

## Grade V English Homework

Reading	Comprehension	Creative Writing	Grammar
Read 5 pages of the novel 'A Wrinkle in Time' every day.	<p>Watch a video about essentials of a reading comprehension passage at <a href="https://www.youtube.com/watch?v=q4Y_67GMkP4">https://www.youtube.com/watch?v=q4Y_67GMkP4</a></p> <p>Then, do the following unseen comprehension worksheet attached.</p> <ul style="list-style-type: none"> <li>Jay and His Friends</li> </ul>	<p>Do the following tasks in your Composition notebook.</p> <ul style="list-style-type: none"> <li>Write a letter to a friend telling him about your favourite character from The Wrinkle in Time. Explain your choice.</li> <li>Watch a video on tips for story writing at <a href="https://www.youtube.com/watch?v=nTSrkUg1AJ8&amp;feature=youtu.be">https://www.youtube.com/watch?v=nTSrkUg1AJ8&amp;feature=youtu.be</a></li> </ul> <p>Then write a story about a boy or a girl who travelled to either the future or the past. Talk about the time he / she travelled to, the place he / she went to, the different things he / she saw and experienced.</p>	<p>Do the attached worksheet titled 'Direct &amp; Indirect 3' after watching a video about Direct &amp; Indirect Speech at <a href="https://www.youtube.com/watch?v=zz3QSjBFdug&amp;feature=youtu.be">https://www.youtube.com/watch?v=zz3QSjBFdug&amp;feature=youtu.be</a></p>

Name: \_\_\_\_\_ Grade: V Sec: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Read the following passage carefully and answer the given questions. [15]**

It was a bright, sunny day and Jay and his friends, Mike and Tony, were riding their dirt bikes on one of their favourite off-road trails. They usually didn't ride early in the day or in the evening because hikers and runners liked the trail too and used it in the mornings and evenings.

Jay and the boys were **perched** on one of their preferred trees when Jay spotted something shiny on the ground. "What do you think that could be?" he asked Mike and Tony, as he pointed out the object reflecting the sun.

They all hopped down from their branches and went to take a closer look. What they found was confusing for them. It was a gold money clip holding five hundred dollars. Mike at once exclaimed, "Awesome! We can split up the money, and we will each be able to buy the new bikes we want."

"Not so fast," said Tony, Jay was the one who spotted the cash. To be fair, he should get more than us. "What? Are you guys crazy?" asked Jay, "We can't keep the money. It isn't ours."

"Stop being such an **advocate** for honesty," groaned Mike and Tony.

"Whoever lost the money wasn't very responsible and should learn a lesson about walking around with that much cash on them anyhow," added Mike.

"Let's all go home and think about this," suggested Jay.

Mike and Tony agreed to Jay's **suggestion**. Jay kept the money, and they all rode their bikes home. They decided to meet up after dinner. Mike and Tony went home together. As they talked more, they understood Jay's point.

When Jay, Mike and Tony met again after dinner, Mike and Tony **conceded** that Jay was right. They all rode their bikes to the police station together to turn in the money clip and its holdings. The police officer told them that he was impressed with their honesty. He also said that if no one claimed the lost item, it would rightfully be theirs. He took Jay's phone number just in case.

Jay left knowing he did the right thing. Mike and Tony also felt better about the situation. The next morning, a man called the police station to report his lost money clip. When he found out it had been turned in, he was thrilled. He asked who turned it in and learned about Jay and his friends.

Shortly thereafter, Jay received a phone call asking him to go to the police station. He was a bit nervous, but when he got there, he learned that the money clip had been claimed, and the owner wanted to reward the individuals who returned it.

When Jay got the station, the police officer handed him a gift certificate from the local bicycle shop for one hundred dollars.

- a. When and where were the boys riding their dirt bikes? ( /2)

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- b. At what time did the hikers and runners use the trail? ( /1)

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- c. Where were the boys sitting? What did they find? ( /2)

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- d. What was Mike's reaction when they found the money clip? How did Jay feel about the situation? ( /2)

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- e. What did the police officer say when the boys returned the money? ( /2)

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- f. How were the boys rewarded for their honesty? ( /1)

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- g. Do you think the boys did the right thing? What did you learn from the passage? ( /2)

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h. Suggest a suitable title for this passage. ( /1)

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i. Underline the correct meaning for the highlighted words in the text. ( /4)

- |      |                   |          |          |           |
|------|-------------------|----------|----------|-----------|
| i.   | <b>perched</b>    | sleeping | sitting  | hanging   |
| ii.  | <b>suggestion</b> | story    | idea     | command   |
| iii. | <b>advocate</b>   | enemy    | opponent | supporter |
| iv.  | <b>conceded</b>   | agreed   | opposed  | argued    |



**Subject: English**

**Topic: Direct and Indirect Speech**

**Worksheet No. 3 - Statements**

Name: \_\_\_\_\_ Grade: V Sec: \_\_\_\_\_ Date: \_\_\_\_\_

**Change the following statements into indirect speech.**

1. He says to me, "I am your friend."

\_\_\_\_\_

2. "The boy will go home," said the coach.

\_\_\_\_\_

3. She said to the guide, "I do not know the way home."

\_\_\_\_\_

4. The teacher will say, "You are going to the lab."

\_\_\_\_\_

5. "You are doing well," said the tutor.

\_\_\_\_\_

6. The father said to his son, "You showed good manners at the party."

\_\_\_\_\_

7. Sarah said to her sister, "I had a hectic day."

\_\_\_\_\_

8. Ali said, "I do not believe you."

\_\_\_\_\_

9. "I have something to show you," I said to her.

\_\_\_\_\_

10. The teacher said to me, "You have done well at the test."

\_\_\_\_\_

## Project Grade 5

### Eliminate toxic chemicals

**Toxic chemicals in our environment threaten our rivers and lakes, our air, land, and oceans, and ultimately ourselves and our future. Keeping these facts in mind attempt the following given tasks in the provided spaces.**

**1. List different forms of Pollution.**

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**2. Write down what comes to your mind when you see the word  
“POLLUTION.”**

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**3. Identify the types of pollution you see around you and suggest ways of eliminating it.**

4. List the causes of pollution you have mentioned in number 3.



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**5. Write down the impact of Pollution on the Environment.**

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**7. List ways in which**

**a) individuals**

**b) organizations**

**c) the government**

**can help to make our environment a better place to live in.**

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[illegible]

# GRADE 5 SOCIAL STUDIES

## BIOGRAPHY REPORT

Design creative biographies of any two personalities from the given list. You can find facts from your book from units 8 and 9 or research from the net.


1. Jinnah
2. Gandhi

4. Rani of Jhansi.

Please refer to the attached sample as a reference for your project. Your Research Report should include the following points:

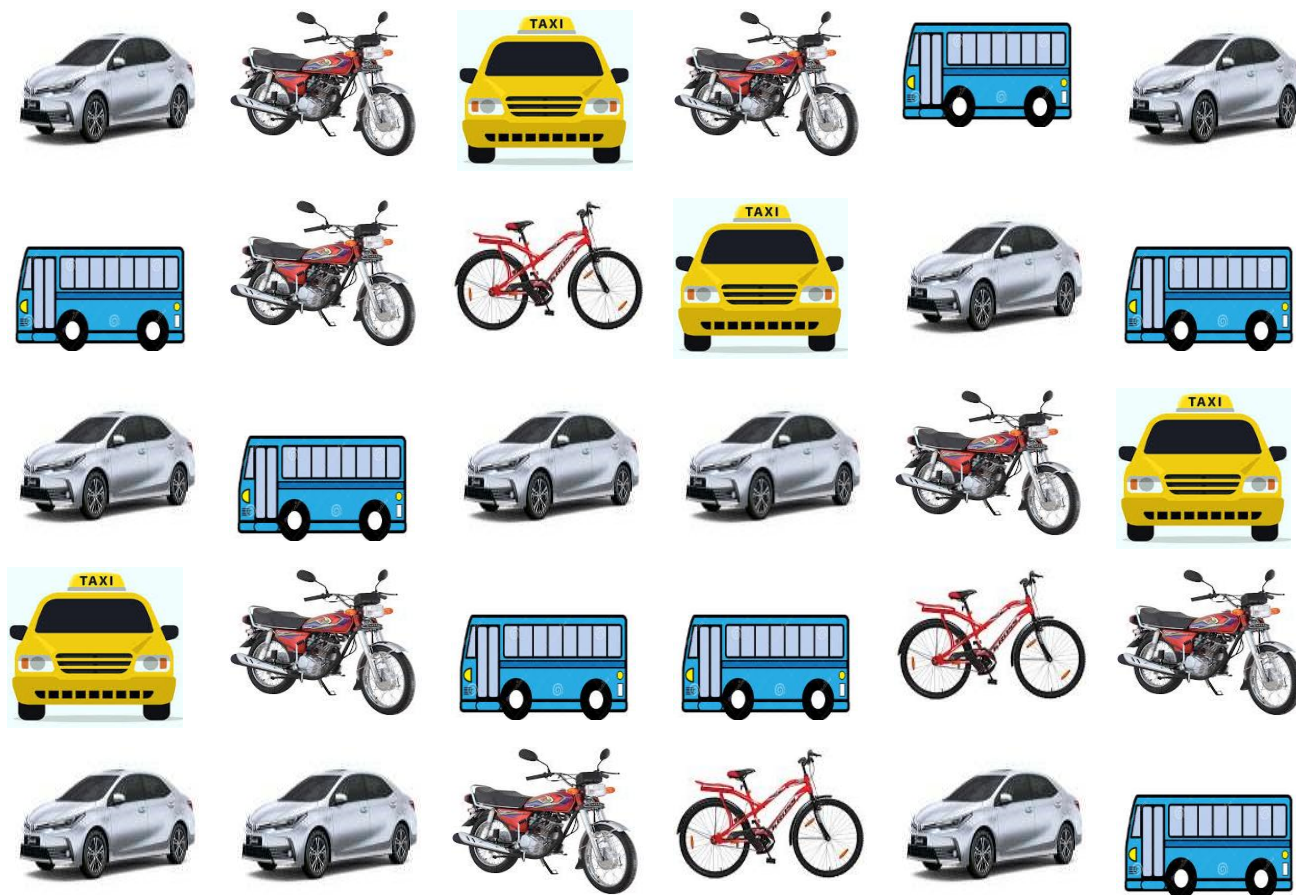
1. Birth: Date, place and other facts.
2. Childhood: Siblings, Experiences.
3. Education: School and College Experiences.
4. Adult Life: Where did he/she live, family life etc.
5. Work Life: Jobs or positions held.
6. Accomplishments: What did they do that made them famous?
7. Interesting Facts: Find at least 2 facts.
8. Death: When and what was the cause of their death.



<b>Grade V</b> <b>Term II</b>	<b>Practice worksheet no. 3</b>			
Concept:	Data Handling			
Hint:	<p>We use different ways to represent the given data. For example in:  <b>frequency distribution table</b> we use tally marks and frequency,  <b>pictogram</b> we use pictures,  <b>bar graphs</b> we use bars,  <b>bar line graphs</b> we use bar lines and  <b>line graph</b> we use line to represent the given data  <u><b>Types of data:</b></u>  <b>Continuous data</b> is measurable while <b>discrete data</b> is countable. We use line graphs for continuous data and bar graphs for discrete data.</p>			
Templates used:	Square grid	-	-	-
Vocabulary:	tally, list, frequency table, Carroll diagram, Venn diagram, pictogram, bar chart, bar line graph, line graph, label, title, vertical axis, horizontal axis, axes, most popular, least popular, mode (most recurring value of the data), survey (collection of data about a particular thing), data (information), discrete data, continuous data			

Name: \_\_\_\_\_ Sec: \_\_\_\_\_ Date: \_\_\_\_\_

Q1- The vehicles given below are used by 30 people living in Lahore.



Represent this data in **frequency distribution table** given below:

Name of vehicles	Tally	Frequency
Taxi	IIII	4
Total		

Write any **three facts** about the frequency table (one should be the mode of the data).



- *Taxi is used by four people.*

- \_\_\_\_\_
- \_\_\_\_\_

Q2- Draw a pictogram using the data given in Q1.














































**Title: Vehicles used by people living in Lahore**

**Key:**  = 2

Taxi	 

Q3- A cupcake shop has opened in Johar Town Lahore and it has been very popular.

Key
 
 = 6

Monday	     
Tuesday	  
Wednesday	   
Thursday	   
Friday	      
Saturday	         
Sunday	          

- a) How many cupcakes were sold on Thursday?  $3 \times 6 = 18, 18 + 3 = 21$
- b) How many cupcakes were sold on Monday? \_\_\_\_\_
- c) How many cupcakes were sold over the weekend? \_\_\_\_\_

d) Maha thinks that the number of cupcakes sold on Monday is double the number sold on Tuesday. Is she right? Give reason to support your answer.

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e) On which day were 42 cupcakes sold? \_\_\_\_\_

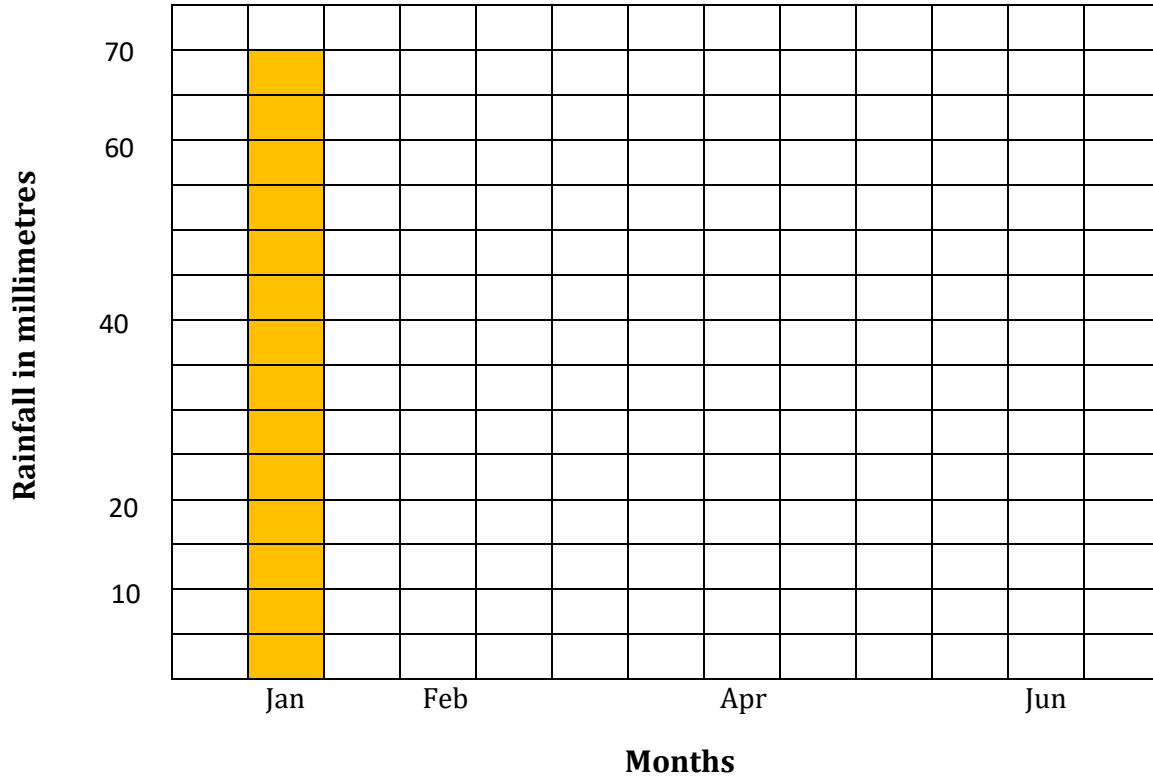
Q4- The table below shows the rainfall per month, in millimetres.

70 mm	35 mm	50 mm	15 mm	50 mm	20 mm
Jan	Feb	Mar	Apr	May	Jun

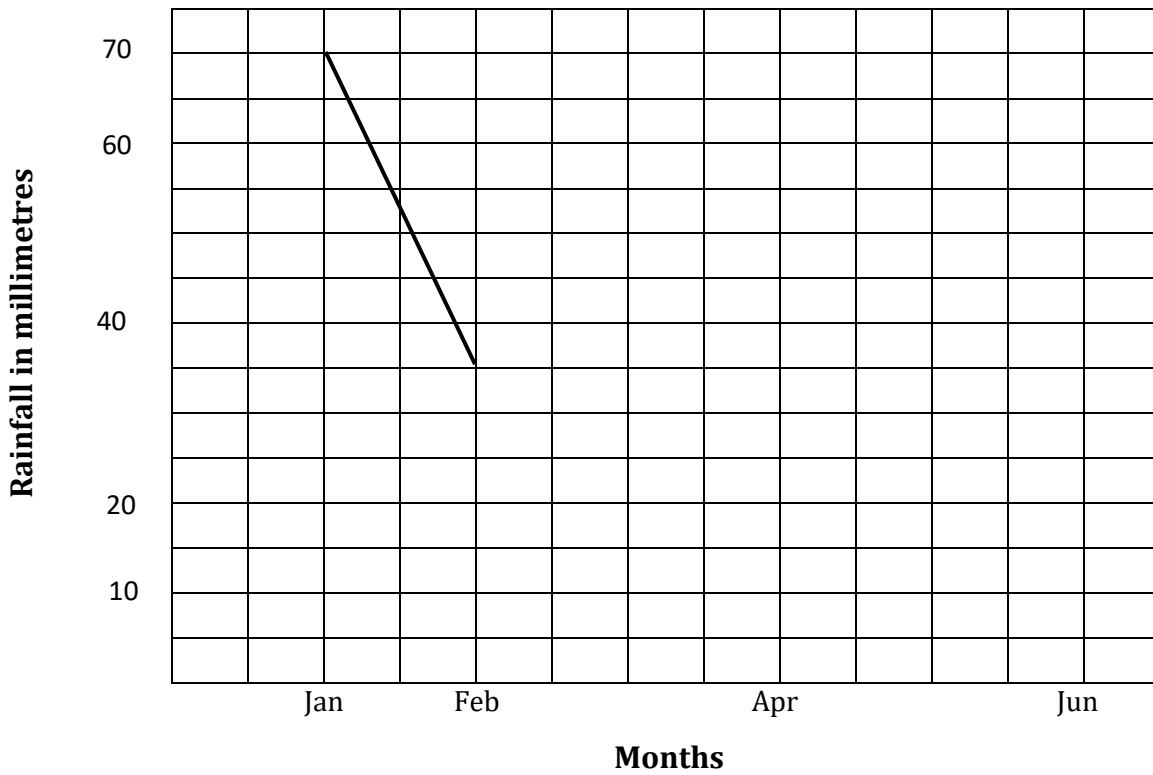
Use this data to:

- a) Label the missing values in both the grids below and give a title to the graph.
- b) Draw a bar graph to represent this data.

Title: \_\_\_\_\_



c) Convert your bar graph to a line graph in the following grid.



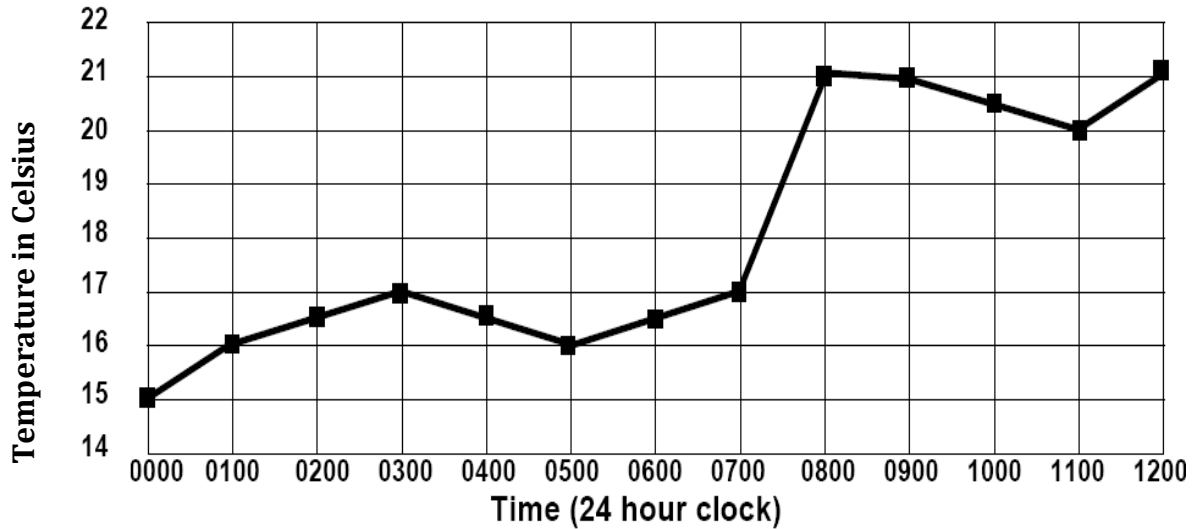
- d) Which representation is the most suitable for this data? Justify your answer.

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Q5- This graph shows the temperature in a room over twelve hours.



Answer the questions given below.

- a) Give a title to the graph.

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- b) What was the lowest temperature recorded on the graph.

The lowest temperature recorded on graph was 15° C

- c) What was the temperature at 03:00?

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- e) Which hour shows the biggest rise in temperature?

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- f) For how long was the temperature between 16 and 17 degrees?

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- g) Estimate the temperature at 07.30.

The temperature at 07:30 was 19° C

- h) Estimate the temperature at 10.00.

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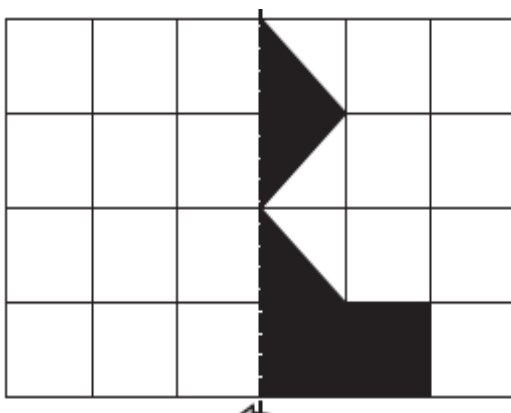


<b>Grade V</b> <b>Term-II</b>	<b>Practice worksheet no. 4(OL)</b>			
Concept:	<ul style="list-style-type: none"> <li>• Symmetry (reflective and rotational)</li> <li>• Parallel and Perpendicular Lines</li> <li>• Measuring and Drawing Angles</li> </ul>			
Hint:	<p>The <b>line of symmetry</b> is the imaginary line where you could fold the image and have both halves match exactly.</p> <p>The number of <b>lines of symmetry</b> of a regular polygon is equal to its number of sides. E.g. a <u>regular pentagon</u> has 5 lines of symmetry.</p> <p>The number of times a shape is mapped onto itself during one complete rotation of <math>360^\circ</math> is termed to be the <b>order of its rotational symmetry</b>. The order of its rotational symmetry of any <u>regular polygon</u> is equal to its number of sides. E.g. a pentagon has order of rotational symmetry = 5</p> <p>A line is <b>perpendicular</b> to another if it meets or intersects it at right angles (<math>90^\circ</math>).</p> <p><b>Parallel lines</b> are lines which never meet or intersect at any point.</p> <p>An <b>angle</b> is the figure formed by two rays, called the sides of the angle, sharing a common endpoint, called the vertex of the angle.</p> <p>An <b>acute angle</b> is smaller than <math>90^\circ</math> and greater than <math>0^\circ</math>.</p> <p>An <b>obtuse angle</b> is smaller than <math>180^\circ</math> and greater than <math>90^\circ</math>.</p> <p>A <b>right angle</b> is exactly of <math>90^\circ</math>.</p> <p>A <b>straight angle</b> is exactly of <math>180^\circ</math>.</p>			
Templates used:	Carroll diagram	-	-	
Vocabulary:	line of symmetry, reflective symmetry, rotational symmetry, order of symmetry, mirror line, horizontal, vertical, diagonal, equilateral triangle, isosceles triangle, scalene triangle, square, rectangle, pentagon, hexagon, heptagon, octagon, regular polygons, irregular polygons, parallel lines, perpendicular lines, acute angle, obtuse angle, right angle, straight angle, degrees, amount of turn, estimated value, protractor, justify: implies give reason/s to support your answer.			

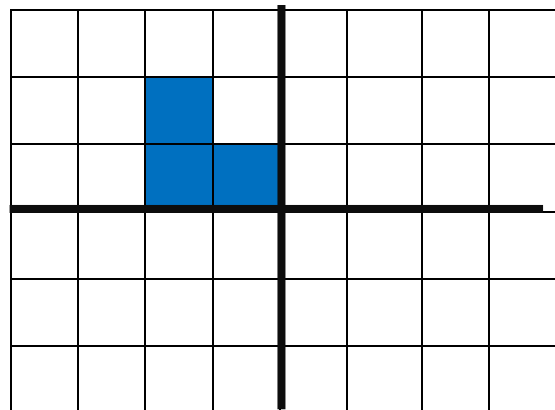
Name: \_\_\_\_\_ Sec: \_\_\_\_\_ Date: \_\_\_\_\_

Q1- Complete the following patterns.

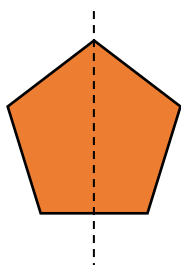
a)



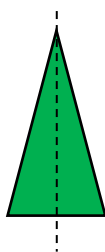
b)



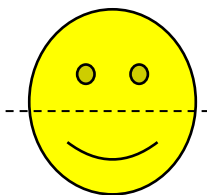
Q2- Tell whether the dotted line on each shape represents a line of symmetry. Write **Yes** or **No**.



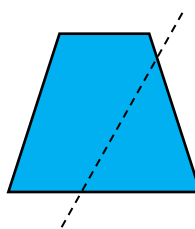
\_\_\_\_\_



\_\_\_\_\_



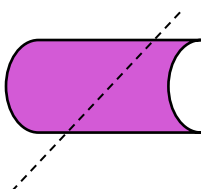
No



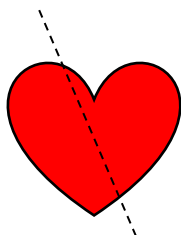
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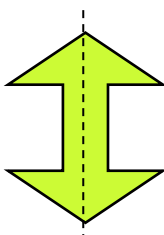
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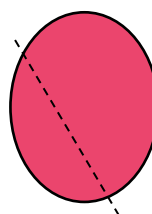
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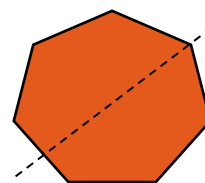
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Yes



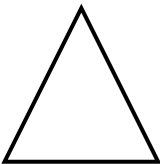
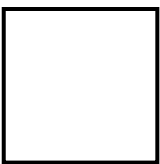
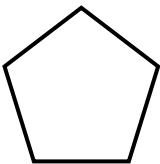
\_\_\_\_\_

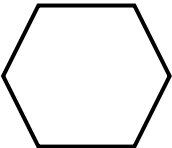
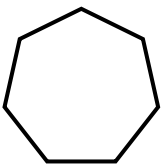
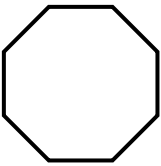


\_\_\_\_\_

Q3- Name the following regular polygons. Also write down the order of rotational and reflective symmetry of the following **regular polygons** (not drawn to scale!)

(Hint: All regular polygons have same order of rotational and reflective symmetry)

Polygon	Name of polygon	Order of rotational symmetry	Order of reflective symmetry
			
			
			

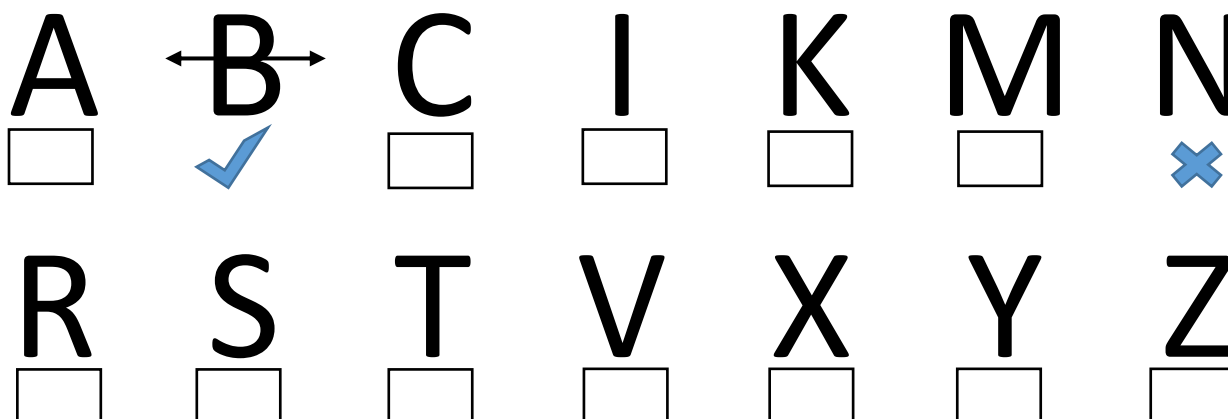
	A regular hexagon	6	6
			
			

Q4- **Draw** the lines of symmetry on the following alphabets.

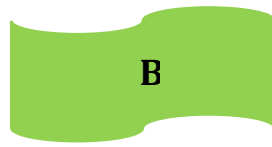
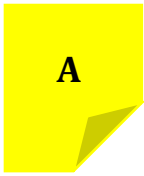
If there is a line of symmetry draw it and put a ✓.

If there is no line of symmetry put a ✕.

(If there are more than one line of symmetry, please draw all)

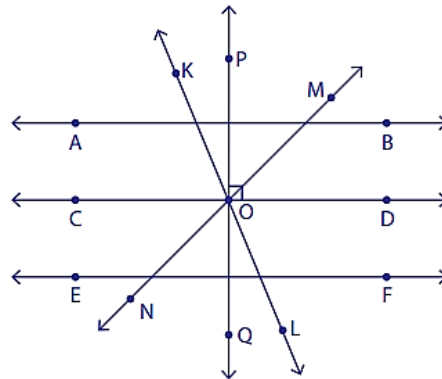


Q5- Write letters of the shapes to sort them into the correct part of the Carroll diagram given below:



	Right angle	No right angle
At least one line of symmetry		
No line of symmetry		

Q6-



a) Name other two pairs of parallel lines(one is given) from the figure above.

i) *AB is parallel to CD.*

ii) \_\_\_\_\_

iii) \_\_\_\_\_

b) Is PQ perpendicular to CD? Justify.

*Yes. PQ and CD intersect and form a right angle.*

c) Name other two pairs of perpendicular lines.

i) \_\_\_\_\_

ii) \_\_\_\_\_

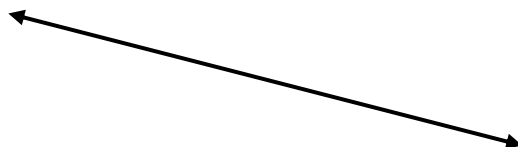
Q7-a) Draw a line **perpendicular** to the given line using a protractor.

**Hint:**

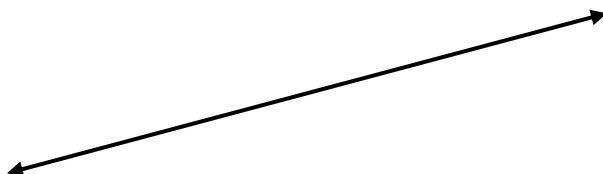
*Mark a point on the line.*

*Place the protractor on that point.*

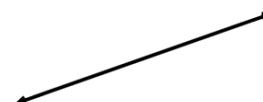
*Mark 90° angle.*



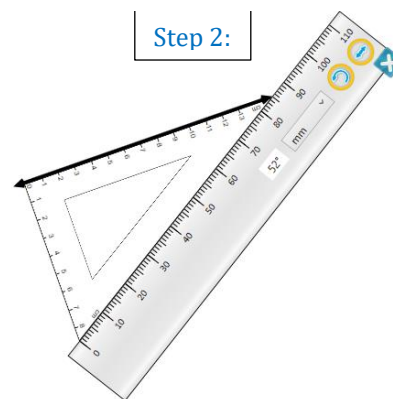
b) Draw a line **parallel** to the given line using a set square.



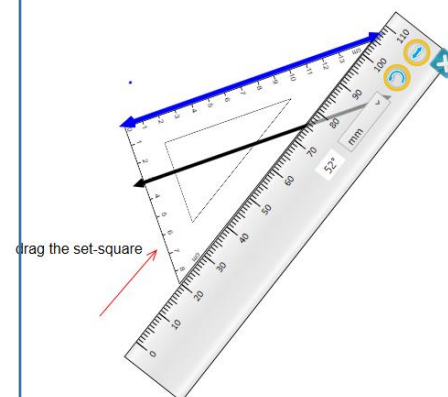
Step 1:



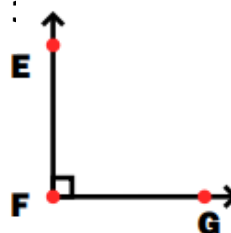
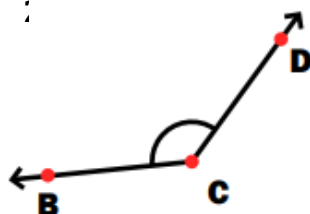
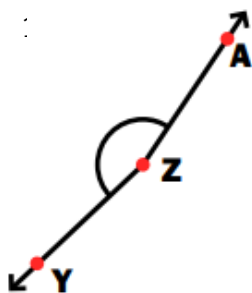
Step 2:



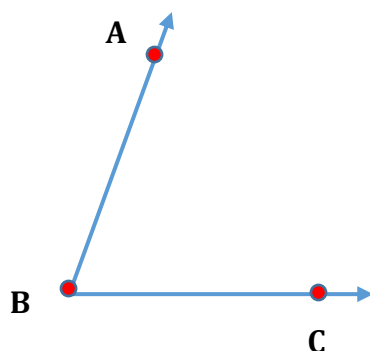
Step 3:



Q8- Name, classify, estimate and measure (using a protractor) the following angles:  
(Write your answers to the nearest degrees)



Example:



	Name of angle	Classification	Estimation	Measurement
e.g.	ABC	Acute angle	80°	70°
1.				
2.				
3.				
4.				

**Hint:** Estimation doesn't have to be the accurate reading. But it can be at times. So do not hesitate in estimating, just keep in mind the definitions of angles so that your estimated value is not vague. For instance if you are writing it is an acute angle then it should not be greater than or equal to 90°. With practice your estimations will get closer to the actual values.

Q9- Draw the following angles using a protractor also write the types of angle they are.

Step 1:

Draw a base line  
(a ray) of any  
measurement.

Step 2:

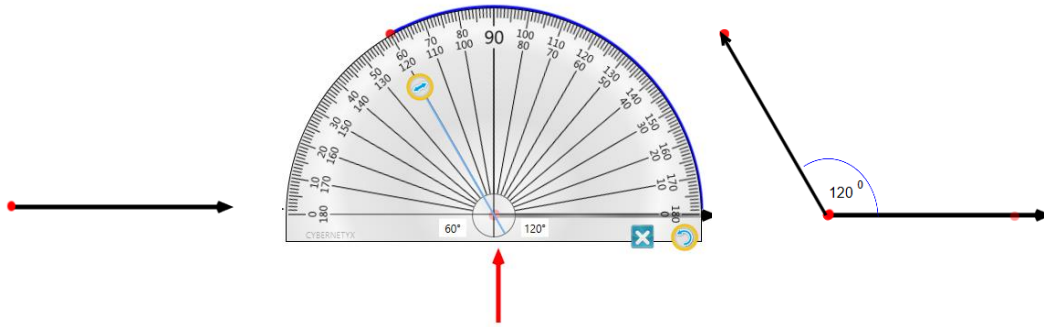
Place the protractor on one end of the ray,  
and mark the angle as shown in the  
picture below

I marked at  $120^\circ$ .

120 is an obtuse angle so I marked it away  
from the 90 degrees from the base line.

Step 3:

Join the end point  
of the ray to the  
marked point.




a)  $60^\circ$  \_\_\_\_\_

b)  $135^\circ$  \_\_\_\_\_

c)  $85^\circ$  \_\_\_\_\_

d)  $150^\circ$  \_\_\_\_\_

<b>Grade V</b> <b>Term-II</b>	<b>Practice worksheet no. 5(OL)</b>			
Concept:	<ul style="list-style-type: none"> <li>• 3D Shapes</li> <li>• Area and Perimeter</li> </ul>			
Hint:	<p>3D shapes are solid shapes that have three dimensions as length, width and height.  The attributes of a three-dimensional shapes are faces, edges and vertices.  A <b>face</b> is a 2D shape that makes up one surface of a 3D shape.  An <b>edge</b> is where two faces meet.  A <b>vertex</b> is the point or corner of a 3D shape.  <b>Area</b> measure the space inside a shape.  <b>Perimeter</b> is the distance around the outside of a shape.</p> <p>Area of a square = <b>length × length</b>  Perimeter of a square = <b>4 × length</b>  Area of a rectangle = <b>length × breadth</b>  Perimeter of a rectangle = <b>2 × length + 2 × breadth</b></p> <p>Unit of measuring area is square cm/m.  Unit of measuring perimeter is cm/m.</p>			
Templates used:	Square grid	-	-	
Vocabulary:	2D shape, two-dimensional shape, 3D shape, three-dimensional shape, length, width, height, cube, cuboid, square-base pyramid, sphere, cone, cylinder, prism, , cross-section, hemisphere, cone, triangular base prism, pentagonal base prim, hexagonal base prism, heptagonal base prism, octagonal base prism, edge, face, vertex, vertices, depth, breadth, perimeter, area, square centimetre, square metre, square millimetre, rectilinear shape.			

Name: \_\_\_\_\_ Sec: \_\_\_\_\_ Date: \_\_\_\_\_

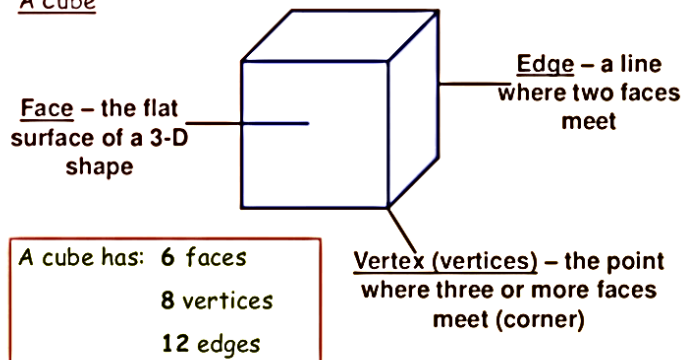
### Let's recall the properties of 3D shapes.

All 3D shapes have faces, vertices and edges.

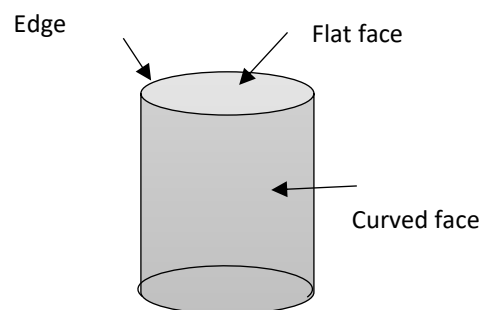
Faces can be flat or curved.

Let's observe a cube and a cylinder.

A Cube



**A cylinder**



**A cylinder has:** 2 flat faces  
1 curved face or a surface  
0 vertices  
2 edges



Q1- Write the number of faces, edges and vertices of the given 3D shapes.



No. of faces **2**

**1** flat face and **1** curved face

No. of edges **1**

No. of vertices **1**



No. of faces \_\_\_\_\_

\_\_\_\_\_ flat faces and \_\_\_\_\_ curved faces

No. of edges \_\_\_\_\_

No. of vertices \_\_\_\_\_

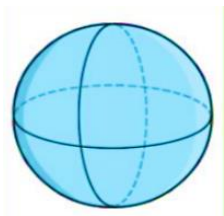


No. of faces \_\_\_\_\_

\_\_\_\_\_ flat faces and \_\_\_\_\_ curved faces

No. of edges \_\_\_\_\_

No. of vertices \_\_\_\_\_



No. of faces \_\_\_\_\_

\_\_\_\_\_ flat faces and \_\_\_\_\_ curved faces

No. of edges \_\_\_\_\_

No. of vertices \_\_\_\_\_



No. of faces \_\_\_\_\_

\_\_\_\_\_ flat faces and \_\_\_\_\_ curved faces

No. of edges \_\_\_\_\_

No. of vertices \_\_\_\_\_

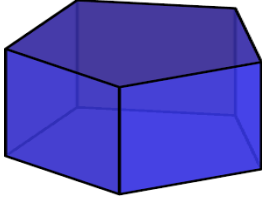
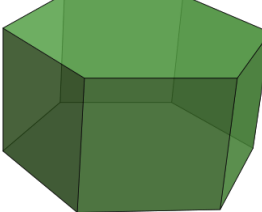
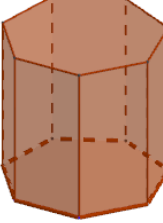


No. of faces \_\_\_\_\_

\_\_\_\_\_ flat faces and \_\_\_\_\_ curved faces

No. of edges \_\_\_\_\_

No. of vertices \_\_\_\_\_

		
No. of faces _____	No. of faces _____	No. of faces _____
_____ flat faces and _____ curved faces	_____ flat faces and _____ curved faces	_____ flat faces and _____ curved faces
No. of edges _____	No. of edges _____	No. of edges _____
No. of vertices _____	No. of vertices _____	No. of vertices _____

### Observations:

I observed that \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ have curved surfaces.

I also observed that pyramids have vertices = number of vertices of the base shape + 1 while prisms have vertices = 2 x the number of vertices of the base shape.

How's that☺

### Write one more observation:

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Think hard  
you can do it!

### Q2- Predict the shapes:

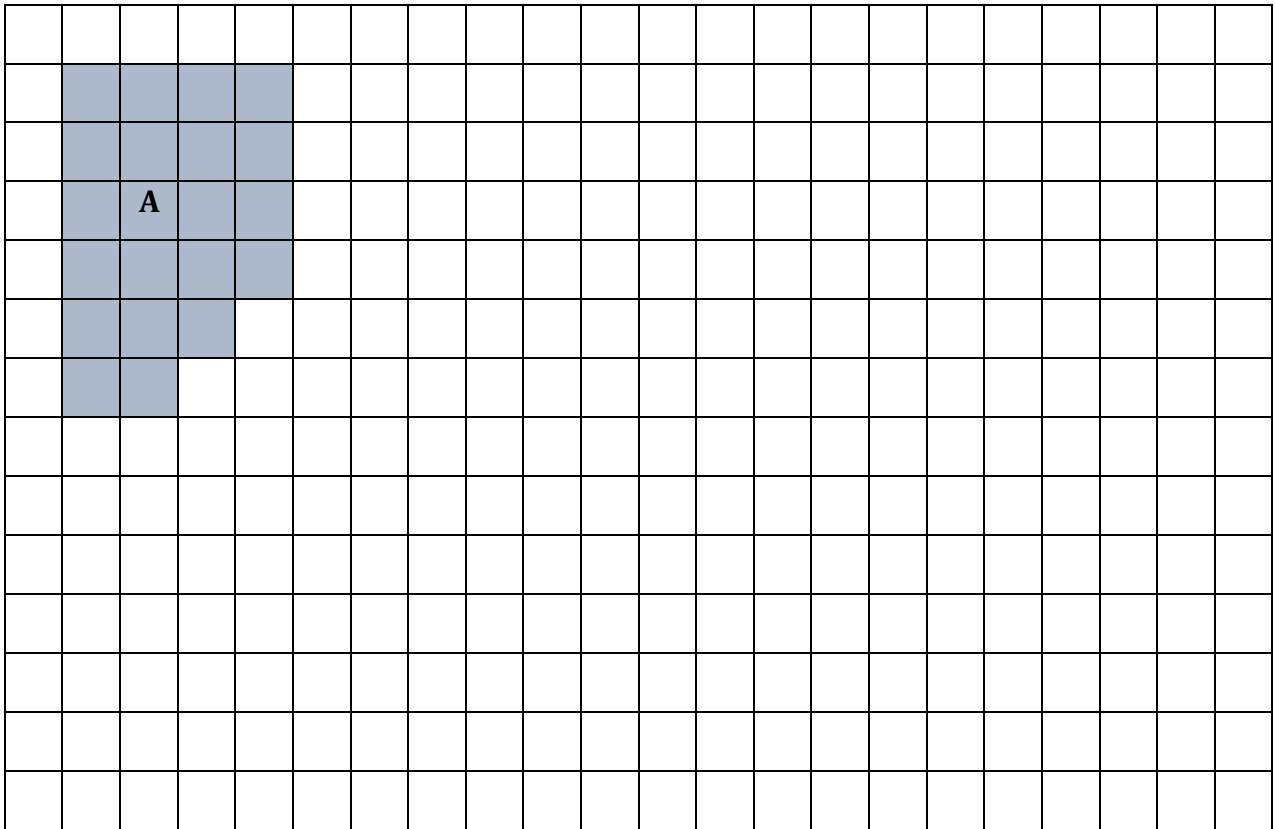
- I have one square face.
- I have 4 triangular faces.
- I have 5 vertices.
- Who am I? \_\_\_\_\_
- I have 5 faces.
- My some of the faces are triangular.
- I have 6 edges.
- Who am I? \_\_\_\_\_

Q3 Ali has 20 metres long wooden fence.

He wants to enclose the area of land to allow his goats to graze.

What shape of area do you advise him to enclose?

Draw two other possibilities on the following grid (find the land with maximum area).



Area of figure A =  $21 \text{ m}^2$

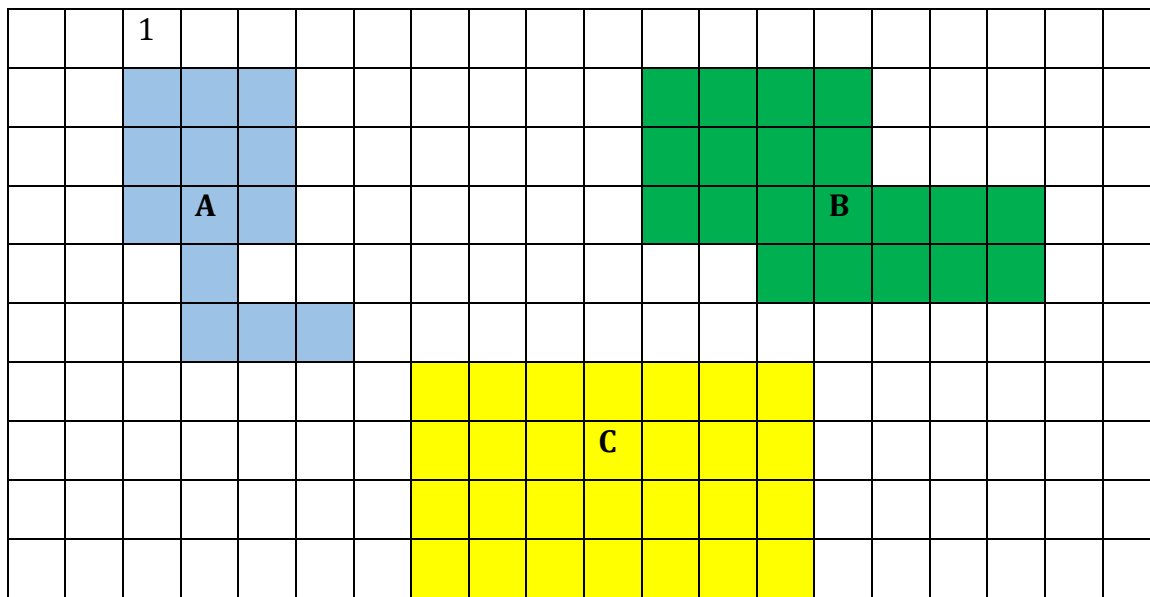
Area of figure B = \_\_\_\_\_

Area of figure C = \_\_\_\_\_

Figure \_\_\_\_\_ covers \_\_\_\_\_ more area than the other two figures.

*(Remember to write units as numbers alone are meaningless!  $21 \text{ m}^2$  implies area while  $21 \text{ m}$  implies the length or the perimeter)*

Q4- Find the perimeter and area of the following rectilinear shapes.



**Hint;**  
Rectilinear shapes are a combination of rectangles and squares.

Area of figure A: 13 square units

Area of figure B: \_\_\_\_\_

Perimeter of figure A: 20 units

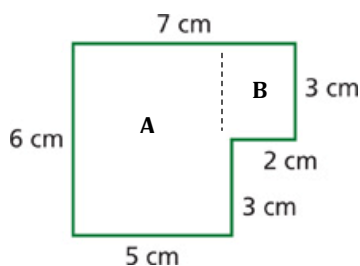
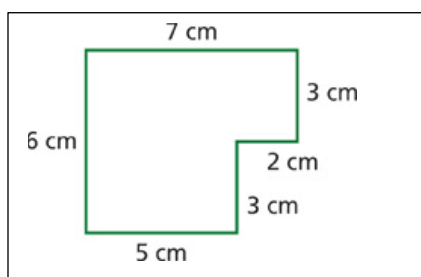
Perimeter of figure B: \_\_\_\_\_

Area of figure C: \_\_\_\_\_

Perimeter of figure C: \_\_\_\_\_

Q5- **Calculate** the area and perimeter of the following figures using formula.

**Solved Example**



**Area**

Step 1: Divide the shape in two parts.

Step 2: Find area of A and B

Step 3: Add areas together

**Solution:**

Area of A =  $l \times b = 6 \times 5 = 30 \text{ cm}^2$

Area of B =  $l \times b = 3 \times 2 = 6 \text{ cm}^2$

Area of whole figure =  $30 + 6 = 36 \text{ cm}^2$

**Perimeter**

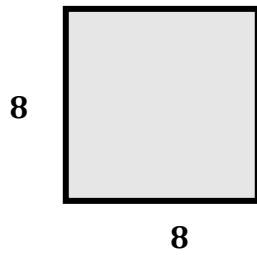
Step 1: Find the measurements of the edges of the figure.

Step 2: Add all the measurements.

**Solution:**

Perimeter =  $6+7+3+2+3+5 = 26 \text{ cm}$

a)




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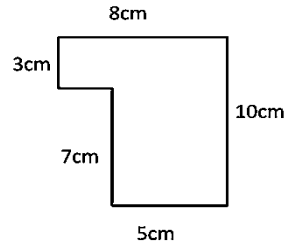
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b)




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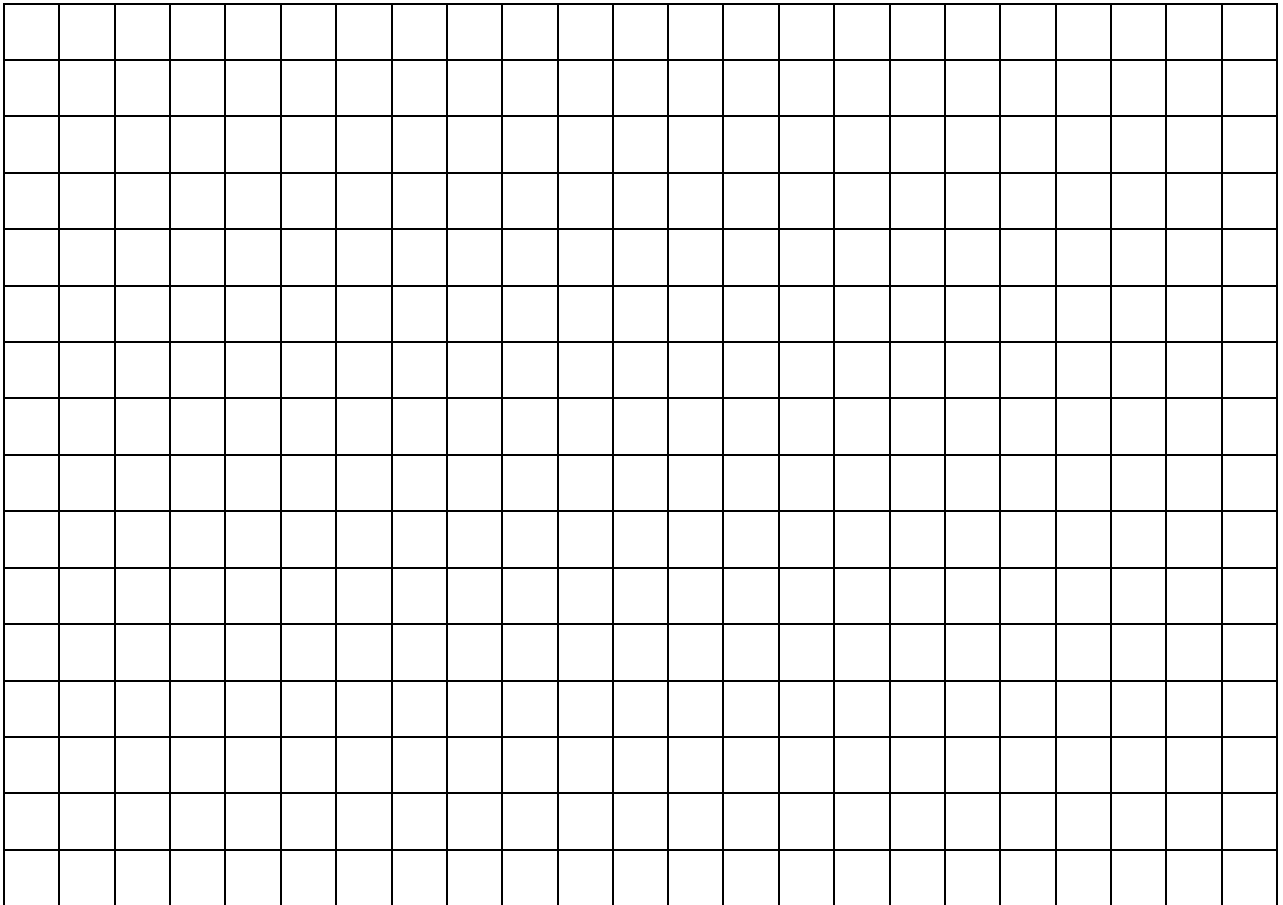
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Q6- Draw two rectilinear shapes for each of the given areas. (Assume one box = 1cm)

a)  $72 \text{ cm}^2$

b)  $48 \text{ cm}^2$



سوال نمبر ۱: درج ذیل عبارت کو غور سے پڑھیں اور دیئے گئے سوالات کے جوابات دیں۔

بہت سال پہلے جنت پور گاؤں میں ایک اسکول بنایا گیا تھا۔ امیر اور غریب کا فرق کئے بغیر سب گاؤں والوں کے بچے اسی اسکول میں پڑھتے تھے اور بہت محبت اور اتفاق سے رہتے تھے۔ اچانک اسکول میں بچے ایک دوسرے سے لڑنے لگے۔ اسکول کی پرنسپل مس آمنہ اس کی وجہ سے بہت پریشان تھیں۔ وہ چاہتی تھیں کہ سب بچے دوبارہ نفرت کو مٹا کر محبت سے رہیں۔

ایک دن مس آمنہ نے بچوں سے کہا کہ ایک کھیل کھیلتے ہیں۔ آپ جتنے لوگوں سے نفرت کرتے ہیں، اتنے ٹماٹر ایک لفافے میں ڈال کر کل اسکول لائیں۔ تمام بچے کھیل کا سُن کر پُر جوش ہو گئے۔ اگلی صبح سب بچے ٹماٹر لائے کسی کے پاس دو کسی کے پاس پانچ ٹماٹر تھے۔ مس آمنہ نے کہا سب لفافوں کو مضبوطی سے بند کر دیں۔ انہیں ہر وقت ساتھ رکھیں لیکن دو دن بعد بچے اس کھیل سے اکتا گئے کیونکہ ٹماٹر گلنے سڑنے کی وجہ سے بدبو پیدا کر رہے تھے۔ سب نے پرنسپل کو کھیل ختم کرنے کا کہا اور اس کا مقصد پوچھا۔ پرنسپل نے کہا سب اپنے لفافے کوڑے دان میں پھینک دیں۔

تب مس آمنہ بولیں، ”دیکھا بچو! جب ہم کسی سے نفرت کرتے ہیں تو اُس کا احساسِ دل میں رہتا ہے اور زیادہ دن پڑا رہنے کی وجہ سے یہ احساس ٹماٹروں کی طرح بدبو پیدا کرتا ہے۔“ میں یہ سمجھانا چاہتی ہوں کہ اگر ہم نفرت کی جگہ محبت کا خوشبو بھرا احساسِ دل میں رکھیں گے تو ہمارا دل خوش ہوگا۔ مس آمنہ کی بات سب کے دل کو لگی اور تمام بچوں نے آئندہ نفرت کے بجائے محبت سے رہنے کا فیصلہ کیا۔

سوال نمبر ۱ (الف): مندرجہ ذیل سوالات کے مکمل جملے کی صورت میں جوابات دیں۔

۔ جنت پور میں امیر بچے اور غریب بچے کہاں پڑھتے تھے؟ اور کیسے رہتے تھے؟

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۲۔ مِس آمنہ کیا چاہتی تھیں؟

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۳۔ مِس آمنہ نے بچوں کو کیا کھیل کھیلنے کو کہا؟

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۴۔ بچے اس کھیل سے کیوں اُکتا گئے تھے؟

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۵۔ مِس آمنہ اس کھیل سے کیا سمجھانا چاہتی تھیں؟

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۶۔ اس عبارت سے آپ نے کیا سیکھا؟

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سوال نمبر ۱ (ب) درج ذیل الفاظ کے درست معنی کے گرد دائرہ لگائیے۔

الفاظ	معنی
احساس	دھوکا دینا خیال کرنا پیار کرنا
مقصد	ارادہ فائدہ محنت
گاؤں	دیہات شہر قصبہ

سوال نمبر ۲ (الف) ہر جملے کے آخر میں دیئے گئے لفظ کا متضاد لگا کر جملہ مکمل کریں۔

- میری ایک \_\_\_\_\_ چیز گم گئی۔ (غیر ضروری)
- اپنے والدین کا \_\_\_\_\_ بنیں۔ (نافرمان)
- عمر ایک \_\_\_\_\_ بچہ ہے۔ (ذمہ دار)
- \_\_\_\_\_ بولنا ایک اچھی عادت ہے۔ (جھوٹ)

(ب) واحد کے جمع اور جمع کے واحد لکھیں۔

واحد	جمع	واحد	جمع
صفحہ			مشکلات
	نفرتیں	کتاب	

سوال نمبر ۳۔ کتاب ”پاکستان کی سیر“ کی کہانی ”کون کیا پہنتا ہے؟ پڑھیے اور بتائیے کہ آپ کو کس صوبے کا کونسا لباس پسند ہے اور کیوں؟

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