



American Lycetuff



Ring Road Campus

SUMMER VACATION HOMEWORK PACK

CLASS IV

Subjects:

- English
- Science
- Mathematics
- Computer
- S.Studies
- Urdu
- Islamiyat

Name: _____



GENERAL INSTRUCTIONS FOR PARENTS

Please follow these instructions while getting this vacation work done by your kids;

- 1- This pack shall cover the syllabus for the months of April and May with daily/weekly breakdown.
- 2- Daily diary for this breakdown will be uploaded on EDN Parent App for your support.
- 3- Students will have to complete Homework task on given dates as per daily diary.
- 4- Daily completion of Homework shall enable student to follow the routine.
- 5- You are requested to only guide the children to complete the task.
- 6- Please ensure the Homework is neat and tidy. Use Rough notebooks for practice work.
- 7- Final date for the submission of work is subjected to the Re-open of Schools as per government directives.
- 8- Total (10) marks have been allocated for completion of Homework from Grade 1 to 9, as per followings:
 - a. Neatness: (02) Marks
 - b. Completion and accuracy: (06) Marks
 - c. Handwriting: (02) Marks

Stay Safe!

**Best Regards,
Principal**

چھٹیوں کا کام

والدین کے لئے ضروری ہدایات

محترم والدین:

بچوں سے کام کرواتے ہوئے مندرجہ ذیل باتوں کو مد نظر رکھیں:

- ۱- آپ کو مطلع کیا جاتا ہے کہ یہ پیک اپریل اور مئی کے سلیبس کی روزانہ / ہفتہ وار تقسیم کار پر مشتمل ہے۔
- ۲- اس پلاننگ پر مشتمل ہوم ورک ڈائری روزانہ کی بنیاد پر EDN PARENT APP پر اپلوڈ کی جائیگی۔ جس کے مطابق کام کرنا ہر بچے کے لیے نہایت ضروری ہے۔
- ۳- یاد رہے کہ روزانہ کی بنیاد پر ہوم ورک کی تکمیل سے ہی بچے سلیبس مکمل کر پائیں گے۔
- ۴- آپ سے گزارش ہے کہ کام کی تکمیل میں بچوں کی صرف رہنمائی کریں اور انہیں کام خود کرنے دیں۔ اسکول کھلنے پر کام میں ضروری اصلاح اساتذہ خود کروائیں گے۔
- ۵- کوشش کریں کہ بچوں کا کام صاف اور خوشخط ہو۔ لکھائی کے لئے نوٹ بک یا ریف رجسٹر استعمال کریں۔
- ۶- کام مکمل کرنے کے بعد اسکول میں جمع کروانے کی تاریخ کا اعلان حکومت کے احکامات کے مطابق کیا جائیگا۔
- ۷- چھٹیوں کا کام مکمل کرنے پر بچوں کو اعزازی نمبروں سے نوازا جائیگا جنہیں پہلی سہ ماہی کے امتحانات میں شامل کیا جائیگا۔

احتیاط کریں اور محفوظ رہیں

اسکول پرنسپل



SUBJECT

ENGLISH

Unit **2** Earth watch

UNIT 2 LESSON 1

All answers are highlighted in grey.

Suggestions and answers

1 Read the dialogue and answer the question.

1. Tell the children to look at the pictures on page 8.
2. Get them to tell you what they can see in the picture (*Harry is mending his bike; Dan is playing basketball*). Don't correct language mistakes here.

They are going to play basketball on Saturday. Harry is going to do some work on Sunday.

2 What are Dan and Harry doing / going to do this week?

On Saturday, Dan is playing in a basketball match.

On Monday, he is going swimming with Pete.

On Tuesday, he is playing football.

On Wednesday, he is going shopping with Alan. On Saturday, he is having a party!

On Saturday, Harry is going to revise for a test.

On Monday, he is going to help Dad clean the car.

On Tuesday, he is going to help Grandpa with the gardening.

On Wednesday, he is going (to go) to the school library.

On Saturday, he is going to write the football match report.

UNIT 2 LESSON 2

Suggestions and answers

1 Fill in the blanks with 'should' or 'shouldn't' and connect the sentences to the pictures.

1. Tell the children to look at the pictures. To revise some of the keywords, help the children to tell you what is happening in each picture e.g. *A hunter with a gun is about to shoot a deer. A man with a big machine is destroying an old building.*

- | | |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 1. We shouldn't kill wild animals.
We should protect them. | 4. We should conserve water.
We shouldn't waste it. |
| 2. We shouldn't cut down trees.
We should plant lots of young trees. | 5. We should repair old buildings.
We shouldn't destroy old buildings. |
| 3. We should collect rubbish.
We shouldn't throw it into the street. | |

2 Read Farooq's letter to a newspaper.

- 3 Write two similar letters to a newspaper. Use the phrases in italics from Ex. 2 and the notes in A and B.

Sample answers

A I'm writing to you about the forest near our town.

The problem is, many people are cutting down lots of trees and are selling the firewood.

As a result, there are not many trees left in the forest.

In my view, we should stop cutting trees, and we should plant some young trees too.

If we do this, the forest will grow bigger in future.

B I'm writing to you about the rubbish on the city's beach.

The problem is, many people are having picnics and are not taking away their rubbish.

As a result, there are dirty tins, pieces of broken glass and lots of flies. On the beach, there are lots of plastic bags and empty bottles.

In my view, we should place lots of rubbish bins along the beach.

If we do this, people will put their rubbish in the bins and will not leave it on the beach.

UNIT 2 LESSON 3

Suggestions and answers

1 Mr Bate publishes a magazine about conservation called 'Earth watch'. Here are two articles from this month's magazine.

The baby ape lost its mother. Hunters killed her.

It comes from a spring in the hills.

2 Read the passage again and answer these questions.

Text 1

1. Elaine studies apes, and her husband protects them; they both love apes.
2. The hunters kill the apes to sell the meat.
3. Because Titch is too small to eat leaves, fruit, etc.

Text 2

1. The water comes from a spring in the hills.
2. 11 kilometres
3. The villagers won't walk 11 kilometres to collect water.
4. They will be able to grow fruit and vegetables.

3 Match the numbers from Text 1 with these pictures.

c 2. f 3. a 4. e 5. b 6. D

4 Match the phrases in italics from Text 2 with these pictures. Follow the same procedure as for Ex. 3 above.

a) building banks to hold up the pipe b) cut through the rock c) digging long trenches

UNIT 2 LESSON 4

Suggestions and answers

2 Choose *should* or *must*

1. should 2. must 3. should 4. must 5. should

3 Choose *shouldn't* or *mustn't*.

1. mustn't 2. shouldn't 3. mustn't 4. mustn't 5. shouldn't

UNIT 2 LESSON 5

Suggestions and answers

- 1 Mr Burki has designed a rainwater storage system for villages without tap water.
Find statements to match the pictures below.
1. Tell the children to look at the picture on page 13 and tell you what they can see. (A man is putting a roof on a house. It is raining. A child is getting water from the water tank. A cow is standing near the water tank.) Don't correct language mistakes here.
Use the pictures to revise/teach words like *cement, tank, storage system*.

Sentences 1 2 5 6

Unit 3 The Jungle Book

UNIT 3 LESSON 1

Suggestions and answers

- 1 Read the dialogue and answer the question.
 1. Follow the same procedure for Unit 2, Lesson 1, Ex. 1.
 2. Sajid hates snakes, but Imran thinks that snakes are beautiful. They both like animal stories.

- 2 Match the words to their meanings.

title: the name of the story
plot: the events in a story
characters: the people in the story
setting: the place where the story happens
author: the writer of the story

- 3 Discuss your favourite book with the class.

Get the children to chat about their favourite books.

- 4 Listen to your teacher talk about 'The Jungle Book'. Circle the correct information.
Some lines have more than one correct answer.

Date of book	1894
Name of writer	Rudyard Kipling
Lived from	1865 – 1936
The author's job	poet, writer, newspaper reporter
The author lived in	Asia
The author spoke	Urdu, English

UNIT 3 LESSON 2

2 Complete the sentences using the words from Ex. 1.

- | | | | |
|-----------|----------|-------------------|----------|
| 1. seeds | 2. roots | 3. vine | 4. nut |
| 5. jungle | 6. cave | 7. berry, berries | 8. marsh |

3 Phonics: the 'j' sound. Sort the words in the box into four groups as shown below. Follow the same procedure as for Unit 1, Lesson 2, Ex. 4.

- | | |
|-------------------------------|----------------------|
| 1. cottage, message, village | 3. joke, jam, jungle |
| 2. general, gentle, geography | 4. fridge, bridge |

Write sentences using two words from Ex. 3 in each sentence.

Ensure that the sentences are grammatically correct.

Answers depend on the children.

UNIT 3 LESSON 3

Suggestions and answers

1 Read the introduction to 'The Jungle Book'.

2 Read the passage again and answer the questions.

Follow the same procedure as for Unit 1, Lesson 3, Ex. 3.

1. The wolves
2. Because it had a bad leg.
3. The tiger ate cows.
4. Men with guns will come and everybody in the jungle will be in danger.
5. Because his father and mother ran away.
6. Because the wolves did not give the man-cub to him.
7. Because it was alone and hungry.

3 Complete the sentences with words from the story.

Follow the same procedure as for Unit 1, Lesson 3, Ex. 4.

1. cub 2. cave 3. hunt 4. mouth 5. belongs 6. thieves 7. jungle

4 Act out the story in groups of three. (Mother Wolf, Father Wolf and Sher Khan.)

Follow the same procedure as for Unit 1, Lesson 3, Ex. 5

UNIT 3 LESSON 4

Read the text about panthers. Write 'F' where you think the sentence is a fact. Write 'O' where you think the sentence is an opinion.

Panthers are large, wild cats, like leopards, but they are black. (F) I think they are beautiful animals. (O) They live in Africa and parts of Asia, such as China. (F) There are very few panthers in the world, (F) so we shouldn't hunt them (O).

Panthers don't live in big groups, (F) they usually live alone in the forest or jungle. (F) Panthers hunt small deer. (F) They also eat small cows and goats (F) and they catch wild dogs too. (F) Sometimes they attack humans and eat them. (F) I think they are frightening! (O)

In some ways, panthers are like tigers: they live alone, they hunt at night and they can swim very well. (F) Panthers can climb trees, but tigers can't. (F) Sometimes a panther (or a leopard) climbs a tree with a dead animal in its mouth. (F) Then it sits in the tree and finishes its meal. (F) Panthers are lucky animals! (O) They hunt, but no animals hunt them. (F)

UNIT 3 LESSON 5

Suggestions and answers

- 1 Read the rest of 'The Jungle Book'. Then choose the correct word in the sentence below.

three groups

- 2 Copy and complete the reading journal using the words in the box.

1. This is a story about a boy who grows up in the *jungle*. His name is Mowgli, which means '*frog*'.
2. Some of the characters are Baloo the *bear*, and Sher Khan the *tiger*. There is also a family of *monkeys* called the Bandar Log.
3. In the story, Sher Khan goes to the wolves' *cave* and asks them to give Mowgli to him as he is *hungry*. The wolves refuse and the lion goes away *angry*.
4. I like Father Wolf, because he is not *afraid* of the tiger.
5. I don't like the tiger, because he *hunts* people.

- 3 Write your own reading journal about the story in Unit 1, Lesson 3. Use the phrases in italics from Ex. 2 above to help you.

Unit

4

English-speaking countries

UNIT 4 LESSON 1

Suggestions and answers

- 1 Read the dialogue.

Nadia's father is still asleep, because he arrived home from Australia late last night.

- 2 Tick the phrases for 'tea' that you use at home. Tell the class what they mean.

Answers depend on the children.

- 3 Listen to your teacher and complete the column about Ricardo's father. Then complete the columns about yourself and your partner.

	Ricardo's father
Breakfast	4.00 in the morning
Lunch	12.00 noon
Dinner	6 in the evening
Bed time	8 in the evening

UNIT 4 LESSON 2

Aims

- to introduce and practise English vocabulary that comes from other languages
- to complete a text and a letter
- to study the spelling of plural nouns ending in 'os' and 'oes'.

Suggestions and answers

- 1 **Many words have come into English from other languages including Urdu. Most of these are words that you already know. Match the words to their meanings.**

1. bungalow: a house on one level
2. chutney: a spicy sauce made from fruit or vegetables
3. shampoo: a liquid that you use to wash your hair; (also a verb)
4. jungle: a thick forest in a hot, wet country
5. khaki: a green-brown or yellow-brown colour
6. punch: a drink made from five different fruit juices
7. verandah: a platform at the side of a house, with roof and floor, but no walls
8. pyjamas: a loose jacket and trousers that you wear in bed

- 2 **Complete the text with words from Ex. 1.**

Put the children in pairs to complete the exercise.

One evening, Rudyard Kipling was staying in the **jungle**. He was sitting at a table on the **verandah** outside his **bungalow**, eating a dish of lamb curry and mango **chutney**, and drinking a glass of **punch**. He was wearing old **khaki** trousers, sandals and a shirt.

- 3 **Copy and complete Saira's letter to Sandra.**

Hello!

It's evening and I'm sitting on the **verandah** wearing my **pyjamas** and drinking a glass of **punch**.

There's nobody else outside. My sister has gone to wash her hair with **shampoo**.

My grandparents' **bungalow** is on the edge of a **jungle**, so lots of wild animals walk round the house at night.

- 4 **Plural nouns ending in 'os' and 'oes'.**

Follow the same procedure as in Unit 1, Lesson 2, Ex. 4.

Words that end in 'os': photos, pianos, radios

Words that end in 'oes': buffaloes, echoes, heroes, mangoes, potatoes, tomatoes, volcanoes

UNIT 4 LESSON 3

Suggestions and answers

1 Read the questions in the quiz and tick the answers that you think are correct. Then check Ex. 2 for the correct answers.

1. Get the class to cover page 23 while they do this exercise. Get them to look at the pictures on page 22. Ask them: *Which country can you see in the pictures on the left? / in the middle? / on the right?* (United Kingdom, Pakistan, Australia) Explain that they are going to do a geography quiz on these three countries.

1. a (largest) 1. b (smallest) 2. b (largest) 2. a (smallest) 3. a 4. b
5. a 6. b 7. a and b (c has only 1 dangerous snake)
8. kangaroos – a; sharks – a, b, c; koala bears a; deer – b and c

2 Listen to your teacher and write the missing information in the quiz below.

1. Read the rubric. Tell the children to write their answers in their notebooks.
2. First read the information in the boxes, without giving the missing information. Read from the Student's Book. Explain new phrases like *aboriginal people* (the black settlers who reached Australia about 50,000 years ago).
3. Then read the script on page 106-107 of the Student's Book. Pause after each section so that the children have time to write.
4. Check the answers with the class and write them on the board.

4 Write a country summary for one of the other countries, using the words and phrases in italics from Ex. 4.

Answers depend on the children.

UNIT 4 LESSON 4

Suggestions and answers

1 Make sentences from the table.

Sample answers

When it's hot, I go swimming.
When it's cold, I wear a pullover.
When I'm tired, I go to bed.
When I'm thirsty, I drink a lot of water. When I'm hungry, I have an apple.

2 Make sentences for these pictures with the help of the given words.

1. When you heat water, it turns to steam.
2. When you put water in the freezer, it turns to ice.
3. When you throw water onto a fire, it goes out.
4. When you arrive at a crossroads, go straight on.
5. When you reach the end of the road, go over the bridge.
6. When you get to the station, get off the bus.

3 Write the 'Advice to Visitors' leaflet in your notebook with correct punctuation.

1. When you are cycling in the town, follow the safety rules.
2. When you are walking in the city centre, cross the street at the traffic lights.
3. Don't drink water from streams when you are in the mountains.
4. Carry a torch when you are walking in the hills.
5. When the weather is very hot, remember to drink plenty of water.

UNIT 4 LESSON 5

Suggestions and answers

- 1 Read and underline the syllables in each line that have the same vowel sound. The first line is done for you.

The *nurse* was reading *verses* and feeling *worse* and *worse*, 'I drew a *blue moon* while it *grew* and *grew*,' she sang.

Children were picking *flowers* by the *tower* for *hours* and *hours*. 'I *feel* my *knees* hurt when I *kneel*,' one said. 'When's our next *meal*?' *Women* rang the bell *in* the well, as the *fisherman* tried to sell *fish*.

'Yesterday I *read* my book in *bed* in my *red* nightshirt,' one *said*. 'Could you *look* for my coat, the one with the *hood*?' She *stood* still and then *put* one *foot* on the pile of *wood*.

Hungrymonkeys were *running up* and down the trees.

'They *must* be looking for *honey* or *money*!' *one* said.

I *saw* a *poor* man who *fought* hard and then *caught* his foot in the *door*, He *taught* me not to say any *more*.

- 2 Write the words with the same vowel sound in your exercise book.

See the answers to Ex. 1.

Unit 6 Let's visit Earth!

UNIT 6 LESSON 1

Suggestions and answers

- 1 Read the dialogue.

1. Start by getting the class to look at the pictures in Ex. 2 and introduce the word *spaceship*. Ask questions about the spaceship in the pictures, e.g. *Is it in a town or outside a town? Is it flying, circling or landing?* Get the children to see that it is doing all of these things.
2. Write a comprehension question on the board so that the children have a task for the first reading: *How many people saw the spaceship?*
3. Then follow the normal procedure for a dialogue (See suggestions for Unit 2, Lesson 1, Ex. 1.)

Fahad and Mariam

- 2 Find suitable verbs from Ex. 1 for the pictures below.

1. Put the children in pairs. Tell them to read the dialogue again and find suitable verbs for the pictures.
2. Explain that some verbs are used for more than one picture.
3. The children read the dialogue in pairs and write the verbs in a list in their notebooks. Go round the class and help as necessary.

a) appeared b) flew c) flew d) flew e) hovered f) circled g) landed h) took off

3 Use the pictures in Ex. 2 to tell the story in your own words.

1. Go through the pictures one-by-one with the class. Get individuals to make sentences. Correct if necessary and get choral and individual repetition.
2. Get the children to work in pairs. They cover the dialogue, look at the pictures and tell the story in their own words.

UNIT 6 LESSON 2

Suggestions and answers

1 Listen to your teacher and find the words on the diagram.

1. Get the children to look at the diagram and tell the class what they can see.
2. Work through the script on page 107 of the Student's Book. Pause for children to find the word in the books

2 Use the words from Ex. 1 to complete the sentences below.

1. sun 2. moon 3. planets 4. Earth 5. satellites 6. space shuttle

3 Spelling patterns: 'ing' forms

Dear Imran,

Yesterday Rizwan and I had an exciting time. We spent half a day on the hill near the airport. I was **sitting** and **watching** the planes. Rizwan was **lying** in the grass and sleeping. A jet plane was **taking** off when we arrived. Another plane was **circling** the airport. A light under the plane was **flashing**. A third plane was **flying** towards the airport. Smoke was **coming** out of one of its engines. A rescue helicopter was **hovering** over the airport. Hope you're well. Best wishes, Fahad.

UNIT 6 LESSON 3

Suggestions and answers

1 Read. Where have the aliens landed?

Planet Earth

2 Look at the pictures. Say what is happening.

Tell the class to look at the pictures in Ex. 3 and say what they can see, using *there is/are* and the present continuous tense.

Sample Answers

1. A train is coming out of a tunnel.
2. A woman is hanging clothes on a washing line outside her house.
3. A boy is dancing in the school playground.
4. A man is washing his car.

5. Some boys are playing football on the beach. A boy is about to eat a sandwich, which is dropped as a ball hits it.
6. A family is watching TV at home.

3 Read the diary. When did the alien see these people?

1. Explain that everything on planet Earth is very strange for the aliens when they first arrive.
2. Read the text aloud while the children follow in their books.
3. Let the children work in pairs to do the matching exercise in their notebooks, as in the example for the sandwich-eater.

The sandwich-eater: Saturday	The TV-watchers: Sunday
The car-washer: Friday	The schoolboy: Thursday
The housewife: Wednesday	The train-traveller: Tuesday

4 Translate.

1. Do a second reading of the text while you do this task with the class.
2. Read the two lists aloud. Explain that the aliens and earthlings use different words for the same thing, as in the example.
3. Read the texts aloud one-by-one. The class should stop you when you say a word from the list of Alien English. The individual that stops you should then find a matching word/phrase from the English English list.

Alien English	English English
a worm	a train
a feeding station	a train station
sell clothes	dry their clothes
ear-heaters	Earphones
a small house	a car
broad street	Beach
important box	TV
shaking body	Dancing

5 Answer these questions.

Follow procedure as in Unit 1, Lesson 3, Ex. 3.

1. at the station
2. she wanted to dry them
3. he was listening to music and dancing
4. he thought the car was the man's house
5. the boy's sandwich

6 Retell the story in your own words.

UNIT 6 LESSON 4

STUDY CORNER

- Copy the sentence from the Study Corner onto the board.
- Using the children's language if necessary, explain to the children that *the boy was eating a sandwich for a long time, then a bird suddenly took it.*

- Point out that the long action is *was eating* (past continuous). The short action is *took it* (simple past). The two parts of the sentence are connected by *when*, which comes before the short action (simple past).

Suggestions and answers

I Make sentences for these pictures with the help of the given words.

1. Point out that a comma is not required after the first clause when the second clause begins with *when*. (See Answer 1)
2. Point out that a comma is required after the first clause when the first clause begins with *While*. (See Answer 2)

Sample answers

1. I was listening to some music when an alien took my Walkman.
2. While he was washing his car, a spaceship flew over his house.
3. I was waiting for the train when I saw some flashing lights.
4. While he was sitting in the park, an alien took his photo.
5. She was hanging some clothes on the line when she heard a noise.
6. While we were playing football, a spaceship landed on the football ground.

2 Complete this diary about a visit to another planet. Put the verbs into the simple past or past continuous tense. Children work in pairs to complete the exercise.

I **was sleeping** under a tree when it **started** to rain. So I **ran** into the town. While I **was running** down the street, an alien **took** my photo. As the alien **was taking** my photo, a monster with six legs **came** towards me. I **ran** into a park and **jumped** into the lake. The monster **could not** swim. While I **was swimming** in the lake, a fish **bit** my foot!

3 Finish the diary in your own words.

1. For the last part of the diary, ask the children questions about what they can see in the pictures.
Help them to make sentences using the two past tenses.
2. Get them to write the sentences in their notebooks.

Sample answers

1. While we were coming back to Earth, we landed on the moon.
2. We climbed some mountains and took lots of photos.
3. Then we took off again.
4. While we were flying back to Earth, we wrote our diaries and slept.

UNIT 6 LESSON 5

Suggestions and answers

Additional Activity: Pronunciation

1. Start the lesson with the pronunciation of the planets. Tell the class to look at the box with the planets' names in the box in the middle of Ex. 2. Read the script on page 107 of the Student's Book aloud and give the children enough time to find the planet in the box and point to it.

2. Do listen-and-repeat. Read the names of the planets aloud and get the class to repeat them, starting on the top line from left to right, and continuing along the bottom line from left to right.

I Listen and write the names of the planets (in order). Find each one in the diagram below.

1. Get the children to draw a diagram in their books, showing the planets in their correct positions along a line, starting with the Sun on the left, the closest planet Mercury next to it, and the furthest planet Neptune on the extreme right of the line.

Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

2 How big are the planets? Listen and match the sizes.

1. Tell the children to look at the fruit surrounding the box with the planets' names. Go through them one by one, giving the pronunciation and getting choral and individual repetition. Get the children to look carefully at the pictures and find one grape, one raisin and one pomegranate seed. Use translation if necessary.
2. Explain that the size of the planets is compared to the size of different fruit. Read the introduction in the script on page 107 of the Student's Book.
3. Tell them what they have to do: they have to draw lines to match the fruit and the planets. Explain that some planets are the same size, and match the same fruit.
4. Do the rest of the listening activity in the usual way.
5. At the end, tell the children to find the script on page 107 and do listen-and-repeat. Get the children to read this text aloud to their parents at home, to show them what they have learnt.

3 E-cards from Outer Space. Read the e-cards and answer these questions.

Inform children that Pluto had been part of the solar system for a very long time. Based upon recent discoveries and popular opinion, Pluto is no longer considered a planet as on 2006.

1. Grandma — Mercury — hopes to be home for tea
2. Grandad — Venus — looked but didn't see the family
3. The writer — Earth — waving to everyone
4. Mum — Mars — reading her future in the stars
5. Dad and Uncle Jim — Jupiter — they like the place
6. Grandpa — Neptune — looking forward to being home They didn't visit Saturn and Uranus

Unit **7** Weddings

UNIT 7 LESSON 1

Suggestions and answers

I Read the dialogue and answer the questions.

Marie, Auntie Sophie's daughter.

The whole family (the Bate family)

2 What about you? Match the replies to the requests / offers.

1. Will you come to supper on Friday?
I'm, sorry, I'll be away that day.
2. Will you keep your music low this evening? I promise! You won't hear a thing!
3. Shall I buy a present for her?
Yes. How about something for her house?
4. Will you buy me some sugar?
I'm sorry, I'm not going near a shop.
5. Would you like a lift home?
No thanks. I'll walk.
6. Do your homework or I won't let you watch TV.
OK, OK! I'll do it now.
7. Shall I make some toast for you?
Yes, please. I'm starving.

3 Make up new dialogues by replacing the words in italics in Ex. 2 with words of your own.

Answers depend on the children.

UNIT 7 LESSON 2

Suggestions and answers

2 Complete this description of an English wedding using the vocabulary from Ex. 1. Then listen and check your answers.

1. Read the script on page 107 of the Student's Book aloud. Give the children time to fill in the blanks as they listen.
2. It is enough for the children to write down in their exercise books the letters a-h of the vocabulary from Ex. 1, like this: 1g; 2d. Then, after checking, they can write out the paragraph, including the new vocabulary, in class or for homework.

3 Auntie Sophie ordered some wedding invitations. Here she is talking to the printer. Listen to the dialogue and correct the mistakes.

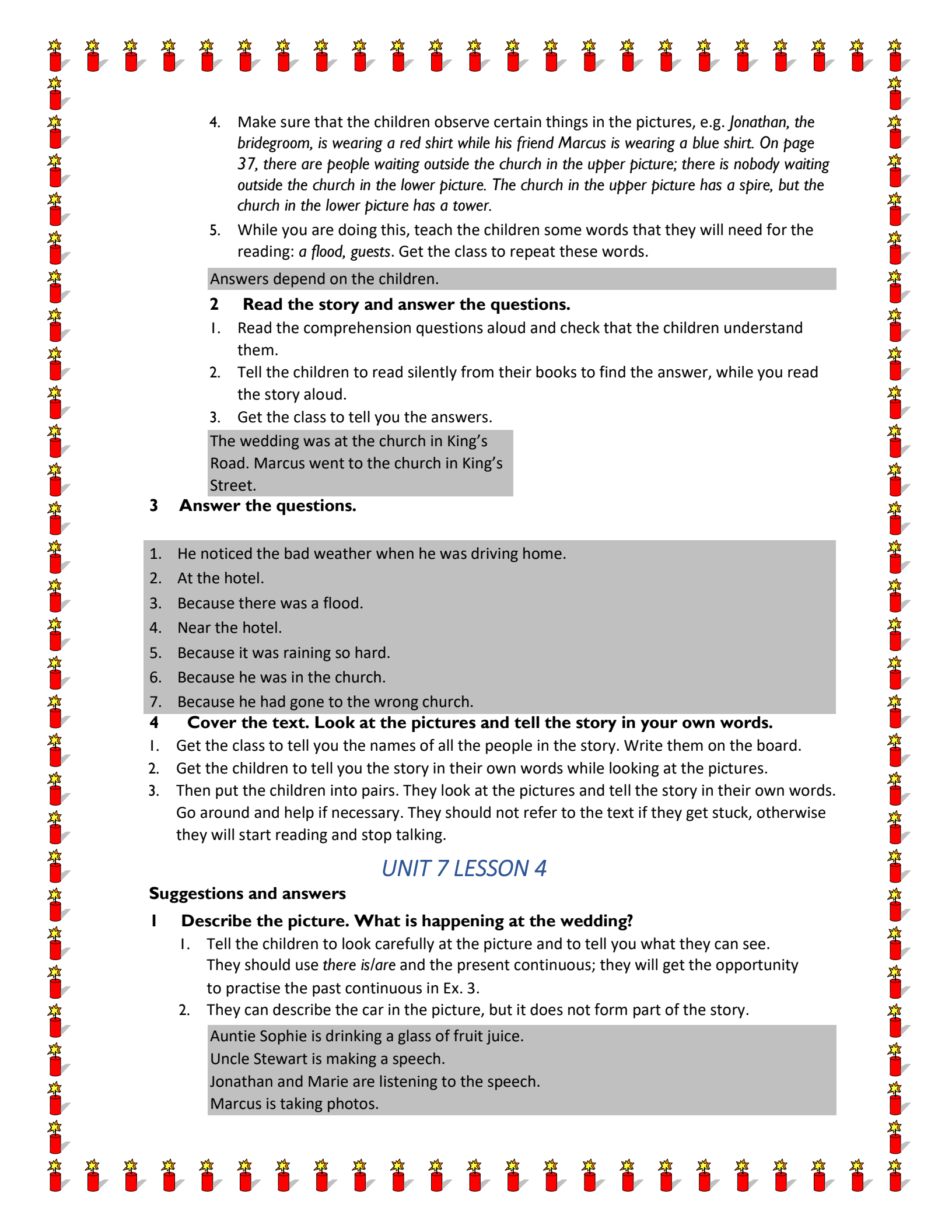
The full script is on page 107-108 of the Student's Book.

UNIT 7 LESSON 3

Suggestions and answers

1 Look at the pictures and discuss what you think happened in the story.

1. Tell the children to look at the pictures on pages 36 - 37.
2. Help them to tell you that it's *a story about a wedding*.
3. Get the children to look at each picture in turn and ask them questions about it, e.g. *Who is getting married in the top picture? What is she wearing? Who is doing her hair?* Do not correct language mistakes here.

- 
4. Make sure that the children observe certain things in the pictures, e.g. *Jonathan, the bridegroom, is wearing a red shirt while his friend Marcus is wearing a blue shirt. On page 37, there are people waiting outside the church in the upper picture; there is nobody waiting outside the church in the lower picture. The church in the upper picture has a spire, but the church in the lower picture has a tower.*
 5. While you are doing this, teach the children some words that they will need for the reading: *a flood, guests.* Get the class to repeat these words.

Answers depend on the children.

2 Read the story and answer the questions.

1. Read the comprehension questions aloud and check that the children understand them.
2. Tell the children to read silently from their books to find the answer, while you read the story aloud.
3. Get the class to tell you the answers.

The wedding was at the church in King's Road. Marcus went to the church in King's Street.

3 Answer the questions.

1. He noticed the bad weather when he was driving home.
2. At the hotel.
3. Because there was a flood.
4. Near the hotel.
5. Because it was raining so hard.
6. Because he was in the church.
7. Because he had gone to the wrong church.

4 Cover the text. Look at the pictures and tell the story in your own words.

1. Get the class to tell you the names of all the people in the story. Write them on the board.
2. Get the children to tell you the story in their own words while looking at the pictures.
3. Then put the children into pairs. They look at the pictures and tell the story in their own words. Go around and help if necessary. They should not refer to the text if they get stuck, otherwise they will start reading and stop talking.

UNIT 7 LESSON 4

Suggestions and answers

1 Describe the picture. What is happening at the wedding?

1. Tell the children to look carefully at the picture and to tell you what they can see. They should use *there is/are* and the present continuous; they will get the opportunity to practise the past continuous in Ex. 3.
2. They can describe the car in the picture, but it does not form part of the story.

Auntie Sophie is drinking a glass of fruit juice.

Uncle Stewart is making a speech.

Jonathan and Marie are listening to the speech.

Marcus is taking photos.

Two birds are eating the rest of the cakes.
Two children are playing in the pond.
Two boys are sliding down the roof of the tent. Uncle Stewart's car is running into the street.

2 Listen to your teacher and point to the right scenes in the picture.

1. Do a brief listening activity using the script on page 108 of the Student's Book.
2. Read the sentences aloud and give the children time to point to the activities.
3. See if the children can notice that the sentences being read aloud are in the past continuous tense.

3 Write at least 8 similar sentences in the past continuous.

1. This exercise follows on from the Study Corner.
2. Get individuals to make sentences about the wedding scene in Ex. 1, using the same sentence structure as in the Study Corner.
3. Get the children to write their sentences in their notebooks either in class or for homework.

Answers depend on the children.

4 Discuss: What are weddings like in Pakistan?

Get the children to chat about weddings in Pakistan. Do not correct language mistakes here. Have the discussion in the simple present tense; the children will have the opportunity to talk and write about weddings in the simple past and past continuous in Ex. 5.

5 Answer the following questions about a Pakistani wedding that you attended.

Get the children to chat about a wedding in Pakistan that they attended. You can correct language mistakes here as the children will go on to write about their experience at the wedding. Get the children to describe their weddings using the simple past and past continuous.

UNIT 7 LESSON 5

Suggestions and answers

1 Complete the invitation.

Dear Judy,
I'm having a birthday party on 5th December.
Please will you come?
The party will be at my house.
It will start at 5 p.m. and finish at 8 p.m.
I hope you can come.
Love,
Sandra

2 Writing your own invitation.

Answers depend on the children.

3 Accepting an invitation. Choose the correct words to complete the letter.

1. Thank 2. would 3. am, to 4. See

4 Refusing an invitation. Put the sentences in the best order.

(The order of sentences (a) and (d) can be reversed.) Dear Sandra, e Thank you very much for inviting me to your birthday party.
c But I'm very sorry, I can't come. (Better: I'm very sorry, but I can't come.) b I'm going to be away that weekend.
a See you soon. d Hope you have a wonderful party!
Best wishes,
Robert

Unit 8 Gifted children

UNIT 8 LESSON 1

Aims

- to study and practise a dialogue
- to revise requests
- to revise and practise phrases with *make/do*
- to develop the children's speaking skills

Suggestions and answers

1 Read the dialogue and choose the correct answer.

1. Use the picture to present the situation. Get children to say what and who they can see, and what they are doing (*Imran is standing in the doorway and talking to Grandpa, who is doing the crossword puzzle in the newspaper*).
2. Follow the usual procedure for a dialogue, as detailed in Unit 2 Lesson 1, Ex. 1.

Grandpa doesn't want Imran's help.

2 Write 'make' or 'do'. The dialogue may help you.

Discuss the answers with the children before they write in their books.

- | | | |
|-------------------|----------------------|----------------------|
| 1. do a crossword | 4. do my best | 7. make tea |
| 2. do anything | 5. make a suggestion | 8. do something else |
| 3. make a mistake | 6. do nothing | 9. make an excuse |

3 How many of these things can you do or make?

1. Get the children to ask each other these questions across the class. However, they don't mark their books yet.
2. Get the children to work individually; they mark their books, putting a cross if they can't do a particular thing, and putting a tick if they can do it.

Answers depend on the children.

4 Talk about your partner.

1. Get all the children to swap their books with their partners.
2. Get individuals to tell the class about their partner, as shown in the example.

UNIT 8 LESSON 2

Aims

- to introduce and practise adjectives for abilities
- to study the formation of adjective endings *-y -ic -al*
- to revise and practise degrees of ability
- to develop the children's speaking skills

Suggestions and answers

1 Words inside words. ... Look at the adjectives in b) and find the hidden nouns in them with the help of the words in a).

sport — sporty; art — artistic; music — musical; fun — funny; athlete — athletic

2 Use the adjectives in Ex. 1 b) to complete these sentences.

1. athletic 2. artistic 3. musical 4. sporty 5. funny

3 Use the adjectives in Ex. 1 b) in sentences of your own.

Simple sentences with the verb *to be* are enough to practise meaning, e.g. *My father is musical. I'm not very sporty.*

Answers depend on the children.

4 Complete the table. Use the choices given in the box.

1. Go through the table with the children. Point out that the phrases in the box are on a scale from *very good* on the left to *very poor* on the right.
2. Point out that we say (informal): *'She's OK at running.'* We write (formal): *She's quite good at running. / She can run.*
3. Get the children to fill in the box for themselves first: they write phrases from the box on the lines of the table.
4. Point out that we use a general question to ask about abilities: *Are you good at ...?*
5. Demonstrate how to question one's partner and write down the answers.
 - (a) Get Child A to ask Child B a question e.g. *Are you good at art?*
 - (b) Get Child B to reply.
 - (c) Make sure that Child A pauses to note Child B's answer on the table in the column *Your friend.*
6. After demonstrating this with several pairs of students, put the children into pairs and let them ask each other and record their partner's answers.

5 Tell the class what you and your friend are good at.

Invite children to tell the class about themselves and their partner, e.g. *I'm average at art, but Imran says he's very good (at it).*

UNIT 8 LESSON 3

Suggestions and answers

1 Read the texts about a musician, a young university student and a chess player.

2 Choose a title for each text.

1. Combine these two exercises. This will give the children a task for the first reading.

2. Follow the standard procedure for a Lesson 3 Reading activity as detailed in Unit 1, Lesson 3, Ex. 1.

Text 1 + title 2 Text 2 + title 3 Text 3 + title 1

3 Read Ex. 1 again and answer these questions.

Follow procedure as in Unit 1, Lesson 3, Ex. 3.

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. Jennifer | 2. Greg | 3. Greg | 4. Jennifer |
| 5. Salem | 6. Jennifer | 7. Jennifer | |

4 Complete the sentences with words from Ex. 1.

Let the children work in pairs and complete the sentences.

Check t

re answers with the class.

- | | | | |
|------------|--------------|-----------|---------|
| 1. nervous | 2. managed | 3. spot | 4. gift |
| 5. hurt | 6. brightest | 7. Memory | |

5 What about you? Discuss these questions in the class.

Encourage children to share their ideas in class.

UNIT 8 LESSON 4

Suggestions and answers

1 Listen to your teacher talk about the special abilities of four young people. Match the information in the table.

1. Read the rubric and explain the task. The children have to match the person on the left to the activity in the middle column, and write the age in the right-hand column.
2. Get the children to look at the example. Explain that they should write the age of the person on the same line as the activity. If you prefer, you can get the children to copy the table into their notebooks before they do the listening exercise.
3. Read the script on page 108 of the Student's Book aloud. Give the children time to do the activity as you read out the descriptions.

See the answers for Ex. 2.

2 Write complete sentences about the information that you have matched in the table above.

Put the children in pairs and get them to frame sentences. Check that the sentences are grammatically correct.

Sample answers

Mariam could use a computer when she was five. She could search the Internet when she was six.

Imran could swim when he was four. He could dive when he was six.

Saira could read Urdu and English when she was four. She could write English when she was five. Fahad could ride a donkey when he was four. He could ride a horse when he was seven.

3 Make questions from the given phrases. Answer them as shown in the box.

1. Get the children to practice the question form first. Get choral and individual repetition of the Example question, and practice the questions with items 1-6, e.g. *Could you swim when you were 7 years old?* Help the children to ask the same question with different ages, e.g. *Could you swim when you were 5 years old?*

2. Explain, with translation if necessary, the different answer forms.

The questions depend on the children.

4 Write about a friend and yourself.

1. First, do this orally. Get several children to report to the class their answers from Ex. 3.

The answers depend on the children.

UNIT 8 LESSON 5

Suggestions and answers

1 Read the poem.

Write these comprehension questions on the board at the beginning.

What couldn't the boy do at the beginning? What could he do at the end?

The boy couldn't whistle at the beginning. He could whistle at the end.

2 Is this good news or bad news for the poet?

1. good news 2. bad news 3. bad news

3 Read the sentences about the poet's brother. Write 'T' for true, and 'F' for false.

1. T 2. F 3. F 4. F 5. T 6. F

English Grammar

Do Page # 5 – 35 of the Workbook

Name: _____

The Painted Desert

The Painted Desert, located in Arizona, covers 93,500 acres and stretches over 160 miles. It is called "painted" because of its colorful rocks that look like they were painted. This colorful desert has cliffs and hills. It also has trees that turned to stone long ago. These trees are located in a place called, "the Petrified Forest."

.....

Directions: Answer each question with a complete sentence.

1. Where is the Painted Desert located?

2. Why is it called "painted"?

3. How many acres of land does it cover?

4. How many miles long is the Painted Desert?

5. Name two things you might see in the Painted Desert.

6. What happened to some of the trees here?

Verbs

Use these verbs to fill in the blanks below.

swim	play	drink	fly	wear
ride	write	drive	cut	read
ring	sing	draw	sleep	walk

1. You _____ a kite.
2. You _____ a car.
3. You _____ with a knife.
4. You _____ your uniform.
5. You _____ story books.
6. You _____ with a pen.
7. You _____ a bell.
8. You _____ a picture.
9. You _____ a horse.
10. You _____ games.
11. You _____ songs.
12. You _____ at night.
13. You _____ in the swimming pool.
14. You _____ along the road.
15. You _____ water.

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

PREPOSITIONS of TIME



AT	IN	ON
<ul style="list-style-type: none">• night• 10:30• noon / midday• midnight• bedtime• sunrise• sunset• the weekend (U.K.)	<ul style="list-style-type: none">• the morning• the afternoon• the evening• February• (the) spring• (the) summer• (the) fall / autumn• (the) winter• 2013• the 1990s• a (few) minute(s)	<ul style="list-style-type: none">• Sunday• Monday morning• Tuesday afternoon• Wednesday evening• my birthday• a holiday• Christmas day• May 5• a weekday• time• the weekend (U.S.)

- *Fill in the blanks below with the correct prepositions of time.*

1. My brother has a new job. He works in the evening.
2. We're going to have a picnic _____ Saturday afternoon. Would you like to come?
3. I'll be finished my work _____ an hour. Then, I can go home.
4. When is the meeting? Is it _____ 2:00?
5. I like to get up really early, _____ sunrise, when the birds start to sing.
6. Tom's birthday is next week, _____ January 14.
7. My grandfather was born _____ the 1950s.
8. Will we be _____ time, or will we miss our flight?
9. My family and I like to ski _____ winter.
10. Are there any holidays _____ October?
11. Our school cafeteria opens for lunch _____ noon.
12. What time does your son go to bed _____ night?
13. We moved to this city _____ 2012.
14. Are you going to do anything special _____ your birthday?
15. I'm not going to watch that TV show. It starts _____ midnight!



SUBJECT

MATHEMATIC

Unit #1 Number and Arithmetic Operations

Summary of Key Facts

- Comparing numbers is the same as knowing which number is smaller and which number is bigger.
- Symbolically, a smaller sign is denoted as ' $<$ ' and a greater sign is denoted as ' $>$ '.
 - The multiplicand is the number or quantity to be multiplied. The multiplier is the number or quantity by which the multiplicand is to be multiplied. The product is simply the end result of the multiplication.
- The dividend is the number or quantity to be divided. The divisor is the number or quantity by which the dividend is to be divided. The quotient is simply the answer of the division.
- 'Remainder' is the quantity which is left after division.

Sample Activity Card

Complete these addition squares.
Add the rows and columns to
find the totals.

357890	29541	
378201	268975	

- Sample of the activity card is given

Activity Card

Work out the difference between the pair of numbers:

543210

123456

Qno.2

_____Cherries each day.	Javeria has a bag of 45 cherriesto evenly split up into her 3 school lunches for the week. How many cherries will she get to eat each week?
_____words in a hour.	Shahid started typing his story book over the weekend. He typed for 3 hours and completed 15 pages with 240 words on each page. How many words did he type in an hour?

Qno3:092378871, 632838274, 241750970, 528619690, 275100860

Millions			Thousand			Ones		
HM	TM	M	HTh	TTh	Th	H	T	U

Factors and Multiples

Use divisibility tests for 2, 3, 5, and 10 to numbers up to 5 digits. Provide each pair with an activity card (sample given below).

Use the divisibility rules to check whether each given number is divisible by 2, 3, 5 or 10. Write Yes or No.				
Number	Divisible by 2	Divisible by 3	Divisible by 5	Divisible by 10
18702	YES	YES	NO	NO
24900				
15672				
87534				
42207				
59345				

Identify the prime numbers and add them together

1 3 7 11 15 19 23 6 10 16 18

25

Is the total a prime number?

Complete the equations and circle the answers that are prime.

1. $7 \times 5 =$

2. $15 + 14 =$

3. $10 + 11 =$

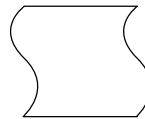
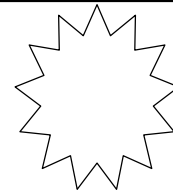
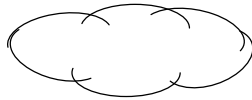
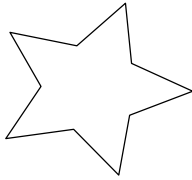
4. $12 + 2 =$

5. $60 - 29 =$

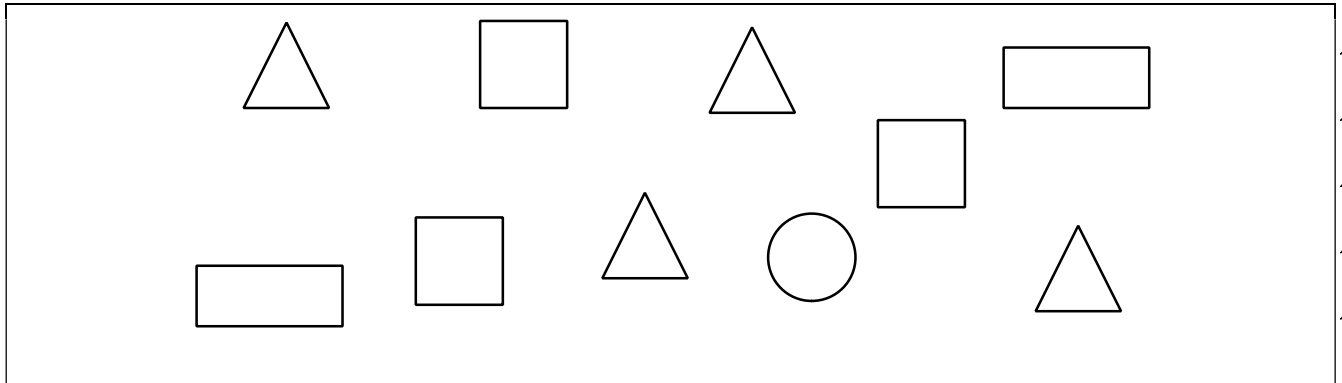
6. $4 \times 8 =$

Instructions: To find all possible factors of

How many different numbers can you use to divide 12?

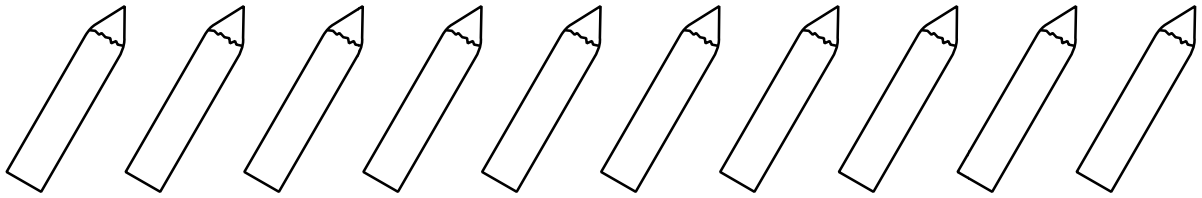


Fractions



1. How many shapes are there? _____
2. What fraction of the shapes are squares? _____
3. What fraction of the shapes are rectangles? _____
4. What fraction of the shapes are triangles? _____
5. What fraction of the shapes is the circle? _____
6. What fraction of the shapes are not triangles? _____
7. What fraction do the triangles and the circle represent altogether? _____
8. Which shape has the greatest fraction? _____
9. Which shape has the smallest fraction? _____

Basim buys a new colouring box. He has a picture of 10 pencils. He colours the Pencils as given below:



First, he colours $\frac{1}{10}$ of the pencils. (Colour them red).

Then, he colours $\frac{1}{3}$ of the remaining pencils. (Colour them blue).

Lastly, he colours half of the remaining pencils. (Colour them green).

How many pencils are left without colour? Write your answer as a fraction also.

Activity Card

Manahil loves jam, and has a great jam recipe. She uses $2\frac{3}{4}$ kg of strawberries and $\frac{1}{2}$ kg of blueberries to make one bottle of jam. How many kilograms does she need altogether to make one bottle of jam? Show your working below:

Sabeen made $16\frac{2}{3}$ litres of lemonade for a party. At the end of the party, she had 3 litres left. How many litres of lemonade were consumed? Show your working below:

A decorative border of lit candles surrounds the page. The candles are red with yellow flames and are arranged in a rectangular pattern along the top, bottom, and sides of the page.

SUBJECT

SCIENCE



Unit no 3

Reading, Dictation

Q.01 Suggested answers for the fill in the blanks:

1. Animal kingdom
2. Back bone
3. Scales
4. Vertebrates
5. Vertebrates

Q.02 Complete the junior scientist quest on book pg # 27

**Q.03 Do the experiment given on page # 29 and make a report of your observation.
Answer the question given on pg # 29 by reading the chapter carefully.**

Unit no 4

Reading, Dictation

Read the chapter carefully and solve the exercise on pg # 35.

Unit no 5

Reading, Dictation

Solve worksheets, Pg # 40, 43, 44

Solve exercise by reading the lesson carefully.

Project:

Construct an ecosystem comprising different individuals, populations and communities.

A decorative border consisting of a repeating pattern of red candles with yellow stars on top, arranged in a rectangular frame around the page.

SUBJECT

COMPUTER



Unit no. 03 (Window Accessories)

Reading, Dictation

Qno.1 Suggested answers of the fill in the blanks.

1. Calculator
2. Anti-virus
3. Accessories
4. On-screen keyboard
5. Microsoft windows

Qno.2 Answers of the questions

1. A com
2. puter virus is a program designed to harm or cause harm to an infected computer.
3. Avast, Malware, ESET Smart Security Premium.
4. In order to prevent our computer getting infected with a computer virus, we need to install Anti-Virus software.
5. We can magnifier the content of the screen by using Magnifier tool that can be accessed under the ease of access of accessories.

Activity :

Write your hobbies on the computer using on-screen keyboard.

Unit no. 04 (The Internet)

Reading, Dictation

Qno.1 Suggested answers of the fill in the blanks.

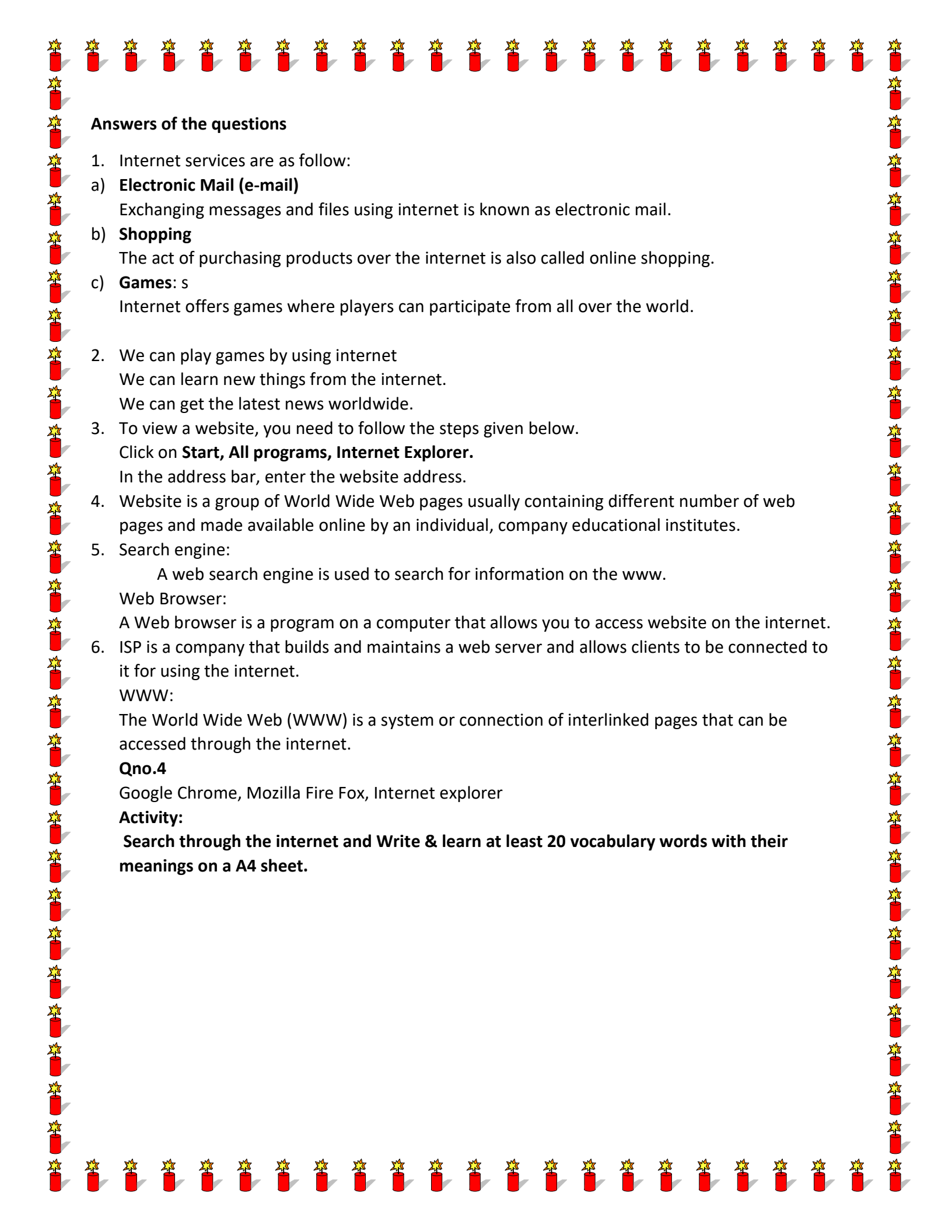
1. Internet explorer
2. Internet
3. World wide web
4. Website
5. E-Mail

Qno.2

True /False

1. F
2. T
3. F
4. T
5. T

Qno.3



Answers of the questions

1. Internet services are as follow:

a) **Electronic Mail (e-mail)**

Exchanging messages and files using internet is known as electronic mail.

b) **Shopping**

The act of purchasing products over the internet is also called online shopping.

c) **Games: s**

Internet offers games where players can participate from all over the world.

2. We can play games by using internet

We can learn new things from the internet.

We can get the latest news worldwide.

3. To view a website, you need to follow the steps given below.

Click on **Start, All programs, Internet Explorer.**

In the address bar, enter the website address.

4. Website is a group of World Wide Web pages usually containing different number of web pages and made available online by an individual, company educational institutes.

5. Search engine:

A web search engine is used to search for information on the www.

Web Browser:

A Web browser is a program on a computer that allows you to access website on the internet.

6. ISP is a company that builds and maintains a web server and allows clients to be connected to it for using the internet.

WWW:

The World Wide Web (WWW) is a system or connection of interlinked pages that can be accessed through the internet.

Qno.4

Google Chrome, Mozilla Fire Fox, Internet explorer

Activity:

Search through the internet and Write & learn at least 20 vocabulary words with their meanings on a A4 sheet.



SUBJECT

SOCIAL

STUDY

Unit # 3 (Mountains of Pakistan)

Suggestions and answers.

Reading, Dictation

Q1. Question answers.

1. The northern and Western highlands cover most of Baluchistan, NWFP, Northern Area and parts of the Punjab.
2. i) The Himalayas ii) The Karakoram iii) The Hindu Kush
3. a) The Baluchistan plateau is located west of the Suleiman -Kirthar Mountains.
b) The Potwar Plateau and the salt range region are located to the south of the mountains north and lie between the Indus river on the west.
4. To get from one place to another, people have to go through some of the highest passes in the world.
5. a) The Khyber and Bolan passes were used as the primary routes for invaders to enter India from Central Asia. Historically significant Khunjrab pass, on the border with China.

Q2. Write short answers.

1. The Hindu Kush mountains converged with the Karakoram range and Himalayan.
2. K2 is also known as Mount Godwin Austen.
3. Thirteen of the world's 30 tallest peaks are in Pakistan.
4. The Kirthar Mountains form the boundary between the lower Indus Plain (to the east) and southern Baluchistan.
5. Khyber Pass
6. The Tochi pass connects Ghazni in Afghanistan with Bannu in Pakistan.
7. Gomal pass provides an easy access from Afghanistan to Dera Ismail Khan and Punjab in Pakistan.

Q3. Match the mountain range in Column A to its highest peak in column B.

1. K2
2. Noshaq, Tirich Mir.
3. Sikeram
4. Takatu
5. Nanga Parbat

Unit # 4 (River Indus)

Suggestions and answers.

Reading, Dictation

Q1. Question answers.

1. The river rises in the mountains of Himalayas in Tibet near Lake Mapam.River.
2. The course of River Indus as follow:
China
Tibet (Lake of Mapam)
Kashmir
Shyok River
Shigar River (Gilgit Baltistan)
Khyber Pakhtunkhwa (Swat river)
Tarbela Dam
3. The Indus receives its most notable tributaries from the eastern Punjab Plain. The five rivers- Jhelum, Chenab, Ravi, Beas and Sutlej.
4. It moves so slowly across the plain, it deposits accumulated silt on its bed.
5. Dams have to be built to save the water from being wasted.
6. The River plays an important role in providing water for agriculture especially in the breadbasket of Punjab and Sindh.

Q3. Find out what these words mean:

Delta: where a river divides into several smaller rivers before flowing into the sea

Tributary: a river or stream that flows into a larger river or a lake

Gorge: narrow valley with steep sides.

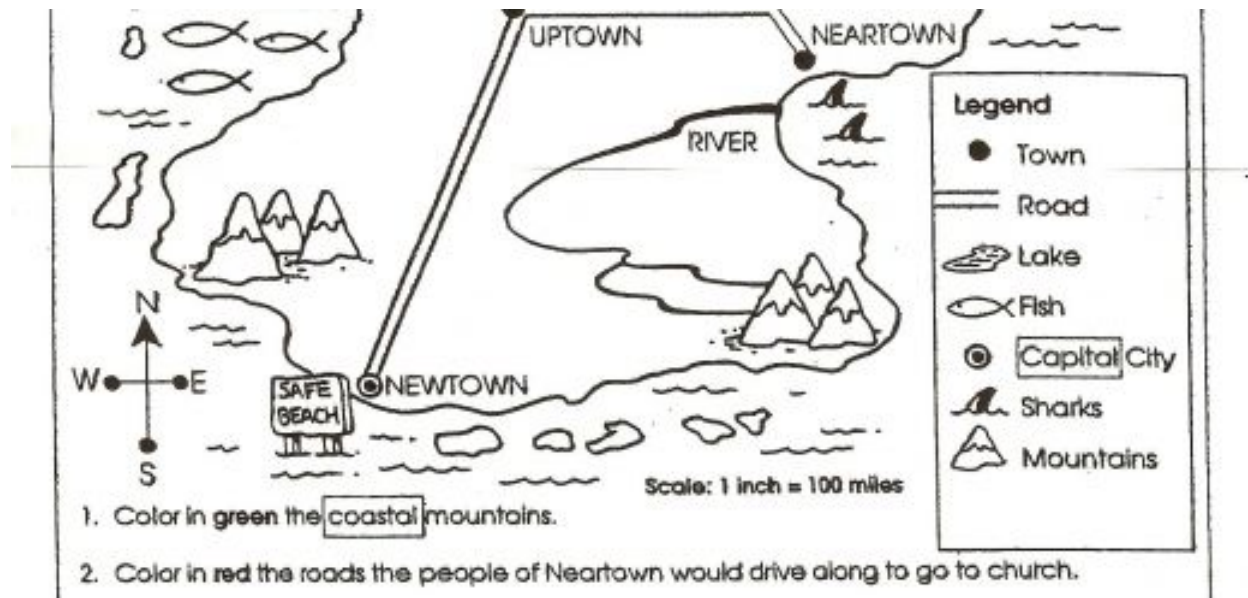
Where in Pakistan can reach of these be found:

Delta: _____

Tributary: _____

Gorge: _____

Color the picture:



Unit # 9 (Communication)

Reading, Dictation

Q1. Suggestions and answers.

1. Communication is, when information is passed from a sender to a recipient using a medium. There are many means of communication. We can communicate by writing, orally or by gestures.
2. A) Telecommunication means communicating over a distance. It is the fastest means of communication. We can make STD (subscriber trunk dialing) call to talk to our family and relatives.
B) Postal system delivers postcards, letters and parcels physically. Postman deputed in each area receives the letters and delivers them at an address.
3. Mobile phone is the most effective and modern way of sending written text.
4. A person from the postal department clears the mailbox. After this, the letter is sent to their respective place. The letter is further sorted out and sealed at the delivery office. Postman deputed the letter to Islamabad.

5. ISD (International subscriber Dialing) call in different countries. ISD call rates are very high, so people prefer to make calls via internet.
6. Mass communication means the imparting or exchanging of information to large number of people at the same time. Various means of communication are:
Newspaper, Magazines, Radios, television and films.
7. This mode of communication helps an individual to make an in-depth analysis of various issues across the globe.
- 8.

Verbal communication	Non-Verbal Communication
We used words to express our thoughts. Two main forms of verbal communication are written and oral communication.	It does not involve the use of words. It is done through facial expressions, body gestures, colors, pictures, and paintings

Q2. Name the communication devices given below and write their uses.

- a) Newspapers: Informs us about recent happenings around the world.
- b) Fax: Fax machines makes sending and receiving documents quicker than postal mail.
- c) Television: They educate, inform and entertain us.
- d) Mobile phone: It can be used to text messages, make calls, reading emails and browsing the internet.

Q3. Guess the correct means of communication:

- i Television
- ii Mobile phone
- iii Newspaper

Q4. List 4 names in each column below:

TV Programs	Newspapers	Magazines
• Quran Aur Sehat.	Dawn	Dawn
BulBulay	Nawaiwaqt	Pakistan post
Aaj Pakistan Mein	The Nation	Fashion Central
Extras - The Mango People	Daily Jung	Newsline



Activity:

Write a short note on your favorite television program :

Unit # 11 (Our Past)

Reading, Dictation

Q1. Note book questions.

Suggested answers.

1. These early people did write things down, people built huge, planned cities, with straight streets and brick homes and private baths.
2. They were a strong, active and lively race. Their language (Sanskrit) gained popularity.
3. The most famous ruler of the era was Ashoka. Ashoka Maurya's period was dominated by Buddhism but he also showed tolerance to other religions.
4. The period of Gupta Empire is considered as the Golden Age of India, because they are marked by extensive inventions and discoveries in science, technology, engineering, art, literature, mathematics, astronomy, religion and philosophy.
5. The Persians who had been the largest Empire spanned from Egypt in the west to turkey in the north and to the river Indus in the East.

Q2. Arrange the following dynasties in the order in which they ruled in the sub-continent.

The Parthian	
The Greek	
The Huns	
The Persians	
The Nanda	

The Guptas	
The Parthians	
The Khushans	

Q3. Write "T" for true and "F" for false statement

1. F
2. F
3. F
4. F
5. F
6. F

Unit # 12 (Muslim rule in the Sub-Continent)

Reading, Dictation

Q1. Note book questions.

Suggested answers.

1. This event is regarded as the first step of the establishment of Muslim rule in the sub-continent.
2. In each invasion of an Indian dynasty Mahmud Ghazni carried back vast wealth with him. A famous temple at Somnath was destroyed by him.
3. Balban was a strong king who ruled from 1246-1287. He was also a clever and capable general and he saved the sub-continent from attacks of the Mongols.
4. He is remembered as the greatest of all the Mughal emperors. He extended his empire by gaining victories in the battles.
5. Agriculture, Literature, Poetry, Music, Art and administrative organization.

Q2. Complete the table given below by writing thee events from the lesson against the dates.

Dates	Events
712	Hajjaj sent his troops to Sindh.
997-1030	Mahmud Ghazni ruled.
1206-1526	The Delhi Sultanate's rule India.
1246-1287	Balban ruled India.
1526	The Lodhi dynasty stayed in power.
1658	Aurangzeb ruled.

Q3. Starting from the founder of the Mughal dynasty, write the names of the six famous Mughal Emperors in the order they ruled.

1 Zahir-ud-din babur

2 Humayun

3 Akbar

4 Jahangir

5 Shah Jahan

6 Aurangzeb

Q4. Make a list of the dynasties that ruled the subcontinent starting from 1192 to 1526.

- ❖ 1192 Muhammad Ghori
- ❖ 1206 Qutbuddin Aibak
- ❖ 1246 to 1287 Balban
- ❖ 1290 Khilji
- ❖ 1320 Tughlaq
- ❖ 1414-1526 Syyid, Lodhi, Babar
- ❖ 1526 Zahir-ud-din

Activity:

Collect some pictures of the historical places and paste them on a chart paper.

A decorative border of lit candles surrounds the page. The candles are red with yellow flames and are arranged in a rectangular pattern along the top, bottom, and sides of the page.

SUBJECT

URDU

حضرت داؤد علیہ السلام..... (صفحہ ۶، ۷، ۸)

پڑھائی، املاء

حل شدہ مشق:

۱۔ سوالوں کے جوابات:

- (i) میرے کھیت کی فصل تیار تھی۔ اس کی بکریوں کا ریوڑ میرے کھیت میں گھس گیا۔ ساری فصل چٹ کر ڈالی۔ میں نے روکنے کی کوشش کی مگر روک نہ سکا۔ میں برباد ہو گیا۔
- (ii) بادشاہ نے دوسرے آدمی سے پوچھا ”کیا یہ آدمی سچ کہہ رہا ہے؟“
- (iii) بادشاہ نے دوسرے آدمی سے اس لیے سوالات کرے کہ ایک تو اس کے ساتھ کیا ہوا، وہ پتہ چل سکے اور ان کے جوابات کی روشنی میں بادشاہ کو اپنا فیصلہ سنانے میں مدد مل سکے۔
- (iv) دوسرے آدمی کے جوابات سے ظاہر ہوتا ہے کہ وہ ایماندار اور سچا آدمی تھا۔
- (v) بادشاہ حضرت داؤد علیہ السلام اور ان کے بیٹے حضرت سلیمان علیہ السلام تھے۔
- (vi) توریت حضرت موسیٰ علیہ السلام پر نازل ہوئی۔
زبور حضرت داؤد علیہ السلام پر نازل ہوئی۔
انجیل حضرت عیسیٰ علیہ السلام پر نازل ہوئی۔
قرآن مجید حضرت محمد ﷺ پر نازل ہوا۔
- (vii) بادشاہ نے بکریوں کا گلہ کھیت والے کو دینے کا فیصلہ کیا۔
- (viii) بیٹے کے فیصلے کی روشنی میں گلے والے کو کھیت میں کام کرنا پڑا۔
- (ix) حضرت سلیمان علیہ السلام کا فیصلہ اس لیے بہتر تھا کہ گلے والے کو کھیت میں کام کر کے سزا بھی مل گئی اور اس کا گلہ اس کے پاس واپس بھی آ گیا۔

کتابوں پر تبصرہ..... (صفحہ ۹)

پڑھائی، املاء

میں پاکستان ہوں..... (صفحہ ۱۰، ۱۱، ۱۲، ۱۳، ۱۴)

پڑھائی، املاء، مشق کتاب پر حل کریں۔

حل شدہ مشق:

۱۔ سوالوں کے جوابات:

- (i) پاکستان: ۱۴ اگست ۱۹۴۷ء کو بنا۔
- (ii) صوبہ سندھ: سندھ کی اندھی ڈولفن جو پوری دنیا میں کہیں نہیں ہوتی۔
- صوبہ بلوچستان: رقبے کے لحاظ سے بلوچستان پاکستان کا سب سے بڑا صوبہ ہے۔
 - صوبہ خیبر پختونخواہ: خیبر پختونخواہ کے پھل اور سیاحتی مراکز بہت مشہور ہیں۔
 - صوبہ پنجاب: صوبہ پنجاب میں بننے والے پانچ دریا اس کی پہچان ہیں۔
- (iii) کراچی، سکھر، لاڑکانہ، ملتان، فیصل آباد، لاہور، پشاور، مردان، مانسہرہ وغیرہ

ڈراما: اُف میرے دانت!..... (صفحہ ۱۵، ۱۶، ۱۷)

حل شدہ مشق:

۱۔ سوالوں کے جوابات:

- (i) ڈرامے کے پہلے منظر میں صبح کے وقت کا ذکر ہے۔
- (ii) اس میں امی اور عمر آپس میں گفتگو کر رہے ہیں۔
- (iii) عمر اور ڈاکٹر کا ذکر دوسرے منظر میں ہے۔

مکالمہ نگاری صفحہ نمبر ۱۸

پڑھائی، املاء

قواعد صفحہ نمبر ۱۹-۲۰

پڑھائی، املاء

نیکی کا بدلہ نیکی صفحہ نمبر ۲۱

پڑھائی، املاء

حادثہ..... (صفحہ ۳۰، ۳۱، ۳۲، ۳۳)

پڑھائی، املاء

- ۱۔ (i) اسکول کے راستے میں کھیت، کھر اور ایک پل بھی تھا جس پر سے ریل گاڑیاں بھی کزرنی تھیں۔
- (ii) عرفان اور زوہیب کبھی سائیکل پر اور کبھی پیدل اسکول جاتے تھے۔

- (iii) (یہ سوال بچے خود حل کریں)
 (iv) (یہ سوال بچے خود حل کریں)
 (v) (یہ سوال بچے خود حل کریں)
 (vi) عرفان نے لوہے کے ستون کو پکڑ کر لٹکتے ہوئے لوگوں کو بیوقوف بنانا چاہا۔
 (vii) عرفان کو چاچا میاں نے بچایا۔
 (viii) مرکزی خیال:

ہمیں ہدایتی تختی ضرور پڑھنی چاہیے تاکہ ہم حادثات سے بچ سکیں۔

۳۔ بنا، گزرتی، جاتے، چلا، کھا لینا، جھولتے۔

۴۔ (i) پل پر سے ریل گاڑیاں گزرتی تھیں۔

(ii) زوہیب نے کچھ بچوں کو بکریاں چراتے دیکھا۔

(iii) ہم نے یہ پہلے دیکھ لیا ہوتا تو ہم یہ حرکتیں نہ کرتے۔

(iv) وہ دونوں چپکے چپکے باغ کے درختوں پر چڑھتے۔

(v) عرفان کو نئے راستے ڈھونڈنے میں مزہ آتا تھا۔

تفہیم: مختلف حادثات (صفحہ ۳۴، ۳۵)

پڑھائی، املاء

قواعد----- اسم صفت صفحہ نمبر ۳۶، ۳۷

مشق کتاب پر حل کریں

میاں ٹر ٹر (صفحہ ۴۱، ۴۲، ۴۳)

پڑھائی، املاء۔ مشق کتاب پر حل کریں

حل شدہ مشق:

۱۔ سوالوں کے جوابات:

(i) فیصل اور مینڈک کی گفتگو فرضی ہے۔

(ii) مرکزی خیال: مینڈک کی زندگی کے مختلف مرحلوں کے بارے میں معلومات اس کہانی کا مرکزی خیال ہے۔

۲۔ اسم صفت:

پیلی پیلی آنکھوں، جلدی جلدی ناشتہ، موٹے موٹے رس بھرے کیڑے، ندیدی مچھلیاں، خوفناک مچھلی، دلچسپی سے دیکھا

۳۔ متضاد الفاظ:

(iv) سونا = جاگنا ، باہر = اندر
جلدی = دیر ، مزے دار = بد مزہ
رونق = ستاٹا ، لائق = نکتے
شروع = اختتام ، نئی = پرانی
قریب = دور

مزید سرگرمی

• مینڈک یا چوڑے کی زندگی کے مختلف مراحل کی تصاویر چپکا کر ان کے بارے میں ایک ایک جملہ لکھیے۔

نثر نگاری: کوڑے دان سے انٹرویو..... (صفحہ ۴۴، ۴۵، ۴۶)

پڑھائی، املاء

اکتوبر آیا رت بدلی..... (صفحہ ۵۲، ۵۳، ۵۴، ۵۵)

۱۔ سوالوں کے جوابات:

- (i) اس نظم کے شاعر حفیظ الرحمن احسن ہیں۔
- (ii) شاعر گرمیوں کے جانے اور سردیوں کے آنے سے خوش ہیں۔
- (iii) سکھ کا سانس اس لیے لیا کہ گرمیوں کے دن چلے گئے۔ اب نہ زیادہ پسینے آئیں گے اور نہ دھوپ میں تپش ہوگی۔

تفہیم: آب و ہوا..... (صفحہ ۵۶، ۵۷)

پڑھائی، املاء

حل شدہ مشق:

- ۱۔ یہ سوال بچے خود کریں۔
- ۲۔ سردیوں میں ہمیں اُون وغیرہ سے بنے گرم کپڑوں کی ضرورت ہوتی ہے۔ مثلاً موزے، جیکٹ، سویٹر وغیرہ۔
- ۳۔ گرمیوں میں ہلکے پھلکے کپڑوں میں آرام ملتا ہے۔
- ۴۔ گرمی، خزاں، سردی، بہار
- ۵۔ بچوں کو سمجھایا جائے کہ اگر ہر وقت ہی گرمی رہے تو آپ کو کیسا لگے گا؟ اس طرح کے سوالات کر کے ان ہی سے جواب مرتب کروائیے۔

نظم: پہاڑ اور گلہری (صفحہ ۶۴، ۶۵، ۶۶، ۶۷)

پڑھائی، املاء

حل شدہ مشق:

معنی

• الفاظ

شعور

باتینز

بساط

سچی باتیں

نکمی

نصیب

پست

حکمت

نزی

ہنر

- ۱- (i) بدتمیزی سے
 - (ii) صرف اپنے بڑے ہونے کی وجہ سے
 - (iii) حقیر چھوٹی سی چیز
 - (iv) عقلمندی کی
 - (v) بے وقوفی کی
 - (vi) قدرت نے کوئی چیز بے کار نہیں بنائی۔
 - (vii) وہ پر اعتماد تھی۔
 - ۲- اس نظم کے شاعر علامہ اقبال ہیں۔ ان کی ایک نظم کا نام 'بچے کی دعا' ہے۔
 - ۳- اس نظم میں دو کردار ہیں۔
 - (i) پہاڑ (ii) گلہری
 - ۴- یہ کردار فرضی ہیں۔
 - ۵- خود پسند، مغرور، بد مزاج، بے شعور
 - ۶- پر اعتماد، ہنرمند، باسجھ
 - ۷- نہیں ہے چیز نکمے کوئی زمانے میں
 - کوئی برائیں قدرت کے کارخانے میں
- حکایات گلستان سعدیؒ (صفحہ ۷۸، ۷۹)

حکایت نمبر ۱:

حل شدہ مشق:

- ۱- سوالوں کے جوابات:
- (i) بھوک پیاس کی وجہ سے کتے میں ہلنے کی سکت نہ رہی۔
- (ii) نیک آدمی نے اپنی پگڑی کا ڈول بنا کر اس کو پانی پلایا۔
- (iii) نیک آدمی کو یہ بشارت دی گئی کہ کتے کے ساتھ نیکی کے عوض اس کے سب گناہ بخش دیے گئے ہیں۔
- (iv) اس آدمی کو لاچار کتے پر رحم آ گیا تھا۔
- ۳- سبق: جانوروں سے اچھا سلوک کرنا چاہیے۔

نام: _____ تاریخ: _____
Jr. IV-
تقسیم

آج سے تقریباً ساڑھے پانچ سال پہلے موئن جڈرو کے کھنڈرات وادی سندھ کا شہر تھے۔ یہاں کے لوگ بہت مہنتی تھے۔ کھدائی سے ملنے والی یہاں کئی چیزیں کراچی کے عجائب خانے میں رکھی گئی ہیں۔ اس کے علاوہ یہاں سونے کے زیورات اور بہت سی مہریں بھی ملی ہیں جن پر شیر، گیدڑ، ہاتھی، مگرچھ بنے ہوئے ہیں۔ موئن جڈرو کے عجائب گھر اور کھنڈرات کو دیکھنے بہت سے لوگ آتے ہیں۔

تقریباً سو سال پہلے ملتان اور لاہور کے درمیان ریلوے لائن کا کام شروع ہوا تو کھدائی کرنے والوں کو بہت ساری کچی سُرخ ایشیں ملیں۔ انھوں نے کئی کلو میٹر تک ان ایشوں سے ریلوے لائن کی بنیاد بچھادی وقت ان کو یہ نہیں معلوم تھا کہ یہ پرانے شہر ہڑپہ کی ایشیں ہیں۔ آج بھی کھدائی کا کام ہو رہا ہے اور ان میں سے برتن اور مہریں وغیرہ نکلتی رہتی ہیں۔

موئن جڈرو سے جو چیزیں ملی ہیں ان پر ایک خاص کھدائی ہے جسے آج تک کوئی پڑھ نہیں سکا کہ ہزاروں سال پہلے رہنے والوں نے کیا کھسا ہے۔ پتہ نہیں ہمارے ملک میں زمین کے نیچے ایسے اور کتنے شہر ہوں گے۔

عبارت پڑھ کر درج ذیل سوالوں کے جواب دیں۔

۱۔ موئن جڈرو کی کھدائی سے ملنے والی چیزیں کیا تھیں؟

۲۔ کھدائی سے ملنے والی چیزوں پر کیا بنا ہوا ہے؟

۳۔ ملتان اور لاہور کے درمیان کونسا کام شروع ہوا؟

۴۔ کھدائی کرنے والوں کو جو سُرخ ایشیں ملی تھیں وہ کس پرانے شہر کی تھیں؟

۵۔ موئن جڈرو سے ملنے والی چیزوں پر کس قسم کی کھدائی ہے؟

۶۔ جملے پائیے۔

شیر :

مہنتی :

ملک :

زیورات :

دوست :



SUBJECT

ISLAMİYAT

نیکی

جوابات تحریر کریں۔

سوال نمبر 1: نیکی کے معنی "اچھا کام" کرنے کی ہیں۔ یعنی ہر وہ کام جس سے اللہ اور اُس کے رسول ﷺ راضی ہوں، نیکی کہلاتا ہے۔

بیشک اللہ اُن کے ساتھ ہے جو پرہیز گار ہیں اور نیکی کرتے ہیں۔

سوال نمبر 2:

- (1) اللہ پر ایمان لانا
- (2) رسول پاک ﷺ کو آخری نبی ماننا
- (3) سابقہ نبیوں اور آسمانی کتابوں پر ایمان
- (4) فرشتوں پر ایمان

سوال نمبر 3:

- (1) یتیموں اور مسکینوں کا خیال رکھنا
 - (2) رشتے داروں اور پڑوسیوں سے حُسن سلوک
- اور کوئی ایسا کام نہ کرنا جس سے دوسروں کو تکلیف پہنچے۔

سوالات کے مختصر جوابات دیں۔

1. وہ بندے جو اللہ تعالیٰ پر ایمان لاتے ہیں مومن کہلاتے ہیں۔ مومن بندے نیک کام کرتے ہیں۔
2. آپ ﷺ نے فرمایا کسی سے اچھی بات کہنا بھی نیکی ہے۔ آخرت میں اللہ تعالیٰ کی طرف سے ہر نیک کام کے بدلے میں انعام دیا جائے گا۔
3. ایمان لانے کے بعد ایک مسلمان پر کچھ کام فرض ہو جاتے ہیں۔ اُن فرائض کو ادا کرنے کا نام "عبادت" ہے۔

نماز

جوابات تحریر کریں۔

سوال نمبر 1: ارکان اسلام میں سے نماز دوسرا اہم رکن ہے، جس کی پابندی ہر مسلمان مرد و عورت پر فرض ہے اور قیامت کے دن سب سے پہلے اسی کا حساب لیا جائے گا۔
سوال نمبر 2:

- 1) اللہ تعالیٰ کی رضا اور خوشنودی نماز کی ادائیگی میں ہے۔
- 2) نماز پڑھنے سے انسان بُرے کاموں سے بچ جاتا ہے۔
- 3) نماز پڑھنے سے انسان میں وقت کی قدر پیدا ہوتی ہے۔
- 4) نماز انسان میں نظم و ضبط پیدا کرتی ہے۔

سوال نمبر 3: "نماز کی چوری کا مطلب یہ ہے کہ وہ رکوع اور سجد ٹھیک طرح سے ادا نہ کرے۔"

سوال نمبر 4: نماز باجماعت ادا کرنے سے کئی گنا ثواب ملتا ہے۔ ایک دوسرے کے حالات سے آگاہی ہوتی ہے اور آپس میں
سمہ ردی پیدا ہوتی ہے۔ سب سے بڑی بات یہ ہے کہ آدمی اللہ تعالیٰ کے قریب ہو جاتا ہے۔

سوالات کے مختصر جوابات دیں۔

1. عربی زبان میں نماز کو "صلوٰۃ" کہتے ہیں۔
2. "بدترین چور وہ ہے جو اپنی نماز چوری کرے۔"
3.
 - 1) جسم، لباس اور جگہ کا پاک ہونا
 - 2) با وضو ہونا
 - 3) قبلہ رو ہونا
 - 4) نماز کو مقررہ وقت پر ادا کرنا
4. رسول پاک ﷺ نے فرمایا "میری آنکھوں کی ٹھنڈک نماز ہے۔"

باب سوئم

اسوہ حسنہ

پہلی وحی غارِ حرا

جوابات تحریر کریں۔

- سوال نمبر 1: "پڑھ اپنے رب کے نام سے، جس نے پیدا کیا، جس نے انسان کو جنم سے پیدا کیا، پڑھ اور تیرا رب بڑا کریم ہے جس نے انسان کو قلم کے ذریعے علم سکھایا۔ انسان کو وہ کچھ سکھایا، جو وہ نہیں جانتا تھا۔"
- سوال نمبر 2: رسول ﷺ گھبرا گئے۔ آپ ﷺ نے گھبرا کر اپنی بیوی حضرت خدیجہؓ سے کہا مجھے چادر اوڑھا دو اور پھر انہیں یہ سارا واقعہ سنایا۔
- سوال نمبر 3: یہ تو وہی فرشتہ ہے جسے اللہ تعالیٰ نے موسیٰؑ پر نازل فرمایا، کاش میں اُس وقت تک زندہ رہتا جب آپ ﷺ کی قوم آپ ﷺ کو شہر مکہ سے نکال دے گی۔

دین اسلام کی دعوت اور ثابت قدمی

جوابات تحریر کریں۔

- سوال نمبر 1: حضرت خدیجہؓ کو جوں ہی آپ ﷺ کی نبوت کا علم ہوا، وہ فوراً ایمان لے آئیں۔ حضرت علیؓ جو کہ آپ ﷺ کے زیر سایہ پرورش پا رہے تھے، حضرت زید بن حاثؓ جو آپ ﷺ کے آزاد کردہ غلام تھے، حضرت ابو بکر صدیقؓ جو آپ ﷺ کے قریبی ساتھی تھے فوراً ایمان لے آئے۔
- سوال نمبر 2: آپ ﷺ نے فرمایا "اگر میں آپ کو کہوں کہ اس پہاڑ کے پیچھے سے ایک دشمن حملہ کرنے والا ہے تو قبول کریں گے؟" سب لوگوں نے جواب دیا کہ آپ ﷺ ہمیشہ سچ بولتے ہیں اس لیے آپ ﷺ کی بات ضرور مانیں گے۔
- سوال نمبر 3: کفار آپ ﷺ کے ساتھ بدزبانی کرتے، آپ ﷺ کو شاعر اور دیوانہ کہتے، جب آپ ﷺ قرآن سناتے تو وہ شور کرتے لیکن آپ ﷺ نے اسلام کی دعوت کا پیغام جاری رکھا۔ ابو لہب کی بیوی مہ جمیل آپ ﷺ کے راستے میں کانٹے بچھا دیتی۔ بعض کافر نماز کی حالت میں آپ ﷺ پر گندگی پھینکتے لیکن آپ ﷺ ثابت قدم رہے اور اسلام کی تبلیغ جاری رکھی۔

باب چہارم اخلاق و آداب

جوابات تحریر کریں۔

سوال نمبر 1: اس سے مراد ہمارا آپس کا سلوک ہے یعنی ہم کسی کو دھوکا نہ دیں، امانت میں خیانت نہ کریں، ناپ تول میں کمی نہ کریں، تمام فرائض پوری ذمہ داری سے ادا کریں۔

سوال نمبر 2: ایمان سے مراد وہ یقین ہے جس کی وجہ سے انسان سمجھتا ہے کہ اللہ اسے ہر وقت دیکھ رہا ہے اور اسے اس کے اعمال کا اللہ تعالیٰ کو جواب دینا ہے۔

سوال نمبر 3: جو شخص ایماندار ہوتا ہے لوگ اُس پر اعتماد کرتے ہیں۔ ہر کوئی اس کی عزت اور تعریف کرتا ہے اور معاشرے میں اس احترام کیا جاتا ہے۔

خدمتِ خلق

جوابات تحریر کریں۔

سوال نمبر 1: اللہ کی خوشنودی اور ثواب حاصل کرنے کے لیے اللہ کے بندوں کی خدمت کرنے کو خدمتِ خلق کہتے ہیں۔

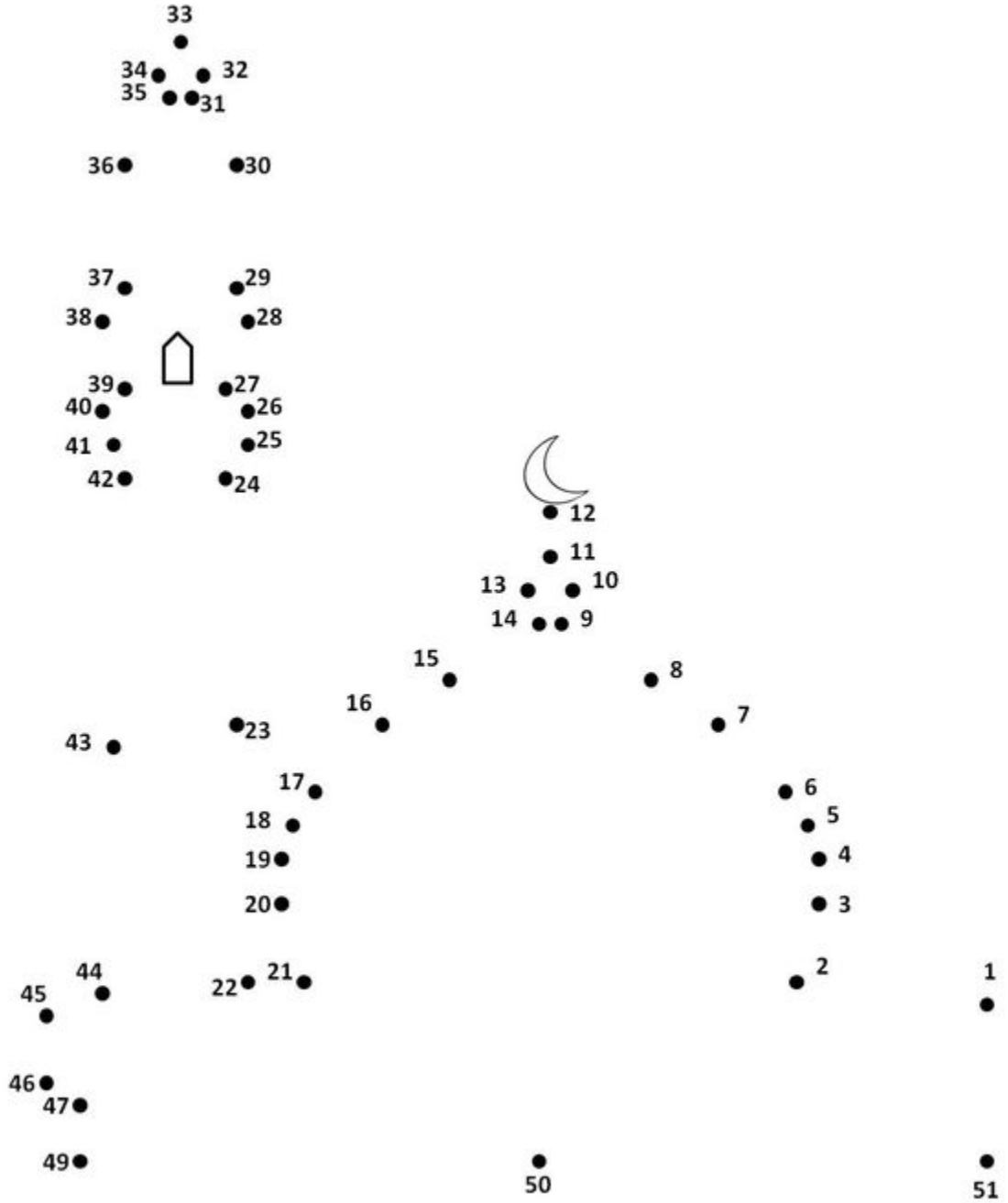
سوال نمبر 2: اگر کوئی شخص تکلیف میں ہو تو اس کی مدد کی جائے، معذور کو سہارا دیا جائے، بیمار اور بوڑھوں کو آرام پہنچایا جائے، غریب حاجت مندوں کی ضرورت پوری کی جائے، بھوکے کو کھانا کھلانا، یتیموں کی مدد کرنا، کسی کی جائز سفارش کر دینا بھی خدمتِ خلق میں شامل ہے۔

سوال نمبر 3: کنجوسی اور خود غرضی خدمتِ خلق کے سلسلے میں بہت بڑی رکاوٹ ہے۔ اسلام نے ان دونوں سے منع فرمایا ہے اور سخاوت و ایثار اور قربانی جیسی باتوں کی تاکید فرمائی۔

درج ذیل سورۃ یاد کریں۔ اور ستاروں میں رنگ بھریں۔



مسجد بنائیں اور اس میں رنگ بھریں۔



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Our Prophets in Islam

