



Model Textbook of

English

Based on National Curriculum 2022-23

National Curriculum Council Secretariat,
Ministry of Federal Education and Professional Training,
Government of Pakistan



National Book Foundation
as
Federal Textbook Board, Islamabad



National Book Foundation

Model Textbook of

English

Grade 4

Based on National Curriculum 2022-23



National Curriculum Council Secretariat,
Ministry of Federal Education and Professional Training,
Government of Pakistan



© 2024 National Book Foundation as Federal Textbook Board, Islamabad
All rights reserved. This volume may not be reproduced in whole
or in part in any form (abridged, photo copy, electronic etc.)
without prior written permission from NBF

**Model Textbook of English
for Grade 4**



Authors

Sadia Malik, Shazia Manzoor

Supervision

Dr. Mariam Chughtal

Director, National Curriculum Council Secretariat
Ministry of Federal Education and Professional Training, Islamabad

Internal Review Committee

Mr. Imran Khalid Khan, Pak-Turk Maarif, Islamabad. Ms. Irum Butt, Overseas Pakistanis Foundation Girls College, Islamabad.
Mr. Amir Iqbal Abbasi, Overseas Pakistanis Foundation Boys College, Islamabad. Ms. Salma Afzal, Private Education Consultant.
Ms. Arfa Batool, Federal Government Educational Institutions, (Cantt/Garrison) Rawalpindi.
Ms. Ghulam Maryam, Bahria College, Islamabad, Ms. Samar Fatima, Islamabad College for Girls, Islamabad.
Dr. Rukhsana Durrani, Early Childhood Education Department AIOU, Islamabad. Ms. Sadia Fahad, Roots Millennium, Islamabad

National Review Committee

Mr. Inamulhaq Hashmi, Department of Elementary and Secondary Education, Azad Government of the State of Jammu & Kashmir, Muzaffarabad. Mr. Ajeeb Ahmed Noonari, Directorate of Curriculum Assessment and Research, Government of Sindh.
Ms. Ghulam Maryam, Bahria College, Islamabad. Ms. Arfa Batool, Federal Government Educational Institutions, Islamabad.
Mr. Anis ur Rehman, Bureau of Curriculum and Extension Centre, Government of Balochistan, Quetta.
Dr. Salma Afzal, Private Education Consultant, Islamabad. Mr. Amir Iqbal Abbasi, Overseas Pakistanis Foundation Boys College, Islamabad.
Mr. Inamullah Khan, Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, Abbottabad.
Mr. Danish Sarfraz, Punjab Curriculum & Textbook Board, Government of the Punjab, Lahore.
Ms. Zakia Khurshid Kayani, Institute of teachers training & resource academy, Islamabad.
Ms. Saadia Shahid, Developments In Literacy Islamabad. Ms. Nalla Rizvi, Government Primary School Gilgit Baltistan.
Ms. Memona Shaheen, Board of Elementary Examination Gilgit Baltistan.

Desk Officer

Shazia Ahmed Abbasi (NCC Secretariat)

Management: National Book Foundation

First Edition - First Impression: October, 2023 | **Pages:** 150 | **Quantity:** 22782
First Edition - Second Impression: January, 2024 | **Pages:** 150 | **Quantity:** 84000
First Edition - Third Impression: February, 2024 | **Pages:** 150 | **Quantity:** 16600
Price: PKR 275/-

Code: STE-662, **ISBN:** 978-969-37-1466-1

Printer: Nawaz Press, Lahore

for information about other publications of National Book Foundation,
visit our Web Site: www.nbf.org.pk, Phone: 051-9261125
or E-mail: books@nbf.org.pk

To share any feedback or correction, please send an email to textbooks@ncc.gov.pk

Preface

Model Textbook of English for Grade 4 has been developed in accordance with the standards of the National Curriculum of Pakistan 2022. With its new design and layout, it meets contemporary standards of quality textbooks. The textbook is comprised of a collection of materials carefully developed to enhance communicative competence among learners through oral and written instructional materials. It is a colorful book.

The main objective of this textbook is to enable learners to acquire logical, interactive and communicative skills. The content will inculcate ideas and nourish critical thinking skills in young minds. Students will benefit from appropriate sociolinguistic and psycholinguistic aspects of the English language addressed in the textbook.

The National Book Foundation has always strived for improvement in all qualitative aspects of its textbooks ranging from designing to writing and printing. This new edition of the Model Textbook incorporates graphics, content and exercises. The balanced blend of these elements is intended to make learning more pleasant while taking into consideration modern pedagogical principles for textbook design as well as the learning needs of the students. The production of the textbook has been collaborative process. Many thanks to the writers, reviewers, technical facilitators, graphic designers and particularly the staff of National Curriculum Council Secretariat, Ministry of Federal Education & Professional Training and the National Book Foundation.

An amalgamation of the best possible efforts of all engaged in its production. However, there is always room for further improvement based on suggestions from the teachers and the community. It has been ensured that the notifications issued by the Ministry of Religious Affairs, concerning the Muslim faith and beliefs regarding Hazrat Muhammad Rasoolullah (ﷺ) have been duly and completely embedded and implemented. All suggestions from the teachers will definitely help us to further improve it in the coming years. Such feedback will be highly appreciated. After incorporating the changes, textbook will be again published.

May Allah guide and help us, (Ameen).

Dr. Raja Mazhar Hameed
Managing Director

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 قرآن اللہ کے نام سے جو ہمیں ایمان دیا اور ہمیں ایمان دینا سکھایا۔ آمین
Contents

Unit	Page	Themes	Sub theme	Oral communication
1. Great Callphs of Islam	1	Ethics and values (Moral character in accordance with rules of right & wrong) (Values Established ideals of life, objects customs, ways of acting that even members of a society regard as desirable)	Sense of fair play Respect for elders Punctuality	Formulaic expressions and routine greetings
2. Beauty of Nature	13	Environmental education	Understanding and appreciation of natural environment, Use of clean drinking water, Planting of trees Making sustainable life style choices Introduction to climate change	Introduce self and others
3. The Journey of Chocolate	22	Technology	Amazing inventions	Express likes and dislikes
Review-1	31			
4. The Pride of Pakistan	34	Patriotism/National Pride	Showing/ exhibiting patriotism through deeds Including minorities as well when talking about what it means to be a Pakistani	Respond to instructions and directions
5. Thank you, Lord	47	Ethics and Values	Moral character in accordance with rules of right and wrong	Express opinion
6. Valuing Others	58	Role models Male/female (Past and Present.)	Notable special people as role models; national and international	Asking permission Show ability or inability
Review-2	68			
7. Colours of Pakistan	71	Self, people and places	Knowing children from all provinces and Gilgit Baltistan and AJK My country Religious/cultural festivals in Pakistan	Respond to instructions and directions
8. Good Study Habits	82	Educational and Employment (careers / occupations)	Good study Habits	Express regret
9. Manners	91	Health, Personal Safety, Drug education	Benefits of hygiene including sanitation and hygiene, Healthy food, Healthy eating habits, Playing sports, Avoid befriending strangers, Knowing medicines	Engage in conversation
Review-3	100			
10. Be Aware Be Safe	102	Crisis awareness and management Health, Personal Safety, Drug education	Safety at school/playground/streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans) Avoid befriending strangers	Role play Seek attention
11. The Fox and The Stork	111	Peaceful Coexistence/Peace education	Friendship Respecting others and self	Intonation patterns Agree/disagree politely Lead and follow
12. Time to think!	120	Participatory Citizenship	Traffic education Obeying rules and regulations Respecting Human rights	Express needs and feelings Express joy, sadness and anger
13. Little Things	132	Nature	Hills, rivers, lakes, plains, deserts, mountains etc.	Rhythm, stress and intonation Non-verbal cues
Review-4	143			

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

About the Book

Unit 4 The Pride of Pakistan

Learning Outcomes

After completing this unit, you will be able to:

- pronounce and spell words correctly as they appear in practical texts and so discuss in reading lessons and in speech.
- use appropriate expressions in conversation to express needs and feelings.
- use summary skills to mark important points and develop a mind map to summarise a text.
- provide the missing information in a gap-fill summary.
- use key phrases and expressions in conversation to respond to instructions and directions.
- identify in a text and change parts of speech in a given word.
- locate, provide and use words similar and opposite in meanings.
- recognise and use nouns with no change in number.
- recognise habits you are avoiding the main verbs.
- use some tenses showing time.
- articulate, identify and use cognates of regular adjectives.
- recognise and apply capitalisation to the first letter of proper nouns, names of holidays, social events, and groups.
- write simple descriptive paragraphs. Use appropriate vocabulary and tenses to write a simple paragraph by giving a description of a person/object/place.



34

Learning outcomes provide key learning expectations.

Each unit revolves around a social/ethical theme and content for the development of four language skills.

Getting Started

Brother: Have you seen them before?
(Two persons getting out of the car.)

Sister: No, they seem to be strangers.

Brother: Watch out, they are coming towards us.

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

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

Let's Talk

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

Be Aware, Be Safe

Pre-reading

- Look at the highlighted words and guess their meanings.
- Is it right to get anything from a stranger?

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

Sara: (Excitedly) Hello, Mama. Look, I've got a doll!

Mother: (Worriedly) Who gave you this doll?

Sara: There was a man in the street.

Mother: (Hollily) Come here, Sara and Ahsan, and sit by my side.

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

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

Sara: Okay, Mama!

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

While-reading

Will you allow a stranger to come closer to you?

99

Text is organised around the theme of the unit. Pictures aid in better understanding of the text.

Review pages have been provided throughout the book to assess students' learning.

A) Oral Communication

1. Learning the Sounds

Consonant Clusters

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

Initial Consonant Clusters			
str-	straight	strip	string
scr-	screen	scrub	scraper
spl-	splash	split	splendid

Final Consonant Clusters

-pts	accepts	admits	interjects
-ps	herps	scalps	pulps
-mps	lamps	stamps	jumps

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

split, gulps, script, pumps, attempts, strong

Initial Consonant Clusters	Final Consonant Clusters

At the beginning of the consonant clusters in initial and final positions and encourage students to repeat them after you.

48

It provides information about the concept being taught.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.

Teaching points make teaching more effective and skillful.

Review - 2

A) Oral Communication

1. Learning the Sounds

Write three words for the given consonant clusters.

Initial consonant clusters			Final consonant clusters		
str-	scr-	spl-	pts	mps	mps

Read the given paragraph and underline the words with diphthongs.

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

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

B) Reading and Critical Thinking

1. Reading Comprehension

Answer the given questions.

- What is the highest military award of Pakistan?
- How does the poolless start her day?
- Write the names of the soldiers who got the Nishan-e-Haider?
- Why did Yusuf mistreat Adam?
- How should we take care of the disabled in our surroundings?

54

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict the content/ vocabulary of a text from pictures and title, etc., by using prior knowledge.
- apply critical thinking to interact with the text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.
- identify and classify words that begin with vowel sounds.
- syllabify words to read unfamiliar words.
- identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.
- deduce meaning from context in short talks.
- articulate and practice words containing digraphs and silent letters.
- classify into different categories and use more naming, action and describing words, from pictures, signboards, labels, etc. in their immediate and extended environment.
- identify countable and uncountable nouns.
- demonstrate the use of some nouns from the immediate and extended environment as countable and uncountable.
- recall some more rules for the use of 'a', 'an' and 'the'.
- identify and use the definite article 'the'.
- classify adjectives of quantity, quality, size, shape, colour and origin.
- use capitalisation according to the rules learnt earlier.
- write multi-syllable words with correct spelling and take dictation to improve spellings.
- make sentences by replacing words and phrases in given sentences.
- write sentences of their own using correct capitalisation, punctuation and spelling.



Getting Started

What are some of the qualities that a good leader must have?



Let's Talk

- What do you think a leader does?
- Which leadership qualities do you want to have?
- Which quality of a leader do you like the most?

Great Caliphs of Islam

Pre-reading

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

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



Ask students to read the title and share what comes in their mind. Read aloud the text with correct pronunciation and intonation. Encourage students to discuss the mind map given above. Engage students in conversation to promote oral skills.

Do not compel the students from minorities to study the lesson with Islamic content.

30 years. It is a role model for all Muslim rulers.

Hazrat Abu Bakr Siddique (رضي الله تعالى عنه) was a friend of Hazrat Muhammad Rasoolullah (ﷺ). His name was Abdullah and his *kuniyyat* (family name) was Abu Bakr. His title was Siddique. He was very soft hearted and loving. He was the first among men to accept Islam. Hazrat Abu Bakr (رضي الله تعالى عنه) spent his whole life in the company of Rasoolullah (ﷺ). He had great love and affection for him. Hazrat Abu Bakr's (رضي الله تعالى عنه) daughter, Hazrat Ayesha Siddiqa (رضي الله تعالى عنها), was married to Rasoolullah (ﷺ). After the death of Rasoolullah (ﷺ), Hazrat Abu Bakr (رضي الله تعالى عنه) was elected as the first caliph of Islam. He remained caliph for more than two years.

While-reading

Who was the first man to accept Islam?

Hazrat Umar Farooq (رضي الله تعالى عنه) was elected as the second caliph of Islam. Before accepting Islam, Hazrat Umar (رضي الله تعالى عنه) was an opponent of Islam. Hazrat Muhammad Rasoolullah (ﷺ) had a wish that Hazrat Umar (رضي الله تعالى عنه) would accept Islam. Allah (سبحانه وتعالى) answered his prayers and guided Umar (رضي الله تعالى عنه) would accept Islam. The Muslims gained strength after Hazrat Umar (رضي الله تعالى عنه) accepted Islam. Earlier, the Muslims would say their prayers in hiding, but later they started to pray inside the Kaaba. That is why Rasoolullah (ﷺ) gave Hazrat Umar (رضي الله تعالى عنه) the title of "Farooq" (the one who distinguishes between the right and wrong). Hazrat Umar (رضي الله تعالى عنه) became a distinguishing factor between Muslims and disbelievers. Hazrat Umar (رضي الله تعالى عنه) loved Hazrat Muhammad Rasoolullah (ﷺ) very much. His daughter Hazrat Hafsa (رضي الله تعالى عنها) was married to him (ﷺ). Hazrat Umar (رضي الله تعالى عنه) served Islam and the Muslims as caliph for ten and a half years.

While-reading

What is the meaning of Al-Farooq?

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



Share different incidents of the Rashidun Caliphs. Tell student that we should follow and adopt their practices in our lives. Explain the meanings of the difficult words using contextual clues.

He was known for marrying two of Hazrat Muhammad Rasoolullah (ﷺ), daughters, both at different times. For this, he became known as Zun Noorain, meaning holder of two lights. After the martyrdom of Hazrat Umar (رضي الله تعالى عنه), Hazrat Usman (رضي الله تعالى عنه) became the third caliph of Islam. He remained in office for 12 years.

While-reading

When did Hazrat Usman (رضي الله تعالى عنه) accept Islam?

Hazrat Ali (رضي الله تعالى عنه) was the son of Hazrat Abu Talib, the uncle of Hazrat Muhammad Rasoolullah (ﷺ). From his early childhood,

Hazrat Ali (رضي الله تعالى عنه) lived with Rasoolullah (ﷺ). Hence, he was brought up in the care of Rasoolullah (ﷺ).

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

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

While-reading

Who was the first child to accept Islam?

Post-reading

- Which two qualities of Hazrat Umar (رضي الله تعالى عنه) you liked the most? Why?
- Write a few lines about the life of Hazrat Ali (رضي الله تعالى عنه) in your own words.



Read the given questions aloud and ask students to tell their answers. Correct their answer if required.



A) Glossary

i. Read the given words with their meanings.

affection	feelings of love
distinguish	to recognise the difference
generous	open-handed
treaties	a formal agreement between two or more groups or countries
martyrdom	death of a martyr



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Why was Hazrat Abu Bakr (رضي الله تعالى عنه) given the title of “Siddique”?
- Why is Hazrat Usman (رضي الله تعالى عنه) called the “holder of two lights”?
- At what age did Hazrat Ali (رضي الله تعالى عنه) accept Islam?
- Why was Hazrat Umar (رضي الله تعالى عنه) known as “Farooq”?

ii. Read the following paragraph and notice the digraphs and silent letters.

Hazrat Umar (رضي الله تعالى عنه) was the second caliph. He was known for his discipline and administration. In his reign, the Islamic empire stretched to Persia, Rome and Egypt. He granted scholarships to the poor. He is a role model for Muslims. Muslim leaders should follow in the footsteps of Hazrat Umar (رضي الله تعالى عنه) if they want to rule with justice.

Read Me

A **digraph** is a group of two letters that makes a single sound. When two consonant letters combine to make one sound, they are called a **consonant digraph**, for example **ch**ick, **th**ink, **w**heel, etc.



- Ask them to memorise vocabulary with meanings and take dictation of the difficult words. Ask them to use these words in their daily conversation.
- Have students recall the concept of digraphs and trigraphs by writing examples on the board.
- In case of question from Islamic content substitute question may be given to the student of minorities.

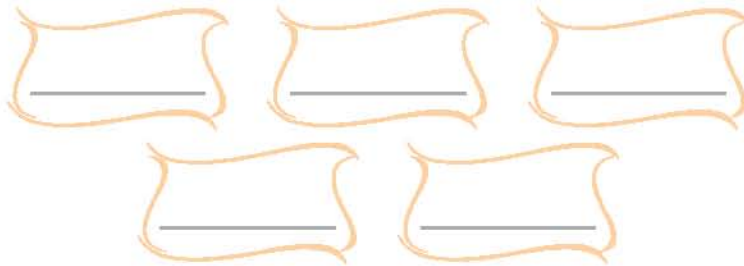
iii. Make at least two words with the given digraphs.

ch: _____

wh: _____

sh: _____

iv. Write five words with different silent letters.



Read Me

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

v. Fill in the blanks.

- The first caliph of Islam was _____.
- Hazrat Abu Bakr (رضي الله عنه) was a _____ of Rasoolullah (رسول الله صلى الله عليه وسلم).
- Hazrat Usman (رضي الله عنه) was a very _____ trader.
- Hazrat Umar (رضي الله عنه) was the _____ caliph of Islam.
- Hazrat Ali (رضي الله عنه) was the first among _____ to accept Islam.

vi. Reading new words

Syllabification

When we read bigger words, we syllabify them to help us read them.

Farm.er

Paint.er

Sell.er

Dent.ist

Recept.ion.ist

Read Me

Syllabification is the division of a word into its individual vowel sounds. The syllable division can be shown through a . / and -.



- Encourage students to make words with the given digraphs.
- Tell students that silent letters are spelt in words but not pronounced. Ask them to share more examples of silent letters.
- Help students to syllabify new words so the students can read and understand unfamiliar words.

2. Analytical Reading

Read about any famous leader of the world. Note down some of his/her personality traits in your notebook.

3. Learning the Sounds

Vowel Sounds

i. Read and listen the following words starting with vowel sounds.

ants

elements

informed

ostrich

unknown

Read Me

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

ii. Read the following words. Circle the words beginning with vowel sounds.

octopus

cloud

sister

envelope

apricot

umpire

trophy



C) Language Focus

1. Vocabulary Building

Naming, Action and Describing Words

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



naming words

action words

describing words



• Have students recall the concepts of naming, action and describing words. Encourage them to share examples of each. • Help students to brainstorm famous leaders of the world.

- ii. Read the given alphabetical order of words in a dictionary. When the first letter is similar, we look at the second letter and find the required word.

Words are arranged in alphabetical order

Syllables

Pronunciation

Part of speech

Meaning

Aa

amazing (a-maz-ing) /ə' meɪzɪŋ/ adjective
causing great surprise or wonder; astonishing

ambassador (am-bas-sa-dor) /am' bæsədə/ noun
a diplomat sent by a state as its permanent representative in a foreign country

ambiguity (am-bi-gu-i-ty) /ambɪ' gju:rti/ noun
a word or statement that can be understood in more than one way

aa

2. Learning to Spell

Fill in the missing letters to complete the words.

c__lpha__e

en__mies

l__ader

hu__ba__d

r__cite

3. Grammar

Countable and Uncountable Nouns

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

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

Read Me

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

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

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



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

Articles

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

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

Read Me

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

Adjectives

iv. Read the following sentences and notice the use of different adjectives.

- She has two old red square boxes.
Quantity Quality Colour Shape
- He bought a large Balochi carpet.
Quantity Size Origin
- He wrote three famous books on Pakistan.
Quantity Quality

Read Me

Words which describe the quality of nouns or pronouns are called **adjectives of quality**.
Words which describe the quantity of nouns or pronouns are called **adjectives of quantity**.
Words which describe the colour of nouns or pronouns are called **adjectives of colour**.

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

v. Think of more sentences with different types of adjectives. Also mention the type of adjectives that you have used.



- Explain the concept of the articles 'a' and 'an' to them. Encourage them to make sentences using the articles 'a' and 'an'.
- Explain the types of adjectives to students and encourage them to use the given adjectives in sentences.

Capitalisation

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

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

- the teacher asked danish to read the lesson.

- mitho is a naughty parrot

- we cannot go to islamabad on this friday.

- asif lives in gilgit.



D) Oral Communication

1. Listening and Speaking

I. Read the given greetings and fill in the blanks using the dialogues from the box given below. Practise in pairs and be careful about non-verbal communication.

No, i will play cricket.

Sure, you can bowl and i can bat.

I am fine. Thank you!

I am going to the playground

Sadia:
How are
you?

Ayaan:

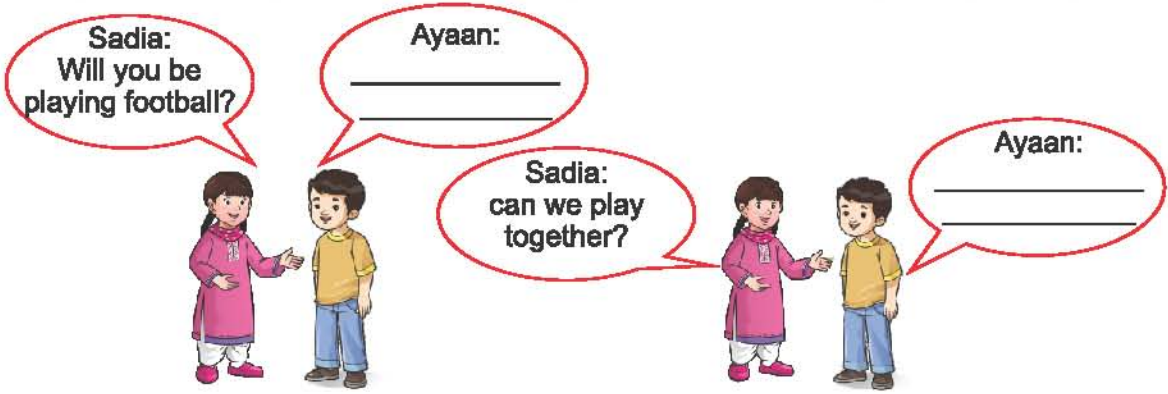
Sadia:
where are
you going?

Ayaan:



Read Me

Non-verbal communication is when we use different body parts and gestures to communicate our feelings and emotions.



ii. Listen to the above dialogue attentively and answer the following questions:

- Where is Ayaan going?
- Will Ayaan play football?
- Who will bowl?
- Who will bat?

iii. Make pairs of students. Ask them to express their willingness or unwillingness to go to the library to read story books using the above dialogue as an example.

 **E) Writing**

1. Learning to Write

i. Read the given multi-syllable words.

- | | |
|--------------|---------------|
| com-pan-ions | grand-fa-ther |
| bal-loon | rain-bow |
| class-room | el-e-phant |
| tea-cher | sis-ter |
| lead-er-ship | tel-e-phone |

Read Me

A word which carries more than one syllable is called a **multi-syllable** word, e.g. pock.et, pas.ta, ba.na.na, af.ter.noon. The number of syllables depends on the number of vowel sounds in the word.

ii. Make eight multi-syllable words of your own in your notebook. Put a dot between syllables. You can take help from a dictionary.



- Encourage students to read the given greetings and fill in the blanks using the dialogue from the given box. (Pair Work) Divide students into pairs. Have each pair practise the dialogues above. Also tell them about being sensitive to ways that other express meaning in their talk and non-verbal communication.
- Have students recall the concept of syllables. Tell them that a syllable is part of a word that has a single vowel sound. Encourage them to share more examples of multi-syllable words.
- Ask the students to listen to the dialogue attentively to answer the questions in the next activity.

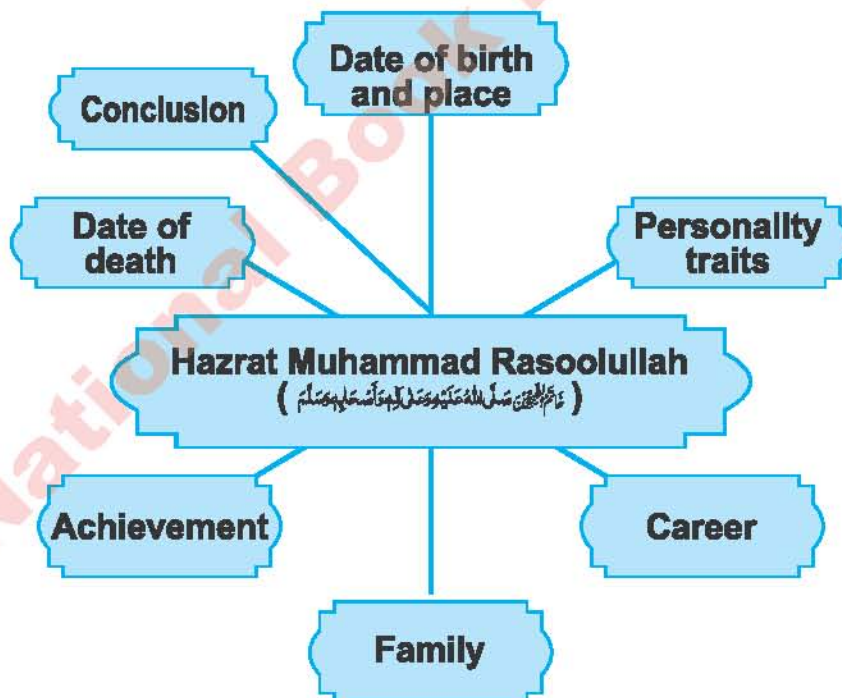
iii. Each sentence given below has underlined words and phrases. Replace each underlined phrase with another word that expresses the same idea and rewrite the sentences in your notebook.

like siblings costly Allah

- His uncle has a house similar to Faisal's.
- I love my brother and sister.
- He bought dresses which were very high in price.
- He, who makes the world, is the creator of everything.

2. Writing Practice

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



• Ask students to read the given sentences and replace the underlined phrase with another word. • Encourage them to write a paragraph in their notebooks with correct capitalisation, punctuation and spelling. Add a concluding statement /section as well.

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

Learning Outcomes

After completing this unit, you will be able to:

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

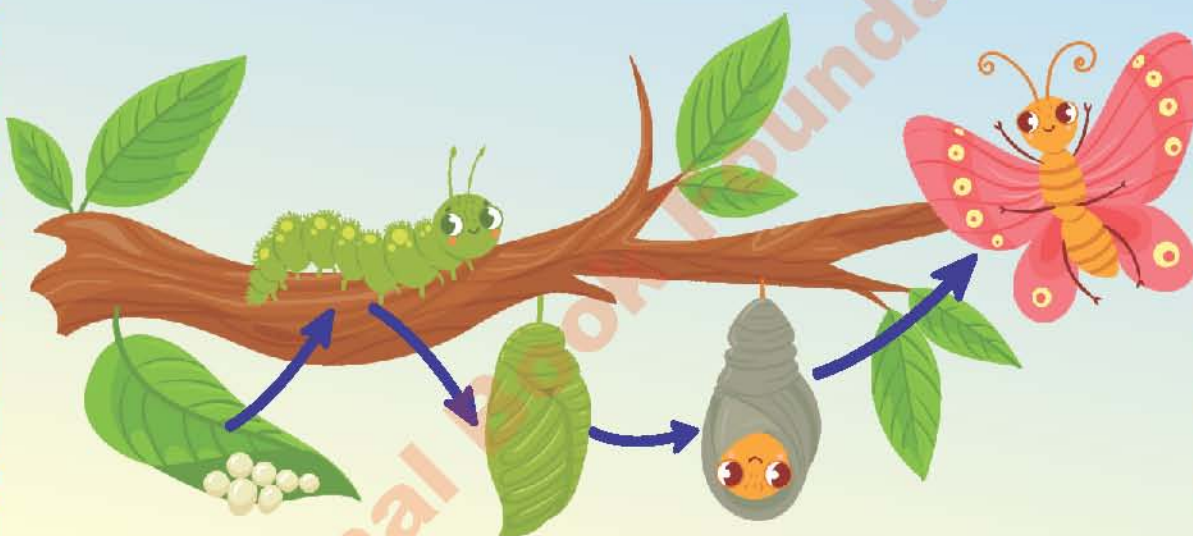


Getting Started



The butterfly is a beautiful and colourful insect but how does it get its colours? Is it born the way it is? Let's see how a butterfly grows.

Life Story of a Butterfly



Let's Talk

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



Encourage students to discuss the picture given above. Engage students in conversation to promote oral skills. Encourage them to listen to others attentively and respect their opinion.

Caterpillar

Pre-reading

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



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

While-reading

What is the colour of a caterpillar?

Christina Rossetti

Post-reading

- Did you like the poem? If yes, why?
- Have you ever seen a caterpillar? Share your experience in a few sentences.



• Model the poem with correct pronunciation and intonation, Help and encourage students to recite the poem. • Discuss the theme of the poem with them. • Share some interesting facts about caterpillars. • Ask the students to identify rhyming words from the poem.



A) Glossary

i. Read the given words with their meanings.

furry	covered with fur
stalk	the stem of a plant
hover	to stay in the air in one place
toad	a small animal like a frog but with drier and less smooth skin
spy	to observe silently



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Where is the caterpillar going?
- What will the caterpillar become?
- Who eats caterpillars?
- Write the rhyming words from the poem.
- If you were to be an insect, which insect would you want to be? Why?

ii. Read the given paragraph.

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

She was so upset. She wanted to save insects and the environment but could not think of any idea. She went to her mother to ask for help. Her mother told her to make a colourful chart about the importance of plants, trees, insects and birds. It was indeed a very good idea. Her friends, Amna and Salma, helped her too. They made many charts together and put them up all over the garden.



- Explain the meaning of the words in the glossary by using them in context. Let students give meanings. Also give synonyms of the words.

- a) Write the main idea of the paragraph in your own words.
- b) Take dictation of full sentences from the given paragraph.

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

- _____ wrote the poem 'Caterpillar'.
 - a) Mary Oliver
 - b) William Blake
 - c) Christina Rossetti
 - d) John Keats
- A caterpillar is an/a _____.
 - a) animal
 - b) insect
 - c) bird
 - d) plant
- The caterpillar is walking to the _____.
 - a) garden
 - b) floor
 - c) tree
 - d) shady leaf
- At the end, the caterpillar becomes a _____.
 - a) toad
 - b) butterfly
 - c) frog
 - d) sparrow

2. Analytical Reading

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

3. Learning the Sounds

Silent Letters

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

climb	design	thumb	talk
honest	autumn	wrap	knee
fasten	knock	often	when

Read Me

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

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



• Read the given silent letters aloud and ask students to repeat after you with correct pronunciation and intonation. • Tell students that in a paragraph sentences join to make sense in relation to each other through transitional devices. Tell them that a paragraph is a meaningful unit of expression representing the unity of thought. • Take them to the library and ask them to search articles for tiny creatures of Allah (سبحانه وتعالى) which are useful to human beings. • Paraphrase means to write the passage/poem in your own words. This often involves substitution of words and breaking large sentences into smaller units.



C) Language Focus

Rhyming Words

ii. Complete the given rhyme using the word bank.

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

Word bank
 that
 flower
 grow

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

trees, bees

way, day

Expressing Likes and Dislikes, Needs, Feelings and Opinion

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

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

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

Anum: Do you like reading scientific magazines and articles?

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

Adnan: Hi, Hamza, you **look so excited.** What's the matter?

Hamza: **Yes, I'm very happy** because I am going to visit my family.

Adnan: **Wow! That's great!**

Hamza: **Could I borrow your bag?** I want to put my things in it.

Adnan: **Sure,** you can.

Hamza: **Thank you!**

2. Learning to Spell

Fill in the missing letters to complete the words.

cat_rpill_r

sta_k

_over

pr_y

sp_n



● Make pairs of students and ask them to practice the dialogue with emotions. ● Encourage students to complete the given rhyme using the word bank.

Prefixes

Read these sentences and notice the use of prefixes

- Can you replay the song?
- Your answer is incorrect. Please try again.
- It is alright to disagree but be polite about it.
- You have misspelled the word. Write it correctly.

Now write one word each with the given prefixes in _____, dis _____, mis _____, re _____.

Read Me

A prefix is a word part added at the beginning of a word to make a new word.

re-, dis-, mis-, are used to make new words. Some prefixes change the words into their antonyms.

3. Grammar

Collective Nouns

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

- A **crowd** of people walked across the market.
- She brought a **bouquet** of flowers for me.
- The **flock** of butterflies flew over the lake.
- A **swarm** of bees attacked the girl.
- A **class** of students walked to the playground.

Read Me

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

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

gang

cluster

team

pride

herd

Articles 'a' or 'an'

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

_____ honest girl

_____ wrapper

_____ knife

_____ hour

Read Me

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

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

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



- Explain to students the concept of collective nouns. Ask them to read the given sentences and notice the use of collective nouns.
- Have students recall the concept of definite and indefinite articles.
- Ask them to fill in the given paragraph using the articles.

Adjectives of Origin

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

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

Read Me

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

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

British

Pakistani

Spanish

Canadian

American

Capitalisation

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

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



D) Oral Communication

1. Listening and Speaking

I. Read and practise the given dialogue aloud. Keep the non-verbal communication conventions in mind.

Caterpillar: Good morning, butterfly! How are you?

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

Caterpillar: Meet my friend, ladybird.

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

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

Butterfly: Okay! Meet my friend, honeybee.

Ladybird: Nice to meet you, honeybee.

Honey bee : Same here.



- Ask them to share more examples of adjectives of origin.
- Have students recall the rules of capitalisation learnt earlier. Tell them that a sentence always begins with a capital letter.

ii. Listen to the above dialogues attentively and answer the questions given below.

- How many insects are mentioned in the dialogue?
- What does the Lady bird want to eat?
- Who is the friend of the Butterfly?

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



E) Writing

1. Learning to Write

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

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

Read Me

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

2. Writing Practice

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

Save Me

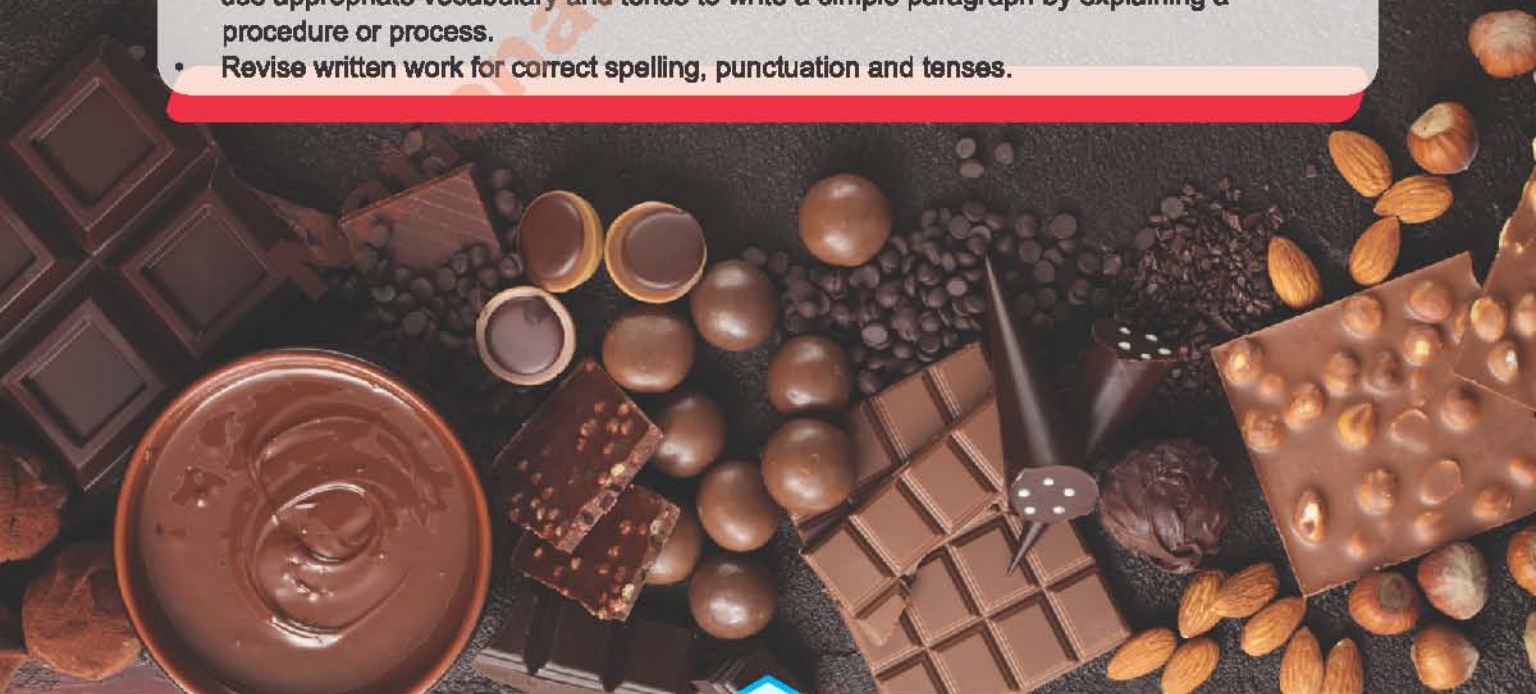


- Tell them that joining words are words that provide a connection between ideas, sentences and paragraphs.
- Help them write a paragraph on their own with the help of pre-writing strategies, i.e brainstorming. Tell them to have at least 3 parts of the paragraphs; introducing sentences, supporting details and concluding sentences.
- Encourage students to listen attentively to answer the listening comprehension questions.

Learning Outcomes

After completing this unit, you will be able to:

- apply critical thinking to interact with a text using intensive reading strategies (while reading) to predict what follow in the text using context and prior knowledge.
- pronounce and practise diphthongs as they occur in practice items and sentences in reading lessons and in speech.
- use appropriate expressions in conversation to express likes and dislikes.
- use critical thinking to respond to the text (post reading) to expressing understanding of a story.
- use appropriate expressions in conversation to show ability/inability to do something.
- identify and recognise the function of pronouns and transitional devices: next /then/again.
- highlight relationships between sentences in a paragraph.
- differentiate below phrases and sentences.
- make anagrams from simple one/two-syllable words.
- provide the missing letter in simple two/three-syllable words.
- change the number of regular and irregular nouns.
- recognise and use more action verbs from the extended environment including other subjects in speech and writing.
- identify and use transitive and intransitive verbs.
- recognise that sentences comprise of a subject and a predicate.
- use some words showing position.
- use capitalisation according to the rules learnt earlier.
- use appropriate vocabulary and tense to write a simple paragraph by explaining a procedure or process.
- Revise written work for correct spelling, punctuation and tenses.





Getting Started

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

Look at the picture and guess what it is.

It is called organic fertilizer.

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



Let's Talk

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

The Journey of Chocolate

Pre-reading

- Look at the given map and tell which continent is this?
- Should we avoid eating too many sweets?



Hello, friends! I am Kojo from a country named Ghana. Do you know where Ghana is? Well, look at the map. Ghana is a small country in the African continent. The word "Ghana" means the "Warrior King". Let me tell you about our delicious crop that will make your mouth water, chocolate! My country Ghana is the second largest grower of cocoa beans from which we make chocolate.

We have all eaten chocolate but not many of us know where it comes from or how it is made. You would be amazed to know that chocolate comes from cocoa trees in its raw form. It's very surprising that the flowers of a cocoa tree grow on the trunk of the tree, not on its branches. These flowers grow throughout the year. When the fruit is ripe, large pods hang all over the tree. Each pod contains 20 to 40 beans.



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

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

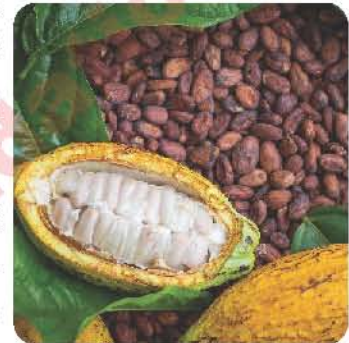
While-reading

Where does chocolate come from?



remaining pieces are edible and called 'nibs'. The nibs are roasted and mixed with sugar and made into a paste. Dried milk and some flavours are added to the mixture. This mixture is then poured into big trays. The chocolate now becomes a fine liquid. Finally, this liquid is left to harden. This is how chocolate is made. Friends, chocolates are no doubt a good source of vitamins and minerals,

but eating too much chocolate is not a good habit. We must remember to always brush our teeth after eating chocolate. Hope you like my country. The next time you eat chocolate, think of my country Ghana.



Post Reading

- What do you think will happen if you eat too much chocolate?



A) Glossary

i. Read the given words with their meanings.

contain	hold (someone or something) within
harden	to become hard
pod	seed shell
remove	take out
solid	hard



- Explain the relationship of sentences in the paragraph with the help of the text. Tell students that in a paragraph sentences join to make sense in relation to each other through transitional devices.
- Explain the meanings of the words in the glossary and ask student to use them in sentences of their own.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Where is Ghana?
- Which crop is Kojo's country Ghana famous for?
- Where do the cocoa flowers grow?
- How many seeds does a pod contain?
- What are nibs?
- Mention some other flavours that come from different plants/flowers/fruits.

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

- Chocolate has been famous for almost _____ years.
a) 100 b) 1000 c) 50 d) 2000
- Chocolate comes from _____ trees in its raw form.
a) grapes b) banana c) mango d) cocoa
- The flowers of the cocoa tree grow on the _____ of the tree
a) root b) trunk c) branches d) leaves
- Chocolates are a good source of _____ and minerals.
a) vitamins b) carbohydrates c) calcium d) protein

2. Analytical Reading

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

3. Learning the Sounds

Digraph

i. Read the given paragraph aloud and put a circle around the words with a **ch** sound and underline the words with **sh** sound

Sheena was a shy child. She got a shiny pair of shoes on her birthday. She also got a chocolate cake with cherries on it. Everyone cheered and wished her a happy birthday.



C) Language Focus

Anagrams

i. Read the given anagrams.

study

dusty

night

thing

race

care

part

trap

Read Me

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

ii. Make anagrams from the given words.

keen

teach

heart

lake

dear

listen

2. Learning to Spell

Fill in the missing letters to complete the words.

har__en

deli__ious

spl__t

__ineral

con__ains



- The teacher should read the paragraph aloud twice and give clear instructions to the students to help them identify and practice the digraphs.
- Explain to them the concept of anagrams by writing different examples on the board.
- Help students to make more words (anagrams) by rearranging the spellings and pronouncing them correctly.

3. Grammar

Regular and Irregular Nouns

i. Read the given nouns.

Regular Nouns		Irregular Nouns	
Singular	Plural	Singular	Plural
shell	shells	tooth	teeth
plant	plants	ox	oxen
dish	dishes	foot	feet

Read Me

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

ii. Write the plurals of the given singular nouns.

Singular	Plural
goose	
flower	
man	
apple	
watch	

Action Verbs

iii. Find five action verbs from the text and use them in your own sentences.

Prepositions of Position

iv. Read the given sentences.

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

Read Me

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



- Encourage students to show more examples of regular and irregular nouns.
- Explain to students that an action verb tells us what the subject of sentence is doing: physically or mentally. Help them to make sentences using action verbs.
- Explain the concept by sharing more sentences of position words.

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

under

around

between

over

up

Capitalisation

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

- Samra is reading a book. She likes reading storybooks.
- Cocoa trees are grown in West Africa.
- Today is Wednesday.

vii. Punctuate the following sentences.

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

Phrase and Sentences

viii. Read the following lines and notice the differences between phrases and sentences.

- in a big oven
- into big trays
- Chocolate beans are cleaned before roasting them.
- This is how chocolate is made.

Read the unit again and write three phrases and three sentences.

Read Me

Phrase is a group of words without the subject and a verb. It does not convey complete meaning. It does not convey complete meaning.

Sentence is a group of words that conveys complete meaning with a subject and a verb.



- Have students recall the rules of capitalisation learnt earlier. Sentences always begin with a capital letter. The (proper nouns) names of people, pets, places and things always start with a capital letter. The names of days of the week and months also start with capital letters.
- Explain the difference between a phrase and a sentence by choosing different phrase and sentences from the text.



D) Oral Communication

1. Listening and Speaking

i. Read and practise the given dialogue.

Rohma: Good morning, Minsa. How are you?

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

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

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

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

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

ii. Read the given dialogue and express your likes and dislikes about any other food / fruit / snack. You can take help from the above dialogue.

iii. Listen attentively to the dialogue practised by your class fellows and write the likes and dislikes of two of your friends in the given table.

Name of the friend	likes	dislikes



E) Writing

1. Learning to Write

i. Read the given recipe.

Title of recipe: Chicken Cheese Sandwich

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



- Help students to pick up different food items / snacks / fruit to express their like dislike.
- Ask student to listen to others attentively to give responses in the given boxes.

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

ii. Now write a recipe of a chocolate milkshake.

Title of recipe: Chocolate Milkshake

Ingredients Cocoa powder, 2 Glasses of Milk, 1 Teaspoon Sugar

2. Writing Practice

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

You can start like this:

Everyone has their favourite food. Some like salty food and some like sweets.

My favourite food is _____. I like it because _____.



- Tell them that joining words are words that show the flow of an idea to help readers go through a text. Firstly, then, finally, etc. are joining words.
- Encourage students to check their work layout, vocabulary, punctuation and spelling. Also help them in using transitional words.
- Use pre-writing strategies to gather ideas using mind mapping and brainstorming

Review - 1



A) Oral Communication

1. Learning the Sounds

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

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

Pair up with your friend and introduce yourself and your families.



B) Reading and Critical Thinking

1. Reading Comprehension

Answer the given questions.

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

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

ch

sh

k

w



C) Language Focus

1. Vocabulary Building

Read the given words and write their meanings.

heap	
stalk	
distinguish	
furry	
generous	

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

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

countable nouns: _____

uncountable nouns: _____

Read the given paragraph carefully and put a tick (✓) on the adjectives. Then write them in their specific columns.

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

Colour	Quality	Size	Quantity	Origin	Shape

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

Write the plurals of the given nouns.

mouse _____ tree _____ man _____
tooth _____ teacher _____ child _____

Look at the given picture and write five sentences using action verbs in present continuous tense.





D) Writing

1. Learning to Write

Write a recipe of your favourite dish.

Title of recipe: _____

Ingredients: _____

Recipe: _____

National Book Foundation

قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اُخوتِ عوام
قوم، ملک، سلطنت پابندہ، تابندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال!

سایۂ خدائے ذوالجلال

(حفیظ جاندھری)