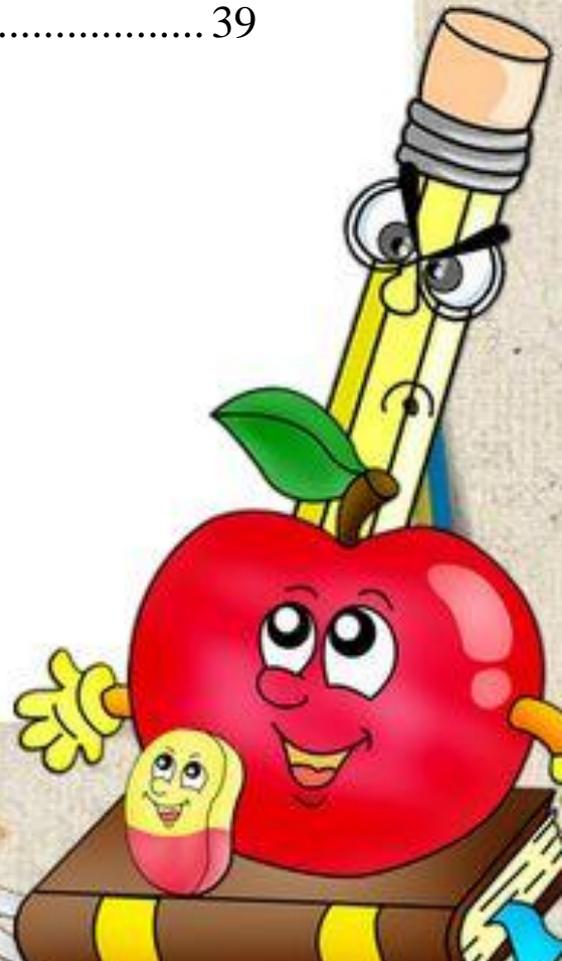
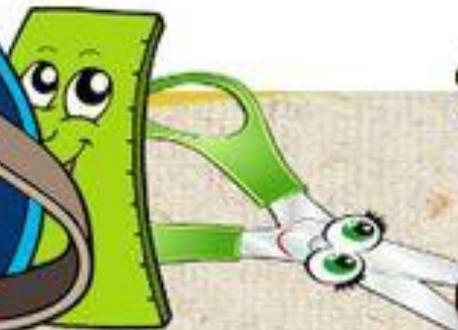




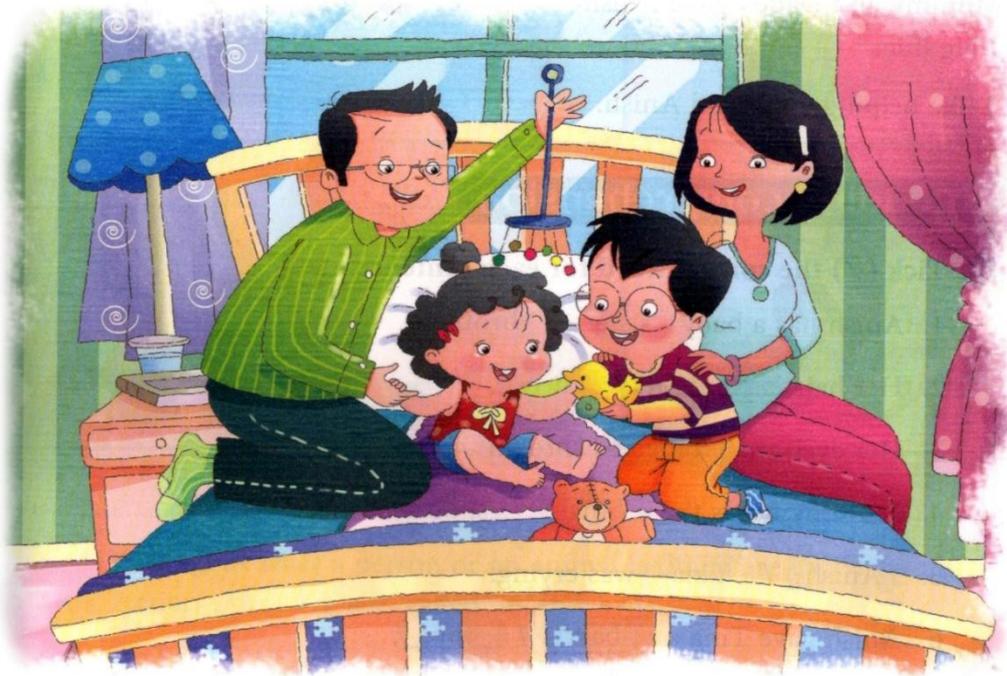
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# 1. Elder Brother

Asif has a baby sister. Her name is Sara.



Sara looks like a doll. She has big brown eyes. She has curly hair and chubby cheeks.

Asif helps his mother to feed Sara. Asif holds the bowl. Mummy holds the spoon and puts food in Sara's mouth.

When Sara cannot sleep, Asif sings her a song. He sings the ABC song. Sara loves that song!

One day, Sara was crying. Mummy was cooking dinner.

Asif knew what to do. He gave Sara a toy. Then she stopped crying.

Mummy said, 'Asif, you are a good brother.'

Daddy said, 'You are a good son too.'

Mummy and Daddy gave Asif a big hug.

'I like helping you,' said Asif.





## Vocabulary

**Curly** – having a curved shape

**Chubby** – fat in an attractive way

**Cheek** – the soft part of one's face which is between his mouth and ear

**Feed** – to give food

**A) Answer each question in one line:**

- (1) Who has a baby sister?
- (2) How does Sara look like?
- (3) How are Sara's cheeks?
- (4) Who holds the bowl?
- (5) How does Asif help his mother?

**B) Find out whether the statements are true or false.**

1. His sister sings him a song.
2. Sara loves that poem.
3. His sister sings the ABC song.
4. Asif helps his sister.

**C) Fill in the gaps using suitable words:**

- (1) Mummy was (cooking/cooked) \_\_\_\_ dinner.
- (2) Sara \_\_\_\_ (loves/love) that song.
- (3) Asif \_\_\_\_ (know/knew) what to do.
- (4) She \_\_\_\_ (stop/stopped) crying.
- (5) Asif likes \_\_\_\_ (help/helping) his parents.

**D) Re-arrange the following letters to make meaningful words:**

- a) sistre
- b) neam
- c) loko
- d) liek
- e) eey

**E) Make sentences with the words: help, feed, give, cry**

## Grammar

### Person

In a sentence, a *Person* refers to someone who speaks, who listens or something or someone talked about.

*Person* is of three types.

- First person (who speaks)
- Second person (who listens)
- Third person (something or someone talked about)

Now, look at the following diagram.

First person	singular number	I
	plural number	we
Second person	singular number	you
	plural number	you
Third person	singular number	He/she, it, house, pen, etc.
	plural number	They, houses, pens, books, etc.

A. Now, try to identify which person the underlined words are going to be in.

- I wasn't playing that video game.
- She eats a lot.
- My sister is a very good girl.
- They said that they will play with us.
- You look so cute.
- Dogs are very playful.
- We are going to have dinner together.

## 2. A Real Friend

Once there were two friends, a squirrel and a puppy. The squirrel was called Pip. The puppy was called Nico. They lived and played together. Their favourite game was racing.



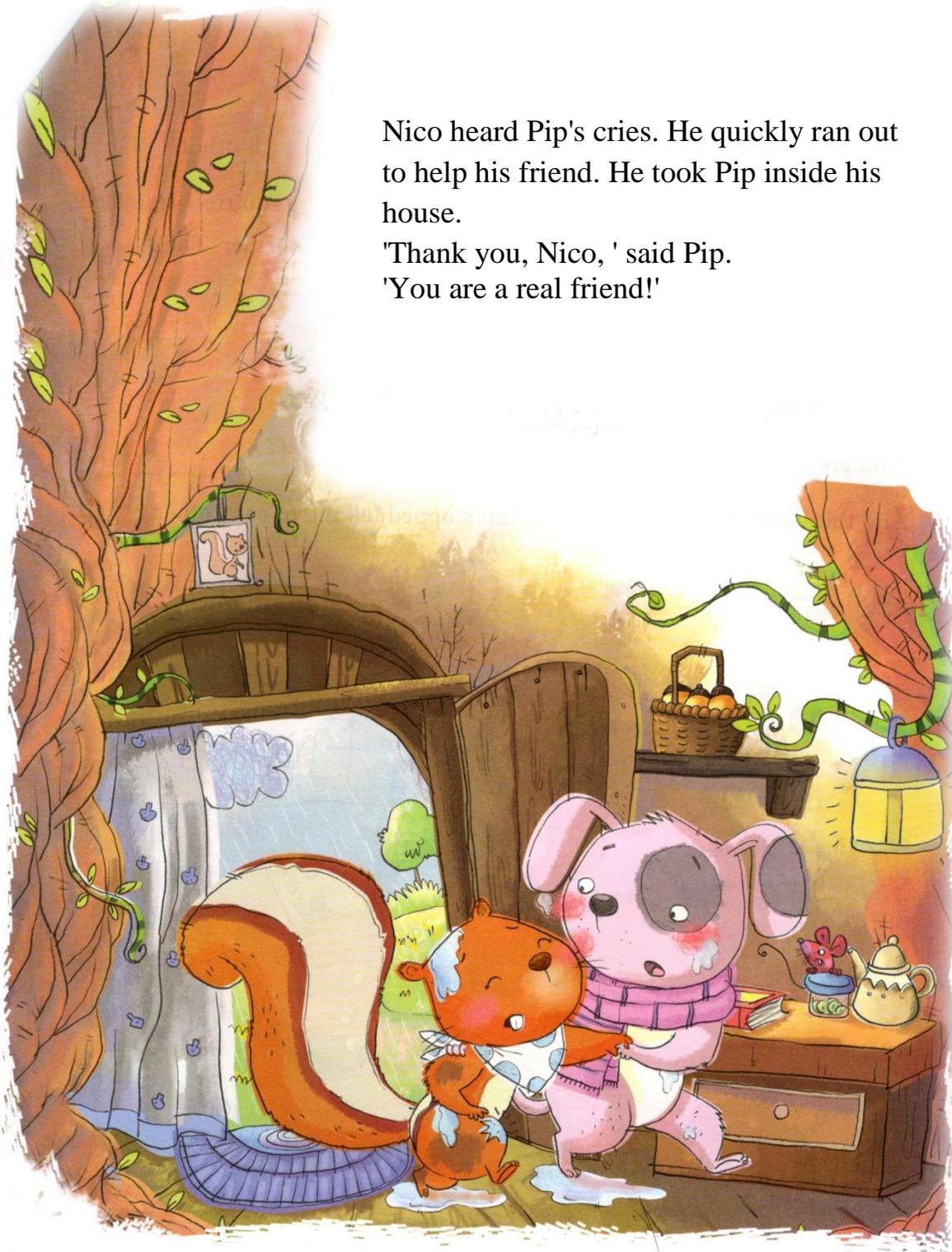
Pip ran fast and always won. Nico felt bad.  
'I will not play with you. You never let me win,' said Nico.  
'You are so slow,' said Pip.  
And they started fighting!  
Pip and Nico stopped talking to each other.

One day, it rained heavily. Pip loved rains. He jumped and danced in the rain. Suddenly, he slipped and fell. He hurt his leg and could not walk.

'Help!' cried Pip. 'Somebody help me!' Nico! Help me!

Nico heard Pip's cries. He quickly ran out to help his friend. He took Pip inside his house.

'Thank you, Nico, ' said Pip.  
'You are a real friend!'





## Vocabulary

**Favourite**– best liked

**Heavily**– to a great degree

**hurt**-to feel pain in a part of one's body

**Slow**– without much speed

### A) Answer each question in one line:

1. Who loved rain?
2. What was their favourite game?
3. Why did Nico feel bad?
4. Who were the two friends?

### B) Fill in the gaps using suitable words:

1. Nico \_\_\_\_\_(heard/hear) Pip's cries.
2. One day, it rained \_\_\_\_\_(heavy/heavily).
3. Pip loved \_\_\_\_\_(rains/sunshine).
4. Pip and Nico \_\_\_\_\_ (stop/stopped)talking with each other.

### C) Find out whether the statements are true or false.

1. Nico took Pip inside his house.
2. Nico suddenly slipped and fell.
3. Pip needed Nico's help.
4. It was a sunny day , when Pip slipped.

### D) Make sentences with the words: live, run, play, start, talk



## Grammar

### Article

→ Articles are '*a*', '*an*' and '*the*'.

→ '*a*' or '*an*' is called the Indefinite Article.

Ex: i) Give me *a* book.

ii) I want *an* orange.

→ '*The*' is called the Definite Article.

Ex: i) He is *the* man who helped me.

ii) *The* sky is beautiful.

### Exercise

Fill in the blanks with '*a*' or '*an*'

a) \_\_\_\_\_ book.

b) \_\_\_\_\_ umbrella.

c) \_\_\_\_\_ cat.

d) \_\_\_\_\_ dog.

e) \_\_\_\_\_ pencil.

f) \_\_\_\_\_ elephant.

g) \_\_\_\_\_ apple.

h) \_\_\_\_\_ bag.

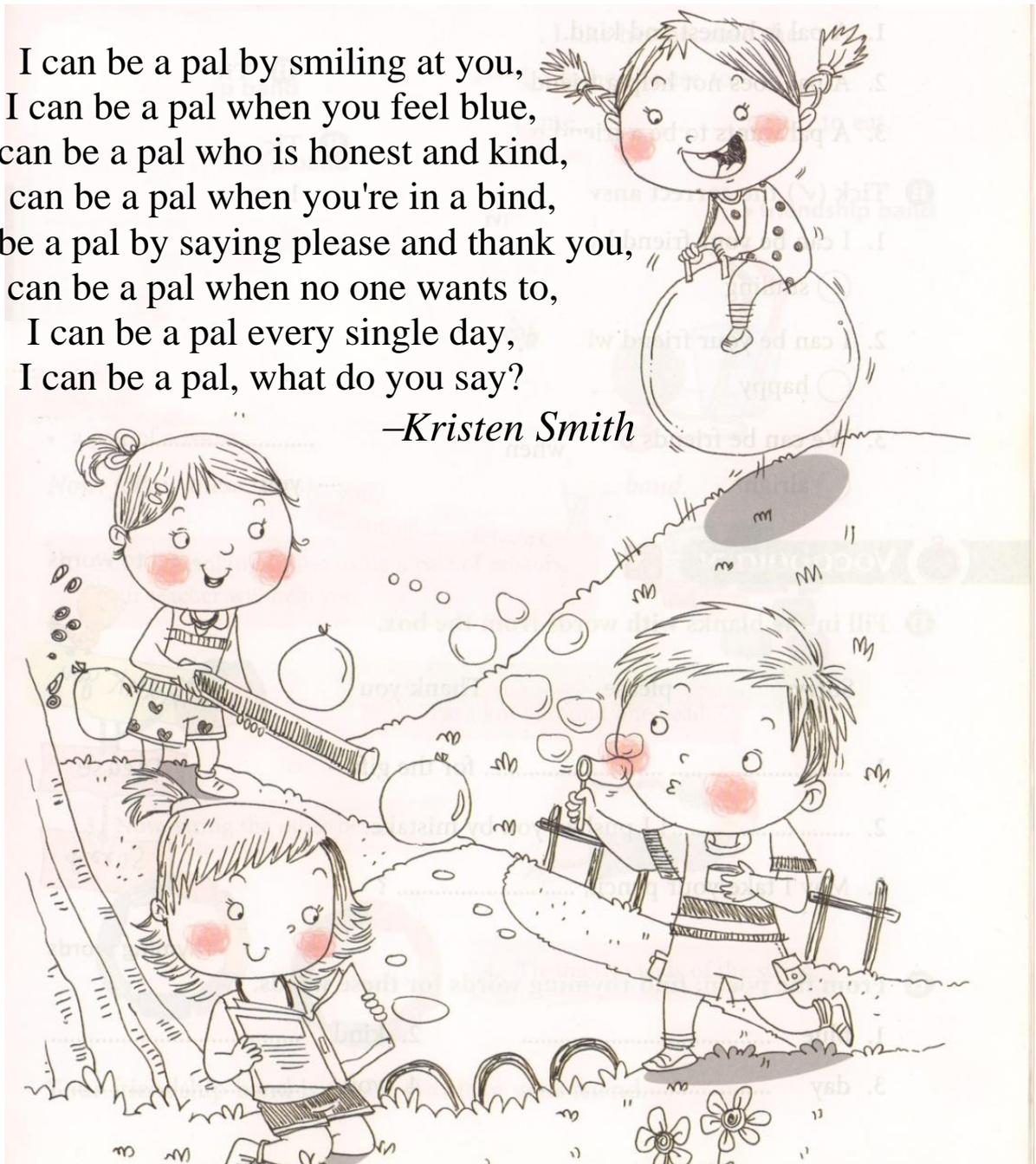
i) \_\_\_\_\_ house.

j) \_\_\_\_\_ pen.

### 3. I can be a pal

I can be a pal by smiling at you,  
I can be a pal when you feel blue,  
I can be a pal who is honest and kind,  
I can be a pal when you're in a bind,  
I can be a pal by saying please and thank you,  
I can be a pal when no one wants to,  
I can be a pal every single day,  
I can be a pal, what do you say?

—Kristen Smith



## Vocabulary

**Honest**-truthful

**Pal** – a friend

**Feel blue** –feel sad

**In a bind** – in a difficult situation

### A) Answer the following questions:

- (1) What can one be by smiling at you?
- (2) Whom do you want when you feel blue?
- (3) Should a pal be honest and kind?
- (4) What does a read pal do when you are in danger?
- (5) What can one be by saying please and thank you?
- (6) Which day can the poet be pal?

### B) Find out whether the statements are true or false:

- (1) When one smile at you, he can be your pal.
- (2) A true pal is he who helps you upset.
- (3) A pal must be dishonest and cruel.
- (4) A pal helps you in trouble.
- (5) By saying please and thank you one cannot be a pal.
- (6) The poet can be a pal every Sunday.

### C) Fill in the blanks:

- (1) One can be a pal by \_\_\_\_\_ (smile) at you.
- (2) One can be a pal when you \_\_\_\_\_ (feel) sad.
- (3) A pal must \_\_\_\_\_ (be) honest and kind.
- (4) A pal helps you when you are in a \_\_\_\_\_.
- (5) One can be a pal by \_\_\_\_\_ (say) please and thank you.
- (6) One can be a pal when no one \_\_\_\_\_ (want) to.

### D) Broad question

- (1) What would you do to make friends?
- (2) Who is a true pal?

### E) Matching

a) I can be a pal	i) every single day.
b) I can be a pal	ii) smiling at you
c) I can be a pal	iii) when you feel blue
d) I can be a pal	iv) who is honest and kind

## 4. The Merry-go-round

The children went round and round in the merry-go-round. They sang and laughed.



"I go round and round the whole day," said the merry-go-round. "I'm tired.

I must rest now." And it stopped.

Mr Jones pulled it and pushed it. He looked inside it and scratched his head.

"Now, why did the merry-go-round stop?" he asked.

"Sorry, you must get down," said Mr Jones to the children.

The children were sad. They climbed down and walked away. One little boy stood there with his mother. He was very sad.

"Come, let's go home," said his mother. "We can come back tomorrow."

"Tomorrow is my school. Today is my holiday," said the sad little boy.

The merry-go-round heard this and felt bad. "I can go round once more," it said.

I must make him happy."

The merry-go-round moved slowly. The little boy climbed in. He laughed and clapped his hands. He enjoyed the ride.



## A. Vocabulary

Word Meaning
Sing – make musical sounds with the voice, especially words
Laugh – to smile
Tried – in need of rest
Pull – to move something toward yourself

## B. Answer the following questions:

1. Where did the children go round and round?
2. What did the children do in the merry-go-round?
3. Who felt bad?
4. Who could go round once more?
5. Why did the merry-go-round want to go round once more?

## C. Re-arrange

Re-arrange the following words or letters to make meaningful words or sentences:

- a) wetn
- b) nwo
- c) tesr
- d) og
- e) sad
- f) sang, laughed, and, they (make sentence)
- g) and, stopped, it (make sentence)

## D. Find out whether the following statements are true or false.

- (1) The adults went round and round in the merry-go-round.
- (2) They remained quiet.
- (3) The merry-go-round went round and round only in the afternoon.
- (4) The children were tired.
- (5) Mr. Jones pulled it.

## E. Fill in the gaps using suitable form of verb:

- (1) They could \_\_\_\_\_(come/will come) back the next day.
- (2) The merry-go-round \_\_\_\_\_(heard/hear) this.
- (3) The merry-go-round could \_\_\_\_\_(went/go) once more.
- (4) The merry-go-round wanted to \_\_\_\_\_(made/make) him happy.

A decorative border surrounds the page, featuring various school and sports items such as books, a magnifying glass, a ruler, a pencil, an apple, a calculator, a pencil case, a pencil, a red apple, a paintbrush, a basketball, a chalkboard with 'ABC', a treble clef, and a soccer ball. At the bottom corners, there are cartoon illustrations of a boy and a girl.

## F. Matching

A	B
a) They sang	i. there with his mother.
b) Mr. Jones pulled	ii. and laughed.
c) The children	iii. and pushed it.
d) He was	iv. were sad.
e) One little boy stood	v. very sad.

## 5. Share to Care

DING DING, DING DING!

It was break time. All the boys and girls rushed out to play.



Ayesha sat by herself. She played with her new doll.

'May I play with your doll?'

Pia asked. 'No, you cannot.'

'Go away,' said Ayesha. 'But

sharing things is good,' said

Pia, as she walked away.

'I don't care,' shouted Ayesha.

The next day, it was Rihan's

birthday. There was a big cake

for all. Everyone got a piece





from the cake.

Just as Ayesha was about to take a bite of the cake, it fell on the floor.

'Oh no!' she cried. There was no cake left.

Pia saw this and went to Ayesha. She gave Ayesha half of her piece of cake.

'Why do you want to give me your cake?' asked Ayesha.

'Because it is good to share things,' said Pia.

'I am sorry, I was rude to you yesterday,' said Ayesha, taking the cake.

'It's okay. Now you know that sharing is caring,' Pia said.





## Vocabulary

**Break** – a short period of rest.

**Rush** – to go or do something very quickly

**Rude** – not polite

**Shout** – to speak with a very loud voice.

### A) Answer each question in one line:

- 1) What did Ayesha tell Pia?
- 2) What did Ayesha play with?
- 3) Did Ayesha allow Pia to play with her doll?
- 4) What did all the boys and girls do?

### B) Find out whether the statements are true or false.

1. The cake was small.
2. There was no cake left.
3. It is bad to share things.
4. Pia was sorry.
5. Pia told Ayesha to go away.

### C) Fill in the gaps using suitable words:

1. Pia \_\_\_\_\_ (give/gave) half of her piece of cake to Ayesha.
2. Ayesha \_\_\_\_\_ (shout/shouted) that she did not care.
3. There \_\_\_\_\_ (is/was) a big cake for all.
4. Ayesha was about to \_\_\_\_\_ (take/took) a bite of the cake.
5. Ayesha \_\_\_\_\_ (sit/sat) by herself.

### D) Choose the right answer:

- 1) Who sat by herself?
  - a) Fatima
  - b) Pia
  - c) Ayesha
  - d) Keya
- 2) How was Ayesha's doll?
  - a) costly
  - b) cheap
  - c) ugly
  - d) new

- 3) Who wanted to play with Ayesha's doll?
  - a) Nadia
  - b) Nahid
  - c) Ali
  - d) Pia
- 4) What did Ayesha learn from Pia?
  - a) cooking
  - b) drawing
  - c) writing
  - d) sharing

**E) Make sentences with the words:** play, ask, go, say, take

**F) Find out *action words(verb)* from the following statements:**

1. She gave Ayesha half of her piece of cake.
2. Ayesha sat by herself.
3. She played with her new doll.
4. Everyone got a piece from the cake.
5. All the boys and girls rushed out to play.

**G) Matching:**

<u>A</u>	<u>B</u>
A) It Was	i) by herself.
B) Ayesha Sat	ii) break time.
C) She Played With	iii) cake for all.
D) There Was A Big	iv) her new doll

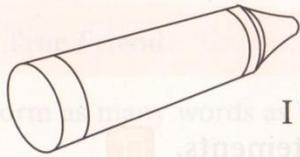
**H) Re-arrange the following letters to make meaningful words:**

- a) tiem
- b) byo
- c) gilr
- d) dlol
- e) plya

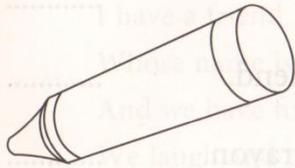
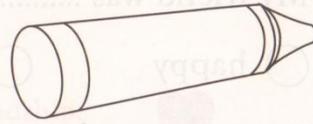
**I) Values and life skills (critical thinking ,sharing)**

- What did Ayesha learn from Pia? Discuss in class.

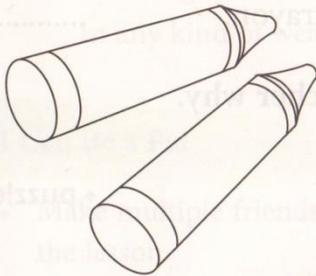
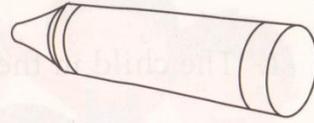
# The Box of Crayons



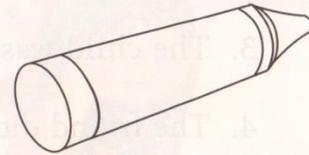
I had a box of crayons,  
Shiny, straight and new.



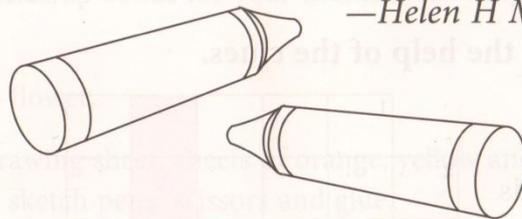
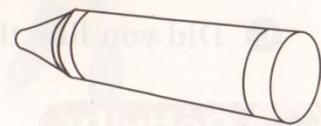
I lent a friend the red one,  
And—oops—it broke in two!



My friend said she was sorry,  
But I said, 'I don't care,



'Cause now we both can colour  
With one crayon—we can share!



—Helen H Moore



## VOCABULARY

**CRAYON**- a small stick of coloured wax

**SHINY**-bright

**STRAIGHT**-not curving

### A) Answer the following question:

- (1) What did the child have?
- (2) How were the crayons?
- (3) What did the child lend?
- (4) What happened with the red crayon?
- (5) How can both the child and the friend colour with one crayon?

### B) Find out whether the statements are true or false:

- (1) The box was shiny.
- (2) The child lent a friend.
- (3) The child broke the red crayon .
- (4) The child was sad when the friend broke the crayon.
- (5) The friend said ' sorry' for breaking the crayon.

### C) Fill in the blanks:

- (1) The \_\_\_\_\_ (box/crayons) were shiny.
- (2) The child \_\_\_\_\_ (lend/lent) a friend the red one.
- (3) It \_\_\_\_\_ (break/broke) in two.
- (4) The friend \_\_\_\_\_ (say/said) she was sorry.
- (5) The child did not \_\_\_\_\_ (care/cared).
- (6) Both the child and the friend can \_\_\_\_\_ (colour/coloured) with one crayon.

### D) Write down the following verse of the verses given:

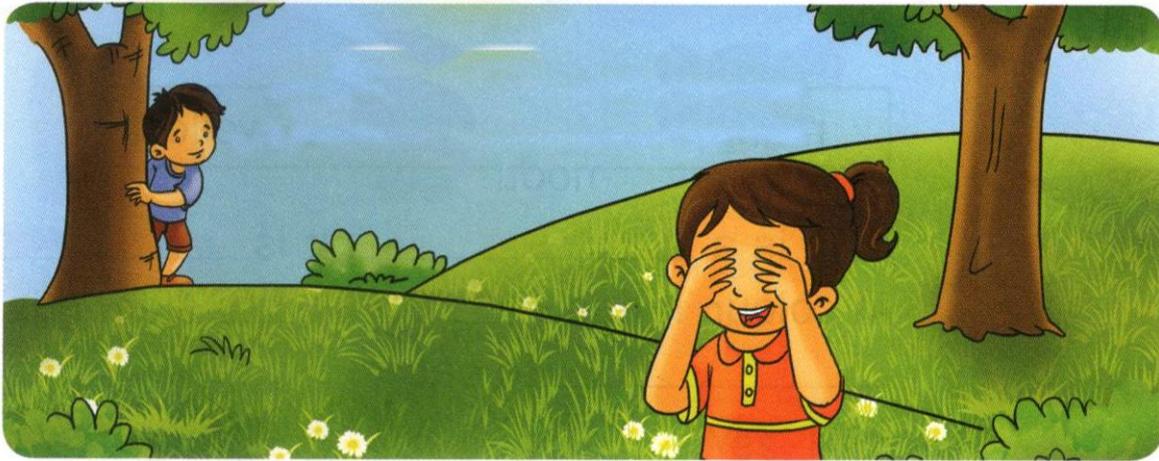
- a) I had a box of crayons,  
.....
- b) My friend said she was sorry,  
.....
- c) I lent a friend the red one,  
.....

### E) Broad Question

- (1) How was the child in the poem?
- (2) What would you do if your friend broke one of your crayons?

## 6. Hide and Seek

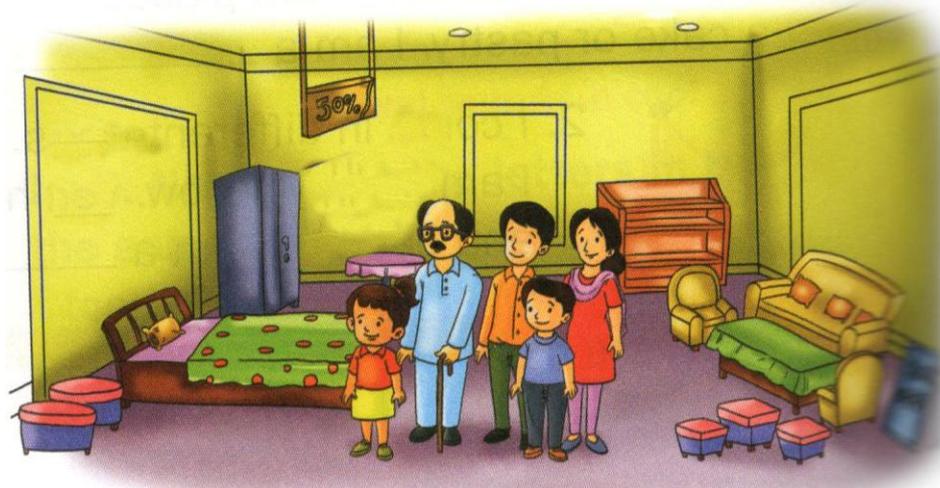
Tumpa and her family wanted to buy a sofa. Their old sofa was not very comfortable.



Tumpa's uncle was a shopkeeper. He sold furniture. Tumpa and her family went to his shop.

Tumpa had an older brother. His name was Hasan. The children liked going to the shop.

Tumpa's mother and father went to look at sofas. They left the children with their grandfather.



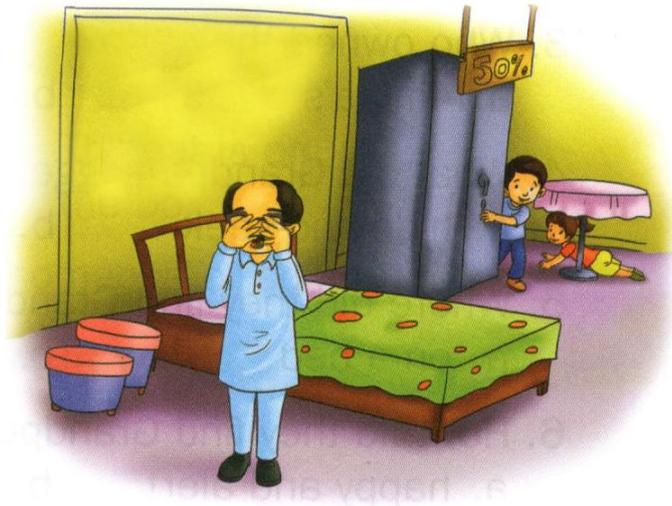
Tumpa's grandfather had a good idea. "Let's play hide-and-seek," he said. "What fun, Grandpa!" said Tumpa.

"There are so many places to hide in," said Hasan.

Grandpa closed his eyes. He counted to fifty. Hasan hid behind a cupboard. Tumpa hid under a table. Grandpa found Hasan very quickly. He found Tumpa too.

Now, it was Hasan's turn to count. Hasan closed his eyes and counted to fifty.

"coming!" he shouted. He found Tumpa behind a big sofa. Then

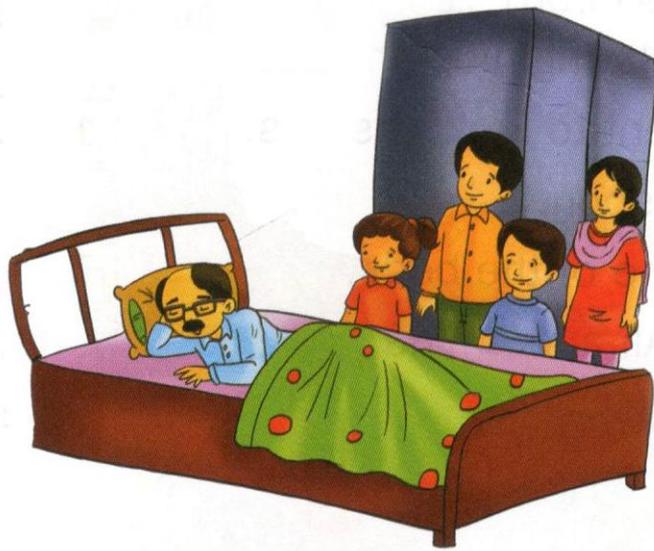


they both looked for Grandpa. They could not find him anywhere.

Their mother and father came back. They looked all over the shop.

They heard a funny noise. It was coming from where the beds were kept. They looked across the shop. Grandpa was asleep on one of the beds. He

was sleeping cosily and snoring!



## A. Vocabulary

Word Meaning
Cosily – comfortably
Snoring – making sound from the nose while sleeping
Cupboard – a type of furniture which has a door and space behind it to store things there.

## B. Answer each question in one line:

1. What did Tumpa and her family wants to buy?
2. Why did they want to buy a new sofa?
3. Who was a shopkeeper?
4. What did the shopkeeper sell?
5. Who went to look at sofas?

## C. Choose the right answer:

1. What did Tumpa's uncle sell?
  - a) furniture
  - b) fruits
  - c) vegetables
2. What did they want to play?
  - a) cricket
  - b) football
  - c) hide and seek
3. Where did Amian and Hasan found their grandpa?
  - a) behind a cupboard
  - b) inside a room
  - c) on a bed

## D. Find whether the following statements are true or false.

1. Tumpa and her family wanted to buy a computer.
2. The old sofa was uncomfortable.
3. Tumpa and Hasan couldn't find their parents.
4. Hasan found Tumpa behind dressing table.
5. Hasan could not find his grandfather.

### E. Fill the gaps using suitable words:

1. Tumpa's mother and \_\_\_\_\_ went to look at sofas.
2. Tumpa's grandfather had a good \_\_\_\_\_.
3. Hasan hid behind a \_\_\_\_\_ at first.
4. Tumpa and Hasan couldn't find their \_\_\_\_\_.
5. Hasan closed his \_\_\_\_\_ and counted to fifty.

### F. Matching

A	B
a) Tumpa and her family	i. very quickly
b) Tumpa's uncle was	ii. cosily and snoring
c) Grandpa found Hasan	iii. and counted to fifty
d) Hasan closed his eyes	iv. wanted to buy a sofa
e) Grandpa was sleeping	v. a shopkeeper

### G. Work with words

Make sentences with the following words: *comfortable, count, hid, cupboard, shopkeeper, found, quickly.*

H. Find out the nouns, verbs, adjectives and adverbs from the first 10 sentences of this story.

## 7. Never tell a lie

A boy had just left school. He was sent out to take care of some sheep.

He watched the sheep for a long time. When he was tired of watching them, he thought he would have some fun.

He shouted, "Wolf! Wolf!" as loud as he could.

The men in the fields heard him shout. They came running up with sticks to beat the wolf and drive it away. They were surprised when they did not see a wolf there.

"Where is the wolf?" they asked.

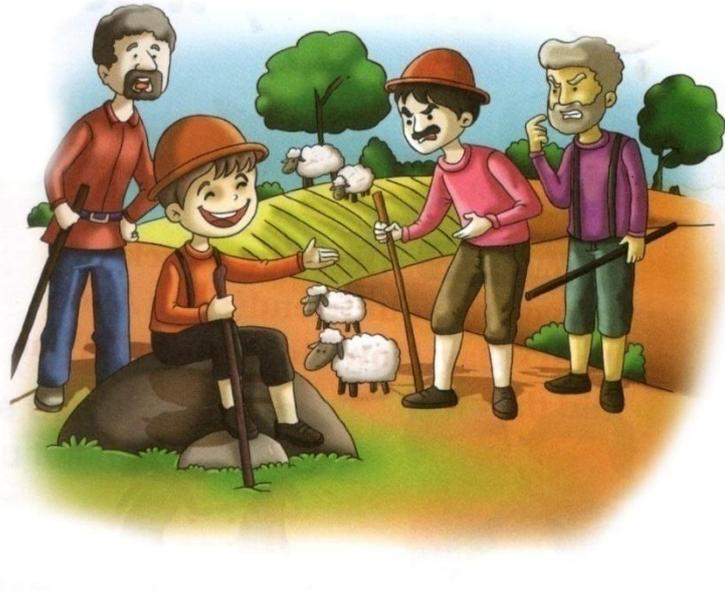
"There is no wolf," said the boy. "I called out for fun. It was good fun to see you

all running up for nothing."

The men were angry and went away.

Next day the boy went out with the sheep again.

When he was watching them, a wolf came. The boy shouted, "Wolf! Wolf!" as loud as he could.



But the men said, "It is only that boy calling out for fun. He will not catch us this time."

So no one came to drive away the wolf. The wolf went off with one of the sheep.

The boy went home sad. He had lost one of his sheep.

He said to himself, "I will never again shout 'Wolf! Wolf!' when there is no wolf."

**A. Answer each question in one line:**

- (1) Who had just left school?
- (2) Why was the boy sent out?
- (3) What did the boy watch?
- (4) When did the boy think of having fun?
- (5) What did the boy say shouting?

**B. Find out whether the following statements are true or false.**

- (1) The men did not come to drive away the boy.
- (2) The boy went off with one of the sheep.
- (3) The boy went home happily.
- (4) The men had lost their sheep.
- (5) The men said that the boy was calling out for help.

**C. Fill in the blank using suitable words:**

- 1) They were \_\_\_\_\_ (surprise) not seeing a wolf.
- 2) The men \_\_\_\_\_ (go) away.
- 3) Next day the boy \_\_\_\_\_ (go) out with sheep again.
- 4) When he was \_\_\_\_\_ (watch) them, a wolf came.
- 5) The boy \_\_\_\_\_ (shout) loudly seeing the wolf.

**D. Vocabulary**

Word Meaning
Watch – to look at something for a period of time
Drive – to force someone or something to go somewhere
Surprise – to make someone feel surprise
Angry – feeling or showing strong displeasure
Sad – unhappy

## E. Matching

A	B
a) A boy had	i. to take care of some sheep.
b) He was sent out	ii. for a long time.
c) He watched the sheep	iii. just left school.
d) The boy went	iv. one of his sheep.
e) He had lost	v. home sad.

## F. Work with words

Make sentences with the following words: *watch, drive, wolf, fields, shout.*

## G. Language exercise

Find out the verbs from the first 5 sentences of this story.

## H. Grammar

### Verb

A word which refers to an *action, event or state* is a *Verb*.

For example-

- i) He *goes* to school every day.(action)
- ii) The old man *died* yesterday.(event)
- iii) I *know* him.(state)

### Exercise

Find out the verbs from the following sentences:

- i) I take my breakfast at 8:00 a.m.
- ii) It rains heavily in the rainy season.
- iii) Ali runs very first.
- iv) Allah is very kind to us.
- v) Health is wealth.

## 8. Books

I like books  
I really do—  
Books with stories  
And pictures, too.

Books of birds  
And things that grow  
Books of people  
We should know.

Books of animals  
And places, too,  
I like books  
I really do!





**A. Answer the following questions:**

- (1) What does the boy like in the poem?
- (2) What does the boy really do?
- (3) Which books does the boy like?
- (4) What kinds of books does the boy like?

**B. Fill in the blanks:**

- (1) The boy \_\_\_\_ books.
- (2) The boy \_\_\_\_ likes books.
- (3) The boy likes books with \_\_\_\_ .
- (4) The boy likes books of things that \_\_\_\_.
- (5) We should \_\_\_\_ books about the people.

**C. Find out whether the statements are true or false:**

- (1) The boy hates books.
- (2) The boy likes books with pictures.
- (3) The boy likes books of birds.
- (4) We should not know books of birds, people, etc.

**D. Broad Question:**

- (1) Which books should we read?
- (2) Do you like books? What kind of books do you like to read?

→ Write down the following verse of the verses given:

- a) Books of people  
.....
- b) I like books  
.....
- c) Books of birds  
.....

**E. Re-arrange**

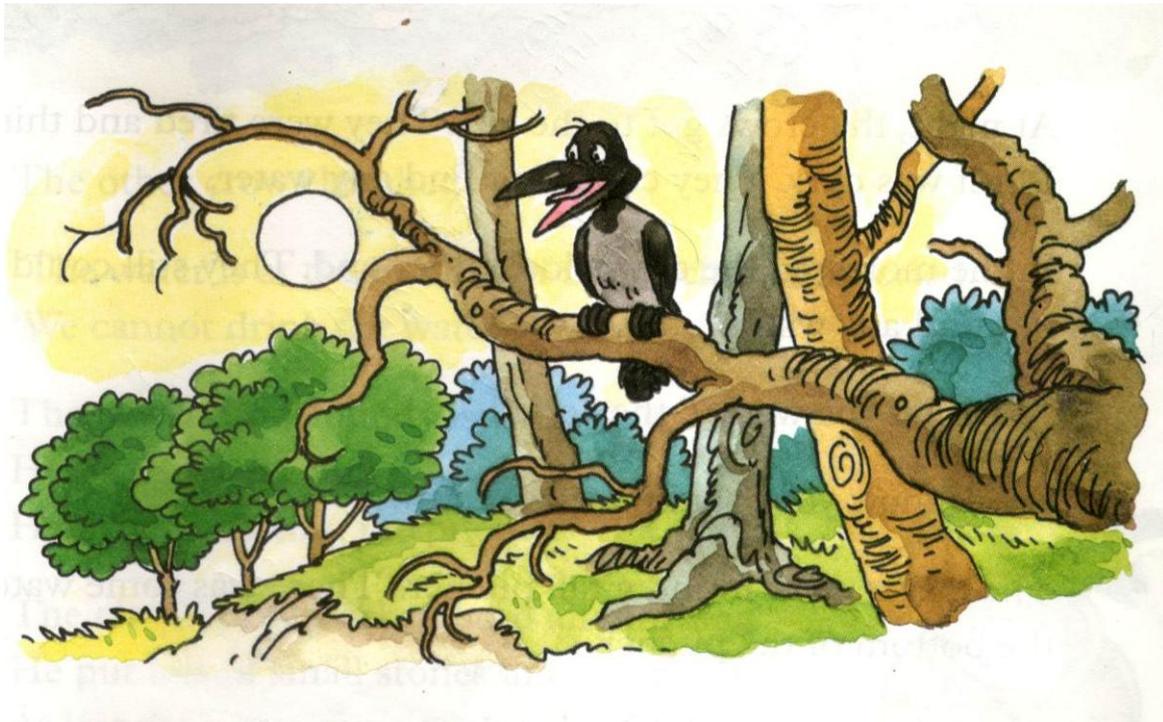
→ Re-arrange the following verses:

- a) I really do and pictures, too.  
Books with stories  
I like books

**F. Work with words**

**Make sentences with the following words:** *stories, people, know, grow, like, animals.*

## 9. The clever crow



A clever crow lived in the forest. One summer it was very hot. There was no rainfall. The lakes and rivers were dry. The crows were dying. The clever crow said, 'There is no water here, my friends. Let us go to the city. We can find some water there.'

'That is a good idea,' said the other crows.

So all the crows flapped their wings. They went up into the air. They flapped and flapped. They went higher and higher. Soon they were flying above the mountains.



At night, the crows got to the city. They were tired and thirsty.

But it was dark. They could not find any water. In the morning, the crows looked around. They still could not find any water. 'Where is the water?' they cried. 'I will show you,' said the clever crow.



The clever crow found a tall pitcher. There was some water at the bottom of the pitcher. 'Here is some water!' he cried. The other crows laughed. 'The water is at the bottom of the pitcher,' they cried. 'We cannot drink the water.' The clever crow found a small stone. He dropped it into the pitcher. The clever crow worked hard all morning. He put lots of small stones into the pitcher. At last the water came to the top. The clever crow drank some water. Then he gave some to his friends.



## A. Vocabulary

### Word Meaning

**Live** – to have a place as home

**Clever** – showing intelligence

**Hot** – having a high temperature

**Dry** – not wet

**Die** – to stop living

## B. Answer each question in one line:

- (1) Where did the clever crow live?
- (2) How was the weather one summer?
- (3) Was there any rainfall?
- (4) What was the condition of the lakes and rivers?
- (5) What happened to the crows?

## C. Find out whether the following statements are true or false.

- (1) The crows could easily drink water.
- (2) The clever crow found a big stone.
- (3) The other crows dropped the small stone into the pitcher.
- (4) The clever crows worked slowly all morning.
- (5) He put the small stones into a bucket.

## D. Re-arrange

Re-arrange the following letters to make meaningful words:

- a) crwo
- b) clevre
- c) liev
- d) coem
- e) hto

## E. Fill in the gaps using suitable words:

- (1) A clever crow \_\_\_\_\_ (live/lived) in the forest.
- (2) One summer it \_\_\_\_\_ (is/was) very hot.
- (3) The rains did not \_\_\_\_\_ (come/came).
- (4) The lakes and rivers \_\_\_\_\_ (were/are) dry.
- (5) The clever crow \_\_\_\_\_ (drop/dropped) stone into the pitcher.
- (6) The clever crow \_\_\_\_\_ (work/worked) all morning.

- (7) He \_\_\_\_ (put/puts) lots of small stones into the pitcher.  
 (8) At last the water \_\_\_\_ (come/came) to the top.  
 (9) The clever crow \_\_\_\_ (drink/drank) some water.  
 (10) Then he \_\_\_\_ (gave/give) some to his friends.

### F. Matching

A	B
a) A clever crow	i. did not come.
b) The rains	ii. were dry.
c) The lakes and rivers	iii. lived in the forest.
d) The crows were	iv. dark.
e) But it was	v. dying.



## Vocabulary

**Curly** – having a curved shape

**Chubby** – fat in an attractive way

**Cheek** – the soft part of one's face which is between his mouth and ear

**Feed** – to give food

### C) Answer each question in one line:

- (6) Who has a baby sister?
- (7) How does Sara look like?
- (8) How are Sara's cheeks?
- (9) Who holds the bowl?
- (10) How does Asif help his mother?

### D) Find out whether the statements are true or false.

5. His sister sings him a song.
6. Sara loves that poem.
7. His sister sings the ABC song.
8. Asif helps his sister.

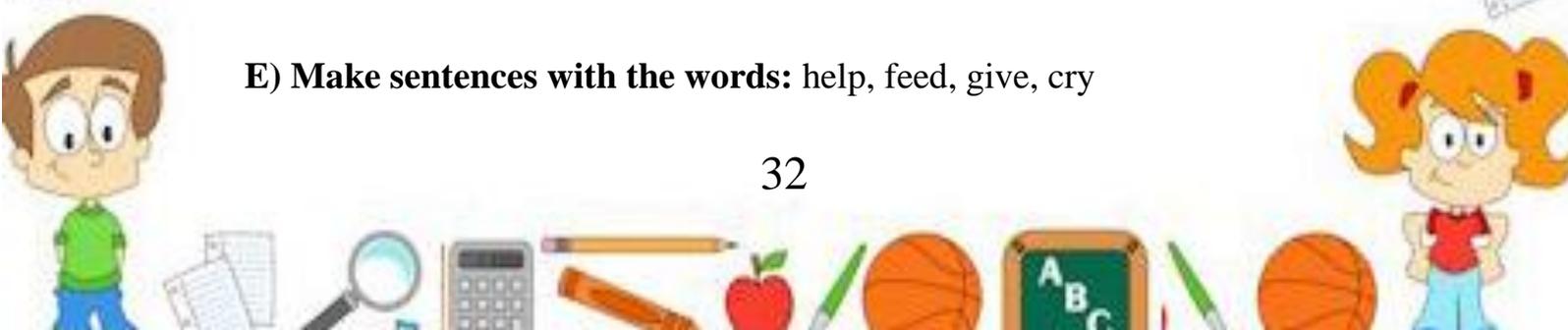
### C) Fill in the gaps using suitable words:

- (6) Mummy was (cooking/cooked) \_\_\_\_ dinner.
- (7) Sara \_\_\_\_ (loves/love) that song.
- (8) Asif \_\_\_\_ (know/knew) what to do.
- (9) She \_\_\_\_ (stop/stopped) crying.
- (10) Asif likes \_\_\_\_ (help/helping) his parents.

### D) Re-arrange the following letters to make meaningful words:

- f) sistre
- g) neam
- h) loko
- i) liek
- j) eey

### E) Make sentences with the words: help, feed, give, cry



## Grammar

### Person

In a sentence, a *Person* refers to someone who speaks, who listens or something or someone talked about.

*Person* is of three types.

- d) First person (who speaks)
- e) Second person (who listens)
- f) Third person (something or someone talked about)

Now, look at the following diagram.

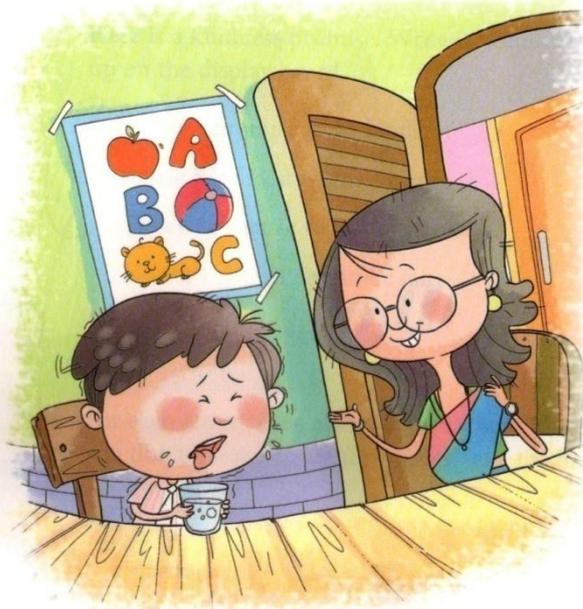
First person	singular number	I
	plural number	we
Second person	singular number	you
	plural number	you
Third person	singular number	He/she, it, house, pen, etc.
	plural number	They, houses, pens, books, etc.

B. Now, try to identify which person the underlined words are going to be in.

- h) I wasn't playing that video game.
- i) She eats a lot.
- j) My sister is a very good girl.
- k) They said that they will play with us.
- l) You look so cute.
- m) Dogs are very playful.
- n) We are going to have dinner together.

## 10. Don't Be Rude!

Nayeem had no friends. His Mummy and Daddy saw him sitting all alone in the park. They were worried. They spoke to his teacher, Mrs Khan. Next day, Mrs Khan saw Nayeem sitting all alone. She called some of his classmates.



'Why don't you ask Nayeem to play with you?' she asked them.

'He spoils our game.'

'He pulls our hair.'

'He pushes us.'

Now Mrs Khan knew why no one wanted to play with Nayeem.

She took Nayeem with her and gave him a glass of lemonade.

'Please drink this, Nayeem,' said Mrs Khan.

Nayeem took a sip and made a face.

'I can't drink this!

It is sour,' he cried.

Mrs Khan gave Nayeem another glass of lemonade.

'Okay, please drink this,' she said.

The second lemonade was sweet and tasty. Nayeem drank it all up.

'This lemonade is tasty,' said Nayeem. 'Why did you give me the sour lemonade to drink, Ma'am?

'Nayeem, when you are rude, you are like the sour lemonade,' said Mrs Khan.

'No one wants to play with you. But when you are polite and do not fight, you are like the sweet lemonade. Everyone will play with you.'

Nayeem looked at her and nodded.

He understood that he should be nice to others. And soon he had many friends to play with!





## VOCABULARY

**Worried-** Unhappy

**Push** – to move someone or something with force

**Lemonade-** a juice of lemon, water, and sugar

**Pull-** to move something towards yourself

**A) Answer each question in one line:**

- 1) Whom did Mrs Khan call?
- 2) What was Nayeem doing in the park?
- 3) Who were worried?
- 4) Who spoke to Mrs Khan?
- 5) Who had no friends?

**B) Fill in the gaps choosing correct words:**

1. Nayeem \_\_\_\_\_ (drink/drank) the second lemonade all up.
2. Mrs Khan \_\_\_\_\_ (knows/knew) why no one wanted to play with Nayeem.
3. Nayeem \_\_\_\_\_ (takes/took) a sip and made a face.
4. The first drink was \_\_\_\_\_ (sweet/sour).
5. He \_\_\_\_\_ (pushes/pushed) others.

**C) Find out whether the statements are true or false.**

- 1) And soon Nayeem lost many friends.
- 2) When Mrs Khan was rude, she was like the sour lemonade.
- 3) When Nayeem would be polite, he would be like the sour lemonade.
- 4) Mrs Khan looked at him and nodded.
- 5) The pineapple juice was tasty.

**D) Choose the right answer:**

- (1) What did Nayeem not have?
  - a) friends
  - b) family
  - c) father
  - d) mother
- (2) Who were worried?
  - a) Mr. and Mrs Khan
  - b) Students
  - c) Nayeem's parents
  - d) None
- (3) How was the second lemonade?

- a) not tasty
- b) sweet and tasty
- c) sour
- d) bitter

(4) How was Nayeem at first?

- a) polite
- b) gentle
- c) rude
- d) clever

**E) Match the parts in column A with their relevant parts in column B.**

A	B
a) Nayeem had	i) worried.
b) They were	ii) no friends.
c) The second lemonade was	iii) it all up.
e) Nayeem drank	iv) sweet and tasty.

**F) Find out five nouns from the story.**

**G) Values and life skills (critical thinking)**

**Why did the children not want to play with Nayeem? Write the reasons in this table.**

Children	Reasons
Child 1	He spoils our game.
Child 2	
Child 3	

# Grammar

## Gender

Through the study of *Gender* it can be learned that whether a noun is a male, female or something without life. Even there are few such words which can be used to direct both male and female gender. So gender is mainly of 4 types.

- Masculine gender. (male)
- Feminine gender. (female)
- Neuter gender. (lifeless object)
- Common gender. (Which can be used to talk about both masculine and feminine gender, like child, servant, enemy, student, etc)

**In the following column there are some examples of Masculine to Feminine gender changes.**

<u>Masculine</u>	<u>Feminine</u>
Boy	Girl
Brother	Sister
Father	Mother
Uncle	Aunt
Man	Woman
Lord	Lady
Gentleman	Lady
Husband	Wife
King	Queen
Prince	Princess
Horse	Mare
Gander	Goose
Actor	Actress
Author	Authoress
Duke	Duchess
Hero	Heroine
Sir	Madam
Dog	Bitch
Cock	Hen
Wizard	Witch



## Exercise

Now, try to find which type of gender the underlined words are in the following sentences.

- 
- Please show me your *book*.
  - She is looking like a *princess*!
  - The *boy* went to *school*.
  - My *aunt* gifted me this dress.
  - Mr. Karim loves all his *students*.
- 

## 11. The Rainbow

I am so happy,  
Do you know why?  
There is a rainbow  
In the sky.

As violet as a grape,  
As indigo as ink,  
As blue as the sky,  
As green as a leaf,  
As yellow as the sun,  
As orange as a carrot,  
As red as a cherry.





**A. Answer the following questions:**

- (1) Who is so happy?
- (2) What is there in the sky?
- (3) Which colour of the rainbow does a grape bear?
- (4) Which colour of the rainbow does ink bear?
- (5) Which colour of the rainbow does the sky show?
- (6) Which colour of the rainbow does a leaf show?
- (7) Which colour of the rainbow does the sun put on?
- (8) Which colour of the rainbow does a carrot show?
- (9) Which colour of the rainbow does a cherry show?
- (10) What does peep out in the sky?
- (11) When does the rainbow peep out?

**B. Find out whether the statements are true or false:**

- (1) The poet is so sad.
- (2) There is a rainbow in the river.
- (3) The rainbow is as violet as ink.
- (4) The rainbow is as indigo as a grape.
- (5) The rainbow is as blue as a leaf.
- (6) The rainbow is as green as the moon.
- (7) The rainbow is as yellow as the river.
- (8) The rainbow is as orange as a potato.
- (9) The rainbow is as red as a carrot.
- (10) A rainbow has seven colours.

**C. Fill in the blanks:**

- (1) There \_\_\_ (be) a rainbow in the sky.
- (2) The \_\_\_ is as violet as a grape.
- (3) The rainbow is as \_\_\_ as the sky.
- (4) The rainbow is as green as a \_\_\_\_.
- (5) The rainbow is as \_\_\_ as a carrot.
- (6) The rainbow is as \_\_\_ as cherry.

**D. Broad Question**

- (1) What are the colours of rainbow?
- (2) Have you even seen a rain bow? How do you feel seeing a rainbow?

**E. Language exercise:**

**Find out the name of the colours in the poem and make sentences with them.**