



PHEASANT

ENGLISH

BOOK - 4



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Food					
Education					
Honesty					
Festivals					

Unit 3

Sports

The theme of this unit is 'Sports'. The unit consists of a passage, a poem and a brief conversation between two friends. It starts with pre-reading activities which introduce the keywords. These keywords help developing the necessary vocabulary to comprehend the text. The unit covers reading, writing, speaking and grammar skills.

Learning Outcomes

By the end of this unit students will be able to:

read and use key vocabulary pertaining to the theme

use and identify homophones and compound words in sentences

use and identify verbs in sentences

talk about sports and other recreational activities

write simple sentences with the help of time expressions



Unit 3



Pre Reading Activities

1

Read the following words loudly.

play

children

ground

hole

medals

football

dangerous

condition

broken

safe

injured

fallen

excellent

routine

crowd

2

Match the description with the pictures.

He plays cricket every day.

Ahmed likes to play football.

She likes to play basketball.



They like to swim every Sunday.

Dad loves horse riding.

I love to play hockey

3

Complete the words by inserting the missing letters.

1 pl__y

4 m__d__ls

7 f__tb__ll

2 gro__nd

5 ____ildren

8 hol__

3 cr__d

6 r__ut__ne

9 ex__ll__nt

The Boring Day Ends



Rain has fallen for days and days.

We've been bored in many ways.

The sun is finally out today.

Here begins the funday.

We are playing our favorite game

Can you guess its name?

Fawad hits the ball across the ground

And the opposite team is spellbound

Usman makes the crowd astound

For his excellent bowling in the ground

And our team steps in the next round.



Comprehension Check

1

Complete the following sentences by choosing the right option.

- ① The rain has fallen for _____ and days .
 two days
- ② The poet was _____ in many ways.
 happy bored
- ③ The poet and his friends are playing _____.
 hockey cricket
- ④ The opposite team is _____.
 glad spellbound
- ⑤ _____ bowling in the ground is excellent.
 Usman's Ali's

2

Answer the following questions in your notebook.

Q.1 Do you like playing cricket?

Q.2 What do you play to have fun?

We Need Safe Playgrounds



The playgrounds should be safe as players may hurt themselves while playing in them. And among such players, there may be some young children who can fall prey to the dangerous playgrounds.

On 11th October 2008, a nine-year-old girl named Asma could not spot a hole in the ground and fell in it, getting badly injured. She was taken to the Agha Khan Hospital. The doctors told that she was in severe condition and her parents were worried for her well-being. Her friends told that she was a brilliant kid and had won many medals as a football player.

There are some playgrounds in Karachi which are not safe. The broken pieces of equipment in them are dangerous. There are holes in the ground where children can trip and fall. Kids and even grown-ups don't always recognize these dangers.

We all need to raise our voice about the broken playgrounds, so the precious lives of children and grown-ups could be saved. And the incident that happened to Asma could be avoided.

Talking Points

- 1 Do you play in a playground?
- 2 How does it look like?





Comprehension Check

1

Choose and write the meaning of given words.

valuable | identify | anxious | stumble | adults | prevented
talented | apparatus | notice | very bad

Words	Meanings
spot (verb)	
grown-ups	
severe	
worried	
brilliant	

Words	Meanings
recognize	
equipment	
precious	
trip (verb)	
avoided	

2

Complete the following sentences by choosing the right option.

- ① Children can easily fall prey to the _____ playgrounds. dangerous safe
- ② Asma had won many medals as a _____ player. football cricket
- ③ Asma was _____ year old. five nine
- ④ The _____ told that Asma was in severe condition. teacher doctor
- ⑤ Her _____ requested the government to take action. parents friends

3

Answer the following questions in your notebook.

- Q.1 What happened to Asma?
- Q.2 What did doctors say about Asma's condition?
- Q.3 Which sports did Asma like?
- Q.4 What did Asma's friends decide to do?
- Q.5 What advice the author gives to the readers?



Grammar Skills and Reinforcement

Common Gender

Some nouns refer to both male and female. Such nouns are called common gender, like: *cousin, baby, teacher, doctor, student and friend* etc.

1

Rewrite the following sentences by changing the gender of underlined words. Circle and write the common gender in the given column.

1 The woman in black suit is my class teacher.

The man in black suite is my class teacher.

2 My niece lived with her parents in Lahore.

3 The baby was crying in his mother's lap.

4 The author of this book is my friend.

5 The king was in a meeting with his ministers.

Common Gender

Compound Words

Some words are made up of two words, like: *inkpot, blackboard* and *playground*. Such words are called compound words.

Match the following words to make a compound word.

snow	plane	_____
water	bird	_____
news	fall	_____
air	paper	_____

note	boat	_____
life	ring	_____
star	book	_____
ear	fish	_____

Homophones

The words which are same in pronunciation but different in meaning and spelling are called homophones. Like: *too-two*, *tail-tale* etc.

2 Fill in the blanks with correct word. Circle and write the noun in the given column.

- 1 Did you write this fairy _____ (*tale | tail*) by yourself?
- 2 Front two _____ (*rows | rose*) are occupied by the children.
- 3 I have a _____ (*pair | peer*) of black shoes.
- 4 I can _____ (*see | sea*) a ship on the _____ (*see | sea*).
- 5 A _____ (*male | mail*) peacock has colorful feathers.
- 6 When did you first _____ (*meet | meat*) him.

Verb

A verb is a word that describes an action or a state of being, like *eat*, *swim and write* etc.

Read the following sentences.

1. Ahmed is driving a car.
2. He is a brilliant student.
3. She lives in Lahore.
4. The toys are on the table

3 Circle the nouns and underline the verb in the following sentences. Write them in their respective columns.

- 1 My dog often barks at strangers.
- 2 The old man is carrying a stick.
- 3 He cleans his bicycle every week.
- 4 My father brought me a new football.

4

Choose and write the action verbs that convey the same meaning as the verbs given in the table.

remain	cry	stare	catch	praise
show	buy	praise	talk	think

stay		admire		purchase	
sob		grab		speak	
glare		display		consider	

Being Verbs

Being verbs are the verbs that express the state of being of a noun or pronoun, like: *is*, *was*, etc. For he, she, it and singular nouns we use being verbs of '*is*' and '*was*'; for 'we', 'they', 'you' and plural nouns we use being verbs '*are*' and '*were*'. For 'I' and we use '*am*' and '*was*'. Being verb '*will be*' is used for all cases in future time sentence.

5

Fill in the blanks by choosing the right option from the given being verbs.

- Islamabad ____ (*is* | *are*) the capital of Pakistan.
- You _____ (*am* | *are*) my best friend.
- I _____ (*is* | *will be*) there at that time.
- Ahmed and his friends _____ (*was* | *were*) at the zoo.
- The children _____ (*is* | *are*) on the swing.
- She _____ (*was* | *were*) with her friends last Saturday.
- This man _____ (*is* | *are*) my neighbor.
- Roses _____ (*are* | *am*) sweet smelling flowers.

Having Verbs

The verbs, has, have and had are used to express possession and ownership, like:

She has brown eyes. I had a fever last night.

We have a big house near the lake.

In present time sentence, has is used with he, she, it and singular nouns and have is used with I, you, we, they and plural nouns. For past time sentences 'had' is used in all cases.

6

Fill in the blanks by putting the correct having verb.

- 1 I _____ a lot of work to do, yesterday.
- 2 Look at this car. It _____ new tires.
- 3 Did you _____ a shower this morning.
- 4 I don't _____ a time to visit the zoo.
- 5 Pakistan _____ the largest irrigation system of the world.
- 7 Amir _____ a talking parrot.
- 8 She _____ long hair and beautiful eyes.



Speaking Skills and Reinforcement

Subhan and Hamza are friends and they are talking about their daily routine. Read the conversation and converse in pair taking up their roles.

Subhan: Hello, Hamza. How are you?

Hamza: I am fine, what about you?

Subhan: Very well, thank you.

Hamza: What are you thinking about?



Subhan: I am thinking to change my routine.

Hamza: Really! What's your routine by the way?

Subhan: Well, I get up early in the morning every day then I go to school.

Hamza: I also get up early in the morning and go to school.

Subhan: Hmm! We share the same routine in the morning.

Hamza: Hmm! What about evening?

Subhan: Well, in the evening sometimes I like to play cricket and sometimes football. How about you Hamza?

Hamza: Well, on Monday I go swimming and on Tuesday I love to play football.

Subhan: That's great! Sports keep us active and healthy.



Writing Skills and Reinforcement

1

Write five sentences by using the given time expressions.

① Everyday:

② Daily:

③ Often:

④ Sometimes:

⑤ Never:



PHEASANT

ENGLISH

This book aims at developing the skills needed to learn elementary English as a foreign language. The book focuses on reading, writing, speaking and basic grammar skills. Moreover, Vocabulary building is one of the academically important areas which has been covered extensively to help students communicate better.

Most of the books written by foreign writers offer little room to the psychological and cultural needs of Pakistani learners of English, thereby affects the process of teaching and learning. This book gives due emphasis on the local norms and cultural values. It promotes moral values and good citizenship aiming at students' character building.

The book is fashioned in such a way that it does not only impart the required language skills to aid students' communicative competence, but also familiarizes them with the important genres like diary entries, articles, short stories, fables, poems, and descriptive passages. Furthermore, each unit in the book is written around a theme based on the situations the students encounter in the world around them. This would entice them to learn and apply their learning as they can relate the themes in the book to their real life situations.

The activities and exercises in the book reinforce students' prior learning and build the new concepts in a way that ensures meaningful learning and better retention. In a nut shell, the book is a wholesome package that deals with almost all aspects which contribute to develop better learning of English as a foreign language.

