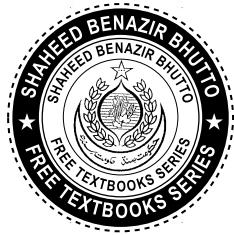




# *My* **English** **Book 5**



**SINDH TEXTBOOK BOARD,  
JAMSHORO**

Printed by:  
**Paramount Printing Press, Karachi.**  
Karachi.

## FOR FREE DISTRIBUTION

### All rights reserved with the Sindh Textbook Board, Jamshoro.

Prepared and produced by the Sindh Textbook Board in collaboration with Society of Pakistan English Language Teachers (SPELT) and prescribed by the Education & Literacy Department, Government of Sindh for schools in the Province of Sindh. Reviewed & approved by Bureau of Curriculum & Extension Wing Jamshoro, Education & Literacy Department Govt. of Sindh

#### Patron In-chief

Pervaiz Ahmed Baloch

Chairman, Sindh Textbook Board, Jamshoro

#### Author

Prof. Fatima Shahabuddin

#### Consultants and Co-ordinators

Prof. Zakia Sarwar (H)

Abdul Fahim Noonari

Abdul Wadood

#### Reviewers

Prof. Fatima Shahabuddin

Prof. Syed Qalandar Shah

Prof. Ghulam Ali Buriro

Dr. Habibullah Pathan

Sayed Saleh Muhammad Shah

Sudheer Ahmed Memon

Mr. Masood Ahmed Qureshi

Mr. Abdul Fahim Noonari

Mr. Imtiaz Ali Bughio

Mr. Aftab Ahmed Charan

Mr. Ayaz Muhammad Shah

Mohsin Tijani

#### Section Head

Mr. Yaseen Piyar Ali Bung

#### Proof Reader

Faraz Yousuf Shaikh

#### Editors

Masood Ahmed Qureshi

Abdul Fahim Noonari

#### Layout & Design

Muhammad Imran

Muhammad Asif Sheikh

Printed at: **Paramount Printing Press, Karachi.**

# CONTENTS

## UNIT 1 Helping Others

### SKILL IN FOCUS / STUDY OBJECTIVES

1.1 Oral Communication: After the holidays	1
1.2 Reading: I'll help you	2
1.3 Writing: (Making a Rillee)	9
1.4 Grammar Noun, Present Continuous Tense and Contractions	11
1.5 Study Skills: Dictionary Skills	16
1.6 Fun: The Zoo	18

## UNIT 2 Responsibility

### SKILL IN FOCUS / STUDY OBJECTIVES

2.1 Oral Communication: Going to the Shop	20
2.2 Reading: Pottery Making	21
2.3 Writing: Sentences	26
2.4 Grammar: Noun, Gender, Modal verb, Past Continuous Tense, and Prepositions	29
2.5 Study Skills: Dictionary Skills	35
2.6 Fun : Twins (Poem)	36

## UNIT 3 Importance of Female Education

### SKILL IN FOCUS / STUDY OBJECTIVES

3.1 Oral Communication: Making a Mask	38
3.2 Reading: The story of Zahra	39
3.3 Writing: Guided Paragraph	45
3.4 Grammar: Adjective, WH Question, and Articles	49
3.5 Study Skills: Vocabulary and Dictionary Skills	56
3.6 Fun: I wish 'Poem'	57



**FOR FREE DISTRIBUTION**

## **UNIT 4** Truthfulness

**SKILL IN FOCUS / STUDY OBJECTIVES**

4.1 Oral Communication: In a classroom	58
4.2 Reading: The sad story of my Peacock	59
4.3 Writing: Story	64
4.4 Grammar: Verb, Adjective, Conjunction	68
4.5 Study Skills: Vocabulary and Dictionary Skills	76
4.6 Fun: Pretending (Poem)	77

## **UNIT 5** My Country

**SKILL IN FOCUS / STUDY OBJECTIVES**

5.1 Oral Communication: Homework	78
5.2 Reading: Flood, Blessing and Disguise	79
5.3 Writing: A Letter	86
5.4 Grammar: Pronoun, Adjective, Punctuation	89
5.5 Study Skills: Vocabulary and Dictionary Skills	95
5.6 Fun: Our National Flag	96



## Introductory Notes for Teacher

This book is written for students of class V; efforts have been made to use language in contexts which are meaningful for them. However, a language is best learnt if used in a natural way, so make sure you provide ample opportunities to the students to communicate with one another. One way in which you can do this is to give students more practice on the pattern of exercises given in each section.

This book has five units. Each unit has six sections; each section states the objectives of that section at the beginning. Hence, make every effort to ensure that the students master the skills as stated in each section. Footnotes have been provided wherever necessary to assist you to conduct an activity and, where needed to provide additional support to students. Answers to some of the exercises have also been provided on the back pages for your reference and help.

### Section 1: Oral Communication (Listening / Speaking)

1. This section is meant for oral practice only; make sure that all the students are involved in orally practicing these dialogues.  
(i) listening (ii) speaking (iii) dialogue delivery.
2. Students can gain confidence through practice/drilling. Encourage students to practise these dialogues by substituting names, places, activities, etc.

### Section 2: Reading

1. The aim of this section is twofold: one, silent reading, to enable students comprehend the text and do the given exercises; two, reading aloud, to gain oral fluency, confidence, and to learn to pronounce words correctly.
2. Hence, in all the reading sections of this book, guide and encourage students to (a) read silently for comprehension (b) use pre-reading strategies (pictures/ titles/ headings/ etc.) to predict content, (c) read aloud with correct pronunciation and (d) apply punctuation rules in reading, i.e. they should pause very briefly every time there is a comma, and pause for a longer period every time there is a full stop, question mark, or mark of exclamation (count one for a comma and up to four for the others).
3. Remind the students continuously about these various techniques so that these become a part of their reading habit.
4. **Pre-Reading:** Before asking students to read the text, ask them some questions to activate their mind. This will make it easier for the students to understand the text as their prior knowledge about the topic will be activated.
5. **While-Reading:** When asking students to read silently assign them a task: exercise 1 in all the reading sections. The purpose of this is twofold: one, to ensure that the students have a purpose for reading; two, they get a general understanding about the text.

## FOR FREE DISTRIBUTION

6. **Post-Reading:** Most of the reading activities are based on comprehension; hence they require minimal writing. Ensure that the students understand the text; do not provide the answers, encourage and guide them to read and understand the text and find the answers. Some of the questions have been added in each reading section to help them relate the reading text to their life and experiences.

### Section 3: Writing

1. The main aim of this section is to develop the students' writing skills. It is, therefore, extremely important that enough time is devoted to developing these skills effectively.
2. In order to enable learners become good users of the language, in all the writing tasks that they do, even when they write answers to questions, make sure that they use (a) the correct spellings (b) the correct punctuation and capitalization rules (c) the proper word order (d) the appropriate, tenses, pronouns, and vocabulary.

### Section 4: Grammar

1. The main aim of this section is to present grammatical structures to students in real life situations so that they learn not only the form but also the usage.
2. Before asking the students to do the grammar exercises, explain the rules to them. Even if they have been taught the rules previously, repeat them to ensure that all students understand and follow the rules.
3. In addition to the exercises given in the book, try and make the students use the learnt structures in as many situations as possible.

### Section 5: Study Skills

Besides teaching learners how to read, write, and speak a language, it is also important to make them independent learners of a language by teaching them other skills. Hence, this section focuses on developing certain study skills, like dictionary skills, vocabulary enhancement, and creativity.

### Section 6: Fun

Language is about listening, speaking, reading, and writing but it also a source of fun and enjoyment. This section is about giving learners a chance to enjoy language and have fun with it. Hence, allow students to enjoy language by expressing themselves freely, reading aloud, acting, drawing, etc. This part of the unit should not be tested or assessed for grading but should give freedom to students to have fun with using English.





## Helping Others

### 1.1 ORAL COMMUNICATION

*Students will be able to use language verbally to:*

- i. Greet each other;
- ii. Exchange social courtesies.

#### Dialogue: After the Holidays

**Yasmin:** Hello Saba! How are you?

**Saba:** I am fine. Thank you.  
What about you?

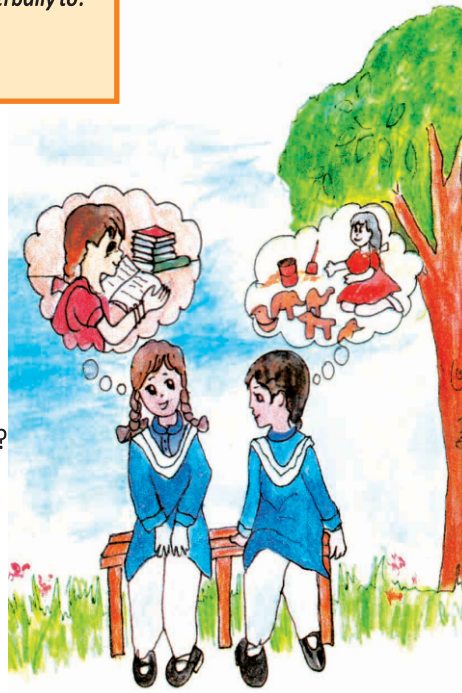
**Yasmin:** I'm fine. How were your holidays?

**Saba:** They were great fun. I read a lot of stories.  
What did you do in the holidays?

**Yasmin:** I learnt to make clay toys.

**Saba:** That's nice! May be, I'll learn to make clay toys from you. .

**Yasmin:** You are welcome.



**Note for Teachers:** Encourage students to repeat the dialogue to each other. For practice change names, places and activities in the dialogue. After enough practice ask pairs to come up and repeat the dialogue.



**Students will learn how to:**

- i. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title etc. by using prior knowledge;
- ii. Identify and recognize the functions of pronouns and transitional devices;
- iii. Locate information to answer short questions;
- iv. Describe characters;
- v. Express their preferences, citing reasons.

**Pre-reading**

**Teacher's Guidelines:** Ask the students questions like:

- i. Do you like animals?
- ii. Name some animals that you like.
- iii. Why do you like animals?



**Note for Teachers:** After asking on it questions, tell the students to open their textbooks, look at the picture and guess who or what the story is about. Also ask them to do exercise 1 while they are reading the text.



## I'll Help You

Memna was a soft, white little lamb. One day, she wanted to drink some water, so she went to the nearby pond. Suddenly, Jabir, the big, bad wolf, came along.



**Jabir:** What are you doing Memna?

**Memna:** I'm very thirsty. I'm drinking water.

**Jabir:** This is my pond and my water. You're drinking my water.

**Memna:** No, it's everybody's pond and everybody's water.

**Jabir:** No, no! it's all mine. I'll punish you for drinking from my pond.  
I'll come back to eat you in the evening.

Poor Memna felt very sad and frightened. She was sitting on the doorstep of her house and crying softly. The fluffy, black cat, Mano, passed by.

**Mano:** Why are you crying, Memna?

**Memna:** The big, bad wolf is angry on me.  
He's coming to eat me in the evening.

**Mano:** Don't worry. I'll help you.



## FOR FREE DISTRIBUTION

Mano went inside and sat comfortably on the chair.

### 1.2 READING

Memna kept on crying. The fat, brown dog, Moti, passed by.



**Moti:** Why are you crying, Memna?

**Memna:** The big, bad wolf is angry with me. He'll come to eat me in the evening.

**Moti:** Don't be upset. I'll help you.

He went inside and quietly hid behind a chair. Memna was still crying.

Kumet, the big, red horse, passed by.

**Kumet:** Why are you crying, Memna?

**Memna:** The big, bad wolf is coming to eat me in the evening.

**Kumet:** Don't cry. I'll help you.



He went and calmly stood near the pond.

In the evening, the wolf came to Memna's house.

**Jabir:** Ha! Ha! Ha! Where are you Memna? I've come to eat you.

Jabir went past the chair and Mano scratched his face badly. He ran to the door and Moti bit him sharply on the ear. He quickly ran outside but Kumet gave him a great big kick and the wolf fell into the pond and drowned.



Memna came out smilingly behind the-bushes.

**Memna:** Thank you, Mano, Moti and Kumet. Thank you all very much.

**Mano:** My pleasure.

**Moti:** You are welcome.

**Kumet:** That's all right.

So, Memna, Mano, Moti, and Kumet all lived happily ever after and drank from the pond whenever they were thirsty.

**Note for Teachers:** (1) Divide students in pairs and ask them to tell the story to each other. (2) Divide them into groups of five and give them the dialogues of Memna, Mano, Moti, Kumet and Jabir. You can make paper masks and role play. (3) While the students are reading loudly or role playing the dialogues, focus on their pronunciation and guide the students at that time or later.

**FOR FREE DISTRIBUTION**

**While Reading**

**1.2 READING**

**Exercise 1:** Read the text and write down the names of all the characters in the story.

**Post Reading**

**Exercise 2:** Read the text and fill in the blanks.

**Example:** Memna was a soft, white lamb.



Mano was a \_\_\_\_\_.

Kumet was a \_\_\_\_\_.

Jabir was a \_\_\_\_\_.

Moti was a \_\_\_\_\_.

**Exercise 3:** Read the text carefully and write down the names of the characters who said these words.

**Example:** No, no! It's all mine. Jabir



Don't be upset. I'll help you. \_\_\_\_\_

Don't cry. I'll help you. \_\_\_\_\_

Don't worry. I'll help you. \_\_\_\_\_

The big, bad wolf is coming to eat me. \_\_\_\_\_

I've come to eat you. \_\_\_\_\_



**Exercise 4:** What do the following words refer to in the text?

Write in the blanks as shown in the example

**Example:** In line 1 **“she”** refers to Memna.

1. In line 5, **my** refers to \_\_\_\_\_
2. In line 7, **I** refers to \_\_\_\_\_
3. In line 8, **you** refers to \_\_\_\_\_
4. In line 14, **I** refers to \_\_\_\_\_
5. In line 18, **he** refers to \_\_\_\_\_
6. In line 29, **him** refers to \_\_\_\_\_



**Exercise 5:** Read the text and answer the following questions.

1. How many characters are there in the story?
2. Which ones are the good characters?
3. Which one is the bad character?
4. Which character is sad in the story?
5. Which character(s) do you like and why?



**Exercise 6:** Read the text and write three sentences about each character (there are 5 characters in the story). The first one has been done as an example.

**Example:** Jabir was a big, bad wolf. He wanted to eat Memna. He drowned in the pond.

**Note for Teachers:** (1) Divide students in pairs and ask them to tell the story to each other. (2) Divide them into groups of five and give them the dialogues of Memna, Mano, Moti, Kumet and Jabir. You can make paper masks and role play. (3) While the students are reading loudly or role playing the dialogues, focus on their pronunciation and guide the students at that time or later.



*The writing tasks in this unit should enable students to:*

- i. Write sentences using correct punctuation, spelling, and capitalization;
- ii. Use reading texts as models for their own writing ;
- iii. Recognize that in a paragraph, sentences join to make sense in relation to each other through transitional devices.

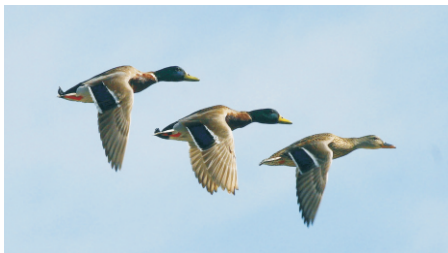
**Exercise 1:** In the example given below see how the words are arranged to form a sentence. Notice the position of things, places, and verbs used. Also notice that the first word in a sentence begins with a capital letter and the sentence ends with a full stop.

**Example:** across the field is running the cow

**The cow is running across the field.**

Now re-arrange the order of the words given below into proper sentences. Remember that a sentence begins with a capital letter and ends with a full stop.

1. are chasing some boys a cow
2. is climbing one boy the tree
3. women under the tree are sitting
4. the crop the farmer is cutting
5. are flying the birds in the sky



**Note for Teachers:** Exercise 1 above is given to help students understand the correct order of words. This is a common difficulty for Pakistani students. You can make many more such sentences yourself, taking them from any text.

## Making a Rillee

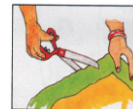
## 1.3 WRITING

**Zeenat:** Hello, Seema! What are you doing?

**Seema:** I'm helping my grandmother in making a rillee.

**Zeenat:** How do you do that?

**Seema:** First, we gather pieces of cloth. Then, we think of a pattern for the rillee. After that, we cut the pieces of cloth and stitch them together. See, grandmother is cutting them.



**Zeenat:** Yes, she's cutting them in different shapes.

**Seema:** And Mummy is stitching the pieces together.



**Zeenat:** Oh! this looks pretty.

**Seema:** Next, we'll stitch the back cover and spread some old cloth on it. Finally, the two covers will be stitched together.

**Zeenat:** You must show me the rillee when it is complete.



## FOR FREE DISTRIBUTION

### 1.3 WRITING

**Exercise 2:** Read the text Making a Rillee and write the steps of making a rillee. The first one has been done for you.

1. The first thing that people do for making a rillee is to gather pieces of cloth.
2. Then, they \_\_\_\_\_
3. After that, \_\_\_\_\_
4. Next, \_\_\_\_\_
5. Finally, \_\_\_\_\_



**Exercise 3:** Ask your mother, sister or anyone else at home how you can make tea following the five steps. Write down these steps as done in the model above. Share your steps with your friends to see if you have the same or different steps.

**Note for Teachers:** Ask some students to act the different steps in making a rillee. Then let the class guess which task each student is performing.

You can also focus one lesson on using words like 'First', 'then', 'after', 'next', 'finally' for further practice by using examples of making other things.



*In this section, students will practise some of the grammar items learnt previously and learn some new ones, including:*

- i. Classification of common and proper nouns ;*
- ii. Using the present continuous tense ;*
- iii. Contractions used in English .*

### Common Noun and Proper Noun

**Exercise 1:** Names of persons, cities, countries, and many other things that always begin with a capital letter. They are called **proper nouns**. e.g. Salma, Lahore, Pakistan, James, Paris, France. Names which common to groups, classes, or to a large number of things do not begin with capital letters are called **common nouns**. e.g. girl, river, car, tiger, shopkeeper. Read the text "I'll Help You" and find out the proper nouns and their common nouns in the story and write them below.

1. Proper noun: Jabbir                      Common noun: wolf
2. Proper noun: \_\_\_\_\_                      Common noun: \_\_\_\_\_
3. Proper noun: \_\_\_\_\_                      Common noun: \_\_\_\_\_
4. Proper noun: \_\_\_\_\_                      Common noun: \_\_\_\_\_
5. Proper noun: \_\_\_\_\_                      Common noun: \_\_\_\_\_



## 1.4 GRAMMAR

**Exercise 2:** Fill in the following blanks with correct proper nouns and common nouns. Remember to use capital letters for proper nouns. The common nouns that you can use are given in the box below:

boy girl tree river city sea

1. Proper noun: \_\_\_\_\_ Common noun: *girl* \_\_\_\_\_
2. Proper noun: *Naeem* \_\_\_\_\_ Common noun: \_\_\_\_\_
3. Proper noun: \_\_\_\_\_ Common noun: *city* \_\_\_\_\_
4. Proper noun: *Arabian* \_\_\_\_\_ Common noun: \_\_\_\_\_
5. Proper noun: \_\_\_\_\_ Common noun: *boy* \_\_\_\_\_
6. Proper noun: *Indus* \_\_\_\_\_ Common noun: \_\_\_\_\_



## Present Continuous Tense

### 1.4 GRAMMAR

**Exercise 3:** Match the number in the inner circle with the number in the outer circle and find out who each child is and what each child is doing. Then write sentences about each child and his or her activity, as shown in the example.

**Example:** Number 8 in the inner circle is Najma.  
Number 8 in the outer circle is skip.

**Sentence:** Najma is skipping.



**Note for Teachers:** Explain to students what they have to do. Encourage them to read and understand the instructions, at the beginning of the exercise.



**Exercise 4:** Now look around in your classroom and write five sentences about what is happening.

Example: The teacher is writing on the black board.

**Contractions**

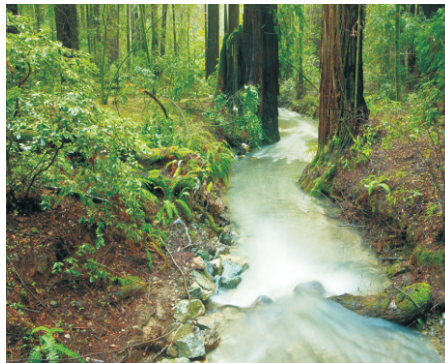
**Exercise 5: Do you know?**

It + is = it's

they + will = they'll

Match the two words with their short form in the columns below. Notice that an apostrophe (') is used in place of the alphabets that are dropped in the short form.

it will	he's
I am	don't
that is	I've
I will	<b>it'll</b>
do not	we'll
I have	he'll
we are	she's
he will	I'll
we will	you're
he is	I'm
you are	that's
she is	we're



**Note for Teachers:** Explain the writing of the contraction form on the blackboard first. Also explain them that in formal writing full form is used instead of contraction.



**Exercise 6:** Fill the blanks in the following dialogues with the correct short forms. You can choose the short forms from the ones given in Exercise 4.

**David:** When are you going to Larkana?

**Saeed:** \_\_\_\_\_ be going there tomorrow.

**David:** Have you packed your things?

**Saeed:** \_\_\_ asked my mother to do so. \_\_\_ also going. In fact, \_\_\_ all going.

**David:** What will you do with your goat?

**Saeed:** \_\_\_\_\_ be kept in my uncle's yard.

**David:** When will you come back?

**Saeed:** I \_\_\_\_\_ know. \_\_\_\_\_ probably come back after two weeks. But my brother has only one week's holiday, so \_\_\_\_\_ come back earlier.

**David:** \_\_\_\_\_ so lucky. \_\_\_\_\_ go to Sialkot next year with my mother to visit grandfather.



**Note for Teachers:**

Once the students have completed the exercise. Divide them in pairs and ask them to role play. First, one student should take the role of David and the other of Saeed. Once they have completed they should switch roles and repeat the dialogues. Remind students to speak softly so that they do not disturb others.

**Dictionary Skills**

Words in a dictionary are in ABC order. This is called alphabetical order. To put words into the correct alphabetical order, you sometimes need to look at the second or third letter along with the first letter of words.

**Exercise 1:** Read the text “I’ll Help You” and copy words beginning with the letter M or m.

_____	_____	_____
_____	_____	_____
_____	_____	

**Exercise 2:** Now place these words in an alphabetical order in the space provided below. The first word has been filled in for you.

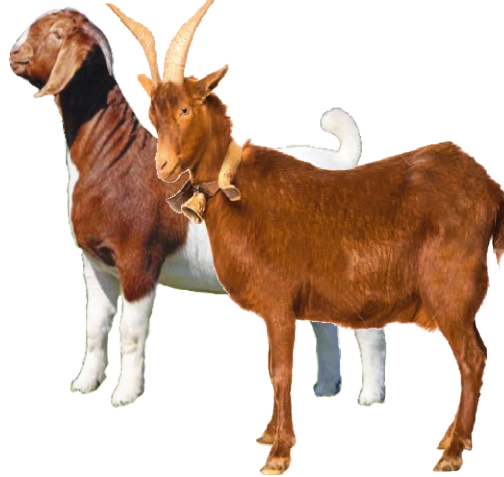
1. **Mano** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## Vocabulary

**Exercise 3:** Make as many words as you can with the word:

goats



**Example:** go, at

**Exercise 4:** Put all these words in an alphabetical order. You may sometimes need to look at the second or the third letter as well.

**Exercise 5:** Use as many of these words as you can in your own sentences.

1. I **go to** school every day.
2. I **go to school at** seven o'clock.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

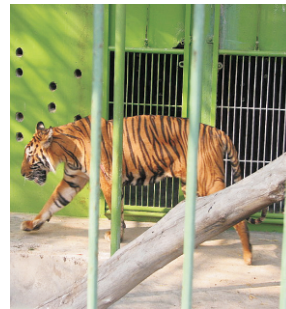
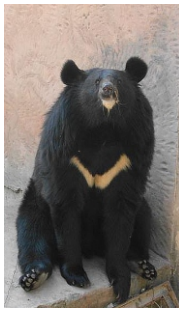
**Note for Teachers:** This type of exercise can be used for language practice in many ways: building vocabulary, learning dictionary skills, and providing word cues for writing practice. Use any other word(s) for further practice whenever students have any free time. You can also give this kind of exercise for homework, either by giving them a word or asking them to pick any word from their reading text.

## The Zoo

It's so much fun in the city,  
 There is such a lot to do;  
 But best of all I think I like  
 The animals in the Zoo.



There are lions, tigers and black bears,  
 And elephants you know;  
 As long as they are in a cage,  
 I'm not afraid to go.



**Exercise 1:** Recite the poem aloud. Draw an animal that you like and colour it.  
 Tell the class what animal it is and why you like it.



**Exercise 2: Tongue twisters**

1. She sells sea shells by the seashore.
2. I wish you were a fish in my dish.
3. Two tiny tigers take two taxis to town.



**Note for Teachers:** This section is for fun. Let the students enjoy it.

**Exercise 1:** Ask the students to recite the poem and draw a picture on the theme. make them to colour the picture and talk about it.

**Exercise 2:** Tongue twisters are fun for children. They are also a challenge for them. Our children in Pakistan like learning things by heart and tongue twisters provide that opportunity and they are fun. Encourage children to learn the tongue twister by heart. Then ask them to say it aloud without making a mistake. Next, ask them to increase their speed each time they say the tongue twister and to do it as fast as they can without making any mistake.



## Responsibility

### 2.1 ORAL COMMUNICATION

**Students will be able to use language verbally to :**

- i. Lead and follow.
- ii. Make requests.
- iii. Respond to requests.

#### Going to the Shop: Asking for things.

**Mohni:** Let's go to the shop, Rani.

I want to buy a story book.

**Rani:** OK. Let's go.

I want to buy a paint box.

**Shopkeeper:** Can I help you?

**Mohni:** Yes, please. May I have that English story book?

**Shopkeeper:** Here you are. This one costs fifty rupees.

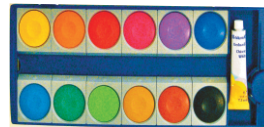
**Rani:** Can I have that big paint box, please?

**Shopkeeper:** Here you are. This is also for fifty rupees.

**Rani:** Thank you. Here's the money for the paint box.

**Mohni:** Here is the money for the story book.

**Shopkeeper:** Thank you. Enjoy your reading and painting.



**Note for Teachers:** Set up a shop with books, pencils, paint boxes, and any other items that the children have got. First, practice the dialogue as it is, then change names and objects and prices. Encourage the students to role play as shopkeeper and customers.

**Students will further practise reading techniques learnt in earlier units and learn some new ones, including:**

- i. Understanding the function of pronouns;
- ii. Locating information to answer short questions;
- iii. Providing missing information in a gapped summary;
- v. Use pre-reading strategies to predict the content/vocabulary of the text from picture and title etc. by using prior knowledge.

### Pre-reading

**Teacher's Guidelines:** Ask students some of the following questions to activate their prior knowledge:

- a) What do you want to be when you grow up?
- b) Can you think of some other professions?
- c) What kind of work do people in the villages do?

### Reading Text

## Pottery Making

My aunt Sadori and uncle Jumman are potters. One day, I went to visit them. When I got there, I saw that aunt Sadori was shaping a pot on a wheel. She was pushing the wheel. It went round and round. While the wheel was moving, she shaped the pot with both hands. It was fun to watch her smooth and lovely movements. After making each pot, she put it out in the sun to dry.



**Note for Teachers:** Follow the reading guidelines given in the initial pages of this book. Ask students to do exercise 1 while reading the text.





Some pots and bowls were drying outside in the sun. My cousin Sara was sitting under the Neem tree nearby. She was making patterns on a bowl with a pointed bone. She said, "Hello Raja, I'll come and play with you for a while. I have to make the pattern before this bowl is completely dry."

My cousin Saleh said, 'I also want to play with you. But first I must colour the vase.'

Uncle Jumman said, 'Okay, I'll take Raja to see our kiln in the meantime.' The kiln was outside. It was about eight feet high and twenty feet wide.

A little smoke was coming out from the kiln.

Uncle Jumman said, 'Raja, do not go too near the kiln. It is very hot.'

I said, 'What's inside it?'

Uncle Jumman replied, 'The pots are baking inside. They'll bake for three days.

Then we'll take them to the market.'

We were standing near the kiln when I saw Alam.



He was coming towards us with his donkey.

## 2.2 READING

I asked uncle Jumman, 'What is Alam bringing?'

He said, 'Alam is bringing some clay. Tomorrow I'll make some paste from the clay and then your aunt will make some pots, vases, and toys.'




### While Reading

**Exercise 1:** Read the text and write down the names of all the people in the story.



**Exercise 2:** Read the text and match column A with B.

A	B
Raja	was making patterns with a pointed bone.
Aunt Sadori	went to visit his aunt and uncle.
Saleh	was coming with his donkey.
Sara	was painting a vase.
Alam	was shaping a pot on a wheel.



**Exercise 3:** Read the text and complete the sentences to show how uncle Jumman and his family made pottery.

**Example:** First, Alam brought some clay on the donkey.

1. **Then**, uncle Jumman made some \_\_\_\_\_
2. **Next**, aunt Sadori shaped the \_\_\_\_\_
3. **After that**, she put the pots in the \_\_\_\_\_
4. **Then**, Sara made some \_\_\_\_\_
5. **After that**, Saleh coloured \_\_\_\_\_
6. **Finally**, uncle Jumman put \_\_\_\_\_

## 2.2 READING

**Exercise 4:** Complete the sentences given below. Remember to use the capital letter at the beginning of the sentences and articles 'a' or 'an' before a noun, where needed.

**What things are needed to do the following?**

**Example:** Clay is needed to make the paste.

1. \_\_\_\_\_ to bring the clay.
2. \_\_\_\_\_ to shape the pots.
3. \_\_\_\_\_ to draw patterns.
4. \_\_\_\_\_ to colour the vases.
5. \_\_\_\_\_ to bake the pots.



**Exercise 5:** What do the following words refer to in the text?

**Example:** In line 4, **She** refers to aunt Sadori.

1. In line 9 '**she**' refers to \_\_\_\_\_
2. In line 1 '**My**' refers to \_\_\_\_\_
3. In line 7 '**She**' refers to \_\_\_\_\_
4. In line 13 '**I**' refers to \_\_\_\_\_
5. In line 13 '**you**' refers to \_\_\_\_\_
6. In line 17 '**It**' refers to \_\_\_\_\_
7. In line 24 '**We**' refers to \_\_\_\_\_



## 2.3 WRITING

*The writing techniques learnt earlier and the writing tasks in this unit should enable students to:*

- i. Write sentences using correct punctuation, spelling, and capitalization ;*
- ii. Write short informal invitations for a variety of purposes (purpose, date, time, venue and name and address of sender) ;*
- iii. Reply: accepting/declining an invitation .*

**Exercise 1:** Rearrange the words given below to form correct sentences.  
Remember to use capital letters, full stops, and commas.

**Example:** cartoons Sana watching was  
Sana was watching cartoons.

1. onions and salma was cutting tomatoes potatoes
2. some plates cups spoons was mother washing and
3. a doll with rani was playing
4. erasers bag and pencils was putting masood in books his
5. bananas and biscuits was eating yamin toffees



**Note for Teachers:** See guidelines on writing in the initial pages of this book.



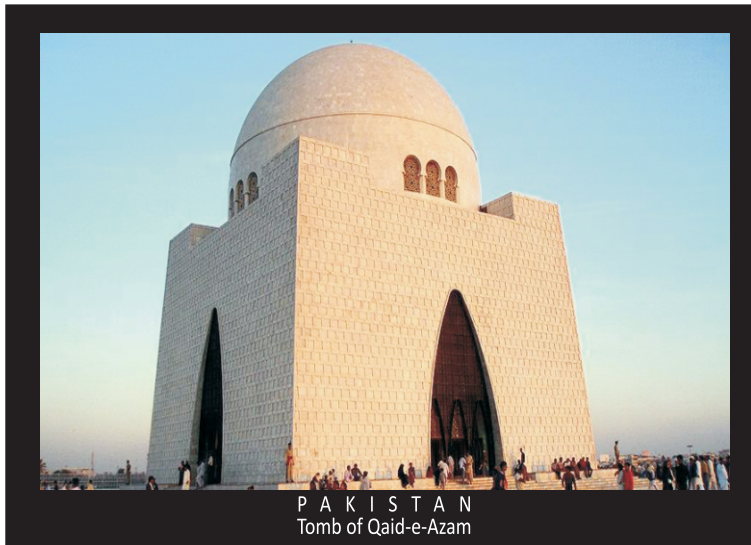
## 2.3 WRITING

**Exercise 2:** Look at the following invitation from Sadaf to her friend:

*Dear Kiran,*  
*I would like to invite you for lunch at my place.*

*Purpose: To celebrate my brother's success in his BA exams*  
*Day: Sunday*  
*Date: March 2nd, 2017*  
*Time: 1:00 pm*  
*Venue: My house*

*Sadaf Iqbal*  
*74/A Capri Town*  
*Sulabad, Karachi.*  
*Phone number: 02134 2730987*



Based on the above pattern, write an informal invitation to your cousin inviting him/her to lunch at your house to celebrate your sister's engagement.

Draw an invitation card in your notebook. Make it colourful by adding pictures or drawing something and colouring it.



## 2.3 WRITING

**Exercise 3:** Your cousin is not able to come and he /she sends you the following brief reply. Fill in the blanks to complete his/her reply to the above invitation.

Dear \_\_\_\_\_,

Thank \_\_\_\_\_ for your \_\_\_\_\_. I am \_\_\_\_\_ I cannot \_\_\_\_\_ as I have my exams on \_\_\_\_\_. Please congratulate your \_\_\_\_\_ on her \_\_\_\_\_.

Best wishes.

\_\_\_\_\_

**Exercise 4:** Your cousin accepts your invitation and he/she sends you the following brief reply. Fill in the blanks to complete his/her reply to the above invitation.

Dear \_\_\_\_\_,

Thank \_\_\_\_\_ for your \_\_\_\_\_. I am happy to know about your sister's \_\_\_\_\_. I will be happy to come to your \_\_\_\_\_ for \_\_\_\_\_ on \_\_\_\_\_.

Best wishes.

\_\_\_\_\_

**Exercise 5:** Imagine you are Kiran who has been invited by Sadaf to lunch. Write a brief reply to tell Sadaf that you cannot come because you have fever.

**Exercise 6:** Imagine you are Kiran who has been invited by Sadaf to lunch. Write a brief reply to tell Sadaf that you will come.

**Note for Teachers:** Explain to students the difference between accepting and rejecting an invitation. Tell them that they can fill the gaps in exercises 3 & 4 from the invitation that they have written in exercise 2.

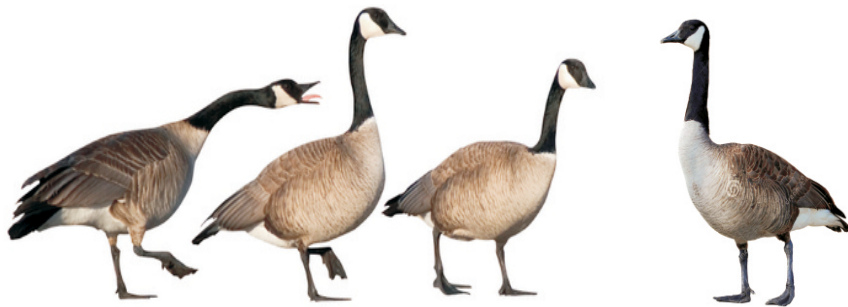


*In this section, students will practice some of the grammar items learnt previously and learn some new ones, including:*

- i. Change number of regular/irregular nouns;*
- ii. Change gender of nouns (masculine/feminine/common);*
- iii. Seeking permission using may/can;*
- iv. Past continuous;*
- v. Prepositions.*

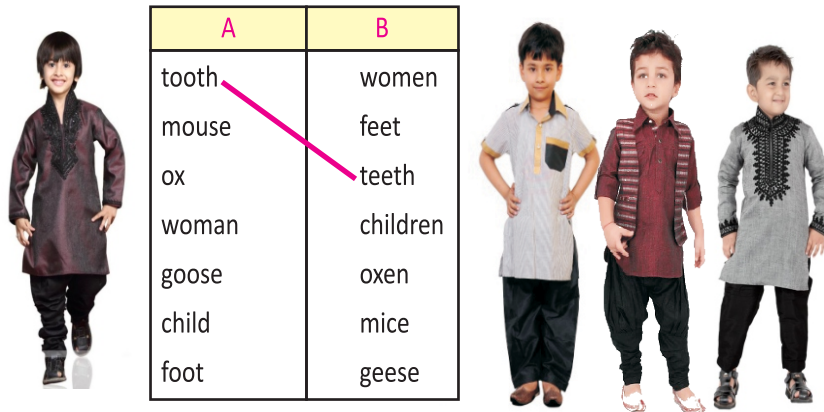
## Noun

**Exercise 1:** Plurals are generally formed by adding 's' or 'es'. For example, toy (singular) becomes toys (plural), and dress (singular) becomes dresses (plural). However, some plurals are formed differently. For example, man becomes men, goose becomes geese, etc.



Read the following and match the singulars in column A with the plurals in column B.

A	B
tooth	women
mouse	feet
ox	teeth
woman	children
goose	oxen
child	mice
foot	geese



### Common Gender

**Exercise 2:** Some common nouns are used for males only (masculine gender), some for females (feminine gender) and some for both males and females (*common* gender). Identify the gender of the following nouns and write 'M' if it is a masculine gender, 'F' if it is a feminine gender, and 'C' if it is the same for both genders, in the blanks provided. Some of the blanks have been filled to guide you.

- |                     |                    |
|---------------------|--------------------|
| 1. boy <u>M</u>     | 2. lady <u>F</u>   |
| 3. captain <u>C</u> | 4. grandmother ___ |
| 5. postman ___      | 6. aunt ___        |
| 7. principal ___    | 8. woman ___       |
| 9. player ___       | 10. father ___     |
| 11. uncle ___       | 12. cleaner ___    |
| 13. girl ___        | 14. doctor ___     |
| 15. brother ___     | 16. writer ___     |

**Note for Teachers:** For exercise 2, explain to students what is meant by the terms masculine, feminine, and common gender before asking them to do the exercise.

## Use of May, Can

## 2.4 GRAMMAR

**Exercise 3:** When Raja visited his aunt and uncle, he asked many questions. His questions are in box A and the answers that he got are in box B in a jumbled order. Pick the correct answer to each question and put the number of the question against each answer in the space provided. The first one has been done as an example.

S. No.	(A)	(B)
1.	May I try to make a pot?	Yes, please go with him. I'll finish painting this bowl then I'll play with you. _____
2.	Can I put these pots in the sun?	Yes, you can help by putting water in the clay while I mix it. _____
3.	Can we play now, Sara?	No, you need a lot of practice before you can make a pot. <u>1</u>
4.	Can I go with Uncle Jumman, Saleh?	Yes, but don't go too near because the kiln is very hot. _____
5.	May I see what's inside the kiln?	Yes, you can help your aunt by putting the pots in the sun. _____
6.	Can I help you make the clay paste, Uncle Jumman?	No, we will play after I have made patterns on the bowl. _____



**Note for Teachers:** Before asking students to do exercise 3, explain to them how may/can are used to seek permission.

**2.4 GRAMMAR**

**Exercise 4:** Write down three questions that you can ask your teacher to get permission to do something and three questions that you can ask your parents. One of these questions should begin with 'may', and one with 'can'.

**Teacher**

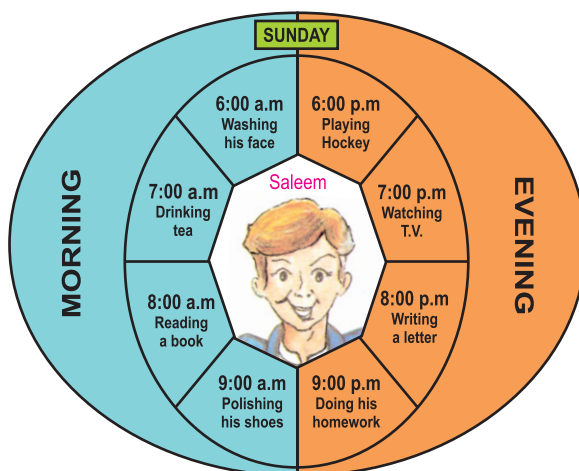
- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Parents**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Exercise 5:** What was Saleem doing last Sunday? Look at the diagram below and write one sentence for each time given in your notebook.

**Example:** At 6.00 a.m. he was washing his face.



## Past Continuous Tense

## 2.4 GRAMMAR

**Exercise 6:** Answer the following questions using the words given in brackets. Write the answers in your notebook. The first one has been done as an example.

**Question:** What were you doing at 8:00 a.m., 10:00 a.m., and 11:00 a.m. yesterday morning?

**Answer 1:** (go to school) I was going to school at 8:00 o'clock.

**Answer 2:** (sit in the class) \_\_\_\_\_ 10:00 o'clock.

**Answer 3:** (do my work) \_\_\_\_\_

**Question:** What was your mother doing at 5:00 p.m., 6:00 p.m., and 7:00 p.m. yesterday evening?

**Answer 4:** (cook food) \_\_\_\_\_.

**Answer 5:** (wash dishes) \_\_\_\_\_.

**Answer 6:** (sleep) \_\_\_\_\_.

**Exercise 7:** Ask your friend the following questions and write the answers in your notebook:

What were you doing at 9:00 a.m. yesterday morning?

What were you doing at 3:00 p.m. yesterday afternoon?

What were you doing at 7:00 p.m. yesterday evening?



## Prepositions

## 2.4 GRAMMAR

**Exercise 8:** Read the text below and fill in the blanks that follow. The first one has been done for you.

Allah Wasayo is a hard working farmer. His house is near the fields. He wakes up early in the morning and first goes to the mosque to offer prayers. The mosque is in front of his house. After the prayers, he goes to the fields. While walking towards the fields, he sees the sun rising in the east. At the corner of the path, he turns right and meets his friend, Bachal. They walk straight ahead and reach the fields. They work hard in the fields the whole day. In the evening, they walk towards their home. Allah Wasayo thanks Allah, the Almighty, for a safe and peaceful day.



1. Allah Wasayo's house is near the fields.
2. The mosque is in \_\_\_\_\_ of the house.
3. While walking towards the fields he sees the sun rising \_\_\_\_\_ the east.
4. He meets Bachal \_\_\_\_\_ the corner of the path.
5. Both of them work hard \_\_\_\_\_ the fields all day.
6. In the evening Allah Wasayo and Bachal walk \_\_\_\_\_ their home.
7. Allah Wasayo is thankful to Allah \_\_\_\_\_ a safe and peaceful day.



## Dictionary Skills

**Exercise 1:** There are fifteen words beginning with the letter 'S' in the text 'Pottery Making' (pages 21-23). Read the text and circle words that begin with 'S'.

**Exercise 2:**

Draw a big snake in your notebook.

Write these words in an alphabetical order on the snake that you have drawn. Don't forget to look at the second and third letters to put the words in the correct order.



Vocabulary

**Exercise 3:** Make as many words as you can with the word:

**Country**

**Exercise 4:** Put all these words in an alphabetical order.

**Exercise 5:** Use as many of these words as you can in your own sentences.



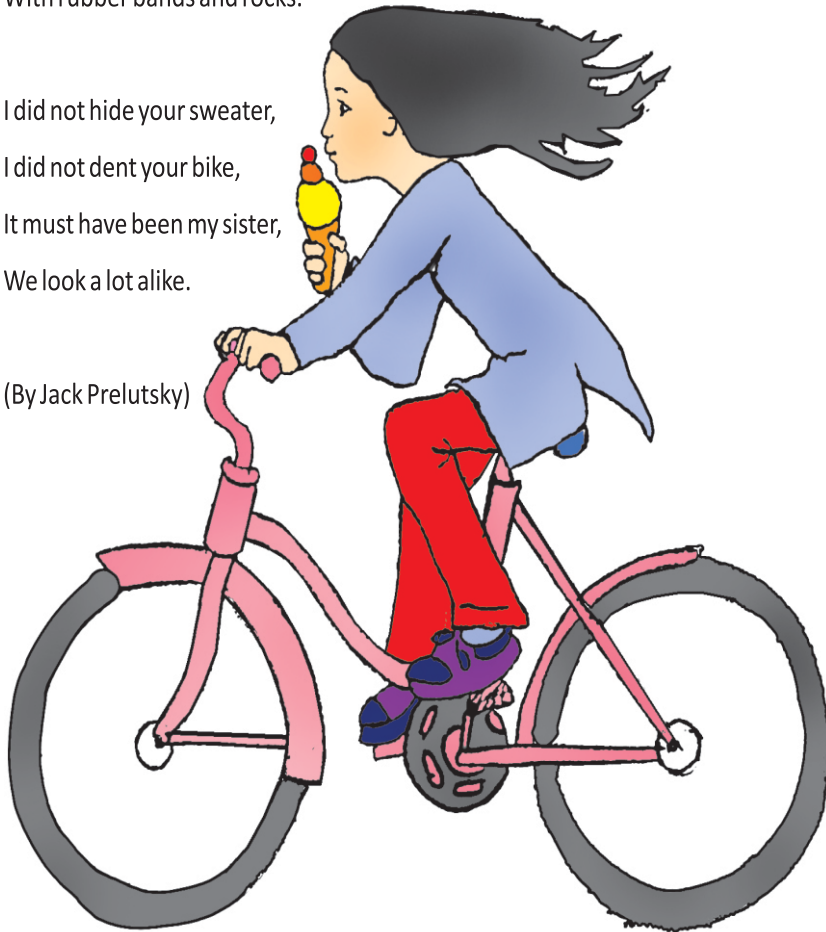
**Exercise 1:** Read the following poem aloud and act it out.

## Twins (Poem)

I did not eat your ice cream,  
I did not take your socks,  
I did not stuff your lunch box  
With rubber bands and rocks.

I did not hide your sweater,  
I did not dent your bike,  
It must have been my sister,  
We look a lot alike.

(By Jack Prelutsky)



**Exercise 2:** Look at the pictures below and fill in the speech bubbles based on the poem on the previous page.

Who ate my ice cream?

I did not eat your ice cream.

Who stuffed my lunch box with rubber bands and rocks?

I did not take your socks.

Who dented my bike?

I did not hide your sweater.

Then who did all of this?

**Note for Teachers:** Once students have filled all the bubbles, divide them into pairs and ask them to role play. First one student should play the role of a boy and the other of a girl. Then they should switch roles and repeat the role play.



## Unit 3

# Importance of Female Education

## 3.1 ORAL COMMUNICATION

*Students will be able to use language verbally to:*

- i. Give simple instructions and directions;
- ii. Respond to simple instructions and directions.

### Dialogue: Making a mask

**Noman:** What are you doing?

**Salma:** I am making a mask.

**Noman:** Can I make one?

**Salma:** Oh yes, you can! It's very easy.

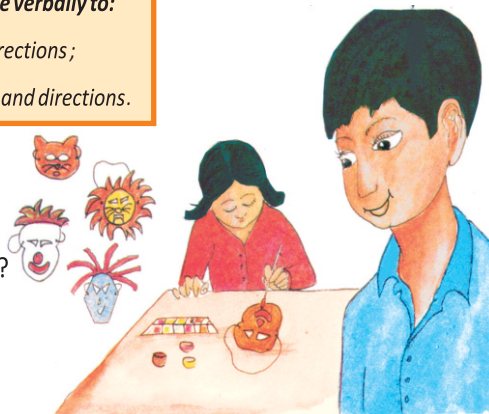
Take a piece of card-paper and make two holes for your eyes. Fix two rubber-bands on sides to go round your ears.

**Noman:** What do I do next?

**Salma:** You can make faces of animals, monsters, or clowns on it.

**Noman:** How can I make it colourful?

**Salma:** You can paint the mask as you like.



**Note for Teachers:** Ask students to make masks in the class and encourage them to speak in English. Play a game of 'Guess Who?' by asking three students to go out of the room. One of them puts on the mask and comes back into the class. The students have to guess the name of the child wearing the mask.



**Students will further practise reading techniques learnt in earlier units and learn some new ones, including:**

- i. *Guessing meaning through the context;*
- ii. *Using critical thinking to respond to the text (post reading);*
- iii. *Comprehending questions for responses;*
- v. *Use pre-reading strategies to predict the content/vocabulary of the text from picture and title etc. by using prior knowledge.*

### Pre-reading

**Teacher's Guidelines:** Ask students some of the following questions to activate their prior knowledge:

- a) How would you feel if you were not allowed to go to school?
- b) What do you want to become when you grow up?
- c) What should you do to try and achieve your aim?

### Reading Text

## The Story of Zahra

This is the true story of a little girl called Zahra. She wanted to study in a school and become a teacher. She wanted all the children in her village to get good education.

Zahra was born in a small village near Mirpur Sakro. When she was five years old she started going to school with her brother, Mateen. She loved her school. She

**Note for Teachers:** Follow the reading rules given in the guidelines at the beginning of this book. Ask students to do exercise 1 while reading the text.



## 3.2 READING

learnt to read and write. Her books told her about the sun, its light and heat. She also learnt about many insects, butterflies, birds, and animals. She wanted to read more and more.

One day, her teacher told her about two famous nurses, Hazrat Rufaida and Florence Nightingale. Zahra said, "I also want to help people in some way."

Zahra worked hard. She did very well in class five. Her small village had only primary school. After class 5, all the boys went to the Boys' Middle School in the nearby village. But there was no middle school for girls. Zahra said to her mother, "I want to go to the Middle School too. I want to study more. I want to be a teacher. I want to help children in their studies."

Zahra's father and mother went to the Middle School and said to the headmaster, "Zahra is good at her studies. Please let her study in your school."

The headmaster was a kind man. He said, "All right, Zahra can come with Mateen and study in the school."



## 3.2 READING

Zahra was very happy. Every day she walked three kilometres with her brother to go to the Middle School. However, the villagers did not like Zahra going to the boys' school. They said, "Zahra must stay at home with her mother." But Zahra's mother and father replied, "No! She will go to school. She wants to be a teacher."

The villagers were angry. They said, "She must not cross our village streets, because when our daughters see her, they will also want to go to school." Poor Zahra and Mateen! Now they had to take a longer route to the Middle School. They had to walk five kilometers to the school to avoid the angry villagers.

Zahra was alone in the boys' school. She could not play games. She had no one to talk to, but she was very good in her studies. Her teachers were kind to her. She worked very hard. Year after year she studied, and passed her Secondary School Certificate examinations with an A-grade.

Now Zahra has completed her studies. She will soon become a teacher.



## While Reading

**Exercise 1:** Read the story silently and circle the names of all the people and places mentioned in the text.

## Post Reading

**Exercise 2:** Read the text and underline the correct meaning of the words given below:

**Example:** In line 28, alone means: sad          lonely          without friends

1. In paragraph 1, true means: nice          real          interesting
2. In paragraph 4, worked means: studied          helped          washed
3. In paragraph 6, All right means: okay          maybe          sometimes
4. In paragraph 8, cross means: go round          pass by          go through
5. In paragraph 8, route means: place          time          way

**Exercise 3:** All the following sentences are wrong. Read the text and rewrite them correctly.

**Example:** Zahra wants to be an engineer. (wrong)

Zahra wants to be a teacher. (correct)



## 3.2 READING

1. She was born in a big town.

---

2. She started going to school when she was seven.

---

3. She didn't like her school.

---

4. One day her teacher told her about Fatimah Jinnah and Razia Sultana.

---

5. Zahra said, "I want to be like them. I want to rule my people."

---

6. Zahra failed in Class V.

---

7. The headmaster said, "Zahra cannot come to school with her brother."

---

8. The villagers said, "Zahra must go to school with Mateen."

---

9. Zahra and her brother walked six kilometres to go to school every day.

---

10. Zahra did not study hard in the school so now she sits at home.

---



## 3.2 READING

**Exercise 4:** Read the text and answer the following questions. Notice that all the verbs in the questions are in the past tense. This means that all the answers should also be in the past tense.

**Example:** Why *did* Zahra *want* to become a teacher?

Zahra *wanted* to become a teacher, because she wanted all the children in her village to get education.

- (i) How old was Zahra when she started to go to school?
- (ii) Why did Zahra have to go to the boys' Middle School?
- (iii) Why did Zahra want to study more?
- (iv) How did Zahra want to help people?
- (v) Why did the villagers not want Zahra to cross the village streets to go to school?

**Note for Teachers:** Before asking students to answer the questions in exercise 4, explain to them how they can change questions into answers by (1) noticing the tense in the questions. Also tell them that 'do' or 'did' is often used only to convert a statement into a question and is not used in the answer; (2) considering the questioning word (how, why, what, etc) and then answering accordingly. Point out that when a question begins with 'Why' a reason has to be given. Therefore, the word 'because' is used before the reason; (3) using phrases from the questions in their answers, i.e. how the phrase after the verb is often the same both in the question and the answer.

Do some examples with them, using other everyday questions, on the blackboard to explain these points (Why do you want to become a doctor? Why did she cry?).



### 3.3 WRITING

The writing tasks in this unit should enable students to:

- i. Use ideas for writing, like brain storming, simple mind maps, outlines, etc.
- ii. Write guided paragraphs based on brainstorming, mind maps, outlines, etc.



**Exercise 1:** Write down the names of all the things in the picture above in your notebook. There are 27 items in the picture.

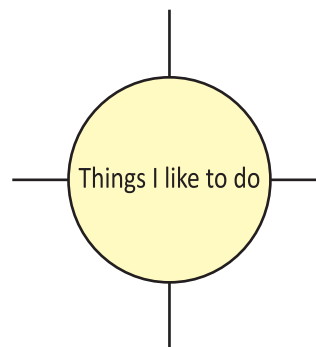
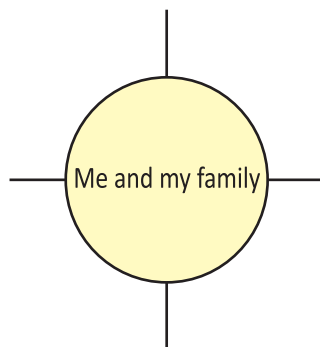
**Exercise 2:** Now list them separately under the following headings:

vegetables	clothes	furniture
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3.3 WRITING

parts of the body	transport	toys

**Exercise 3:** Draw two circles on a page as shown below:



As shown above, draw a circle with lines coming out of the circle. In the centre, write **Me and My Family**. Write one or two words on each line about yourself and your family. Write as many points as you can think of. Once you have done so, discuss with your partner. You may want to add or delete words after discussing with your partner.



Now do the same for the other topic: **Things I Like to Do**.

### 3.3 WRITING

**Exercise 4:** After the brainstorming, write two paragraphs, one on each of the above topics.

1. 

---

---

---

---
  
2. 

---

---

---

---

**Note for Teachers:** This kind of an activity is called brainstorming and developing simple mind maps. It is very useful for students at all levels for writing paragraphs and essays. Before asking students to do this task, draw a circle on the blackboard, write a small topic in the centre, for example, People of Pakistan, draw lines and ask students to say one or two words about the people of Pakistan that come to their mind. Write these words on the blackboard. This will make it clear to students what they have to do and how they should do it. After students have done their brainstorming, show students how they can use the information from their brainstorming to write a paragraph.



### 3.3 WRITING

**Exercise 6:** Look at the following school schedule which shows when different things will happen in Abdullah's / Salma's school. Imagine you are Abdullah / Salma and write a short note to your friend telling him/her what is happening in November and December in your school and when you will visit him/her.

You can begin like this:

Dear Ahmad,

I have my midterm exams from November 9 to 16. We will .....

<i>November</i>	
9-16	Midterm Exams
23	Results
27	My birthday

<i>December</i>	
2	Parents Teachers Meeting
14	Annual Sports Day
19	Last working day then winter holidays



**November**

Su	Mo	Tu	We	Th	Fr	Sa
	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			



**December**

Su	Mo	Tu	We	Th	Fr	Sa
		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		



*In this section, students will practice some of the grammar items learnt previously and learn some new ones, including:*

- i. *Comparative degree of regular adjectives;*
- ii. *'Wh' questions and how to give responses to them ;*
- iii. *Articles 'a', 'an', 'the' (as per sound).*

## Adjectives

**Exercise 1:** Read the text below and answer the questions in your note book.

**Example:** Which one is taller, the donkey or the camel?

The camel is taller than the donkey.



Samad went to Karachi to visit his cousin Ahmed. Ahmed lived in a flat on the first floor. In the evening Samad and Ahmed stood on the balcony and looked at the traffic on the road below. There were all sorts of carts, cars and buses on the road.

### 3.4 GRAMMAR

**Samad:** Look at the camel cart. It is bigger than the donkey cart.

**Ahmed:** Yes. That is because the camel is taller than the donkey.



**Samad:** And the camel cart is also moving slower than the donkey cart.

**Ahmed:** Carts are never very fast. I like cars because they are smaller and faster than buses.

**Samad:** I also like cars but they cost a lot of money.

**Ahmed:** Yes, they do. But bicycles are cheaper. So, I will buy a bicycle first. Perhaps, I will have a car of my own one day.

1. Which one is bigger, a camel cart or a donkey cart?
2. Which one moves slower, a camel cart or a donkey cart?
3. Which is smaller, a bus or a car?
4. Which one moves faster, a bus or a car?
5. Which one is cheaper, a car or a bicycle?



### 3.4 GRAMMAR

**Exercise 2:** Read the facts below and fill in the blanks with the words given, using the 'er' + than form:

S.No.	Physical Feature	Size
1.	Atlantic Ocean	large
2.	Indian Ocean	small
3.	River Nile	long
4.	River Indus	short
5.	Mount Everest	high
6.	K2	low

**Example:** The Atlantic Ocean is larger than the Indian Ocean.

1. The Mount Everest is \_\_\_\_\_ K2.
2. The River Indus is \_\_\_\_\_ the River Nile.
3. The Indian Ocean is \_\_\_\_\_ the Atlantic Ocean.
4. The River Nile is \_\_\_\_\_ the River Indus.
5. K2 is \_\_\_\_\_ Mount Everest.



**Exercise 3:** Look for someone in your class who is taller/ shorter/ older/ younger than you, and write six complete sentences using these words.

**Example:** Shamim is taller than me.

## Punctuation

**Exercise 4:** Rearrange the words given below to form correct sentences. Remember that these sentences are questions. They all end with a question mark (?). Look at the example carefully.

**Example:** the children are what doing  
What are the children doing?

1. your mother going where is
2. the little girl is what eating
3. book this why you are reading
4. my house are you when coming to
5. brother your is why crying
6. can you get how good marks
7. your grandmother does live where
8. favourite colour is what your
9. sad is why the little girl
10. today is your mother how feeling



**Exercise 5:** Write short answers to all the questions given above. Look at the examples below and see how the main words in the question are used in the answer and how the question words are dropped.

**Example:** What are the children eating?

The children are eating food.

Where does he live?

He lives in Badin.



### Article a/an

**Exercise 6:** In the following exercise, fill in the blanks with 'a' or 'an'. Remember that 'a' is used only before a singular noun that begins with a consonant sound and 'an' is used when the noun begins with a vowel sound before a singular noun.

**e.g. a boy, a book, a unit, a uniform, an apple, an umbrella, etc.**

Yesterday we went to the market to buy some things. My mother bought \_\_\_ dress and \_\_\_ bag. My sister bought \_\_\_ book, \_\_\_ inkpot, and \_\_\_ eraser. My brother wanted many things but he was not allowed to buy everything. Finally, he said that he wanted \_\_\_ bat, \_\_\_ umbrella, \_\_\_ hat, and \_\_\_ shirt. My father only wanted something to eat so he bought \_\_\_ ice cream, \_\_\_ packet of biscuits, \_\_\_ cake, and \_\_\_ egg. We also bought some things for my grandmother. We knew what she liked so we bought \_\_\_ papaya, \_\_\_ melon, and \_\_\_ orange for her. We all returned home in \_\_\_ taxi. We paid \_\_\_ hundred rupees to the taxi driver.

**Note for Teachers:** Before asking students to do exercise 5, explain to them on the blackboard how the main words in the question become a part of the answer and how the question words are dropped. Also explain to them that in the question the noun or pronoun is between the main and helping verb (as in the two examples above). Tell students that the words 'do' and 'does' in the question also get dropped in the answer.

## 3.4 GRAMMAR

The article 'the' is used when talking about a thing / person / place / direction etc. It is used with names of oceans, seas, rivers, mountains, etc. It is also used with the superlative degree.

**Exercise 7:** In every dialogue given below, the article 'the' is missing in two places. Discuss with your partner and decide where the article 'the' will be used in two places in each dialogue. After discussing, write complete dialogues, using the article 'the', in your notebook.

**Hamida:** Yes! They have blocked the sun and \_\_\_\_\_ wind.

**Rani:** Look at the sky! Clouds are coming in very fast!

**Hamida:** Yes! They have blocked the sun and \_\_\_\_\_ wind is also very strong.

**Rani:** I must tell my father to move \_\_\_\_\_ newest boat away from \_\_\_\_\_  
River Indus.

**Hamida:** You must also tell him that \_\_\_\_\_ rain is coming from \_\_\_\_\_ Arabian Sea.

**Rani:** Yes. \_\_\_\_\_ wind is blowing from \_\_\_\_\_ south.

**Hamida:** I think it will start raining in \_\_\_\_\_ afternoon or in \_\_\_\_\_ evening.

**Example:**

**Rani:** Look at the sky! The clouds are coming in very fast!





**Exercise 8:** Fill in the following blanks with 'a', 'an' or 'the'.

Pakistan is \_\_\_ big country. It has many natural features. It has \_\_\_ Arabian Sea in \_\_\_ south and high mountains in \_\_\_ north. \_\_\_ longest river in Pakistan is \_\_\_ river Indus. \_\_\_ River Indus is \_\_\_ long river as it travels right from \_\_\_ north of \_\_\_ country to \_\_\_ south, where it falls into \_\_\_ Arabian Sea. \_\_\_ highest peak in \_\_\_ world, Mount Everest, is in Nepal but \_\_\_ second highest peak, K2, is in Pakistan. We can see this peak if we take \_\_\_ trip to Gilgit Baltistan. If we go to Gilgit Baltistan by road we may see \_\_\_ ibex, which is \_\_\_ kind of \_\_\_ mountain goat. We may also see \_\_\_ hot water spring or we can drink cold water from \_\_\_ stream.

**Note for Teachers:** Once students have been taught the use of the articles 'a', 'an' and 'the', make sure that they use these articles correctly in all their written work. This way, they will learn to use these articles meaningfully and not only for filling the blanks.



## Vocabulary and Dictionary Skills

**Exercise 1:** Draw a slide like the one shown below in your notebook. Fill the slide with names of things you see in a garden.



**Exercise 2:** Put words in an alphabetical order, those you have written in the slide.

**Exercise 3:** Make as many words as you can with the word:

Elephant



**Exercise 4:** Use as many of these words as you can in sentences.

**Note for Teachers:** Ask students to draw a big slide in their notebooks (as shown in the picture above) and write names of things they can see in a garden on the slide.



**Exercise 1:** Ask students to recite the poem loudly with actions.

## I wish... (Poem)

I am tired of being little,  
I am sick of being thin,  
I wish that I were giant size  
With whiskers on my chin.

No one would dare to tease me  
Or take away my toys,  
For I would be much bigger  
Than the biggest of the boys.

I'd never be afraid again,  
If I were ten foot three,  
I wish that I were giant size  
Instead of small like me.

(By Jack Prelutsky)



**Exercise 2:** The boy in the poem above did not like being small. Say one thing that you do not like about yourself. How do you want to change it? What will happen if it changes the way you want it to change?

**Note for Teachers:** Encourage students to use gestures and facial expressions to express feelings of the boy who wrote this poem. Let them enjoy themselves while reciting it.





## Unit 4

# Truthfulness

### 4.1 ORAL COMMUNICATION

*The students will be able to use language verbally to:*

- i. Offer an apology
- ii. Accept an apology



**Dialogue:** In a classroom

**Teacher:** Where's your book?

**Student:** I left it at home.

**Teacher:** Where's your notebook?

**Student:** I'm sorry, I forgot to bring it.

**Teacher:** You have become very careless. I must tell your parents.

**Student:** I'm really sorry, teacher. I won't do it again.

**Teacher:** OK. This time I'll forgive you. But in future you must always bring all your books to class.

**Student:** Thank you teacher. I'll be very careful in the future.

**Note for Teachers:** : Divide students into pairs and ask them to role play the above dialogue. First one of them acts as a student and the other as a teacher. Then they reverse the roles and repeat the dialogues. After they have done this, change their partners. Ask new pairs to play other roles using other objects but the same dialogue.

**Students will further practise reading techniques learnt in earlier units and learn some new ones, including:**

- i. Use context to infer missing words;
- ii. Use critical thinking to respond to text (post reading);
- iii. Summarize a story through a gapped summary exercise;
- iv. Re-tell a story briefly but sequentially.

### Reading Text

## The Sad Story of My Peacock

I used to have a pet peacock called Miru.

I loved him very much. Our village has lots of large fields around it and Miru used to wander in them all the time.

In the evening he would come back home and dance beautifully.



#### Note for Teachers:

Tell students to draw the picture of an animal that they have as a pet now, or had in the past, or would like to have in the future. Next, ask them to tell their partner something about their pet. After they have done so tell them that the title of the story is 'The sad story of my peacock'. Ask them what they think the story is about.

## 4.2 READING

One sad evening, Miru did not come home.  
I was worried and wanted to search for him.  
'Miru might have found a friend,' laughed my father.  
'You'll see, tomorrow he'll come back with his friend.'

I did not sleep for a moment that night.  
As soon as it was morning, we started searching for Miru.  
I went to his favourite tree. He was not there.  
I went to the bushes near the pond. He was not there.  
Then I went into the fields. I called 'Miru, Miru,  
He did not come.  
Then I whistled, but there was still no Miru.

A farmer was ploughing his field.  
'What are you looking for, Saifullah?' he asked.



## 4.2 READING

'My pet peacock, Miru,' I said.  
'He did not come back last night.  
Have you seen him anywhere?'

'A peacock? I shot one last night  
because I like eating peacocks,' he said.

'Was the peacock wearing a silver ring  
on his foot?' I asked tearfully. 'Yes, he was,' replied the farmer.  
'Oh, my poor Miru,' I started sobbing. 'He used to dance so beautifully.'



I cried and cried. My eyes were red.  
The farmer wanted to console me  
but I could not stop crying. Then  
the farmer said, 'I am sorry, little boy.  
I promise never to shoot a peacock again.'  
My Miru was dead but at least other  
children's peacocks in my village were now safe.



### While Reading

**Exercise 1:** Read the text and find out how many times the word 'night' appears in the text.

**Note for Teachers:** Follow the reading guidelines given in the initial pages of this book.

Ask students to do exercise 1 while reading the text silently.



**Exercise 2:** Read the text and match the words given below with their meaning.

- |    |         |           |                           |
|----|---------|-----------|---------------------------|
| 1. | Line 1  | pet       | with eyes full of tears   |
| 2. | Line 2  | wander    | favourite tame animal     |
| 3. | Line 4  | search    | comfort in time of sorrow |
| 4. | Line 12 | ploughing | crying                    |
| 5. | Line 16 | tearfully | turning the soil over     |
| 6. | Line 18 | sobbing   | look for                  |
| 7. | Line 19 | console   | go from place to place    |

**Exercise 3:** Who said the following words? Read the text and write down the name of the person who made the following statements. Follow the example.

**Example:** 'Miru, Miru' Saifullah

- |    |  |       |
|----|--|-------|
| 1. | 'Tomorrow he'll come back with his friend.'          | _____ |
| 2. | 'What are you looking for?'                          | _____ |
| 3. | 'He did not come back last night.'                   | _____ |
| 4. | 'I like eating peacocks.'                            | _____ |
| 5. | 'Was the peacock wearing a silver ring on his foot?' | _____ |
| 6. | 'Yes, he was.'                                       | _____ |
| 7. | 'Oh, my poor Miru.'                                  | _____ |
| 8. | 'I promise never to shoot a peacock again.'          | _____ |



## 4.2 READING

**Exercise 4:** Read the text and write the words that complete the story below:  
The first sentence has been done for you.

Saifullah used to have a pet peacock called Miru. He loved his \_\_\_\_\_ very much. One sad \_\_\_\_\_ Miru did not come \_\_\_\_\_. Saifullah did not \_\_\_\_\_ all night. In the morning he started looking for \_\_\_\_\_. He looked everywhere but could not \_\_\_\_\_ Miru. He met a \_\_\_\_\_ and asked him. 'Have you \_\_\_\_\_ my peacock anywhere?'

The farmer said, 'Oh I \_\_\_\_\_ one last night because I \_\_\_\_\_ eating peacocks.' Saifullah was very sad and he \_\_\_\_\_. Then the farmer said, 'I am \_\_\_\_\_. I \_\_\_\_\_ not shoot a peacock ever again.'

**Exercise 5:** Read the text and answer the questions given below.

- i. Where did Saifullah live?
- ii. What time did Miru usually come home?
- iii. What happened one evening?
- iv. What did Saifullah's father think when Miru did not come?
- v. Where did Saifullah search for him?
- vi. Why did the farmer shoot Miru?
- vii. Why did Saifullah think that other children's peacocks would be safe?

**Exercise 6:** Write the story in your own words in your notebook.



**The writing tasks in this unit will enable students to:**

- i. Rewrite a simple paragraph by replacing words and phrases;
- ii. Write a simple poem;
- iii. Identify the elements of a story: a) beginning, middle, and end b) characters and their roles, c) setting, d) dialogues;
- iv. Write a short story using the elements of story writing.

**Exercise 1:** Read the text given below and rewrite it in your notebook by replacing the underlined words and phrases with one of the words given at the top. The words that can be used in each of the paragraphs have been given separately to help you.

**Paragraph 1:** chance                      competitions                      internationally  
biggest                                  chosen

**Paragraph 2:** first                                      initial                                      team  
got    participants                              also

## The Winners

Three 15-year-old students were selected to represent Pakistan in one of the largest high school tournaments in the world. This was the Karl Popper Debating Championship (KPDC). This gave them an opportunity to visit Mexico for the first time. The visit also made them and Pakistan famous throughout the world.



## 4.3 WRITING

The Pakistani team won the final against the group from South Korea. The team won this debate competition after winning six preliminary rounds, three elimination rounds, and the grand final round. Additionally, all three contestants were listed in the top 10 speakers of the tournament. Zainab Hameed, a student of the Karachi Grammar School got the top position in the competition, while Azeem Liaquat, a student of the Salamat International Campus for Advanced Studies in Lahore, came second. The third student, Ahmed Shujaan, from the Aitchison College, was not far behind and bagged the fifth position among more than 200 participants.



**Exercise 4:** A story has certain elements as shown below:

### Story

(1) Beginning	(2) Characters	(3) Setting	(4) Dialogues
Middle	Their roles	Place	
End		Time	

Read the story 'The Sad Story of My Peacock' in section 4.2 and fill in the following gaps. The first one in each group has been done for you.

- (1) Saifullah tells us about his pet and what happened at the beginning of the story.  
 He tells us about the death of his peacock at the \_\_\_\_\_ of the story.  
 He tells us when and how he looked for his pet in the \_\_\_\_\_ of the story.



## 4.3 WRITING

- (2) Animals and birds can also be characters in a story. There are four characters in this story. They are Saifullah, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- (3) The setting is the village and fields where \_\_\_\_\_ lived.  
The time is the evening of day one, the \_\_\_\_\_ of day one, and the \_\_\_\_\_ of day two.
- (4) In this story there is 1 dialogue by Saifullah's father.  
There are \_\_\_\_\_ dialogues by Saifullah.  
There are \_\_\_\_\_ dialogues by the farmer.

**Exercise 3:** Write a short story that you have read or heard, in your own words. Make sure that your story has all the elements of a story mentioned above.

### Note for Teachers:

Before asking students to write the story in exercise 3, review the elements of a story by asking them what they are and writing them on the blackboard. Tell students that once they have written their story, they should check it to see that it has all the elements that a story should have.



*In this section, students will practice some of the grammar items learnt previously and learn some new ones, including:*

- i. Possessive adjectives;
- ii. Use action verbs to describe past events;
- iii. 'do', 'have' as the main and helping verbs;
- iv. Degrees of adjectives: superlatives of regular adjectives;
- v. Conjunction 'or'.

### Possessive Adjectives

**Exercise 1:** Rewrite the following jumbled up sentences in the correct order. Once you have done that, underline the possessive pronouns, that is, the adjectives that are used before a noun to show to whom that thing belongs or it shows one person's relationship with another. Remember to follow the rules of capitalization and punctuation.

**Example:** near house my he lives

He lives near my house.

**Note for Teachers:** Before asking students to do exercise 1, ask them simple questions like: Whose book is this? Whose teacher am I? Who cooks food for you? Whose bag is this? Point out to them that words like my, her, our, etc. show possession, that is, they show to whom the things belong, or the relationship people have with each other. Write some of the answers on the blackboard to explain the point and underline the adjectives.



i. with his mother was walking the little boy

---

ii. my book has lost her new sister

---

iii. lahore have gone to their parents

---

iv. with her was angry her teacher

---

v. good friends are my brother and your brother

---

vi. sold our old car we have

---

vii. its paw the cat is licking

---

### Use of used to

**Exercise 2:** The text below mentions three things that Rani's grandmother used to do. Read the text and fill in the blanks given below:

**Rani:** Grandma, tell me about your childhood.

**Grandma:** Oh, I used to be very naughty.

**Rani:** What did you do?

**Grandma:** I used to climb trees.

**Rani:** What's wrong with that?

**Grandma:** My mother did not like it. She used to be angry with me.

**Rani:** What else did you do?

**Grandma:** I used to waste a lot of water.



4.4 GRAMMAR



- i. Rani's grandmother used to \_\_\_\_\_
- ii. Rani's grandmother used to \_\_\_\_\_
- iii. Rani's grandmother used to \_\_\_\_\_

**Exercise 3:** Write about five things that you used to do when you were in Class I/ II/ III. Study the example carefully.

**Example:** When I was in Class One, I used to collect feathers.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_



## 4.4 GRAMMAR

**Exercise 4:** Find out from your grandmother, grandfather, and parents what they used to do when they were of your age. Then write ten sentences about them in your notebook.

**Example:** My grandfather used to walk to school every day.



### Use of Do and Have

**Exercise 5:** Both 'do' and 'have' can be used as main and as helping verbs. Look at the following examples:

**Example:** I always **do** my work on time. (M) ('do' main verb)

They **do** not **talk** loudly in the class. (H) ('do' helping verb and 'talk' main verb)

We **have** two cows and five goats. (M) ('have' main verb)

You **have eaten** two bananas. (H) ('have' helping verb and 'eaten' main verb)



## 4.4 GRAMMAR

In the following sentences write 'M' if 'do' and 'have' are used as main verbs and 'H' if they are used as helping verbs, as done in the examples above. Remember that with he, she, and it 'do' changes into 'does' and 'have' into 'has'.

- i. We must always do as our parents tell us. \_\_\_\_\_
- ii. They have finished their work before time. \_\_\_\_\_
- iii. She is a nice person and does many good things. \_\_\_\_\_
- iv. Our teacher has said that she will take our test next week. \_\_\_\_\_
- v. The doctors have agreed to work in villages once every week. \_\_\_\_\_
- vi. You do your homework now and play in the evening. \_\_\_\_\_
- vii. My father does not drink tea at night. \_\_\_\_\_
- viii. The soldiers do their duty and help us in all difficult times . \_\_\_\_\_
- ix. I have not paid my school fees as yet. \_\_\_\_\_
- x. My grandfather has a big house in the village. \_\_\_\_\_

**Exercise 6:** Write two sentences for each one of the following groups:

'do/ does' as main verbs

'do/ does' as helping verbs

'have/ has' as main verbs

'have/ has' as helping verbs

**Note for Teachers:** Before asking students to do exercise 5, explain to them the difference between a main and a helping verb by using the examples given above and by using some other examples.



## Degrees of Adjectives

### 4.4 GRAMMAR

**Exercise 7:** The comparative form of regular adjectives is adjective + er and the superlative form of regular adjectives is adjective + est. For adjectives that end in 'y', the rule is that 'y' is removed and 'i' is added before adding 'er' or 'est' (for example 'tidy' becomes 'tidier' and 'tidiest').

Fill the blanks in the following table according to the degrees of the adjectives.

S. No.	Positive degree	Comparative degree	Superlative degree
1.			tallest
2.	clean		
3.	pretty		
4.		smaller	
5.	slow		
6.		dirtier	
7.			sweetest
8.	fast		
9.		tastier	
10.			shortest

**Note for Teachers:** Students may know the rules about the degree of adjectives but before asking them to do this exercise discuss the rules with the class to ensure that all students understand these rules.



## Conjunction

## 4.4 GRAMMAR

**Exercise 8:** Ask three students in your class what they like from a group of three items. Write their responses in the blanks provided. Here is how you do it.

**Example:** **You:** Which colour do you like black, green or orange?

**Sameera:** I like green.

**You:** Sameera does not like black or orange. She likes green.



i. Which is your favourite fruit apple orange or mango?

Student 1 (Umer) \_\_\_\_\_

Student 2 (Samad) \_\_\_\_\_

Umer's favourite fruit is not \_\_\_\_\_ . It is \_\_\_\_\_ .

Samad's \_\_\_\_\_ .

ii. Which songs do you like folk, pop or sufi songs?

Student 1 \_\_\_\_\_

Student 2 \_\_\_\_\_

\_\_\_\_\_ favourite songs are not \_\_\_\_\_ songs. They are \_\_\_\_\_ songs.

\_\_\_\_\_

\_\_\_\_\_ .



**4.4 GRAMMAR**

iii. What do you like doing in your free time play games, read books, or watch TV?

Student 1 \_\_\_\_\_

Student 2 \_\_\_\_\_

\_\_\_\_\_ does not \_\_\_\_\_ in his/ her free time. He/She

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.



**Exercise 9:** Now answer the above three questions for yourself and write about your likes in the same manner as you wrote above for your friends.

i. My favourite fruit is not \_\_\_\_\_ or \_\_\_\_\_. It is \_\_\_\_\_.

ii. My favourite songs are not \_\_\_\_\_.

iii. I do not \_\_\_\_\_.



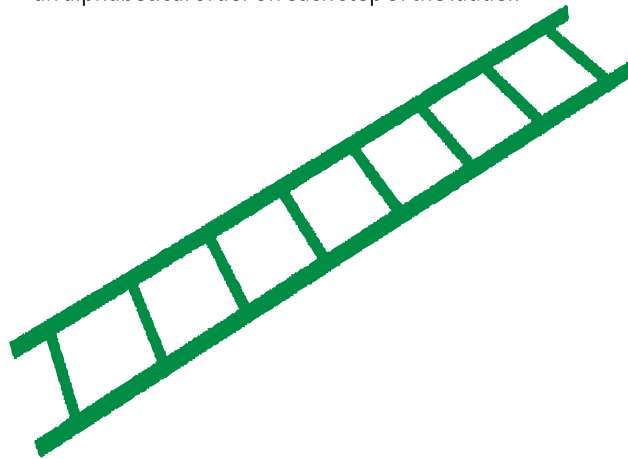
**Note for Teachers:** Tell students that conjunction joins two sentences.

## Vocabulary and Dictionary Skills

**Exercise 1:** Make as many words as you can with the word:

**Farmyard**

**Exercise 2:** Draw a ladder, as shown below, in your notebook. Put words in an alphabetical order on each step of the ladder.



**Exercise 3:** Use as many of these words as you can in your own sentences.

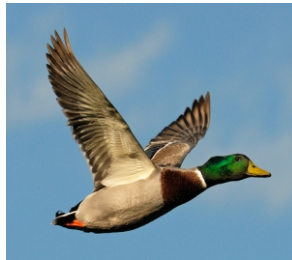


## Pretending (Poem)

It's fun to be this,  
It's fun to be that,  
To leap like a lamb,  
To climb like a cat,



To fly like a bird,  
To hop like a frog,  
To swim like a fish,  
To trot like a horse.



It's fun to pretend,  
These creatures to be,  
Yet not one is clever  
At copying me.



**Exercise 1:** Recite the poem loudly with actions.

**Exercise 2:** Which creature would you like to be? Why?





## My Country

### 5.1 ORAL COMMUNICATION

**Students will be able to use language verbally to:**

- i. Use polite expressions to seek attention;
- ii. Make polite requests for personal reasons.

#### Dialogue: Homework

**Meena:** Excuse me, teacher.

Can I talk to you for a minute?

**Teacher:** Sure. What is it?

**Meena:** I was not able to complete my homework as my mother was ill.

**Teacher:** I'm sorry to hear that. What happened?

**Meena:** She had diarrhoea and vomiting.

**Teacher:** Is she all right now?

**Meena:** Yes, we gave her ORS and that helped her.

**Teacher:** I'm glad to hear that you gave her ORS.

**Meena:** Can I please submit my work tomorrow?

**Teacher:** Sure, you can. You always do your work on time.

**Meena:** Thank you, teacher.



**Note for Teachers:** Divide students into pairs and ask them to roleplay the above dialogues. First one of them acts as Meena and the other as the teacher. Then they reverse the roles and repeat dialogues. After they have done this, change their partners. Ask the new pairs to play other roles using other reasons but the same dialogues.

**Students will further practise reading techniques learnt in earlier units and learn some new ones, including:**

- 1 Use pre-reading strategies to predict the content/vocabulary of the text; from the picture and the title etc, by using prior knowledge.

### Pre-reading

**Teacher's Guidelines:** Ask students the following questions:

- Can you remember a time when something went wrong?
- What did you do?
- What did your family do?
- Is there something else that you or your family could have done?
- Do you think floods are a blessing? Why? Why not?

### Reading Text

## Floods, blessing in disguise

The floods during the monsoon season in 2010 affected people in all the four provinces of Pakistan. Thousands of people lost their family members, relatives or friends. Thousands, in fact hundreds of thousands, became homeless. Huge areas of land were flooded and the crops were destroyed. People lost cattle, chickens, and other sources of income. But, people had faith in Allah. They did not give up hope. Soon, things started to change for the better for many of them.

**Note for Teachers:** Follow the reading guidelines mentioned in the initial pages. Ask students to do exercise 1 while reading the text.





The floods were a blessing in disguise for Haseena Mai. She was a widow and a mother of three children. Before floods, she worked as a maid in people's houses to feed her children. During the worst floods in Pakistan's history, Haseena lost her house and her job. Then, one of the non-governmental organisations (NGO) started work for the flood affected people gave her 50 hens with feed for three months. By the time the water receded, the hens were big enough to lay eggs. Haseena sold the eggs, then she bought more feed and also more hens. She now owns a small poultry farm and earns around Rs. 30,000 each month. Haseena has become an inspiration for men and women in her area.

Haseena is not alone in her success. There are others also who did not give up when faced with the disaster. They kept up their hopes and fought for a better life even when everything was lost. One such person was Rana Mumtaz Ali. Several acres of his agricultural land were lying barren because of salinity before the floods. However, when the floods came they brought fertile soil to his land. The result was that around 100 acres of his once barren land became very fertile. In the season after the floods, this land produced 1,760 kilogrammes of wheat per acre.



## 5.2 READING

According to Rana Mumtaz Ali, 'The crop was so thick that even a snake could not find place to go in.'

According to another farmer, Muhammad Sharif, an area of around 15 kilometres of infertile land in his region could now be cultivated. Moreover, in areas where the wheat production per acre before the floods was around 2,200 kilogrammes (kgs), increased to 2,600 kgs per acre after the floods.

Floodwater lakes also provided livelihood to people. For example, one of the lakes that was naturally formed by the floods in one of the affected areas had plenty of fishes. One of the persons living in this area, Jamshed, said that he could easily catch up to 15 kilogrammes of fish from that lake and sell it in the market. He said that, for him, the lake had proved to be a blessing. In fact, the number of such fisheries increased by about thirty percent after the floods.

### While Reading

**Exercise 1:** In this text, find out how many people benefitted from the floods? Write down their names.

### Post Reading

**Exercise 2:** In the following sentences the meaning of some of the words used in the text is given. Read the text and find out which word in the text matches the meaning. The first one has been done as an example.

- i. In paragraph 1, the word cattle means animals kept on farms for their milk and meat.
- ii. In paragraph 2, the word \_\_\_\_\_ means something that brings happiness.



## 5.2 READING

- iii. In paragraph 2, the word \_\_\_\_\_ means something different from normal.
- iv. In paragraph 2, the word \_\_\_\_\_ means a woman whose husband has died.
- v. In paragraph 2, the word \_\_\_\_\_ means a woman who works as a servant in a house.
- vi. In paragraph 2, the word \_\_\_\_\_ means food for birds/ animals.
- vii. In paragraph 2, the word \_\_\_\_\_ means moved back.
- viii. In paragraph 2, the word \_\_\_\_\_ means a person whom others want to follow.
- ix. In paragraph 3, the word \_\_\_\_\_ means an event that causes great damage or loss of life.
- x. In paragraph 3, the word \_\_\_\_\_ means land on which crop does not grow.
- xi. In paragraph 3, the word \_\_\_\_\_ means too much salt in the land.
- xii. In paragraph 3, the word \_\_\_\_\_ means land that can produce good crops.
- xiii. In paragraph 4, the word \_\_\_\_\_ means used for growing crops
- xiv. In paragraph 5, the word \_\_\_\_\_ means source of income.



## 5.2 READING

**Exercise 3:** The following statements can be found in **paragraphs one and two** of the reading text above. Read the text and complete all the questions. Remember, many words are the same in both the question and the answer.

After you have done the questions, write the answers. The first one has been done for you.

- i. **Who was** affected by the monsoon floods in 2010?  
**People in all the four provinces of Pakistan were** *affected by the monsoon floods in 2010.*
- ii. How many people \_\_\_\_\_?  
\_\_\_\_\_ people became homeless.
- iii. What \_\_\_\_\_ did the people lose?  
The people lost their \_\_\_\_\_.
- iv. What did Haseena Mai do \_\_\_\_\_?  
Haseena Mai \_\_\_\_\_ in people's houses before the floods.
- v. What did \_\_\_\_\_ (NGO) give her?  
One of the non-governmental organisations (NGO) gave her \_\_\_\_\_.
- vi. What did she do \_\_\_\_\_?  
After selling the eggs, she \_\_\_\_\_.

**Note for Teachers:** Before asking students to do exercise 3, explain to them how some of the information in the questions helps in completing answers and how some of the information in the answers helps in completing the questions. In the examples above, the words in italics are repeated in both the question and the answer. However, the answers **(in bold print)** can be found by reading the text. Use other everyday questions to explain this point on the blackboard.





**Exercise 4:** The following answers are given in **the paragraph three**. Read the text and write the questions to which these answers are given. Remember to use the question mark at the end of the question. The first one has been done for you.

i. Why was Rana Mumtaz Ali's land lying barren?

Rana Mumtaz Ali's land was lying barren because of salinity.

ii. \_\_\_\_\_

The floods brought fertile soil to his land.

iii. \_\_\_\_\_

After the floods his land produced 1,760 kilogrammes of wheat per acre.

iv. \_\_\_\_\_

The crop was so thick that even a snake could not find place to go in.

**Note for Teachers:** Give some simple statements like 'My mother cooks food every day' and ask them to frame a question for it. Repeat rules with the help of exercise 3.

## 5.2 READING

**Exercise 5:** Now read paragraphs four and five and write three questions and their answers in your notebook.

**Exercise 6:**

- i. How were peoples affected by the floods?
- ii. Why did peoples not give up hope?
- iii. How were the floods a blessing in disguise for Haseena Mai?
- iv. How has Haseena Mai become an inspiration for the people in her area?
- v. How did Rana Mumtaz Ali benefit from the floods?
- vi. How did Muhammad Sharif benefit from the floods?
- vii. How did the floods affect Jamshed?



## 5.3 WRITING

**The writing tasks in this unit should enable students to:**

- i. Use conventions of letter writing: address, date, salutation, body, closing, to write a letter;
- ii. Write a short reply to a short informal letter from friends and family members.



### 5.3 WRITING

**Exercise 1:** Read the following two letters and fill in the blanks. The information missing in one letter can be found in the other letter.

N 36, Block Z,  
Pak Society,  
Karachi.

15th March, 2017.

Dear Maria,

I hope you and your \_\_\_\_\_ are quite well. I received your letter two weeks ago but I was not able to reply because I was having my \_\_\_\_\_ tests. I was able to do all my \_\_\_\_\_ well because I had studied \_\_\_\_\_. I hope I get good \_\_\_\_\_. I am now free so I thought of writing you a letter.

You remember I told you that one of my \_\_\_\_\_ will be getting married in \_\_\_\_\_? Well, the wedding will be held on the 14th of October but we will go to Sukkur on the \_\_\_\_\_. The reason is that Sukkur is far from \_\_\_\_\_ and it will take us one whole \_\_\_\_\_ to reach there. Another reason is that we want to participate in the mehndi \_\_\_\_\_ which will be on the 12th of October.

When will your half-yearly \_\_\_\_\_ begin? I am sure that you will do well because you are a hardworking \_\_\_\_\_. I hope that you will go to Murree this year to see the \_\_\_\_\_ during the \_\_\_\_\_ vacations.

How are your \_\_\_\_\_? Please give my regards to them. Also give my \_\_\_\_\_ to your brother and *Bhabhi*. Give my love to your cute little \_\_\_\_\_. I hope you will reply to this letter soon.

Yours sincerely,

\_\_\_\_\_.



### 5.3 WRITING

House No. 94/ 2,  
Chishtia Street,  
Multan.

19th March, 2017.

Dear Samina,

Thank you for your letter. By the grace of Allah, my family is fine. I hope that \_\_\_\_\_ and your family are quite well. I am glad to know that your bi-monthly \_\_\_\_\_ are over. I'm sure you did all your papers \_\_\_\_\_ because you had \_\_\_\_\_ hard. I'm sure you will get \_\_\_\_\_ marks.

Yes, I \_\_\_\_\_ you telling me that one of your cousins would be getting \_\_\_\_\_ in October? Although the wedding will be held on the \_\_\_\_\_ it is good that you are going to Sukkur on the 11th of October. You are right, \_\_\_\_\_ is quite far from Karachi and it will take you one \_\_\_\_\_ day to reach there. Also, going early will give you a chance to participate in \_\_\_\_\_ celebrations, which is the most enjoyable part of the wedding.

My \_\_\_\_\_ exams will begin on the 4th of December and finish on the 12th. I hope that I will do well because I don't think that I am a very \_\_\_\_\_ student. After the exams, I hope to go to \_\_\_\_\_ this year to see the snowfall during the winter \_\_\_\_\_.

My parents are fine and they send you their love and blessings. How are your parents? Please give them my \_\_\_\_\_. Also give my regards to both your sisters. My cute \_\_\_\_\_ niece has now started saying some words and we all love hearing her talk. Looking forward to hearing from you.

Yours \_\_\_\_\_,

Maria.



## 5.3 WRITING

**Exercise 2:** Following the above format, write a letter to your friend telling them about how you did in your annual exams and what your plans are for the summer holidays. Write the letter on a piece of paper.

**Exercise 3:** Exchange your letter with your partner, read the letter you receive and write a reply to your friend. On another piece of paper, give the paper on which you have written your reply to the person who wrote the letter.



**Note for Teachers:** The main purpose of exercise 1 is to show students how small informal letters are written. Once students have completed the exercise, discuss the format of the letter with them. Tell them how the date and address is written, how the letter begins and ends, and about the three parts of the letter: introduction, body, and conclusion. Then ask them to do exercises 2 and 3.



*In this section, Students will practice some of the grammar items learnt previously and learn some new ones, including:*

- i. Agreement of pronouns with noun gender/number ;
- ii. Adjectives of colour ;
- iii. Degrees of regular and irregular adjectives ;
- iv. Use of conjunction 'because' .

### Pronouns

**Exercise 1:** Below are some facts about Kaleem, his sister Jamila, and his parents. Read these facts and write one paragraph about each one of them. The first line of each paragraph is given below. In all the following sentences use only the pronouns, not their names.

Kaleem	Jamila	Parents
ten years old	seven years old	love their children
class V	class II	father shopkeeper
good student	good at maths	mother teacher
liked by teachers	to be an engineer	work very hard
Plays with friends	sometimes plays with her brother	help children with homework
favourite game football	favourite hobby computer games	take good care of children

**Example:** Kaleem is ten years old. He studies in class V.

Kaleem has one sister. Her name \_\_\_\_\_

Kaleem has lovely parents. They \_\_\_\_\_



**Exercise 2:**

Mrs. Alvi was going for shopping. She asked her family members if they wanted something. Here are the things they wanted: Azeem jacket, Seema frock, Habib mug, Nabeel pair of shoes, Faiza bunch of flowers, and Moomal bag. Mrs. Alvi wrote down a list, along with the colours, so that she would not forget.

Look at pictures below and write down in complete sentences what each one wants. Write their names in an alphabetical order. Don't forget to write the colour of the items. Remember to use the article 'a'. The first one has been done for you.

1. Azeem wants a **blue jacket**.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



**Note for Teachers:** Before asking the class to do exercises 3 and 4, make them play a game with the degrees of adjectives. Quickly explain to them what an adjective is and what the degrees of adjectives are. Divide the class into three groups then tell them the rules of the game: 1) Each group will write as many adjectives as they can within the given time; 2) group one will call out one adjective, then group two will call out its comparative degree and group three its superlative degree; 3) then group two will call out one adjective group three the comparative and group one the superlative; 4) this will be repeated with group three calling out the adjective, hence all groups, turn by turn will call out one adjective and the others will respond accordingly; 5) if a group cannot give the correct answer the caller group will get the chance to answer it and if it cannot then the remaining group will be given a chance; 6) for each correct answer the group will receive one point which will be noted on the blackboard by the teacher. The group with the most points will win the game.

After playing the game explain to students that while some adjectives follow the 'er' and 'est' rule for the comparative and superlative degrees, others do not.

## 5.4 GRAMMAR

**Exercise 3:** Fill in the gaps in the given table with the correct word provided in the list below.

happy	least	beautiful	better	bad
more useful	early	most	less	
worse	earliest	more	happier	
most useful	best	most beautiful		

S. No.	Positive	Comparative	Superlative
1.	good	better	
2.	bad		worst
3.		earlier	
4.	many		
5.		lesser	
6.	useful		
7.			happiest
8.		more beautiful	



**5.4 GRAMMAR**

**Exercise 4:** Look at the table below to find out about weight, height (4'7" means four feet and seven inches), marks obtained, and runs scored by each student. Then, select an adjective from those given below and use its superlative degree to complete the following sentences. Remember that 'the' is always used before a superlative degree. The first one has been done as an example.

Name	Weight	Height	Marks Obtained	Runs Scored
Arif Rahim	62 kg	4'8"	509	143
Bachal Allahyar	79 kg	4'4"	583	109
Latif Memon	74 kg	4'9"	533	179
Nasir Mureed	69 kg	4'2"	574	184
Peer Bakhsh	63 kg	4'5"	594	112

heavy    light    tall    short    many    less    high    low

1. Bachal Allahyar is the heaviest boy in the class.
2. Peer Bakhsh got \_\_\_\_\_ marks in the class.
3. Bachal Allahyar scored \_\_\_\_\_ runs in the class match.
4. Nasir Mureed is \_\_\_\_\_ student in the class.
5. Arif Rahim got \_\_\_\_\_ marks in the class.
6. Nasir Mureed scored \_\_\_\_\_ runs in the class match.
7. Latif Memon is \_\_\_\_\_ student in the class.
8. Arif Rahim is \_\_\_\_\_ boy in the class.



**Exercise 5:** Rewrite the following sentences in the correct order. Remember to use capital letters and full stops.

- i. late there jam school was because a I today traffic reached
- ii. she school sick my is friend from today because absent is
- iii. done happy their teacher students very work our all was because the had
- iv. stick man is cannot because white carrying old see he the a
- v. because homework his wanted salim he play finished to quickly
- vi. mother washing razia their sick and hameed dishes are is because the
- vii. win practising the to team match is because the want hard they







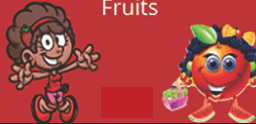


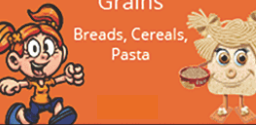


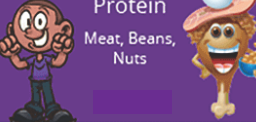


**Exercise 6:**

- (A) Write three sentences to tell your mother why you want to
- a) buy a new bag
  - b) visit your friend
  - c) go to bed early
- (B) Write three sentences to tell your mother why you don't want to
- a) play hockey
  - b) have dinner
  - c) go to your aunt's house



**Vocabulary and Dictionary Skills**

Read the words in the given columns carefully.

Food Group	Food Items	Functions
<b>Dairy</b> Milk, Yogurt, Cheese 		 Strong bones and teeth
<b>Vegetables</b> 		 Healthy skin and eyes
<b>Fruits</b> 		 Healing
<b>Grains</b> Breads, Cereals, Pasta 		 Energy
<b>Protein</b> Meat, Beans, Nuts 		 Strong muscles

**Exercise 1: Name any three words from food group.**

Food Group	Words		
1. Protein	Chicken	Fish	Strong
2.			
3.			

**Note for Teachers:**

- Talk about the importance of balanced diet in our everyday life.
- Discuss which food groups are usually part of their daily intake.
- Encourage the students to identify which food group(s) they miss, and how these food groups take care of their body functions and provide them energy to save them from diseases.



## Our National Flag (Poem)

Nations are recognized by their flags,  
They are displayed on houses, cars and bags.

The white in our flag represents minority,  
And the green shows peace and prosperity.

The crescent symbolizes Islamic grace,  
And the star indicates spiritual progress.

We should always keep our national flag high,  
And be ready to sacrifice our life for it to fly.

(By Zunaira H. Gwadri)

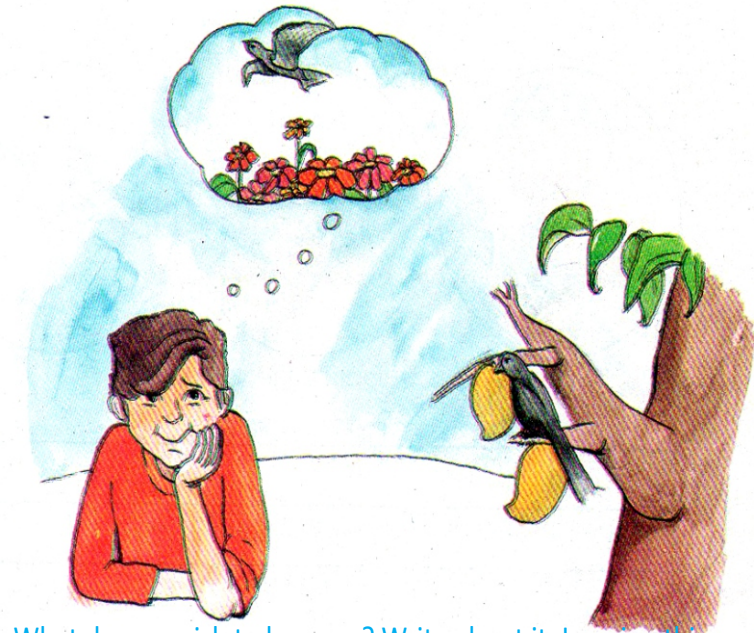
**Exercise 1:** Draw a flag of Pakistan, colour it, and paste it on a stick. Then wave the flag and recite the poem aloud. Point out the different things on your flag as you recite the poem, for example, the white part, the green part, the crescent and the star.

Read the poem below:

I wish I were a cuckoo bird  
Flying up and up  
in the cool blue sky.

Flying up and up  
Under the shining sun  
Looking at the pretty  
flowers.

Singing like the cuckoo bird  
Coo coo coo  
And pecking sweet mangoes.



What do you wish to become? Write about it. Imagine things you would do if your wish came true.

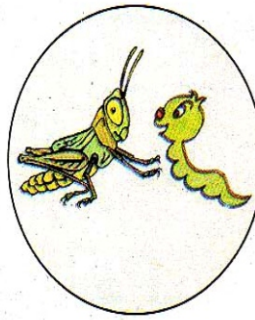
Exercise 2: Vocabulary: Make as many words as you can with the word:

**Hospital**

Exercise 3: Dictionary Skills: Put the words in alphabetical order.

Exercise 4: Writing: use as many of these words as you can in sentences.

Exercise 5: Look at the pictures and write one sentence about each of them:



---

---

---