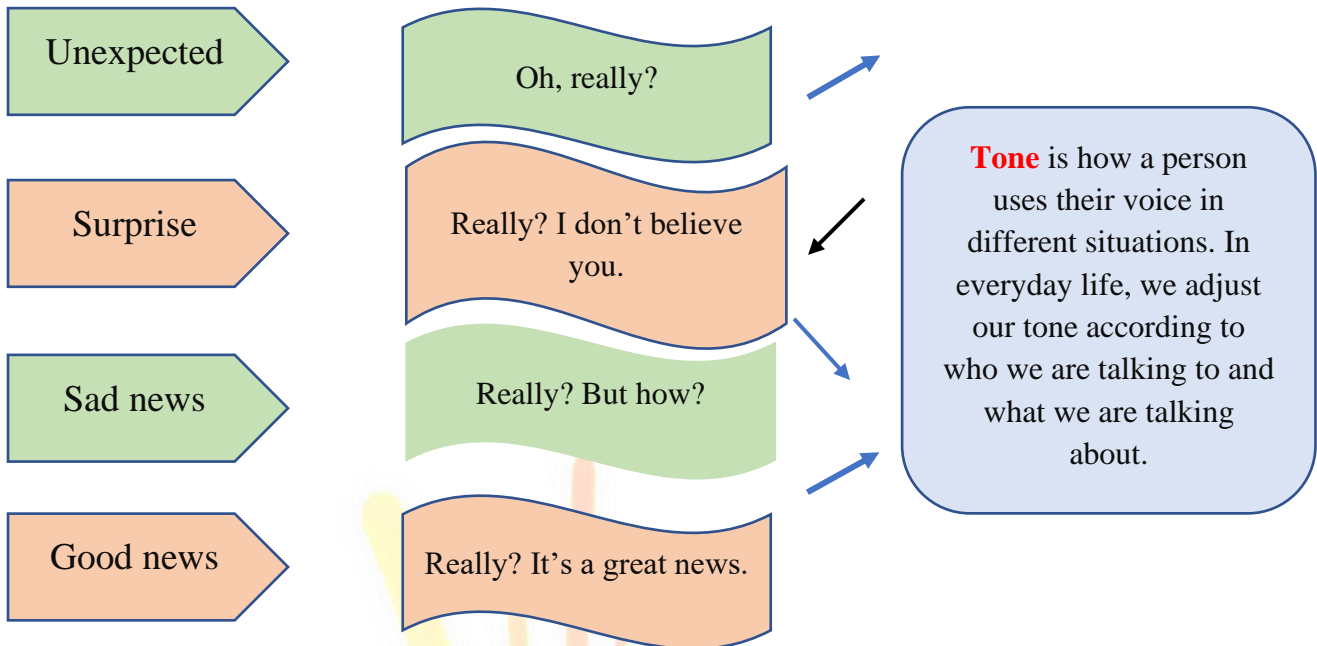






3. Read the expression with the given tones.

The use of “really” to express different emotions with different tones.



Inferential questions are those in which the text does not actually tell us, but we can find the answer by considering the hints and clues in the text in the light of our own knowledge and experience.

4. Read the poem carefully and write answers to the given questions.

This poem is about two little kittens. They began to quarrel with each other during a stormy night. One kitten had a mouse but the other kitten had none so their quarrel began. The old woman became angry and swept them out of her house with her broom. Then, they returned wet and cold. They realized their mistake and felt ashamed. They found that it is better to lie by the fire in the house than to quarrel and fight. They had learnt that fighting is a bad thing so always try to avoid it.

- What is the setting of the poem? Also tell which words helped you to understand the setting.

Date _____

Day _____

- Do you think fighting is a good or a bad thing? Give reasons for your answer.

- Write the moral of the poem? How do you know?

5. Read the above poem again and fill in the blanks with the correct options.

- The two little kittens fought during a stormy _____

i. night

iii. evening

ii. morning

iv. afternoon

- The old woman swept the kittens with a _____.

i. stick

iii. brush

ii. broom

iv. hanger

- The kittens became wet with _____.

i. rain

iii. snow

ii. sweat

iv. water

- One kitten had no _____ so they began to fight.
 - i. toy
 - ii. food
 - iii. blanket
 - iv. mouse
- They found it much better to _____ by the fire.
 - i. sit
 - ii. stand
 - iii. lie
 - iv. figure

6. Write the given words with their meanings.

crept	
broom	
stormy	
endangered	
sweep	
fighting	
ashamed	
quarrel	

7. Write a poem on the topic “My Pet Cat” with the help of the given rhyming words.

purr, fur

feet, treat

fish, dish

bore, adore

8. Read the given analogies and complete each analogy by using a word from the box.

For Example:

- **Leaf** is to tree as **petal** is to flower.
- **Apple** is to fruit as **carrot** is to vegetable.
- **Car** is to road as **boat** is to ocean.

An **analogy** is a comparison of two pairs of words to show their similarities.

Hand	hour	Cherries	Throw	Under	Big	Eye
Water	Book	Plant	Car	Down	Stop	Square

1. In is to out as Up is to _____.
2. Go is to Green as Red is to _____.
3. Wheel is to Bike as Tire is to _____.
4. Land is to Dirt as Ocean is to _____.
5. Apple is to Tree as Flower is to _____.
6. Toe is to Foot as Finger is to _____.
7. Day is to Month as Minutes is to _____.
8. Purple is to Grapes as Reed is to _____.
9. Word is to Sentence as page is to _____.
10. Small is to Large as Little is to _____.
11. Three is to Triangle as Four is to _____.
12. Smell is to Nose as Sight is to _____.
13. Top is to Bottom as Over is to _____.
14. Punt is to Kick as Pass is to _____.

What are similes?

As white **as** snow. ❄️

As busy **as** a bee. 🐝

As fat **as** a pig. 🐷

Life is **like** a dream. ⭐

Swim **like** a fish. 🐟

As cold **as** ice. ❄️

As strong **as** an ox. 🐮

As quiet **as** a mouse. 🐭

Date _____

Day _____

9. Write a simile by completing each comparison below.

Example: as shiny as _____

Answer: as shiny as silver.

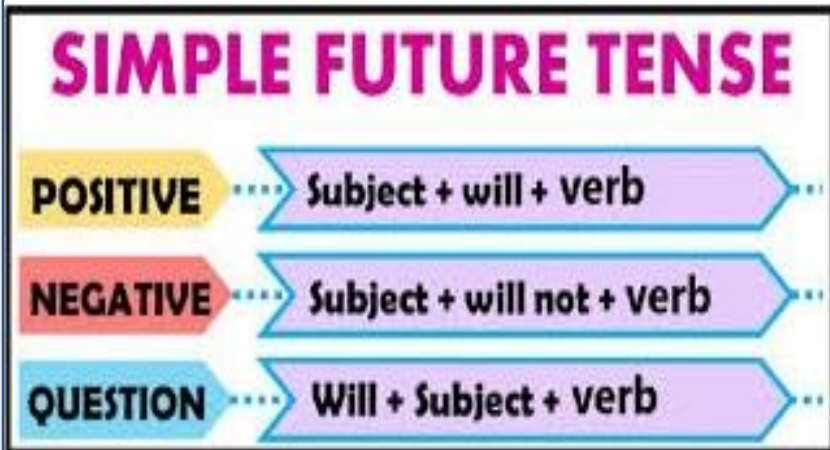
- as hot as _____
- as bright as _____
- shines like _____
- eats like _____
- soft as a _____
- as small as _____
- beautiful like _____
- sour like _____

We use **similes** to compare two different things by using the words: like, and as.

9(a) Write the given similes and write sentences with their meanings.

Similes	Sentences
As brave as lion	
As busy as bee	
Like cats and dogs	
As strong as an ox	
As black as coal	
Have eyes like a hawk	

The **simple future tense** expresses an action which has not occurred yet and will occur in the future.



10. Fill in blanks with the simple future tense of the verb.

Affirmative Sentences	Negative Sentences	Interrogative Sentences
I will go to Murre.	I will not go to Muree.	Will you go to Murree?
I shall go to the park.	I shall not go to the park.	Shall I go to the park?

- He _____ (paint) the house.
- The train _____ (stop) in Karachi.
- Grandmother _____ (bake) the best cookies.
- Ravi _____ (pick) up his friend every day.
- I _____ (travel) around the world.

10. (a). Write five sentences of your own in the simple future tense.

helping verbs

various forms

be

am is are was were being been will be

have

has had having will have

do

does did will do

help to express **tense, mood, or voice**

Different forms of **“be” “do” and “have”** are also used at the start of sentences to ask questions.

11. Read the given questions with different forms of “be” “do” and “have”

Be	She is cooking dinner. They are going to the party.
Have	I have done my homework. She has cooked dinner.
Do	Did he finish his homework? She did cook dinner.

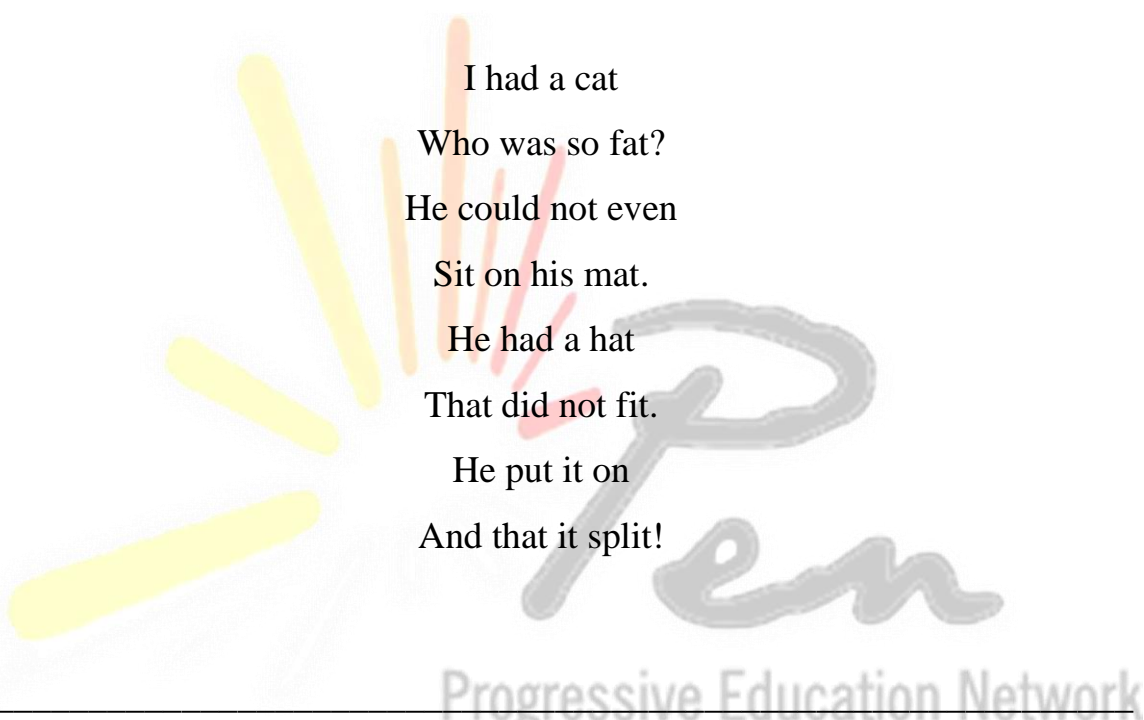
Date _____

Day _____

11 (a) Write five questions using “be” “do” and “have”.

“Be”	“Do”	“Have”

12. Read the short poem below. Write about the central idea.



I had a cat
Who was so fat?
He could not even
Sit on his mat.
He had a hat
That did not fit.
He put it on
And that it split!

12. (a) Read above the given poem. Choose the pairs of rhyming words.

Chapter Wise Questions & Answers

Reading and critical Thinking

Read the lesson from SNC Textbook and then answers these questions

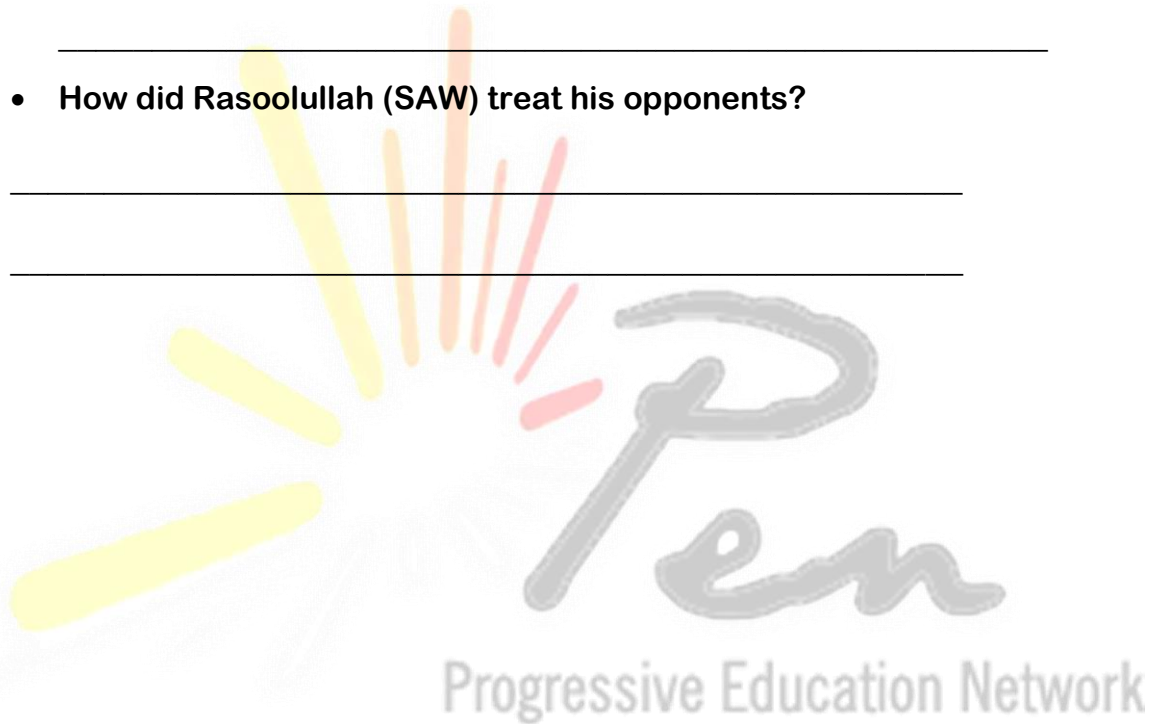
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Unit 1. Patience

- How did the people of Taif treat Rasoolullah (SAW)?

- Why Rasoolullah (SAW) was called Al-Saadiq and Al-Amin?

- How did Rasoolullah (SAW) treat his opponents?

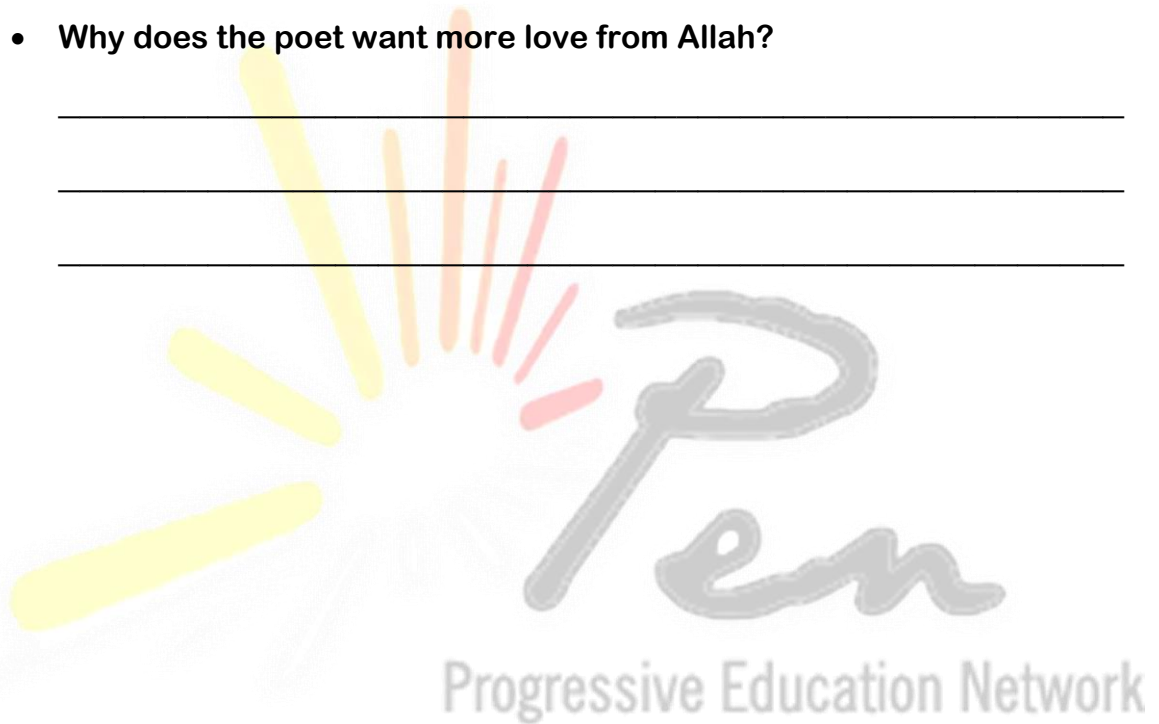


Unit 2. Be Grateful

- In which things does the poet see Allah?

- When does the poet feel the presence of Allah?

- Why does the poet want more love from Allah?

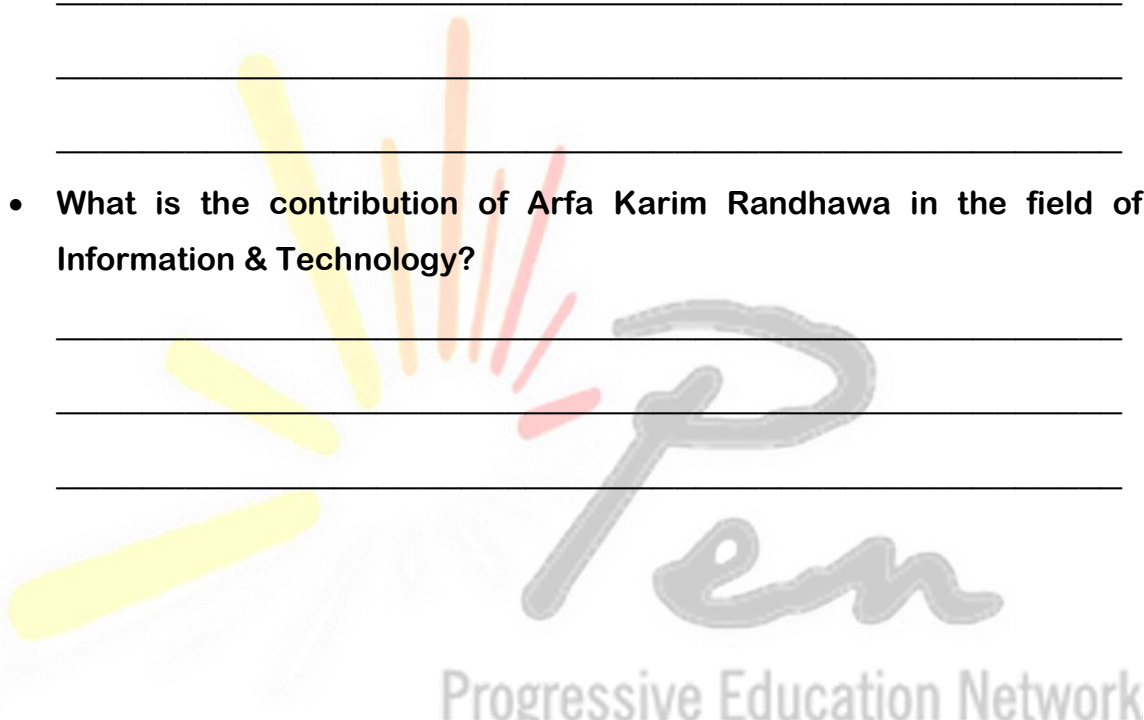


Unit 3. Women as Role Models

- Why did the people of Pakistan give the title of “Madar-e-Millat” to Fatima Jinnah?

- What is the role of Ruth Pfau in controlling leprosy in Pakistan?

- What is the contribution of Arfa Karim Randhawa in the field of Information & Technology?

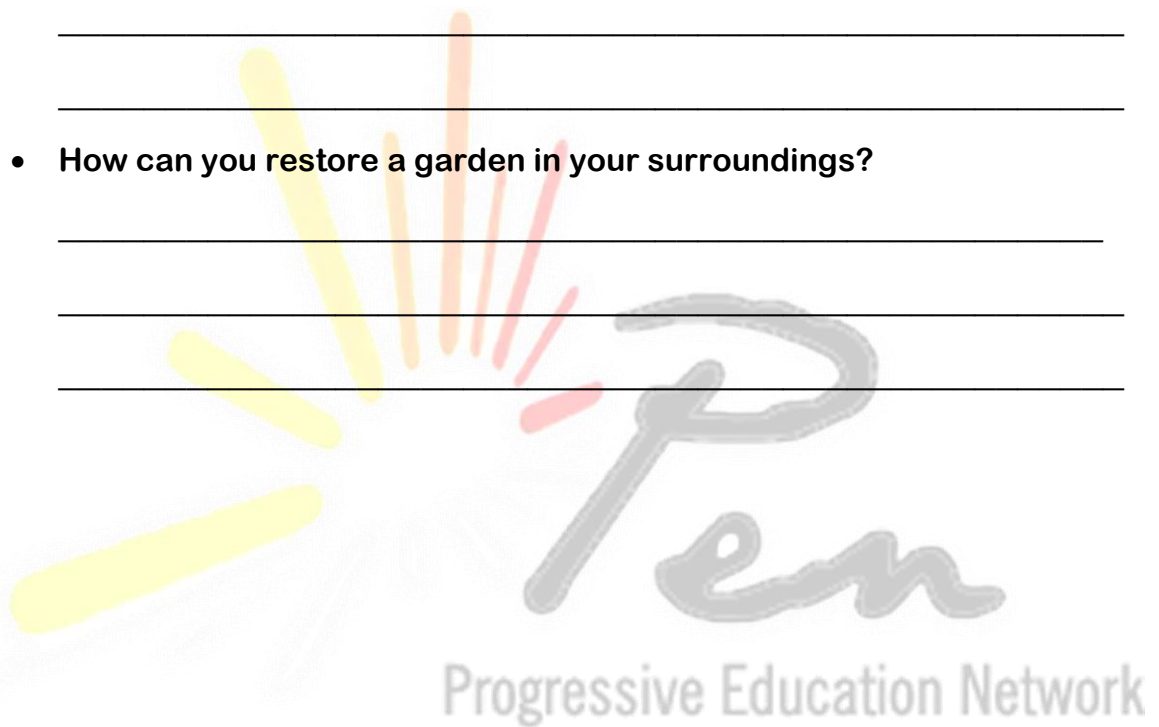


Unit 4. Unforgettable Moments of My Life

- What happened to the grandfather's farmhouse?

- How did the writer restore his grandparent's farmhouse?

- How can you restore a garden in your surroundings?



Unit 5. Amazing Planet:

- Explain the feelings of the Earth in your own words.

- Which problems are being faced by our Earth? Write some of them.

- How can we keep our environment clean? Discuss.



Unit 6. A Fit and Healthy Life

- Why did the school invite Dr. Haroon?

- What did Dr. Haroon tell the children about keeping personal hygiene?

- Why is junk food unhealthy? Discuss.

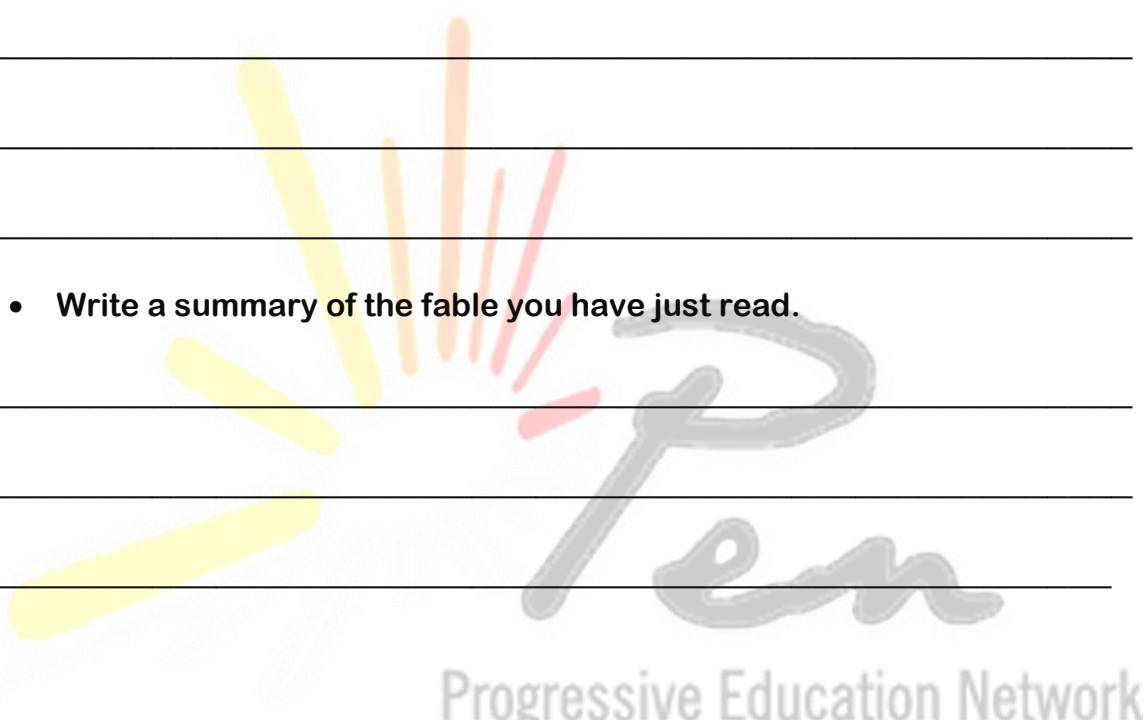


Unit 7. What Goes Around, Comes Around

- Why does the frog tie his foot to the mouse's foot?

- What happened at the end of the story?

- Write a summary of the fable you have just read.

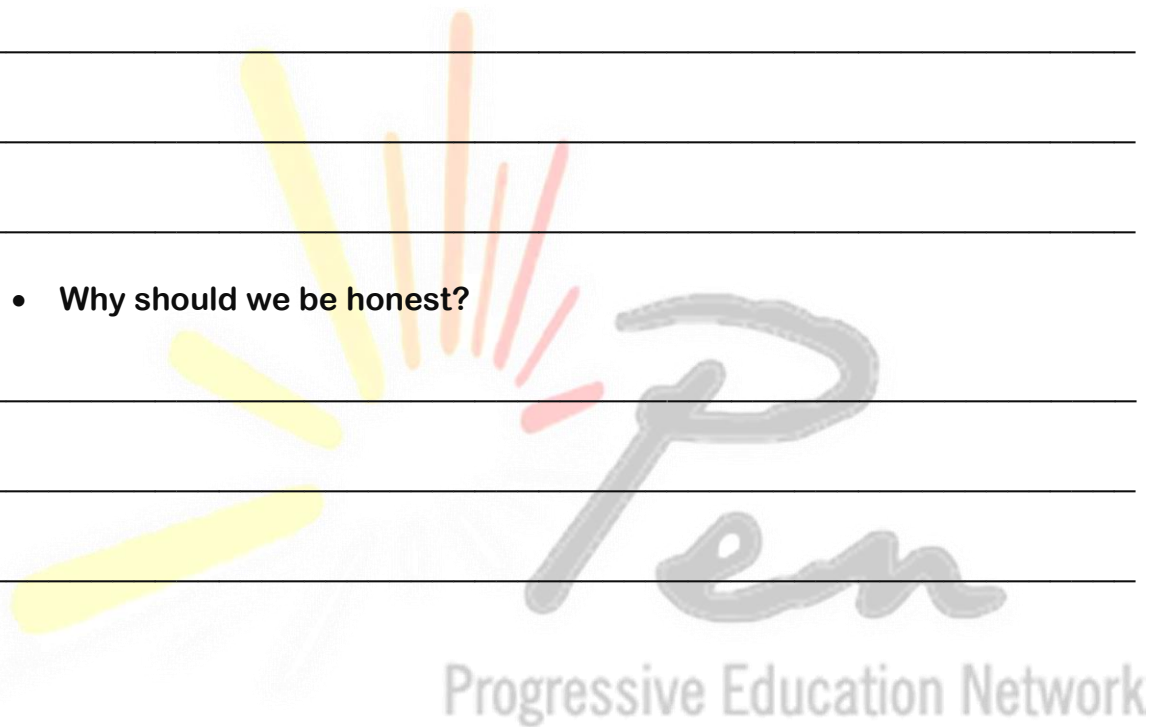


Unit 8. Do what's Rights

- What things did Raffay want to buy with the money?

- What two things had Raffay's teacher told him to do?

- Why should we be honest?



Unit 9. Patriotism

- What is a nation's strength?

- What is the message of the poem in your opinion?

- Why is education important for any country?

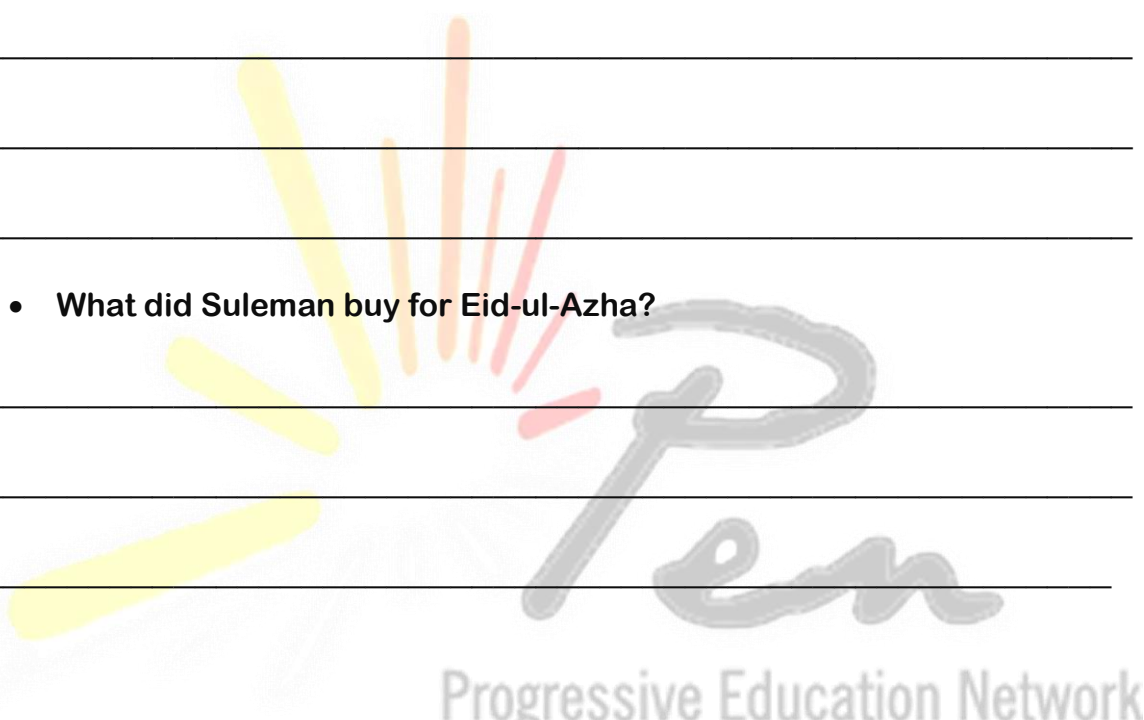


Unit 10. Eid-ul - Azha

- When do Muslims celebrate Eid-ul-Azha?

- How do you celebrate Eid-ul-Azha?

- What did Suleman buy for Eid-ul-Azha?



Unit 11. Let's Be Helpful

- Why was Sara not happy?

- What is a fun fair?

- Why should we always help others?



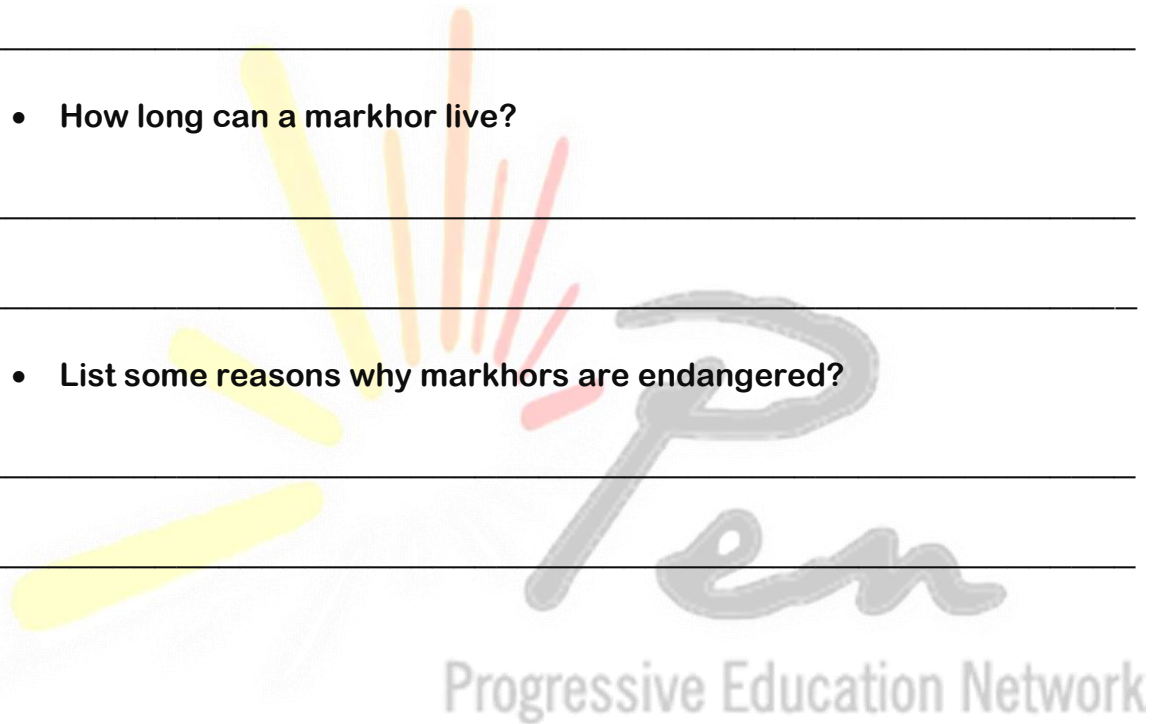
Unit 12. Our National Animal

- What do markhors eat?

- How long are the horns of a markhor?

- How long can a markhor live?

- List some reasons why markhors are endangered?

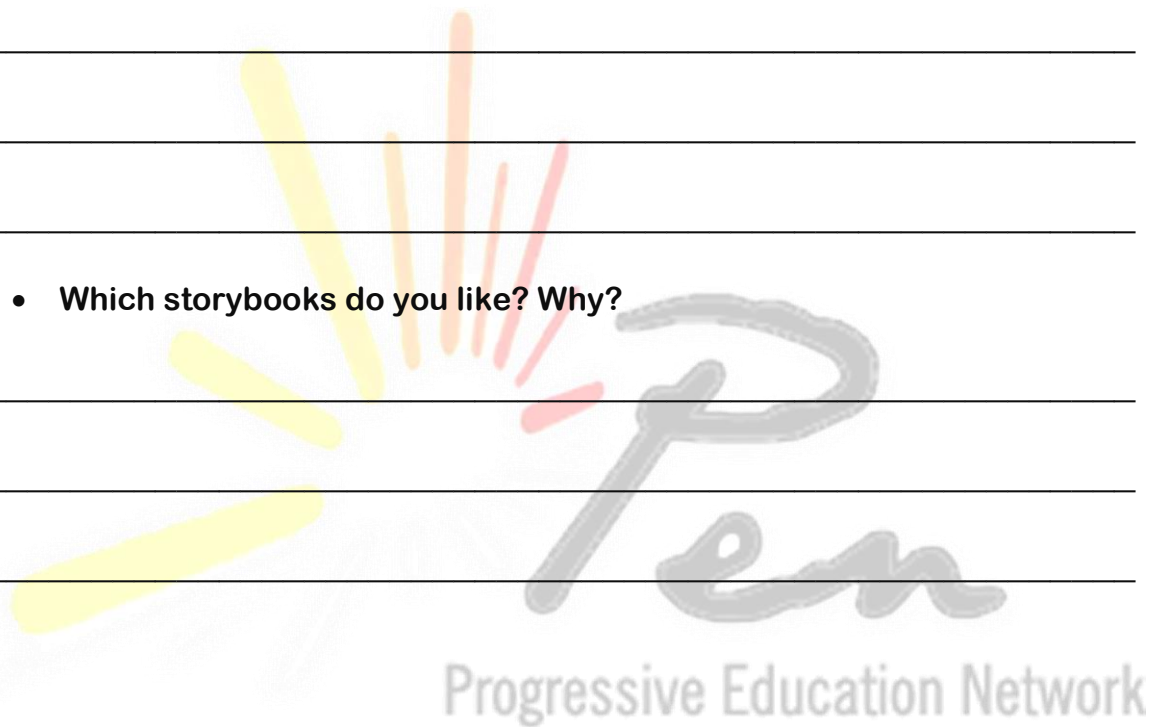


Unit 13. When Something Went Wrong

- What was wrong with the parcel?

- What type of stories does Hafsa like to read?

- Which storybooks do you like? Why?

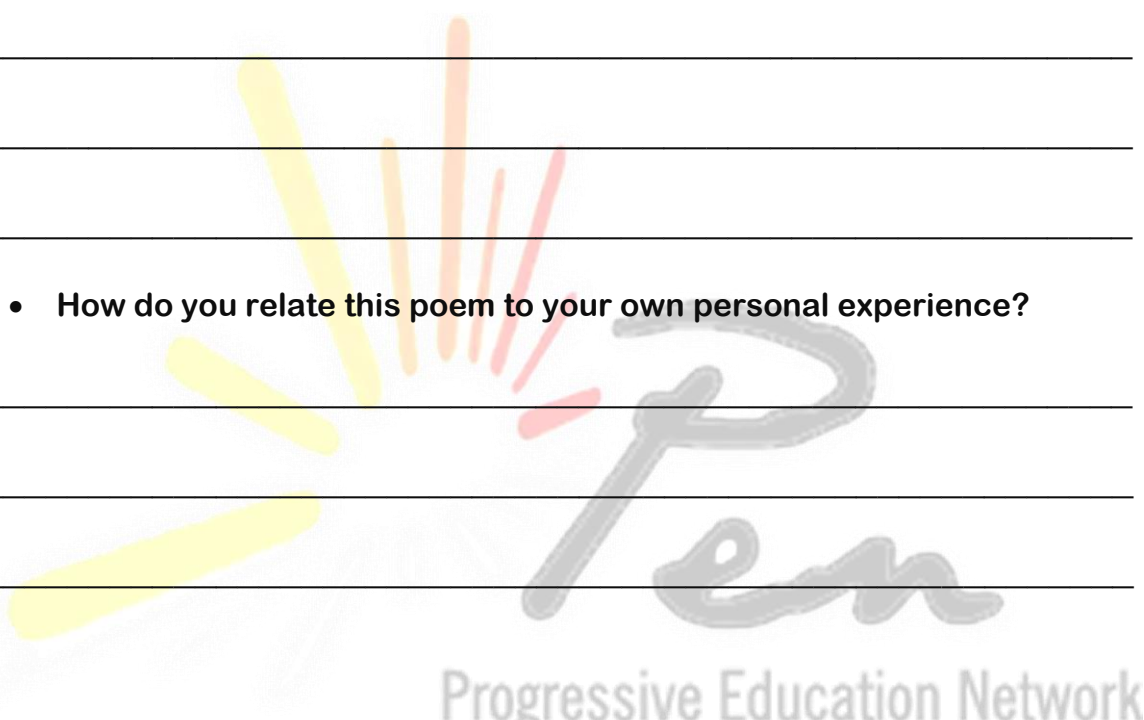


Unit 14. Together We Live

- What lesson did the kittens learn?

- Why is fighting a bad thing? Discuss.

- How do you relate this poem to your own personal experience?





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