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# English

Based on 2017 Curriculum

2



Not for Sale



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

# Textbook of

# English

## Grade 2



**Approved by**

Ministry of Federal Education and Professional Training  
&  
Federal Directorate of Education(FDE) Capital Administration and  
Development Division Government of Pakistan

## Preface

Present series of English Grade 1– 5 has been developed according to the Curriculum for the English Language 2017. The new curriculum has been developed, keeping in mind the demands of English language learning in 21st century. The Curriculum 2017 aims to provide holistic opportunities to the student for language development and to equip them with competencies in using the English language for communication in academic and social contexts. Thereby, enabling them to be autonomous and lifelong learners to better adapt to the ever-changing local and world society, and for knowledge enhancement.

The present series of textbooks has been developed in collaboration between the Ministry of Federal Education and Professional Training and Federal Directorate of Education, Capital Administration and Development Division (CADD). The main aim is to provide quality textbooks as per vision of the government to make Islamabad Capital Territory (ICT) a model education city. It is the result of detailed deliberations between the curriculum developers and the authors who worked in close collaboration to translate the soul of the curriculum into the textbooks. This set of English textbooks is a true reflection of internationally recognised principles, authentic guidelines and a well-thought-out procedure of designing and layout for textbook development.

English, as an international language, has become a global means of communication. So, these books have been specifically designed to improve language skills of young learners.

This series aims to bring themes and topics closer to the interests of children. These books comprise a collection of materials, exercises and activities. The content has been enriched with learning outcomes, which cover a wide range of skills within our cultural environment and values. There is an increased and systematic coverage of spelling, punctuation and grammar.

A uniform scheme of concepts in each unit has been introduced with the following segments:

1. Vocabulary
2. Comprehension
3. Listening and Speaking
4. Phonics
5. Reading
6. Grammar
7. Writing

The units are informative and interesting, and the activities are enjoyable and thought-provoking. Special attention has been given to make the units interactive and student-centred. Teaching points help teachers to teach each segment more effectively as they provide variety of teaching tips and activities. We believe that students and teachers will find these books interesting and informative.

Special emphasis has been laid on quality standards and learning outcomes. However, any educational feedback, research and survey will be welcomed and considered for future improvement.

# About the Book



Learning outcomes provide key learning expectations.

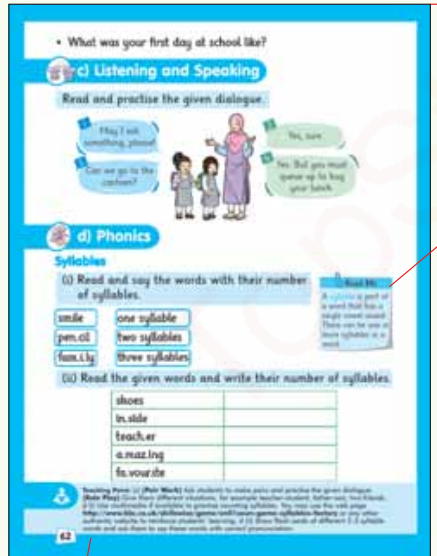
Each unit is highlighted with a different colour scheme.

Each unit revolves around a theme based on ethical and social development.



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

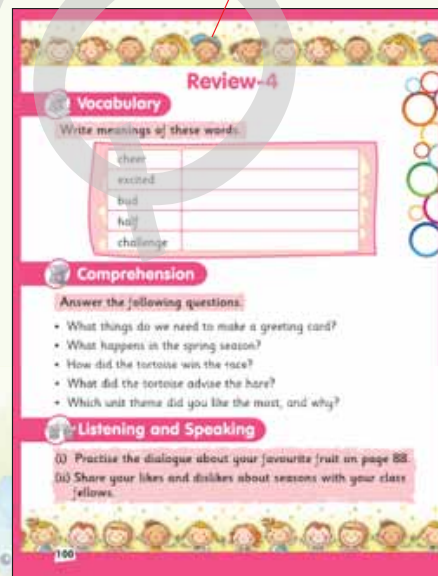
Review pages have been provided throughout the book to assess students' learning.



It provides information about the concept being taught.

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

Teaching Points make teaching more effective and skillful.





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
 شروع اللہ کے نام سے جو بڑا مہربان نہایت رحم والا ہے۔

## Contents

Unit	Themes	Page	Vocabulary	Comprehension
1. Trees	Trees; Knowledge of environment	1	Word meanings; Rhyming words; Animals	Questions and answers
2. My Home and My City	My home; My city	9	Word meanings; Syllables	Questions and answers
3. Saud and His Granfather	Taking responsibility; Doing small chores; Curiosity & learning; Sharing; Love for Pakistan	16	Word meanings; Fruits and vegetables	Questions and answers
Review-1		23		
4. Is the Moon Tired?	Animate and inanimate things	26	Word meanings; Rhyming words; Polite words	Questions and answers
5. Moving Around	Different modes of transportation; Simple traffic education	33	Word meanings; Parts of the body	Questions and answers
6. Honesty	Bravery; Honesty	41	Word meanings; Objects in the classroom and at home	Questions and answers
Review-2		48		
7. My Diary	Exercising; Playing games; Sense of fair play	51	Word meanings; Colours; Shapes	Questions and answers
8. My First Day at School	My School	59	Word meanings; Rhyming words; Directions (left/right)	Questions and answers
9. Good Deeds	Heroic deeds of children depicting patience	66	Word meanings; Cardinal numbers	Questions and answers
Review-3		74		
10. The Hare and the Tortoise	Humbleness; Not making fun of others (Good habits)	77	Word meanings; Ordinal numbers	Questions and answers
11. Love for Mom	Cooperation; Collaboration	84	Word meanings; Multiple-step directions	Questions and answers
12. Seasons	Seasons	93	Word meanings; Rhyming words; Words common to English and Urdu	Questions and answers
Review-4		100		

Listening and Speaking	Phonics	Reading	Grammar	Writing
Sounds of letters	Initial and final sounds	Digraphs	Noun; Pronouns	Writing two-syllable words
Introduce self and talk about family	Consonants and vowels	Trigraphs	Describing words; Action words	Writing simple sentences
Offer and respond to basic routine greetings; Express and offer a few basic social courtesies	Digraphs	Consonant blends	Singular/plural; Position words	Completing a paragraph
Listen and respond to more commands; Express limited needs and feelings	Consonant clusters	Sight words; Naming, action and describing words	Pronouns; Use of 'am', 'is', 'are'	Writing sentences on the given topic
Seek permission to do something	Letters and sounds	Sentences	Words to show possession; Position words	Writing a dialogue
Exchange some routine greetings; Exchange some social courtesies	Same beginning and ending sounds	Common objects	Masculine/feminine; Pronouns	Listing items; Writing sentences
Introduce themselves and others; Participate in a conversation	Syllables	Information on a clock and calendar	'Has' and 'Have'; Capitalisation	Writing numbers in words
Take turns; Use polite expressions to seek attention	Syllables	Alphabetical order; Brainstorming	Proper nouns; Pointing words	Writing numbers in tens; Rhyming words
Express likes and dislikes; Express needs and feelings	Irregular sight words	Keys/Legends on picture maps	Can and cannot; Punctuation	Ordinal numbers; Writing date and captions
Express enjoyment while playing	Plurals with 's', 'z' and 'iz' sounds	Title and the table of contents of a book; Picture dictionary	Question words; Comma	Replacing rebus with a story; Complete the given story
Describe things and objects in the surroundings	Weak forms of 'a' and 'the'; Contractions of 'be'	Characters of a story	Commands; Requests	Making and writing greeting cards; Write name, phone number, and address
Use of body language	Rhythm, stress and intonation	Read familiar words	Question words	Rhyming words Fill in speech bubbles

## Look and Learn

Unit 1



Trees

Unit 2



My Home and My City

Unit 3



Saud and His Grandfather

Unit 4



Is the Moon Tired?

Unit 5



Moving Around

Unit 6



Honesty

Unit 7



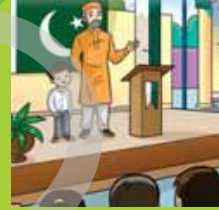
My Diary

Unit 8



My First Day at School

Unit 9



Good Deeds

Unit 10



The Hare and the Tortoise

Unit 11



Love for Mom

Unit 12



Seasons

# Trees

## Unit 1

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict a theme by looking at a picture(s) in the text.
- Recite poems.
- Pronounce and recognise simple rhyming words.
- Recognise and classify into different categories some simple naming words from pictures and the immediate surroundings, e.g. animals.
- Comprehend simple poems read aloud in class.
- Comprehend and respond to simple wh-questions.
- Respond to the text (post-reading) to express likes/dislikes about the poem.
- Pronounce the sounds of letters of the alphabet in random order.
- Match the initial and the final sounds of common words depicted in pictures with their corresponding letters.
- Pronounce, identify and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.
- Recognise and match common singular naming words from the immediate environment.
- Classify naming words into different categories such as person, pet, animal, place or thing.
- Use naming words in their speech and writing.
- Use substitution words learnt earlier.
- Write simple two-syllable words with correct spelling. Leave space between words.





# Trees

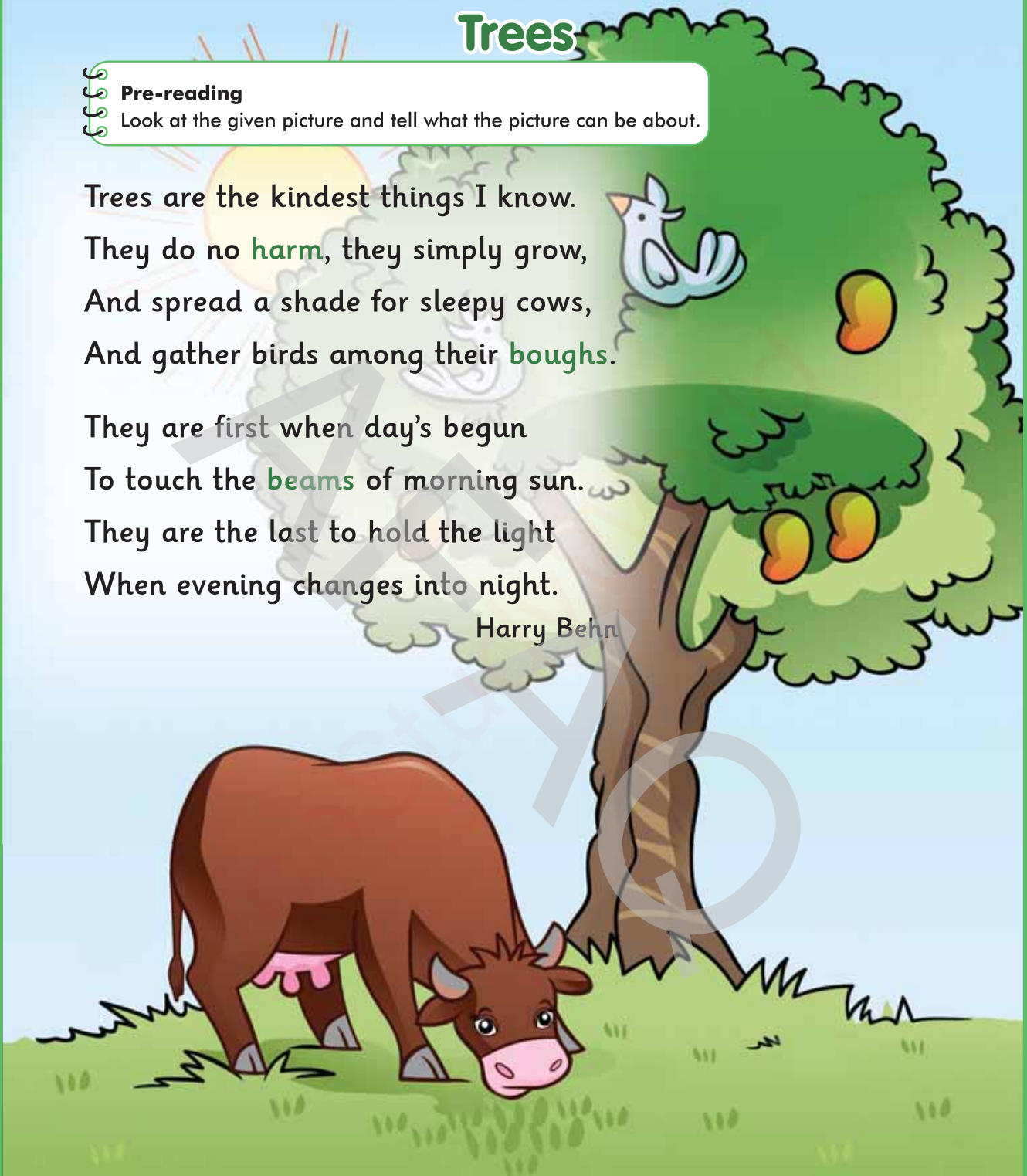
## Pre-reading

Look at the given picture and tell what the picture can be about.

Trees are the kindest things I know.  
They do no **harm**, they simply grow,  
And spread a shade for sleepy cows,  
And gather birds among their **boughs**.

They are first when day's begun  
To touch the **beams** of morning sun.  
They are the last to hold the light  
When evening changes into night.

Harry Behn



**Teaching Point:** Model the poem by reading with correct pronunciation and intonation. Discuss the theme of the poem with students. Tell them that trees are a beautiful creation. We should be thankful to Allah (ﷻ) for all His creations. Ask students why trees are important, what are the benefits of a clean environment, etc.



## a) Vocabulary

(i) Read the given words with their meanings.

harm      to hurt

bough      a large branch of a tree

beam      a line of light

## Rhyming Words

(ii) Read the given rhyming words.

know — grow

sun — begun

(iii) Find a pair of rhyming words in the poem. Write it in the given boxes.



## Animal Names

(iv) Read the given animal names.



cat



panda



bear



cow



deer



rabbit



lion



**Teaching Point:** a (i) Ask students to learn the given vocabulary words with their meanings and use them in their daily conversation. a (ii) Use multimedia if available to practise rhyming words. You may use the web page <https://www.education.com/game/match-rhyming-words/> or any other authentic website to reinforce students' learning. a (iv) Encourage students to find and circle the names of the animals given in the poem. Ask them to share the names of their favourite animals.

(v) Look at the given picture and write the names of four animals.






## b) Comprehension

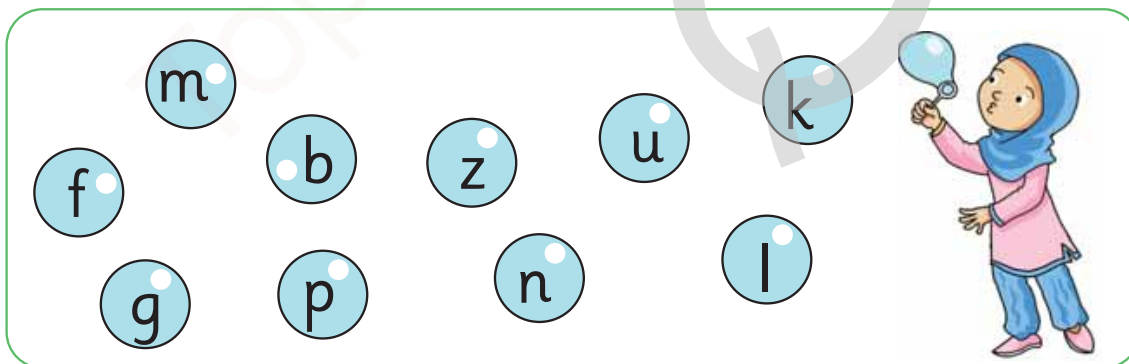
Answer these questions.

- Who spreads shade for sleepy cows?
- What are the benefits of trees?
- How do you protect trees around you?



## c) Listening and Speaking

Say and pronounce the sounds of the given letters of the alphabet.



**Teaching Point:** (c) **(Group Work)** Divide students into groups. Provide each group with five flash cards of random letters of the alphabet and ask them to pronounce the letter sounds.



## d) Phonics

### Initial and Final Sounds

(i) Read and say the given words with their initial and final sounds.

Initial sound	Final sound
trees	harm
kind	first
cow	sun
day	night

#### Read Me

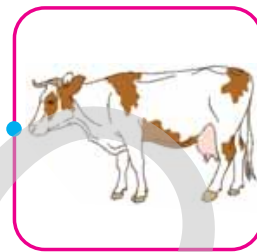
The **initial** sound is the beginning sound of a word. The **final** sound is the ending sound of a word.

(ii) Say and match each picture with its initial letter sound.

c  
t  
d



k  
f  
c



(iii) Say and match each picture with its final letter sound.

r  
h  
n



o  
t  
d



**Teaching Point: (d) (Show and Tell)** Show flash cards of different familiar objects to students and ask them to tell their initial or final sounds. Use multimedia if available to practise initial and final sounds of letters. You may use the web page <https://www.education.com/game/letter-sounds-moving-match/> or any other authentic website to reinforce students' learning.





## e) Reading

(i) Read and say the given digraphs in initial and final positions.

Initial Position			Final Position		
ch	sh	th	ch	sh	th
chain	she	three	beach	fish	bath
chart	shade	thing	touch	dish	cloth
chick	ship	this	peach	brush	path

(ii) Circle the words with digraphs in initial position.

paper ship book think chair

(iii) Underline the words with digraphs in final position.

dish graph shop bath two



## f) Grammar

### Nouns (Naming Words)

(i) Look at the picture below. Match the objects with the nouns.

cat ○

doll ○



○ girl

○ ball

○ tree



### Read Me

A **noun** is the name of a person, animal, place or thing, for example girl, garden, ball, cat.



**Teaching Point:** (e) Tell students that consonant digraphs are combinations of two consonants that make a single sound in words, while consonant blends are combinations of two or more consonants making a particular sound. Share more examples of words with consonant digraphs for example, **chirp**, **shelf**, **that**, **bench**, **wash**, **tooth**, etc. Ask them to read the poem and circle the words with digraphs in initial position and underline the words with digraphs in final position. Tell students that we should always wash our hands with soap before eating.

(ii) Read the given nouns and put them in the right columns.

cow baby ball car school woman hen city

person	animal	place	thing

(iii) Think of three nouns and use them in your own sentences.


## Pronouns (Substitution Words)

(iv) Read the given pronouns and notice their use.

I like Sana. Sana likes **me**.

**You** like Sana. Sana likes **you**.

**He** likes Ali. Ali likes **him**.

**She** likes Sana. Sana likes **her**.

**It** is good. Sana likes **it**.

**We** like Sana. Sana likes **us**.

**They** like Sana. Sana likes **them**.

### Read Me

A pronoun is a word that can be used in place of a noun.



**Teaching Point:** f (iii) **(Group Work)** Divide students into two groups. Share any letter sound with them and ask each group to tell the names of a person, place, thing and animal each starting with that sound. Use multimedia if available to practise recognising nouns. You may use the web page [http://www.abcy.com/nouns\\_and\\_verbs.htm](http://www.abcy.com/nouns_and_verbs.htm) or any other authentic website to reinforce students' learning. f (iv) When we replace the subject with a pronoun, we use these pronouns: I, you, he, she, it, we, they. When we replace the object with a pronoun, we use: me, you, him, her, it, us, them.

(v) Fill in the blanks with the correct pronoun.

- I like Asim. Asim likes \_\_\_\_\_. (I, me)
- You like Hira. Hira likes \_\_\_\_\_. (you, I)
- He plays with Ali. Ali plays with \_\_\_\_\_. (him, he)
- They like Mr. Saleem. Mr. Saleem likes \_\_\_\_\_. (they, them)
- She likes Hina. Hina likes \_\_\_\_\_. (her, she)
- We like Umer and Ahmed. They like \_\_\_\_\_. (we, us)



**g) Writing**

(i) Read the given two-syllable words.

gather

morning

kindest

evening

(ii) Now use these two-syllable words to make sentences of your own.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



**Teaching Point:** (g) One-syllable words cannot be divided into parts, for example play, one, two, etc. Two-syllable words are pronounced as two parts together, e.g. moth.er, fa.ther, morn.ing. Guide students to space words properly and evenly. Encourage them to use punctuation marks and spelling correctly.

# My Home and My City

## Unit 2

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict a story by looking at a picture(s) in the text.
- Interact with text and use reading strategies (while-reading) to locate specific factual information to answer in a word or two simple short questions.
- Spell simple two/three-syllable words.
- Take dictation of familiar words learnt in class.
- Provide the missing letters in simple two/three-syllable words.
- Respond to the text (post-reading) to express understanding of a story.
- Comprehend and respond to simple wh-questions.
- Comprehend a simple story read aloud in class.
- Introduce self and talk about family.
- Recognise and identify consonants and vowels in the English alphabet.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce, identify and differentiate between the sounds of individual letters, trigraphs in initial and final positions of a word.
- Identify and use common action words.
- Identify and match some pairs of describing words showing quality, size and colour.
- Write simple sentences of three/four to five/six words using correct capitalisation, punctuation and spelling.





# My Home and My City

## Pre-reading

- Look at the first picture and tell what the picture is about.
- What do you know about your city?

I am Amir. This is my home. It is very **airy** and beautiful. I live here with my family. I have a brother and a sister. My home has three bedrooms and one kitchen. It also has two bathrooms, a sitting room, and a drawing room for guests. I share my room with my brother. Our room has two beds, a cupboard, a shelf for books and a table.



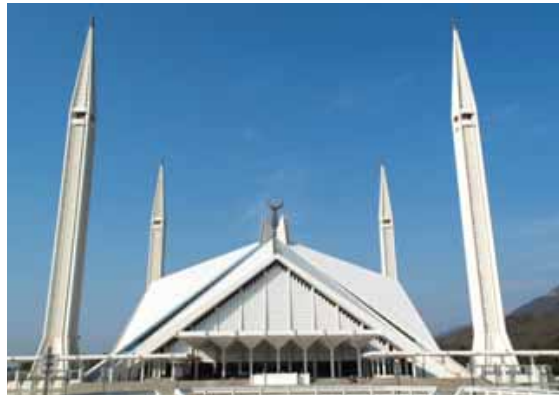
**Teaching Point:** Model the story by reading with correct pronunciation and intonation. Ask students to read the story aloud. Ask different questions to assess their level of understanding. Relate the lesson to students' own experiences/surroundings. It will help develop better understanding of the text. Tell students that they should keep their homes and city clean. Share different methods of waste disposal.

## While reading

- Where does Amir live?
- What is the meaning of 'Islamabad'?

We sit, talk and eat in the sitting room. We **discuss** and share many things with each other. We also help each other in need. We keep our home clean. My home is in Islamabad. Islamabad is one of the most beautiful cities of Pakistan. It is also the capital of Pakistan. It is a green city with many parks. Its name comes from two words, 'Islam' and 'abad,' meaning the 'City of Islam'.

Its roads are clean and **wide**.  
The famous Faisal Mosque is in  
Islamabad. The people of  
Islamabad are very friendly. I  
love my home and city very  
much.



## a) Vocabulary

(i) Read the given words with their meanings.

airy	open, where air can pass freely
discuss	to talk about something
wide	broad, having more space

## Syllables

(ii) Read the given words and notice their syllable division.

Words	Syllables Division	No of Syllables
living	liv.ing	2
friendly	friend.ly	2
beautiful	beau.ti.ful	3
important	im.port.ant	3

### Read Me

A **syllable** is a word or a part of a word that is pronounced as a single unit. **Two-syllable** words are pronounced in two parts together, for example larg. est, liv. ing. **Three-syllable** words are pronounced in three parts together, for example fa. mi. ly, diff. er. ent.

(iii) Fill in the missing letters to complete the words.

draw\_\_ng

differe\_\_t

sist\_\_r

p\_\_rents

mos\_\_ue



**Teaching Point:** a (i) Ask students to learn the vocabulary words with their meanings and use them in daily conversation. a (ii) Practise the given words with correct pronunciation. Then have students repeat after you accurately. Help them to correct their pronunciation focusing on syllables. Give students a dictation of ten words from the text.



## b) Comprehension

Answer these questions.

- How many bedrooms are there in Amir's home?
- Which famous mosque is in Islamabad?
- How is sitting together helpful for Amir's family?
- Do you share your bedroom with your brother or sister?
- Why should we keep our home and city clean?



## c) Listening and Speaking

Read and practise the following dialogue.

1 Assalaamu Alaikum!  
Mom, this is my friend,  
Haris.

2 Wa Alaikum  
Assalaam! Haris,  
how are you?

3 I'm fine, Auntie.  
Thank you.



## d) Phonics

### Consonants and Vowels

(i) Read and say letters of the alphabet. Tick the vowels, count the consonants and write their number in the given box.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	



### Read Me

The letters **a, e, i, o, u** are vowels. All other letters except vowels are consonants. There are twenty-one consonants in the English alphabet.



**Teaching Point:** (c) **(Role Play)** Help students to practise the given dialogue in the classroom. Call students at random and ask them to introduce themselves and talk about their family. Encourage them to use greetings.

(ii) Read and say the following words. Write 'V' for initial vowel sounds and 'C' for initial consonant sounds.



## e) Reading

(i) Read and say the following words aloud.

Initial Trigraphs	Final Trigraphs
air	rough
early	year
earn	sing



### Read Me

A **trigraph** is a group of three letters that make a single sound, for example 'igh' in the word 'sigh'.

(ii) Fill in the words with trigraphs to complete the sentences.

- The p\_\_\_\_\_ is on the table.
- A ch\_\_\_\_\_ is made of wood.
- I get up \_\_\_\_\_ ly in the morning.
- The room is very \_\_\_\_\_ y.



**Teaching Point:** e (i) Tell students that trigraphs can be in initial or final position in words. Write any trigraph on the board, for example 'ugh', and ask students to pronounce individual sounds of the letters, /u/, /g/ and /h/. Then write the word 'cough' on the board and pronounce it smoothly blending the sounds of these letters and instruct students to repeat after you. Collective and individual drill would help students to improve their pronunciation. The more they practise, the more adept they become.





## f) Grammar

### Adjectives (Describing Words)

(i) Read the following pairs of adjectives.

soft — hard

big — small

black — white

(ii) Match each adjective to its correct opposite.

big

black

clean

sad

white

dirty

happy

light

heavy

small

#### Read Me

**Adjectives** tell us more about nouns. They describe the quality, size and colour of nouns, for example an old car, a huge building, a red flower.

### Verbs (Action Words)

(iii) Read the following sentences and notice the use of action words in them.

- We **help** each other in need.
- I **share** lunch with my friends.
- He **drinks** a glass of milk for breakfast.

#### Read Me

**Action words** show what we do or think. Sit, stand, eat, drink, etc. are all examples of action words.



**Teaching Point:** f (i) Tell students that adjectives are also called describing words. These words have opposites as well. Let students come up with more adjectives from the story and their surroundings. Ask them to tell their opposites, for example big–small, clean–dirty, front–back.  
f (iii) **(Total Physical Response)** Show different action cards to students and ask them to give physical response accordingly. Use multimedia if available to understand the concept of verbs. You may use the YouTube video <https://www.youtube.com/watch?v=waNOMXKnf3o> or any other authentic website to reinforce students' learning.

(iv) Use the action words from the box to complete the sentences.

help    eats    shares    reads    discuss

- Amir \_\_\_\_\_ his room with his brother.
- We \_\_\_\_\_ and share many things in the sitting room.
- He \_\_\_\_\_ an egg and paratha for breakfast.
- She \_\_\_\_\_ storybooks.
- I \_\_\_\_\_ others.



### g) Writing

Write three sentences about your home. Use the word bank.

clean    room    airy    beautiful    love

1

2

3



**Teaching Point:** (g) Ask students to write on their own but help them throughout the activity. Tell them that we start a sentence with a capital letter and put a full stop at the end. Tell them that the first letter of the first word of each sentence is always in capital. Encourage them to use correct spelling.

## Unit 3

# Saud and His Grandfather

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict a story by looking at a picture(s) in the text.
- Interact with text and use reading strategies (while-reading) to follow sequence in a simple procedure or a picture map.
- Recognise and classify into different categories, some simple naming words from pictures and the immediate surroundings, e.g. fruits and vegetables.
- Respond to the text (post-reading) to express likes/dislikes about the story.
- Comprehend a simple story read aloud in class.
- Comprehend and respond to simple wh-questions.
- Offer and respond to basic routine greetings.
- Express and offer a few basic social courtesies.
- Pronounce some common consonant digraphs in initial and final position.
- Identify initial and final consonant blends.
- Identify and change the number of simple naming words by adding or removing 's' and 'es'.
- Recognise, identify and use a few words showing position, e.g. to/from, up/down, here/there (prepositions of location).
- Fill in missing information to complete a simple paragraph.



## Saud and His Grandfather



### Pre-reading

Look at the picture below and count the flowers.

It is Sunday morning. Saud is in his grandfather's garden. His

grandfather is

planting a seedling.

He loves greenery

all around.

"Good morning, grandfather. What are you doing?"



asks Saud. "Good morning, Saud. I am planting a seedling," he replies. Saud becomes curious. "Can you please tell me how to plant a seedling?" asks Saud. "Yes, sure. Come, sit with me so you can learn the steps to plant a seedling," says grandfather. This is what grandfather tells:

1. Dig a hole in the soil and plant a seedling.
2. Spread a little soil around it.
3. Sprinkle some water on it.

### While reading

What will be next step after step 3?



**Teaching Point:** Model the story by reading with correct pronunciation and intonation. Take random responses about the comprehension of the first and second paragraph of the story. Encourage students to plant at least one seedling and participate in keeping the environment clean. Tell them that Pakistan is our country and plantation is the first baby step that can help us keep our environment clean. We should take care of plants and trees. Tell students that they should wash their hands with soap after doing gardening.

4. Water it regularly.

After a few weeks, the seedling will grow and turn into a young plant. Saud thanks his grandfather. He tells his grandfather that he will take care of the seedling and water it daily.



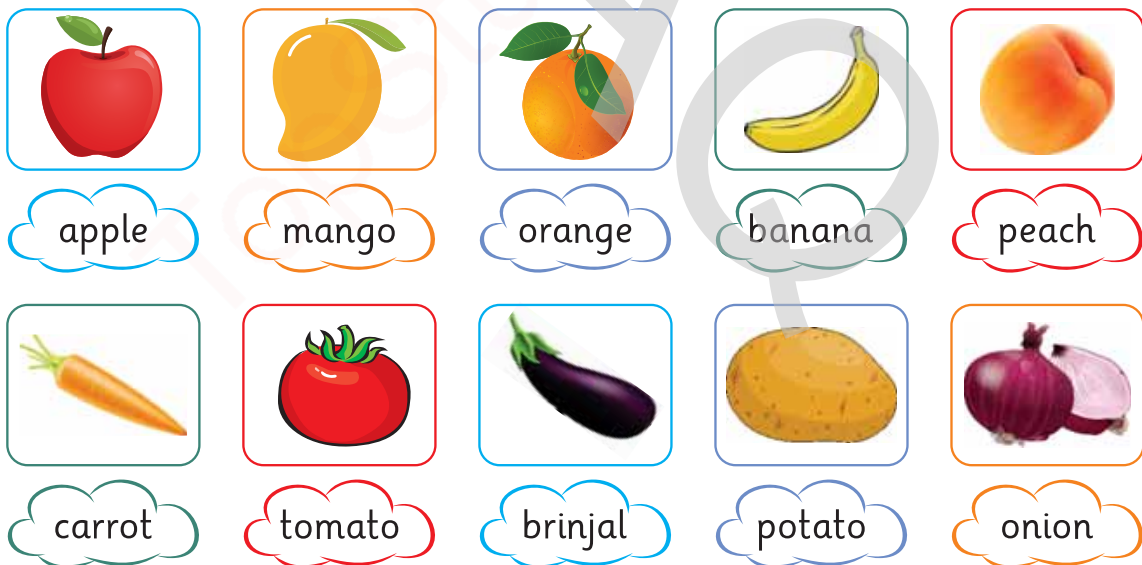
## a) Vocabulary

(i) Read the given words with their meanings.

seedling	a small plant that grows from a seed
dig	to make a hole
sprinkle	to pour small drops of liquid

## Fruit and Vegetable Names

(ii) Read the names of the given fruits and vegetables.



**Teaching Point:** a (i) Ask students to learn the vocabulary words with their meanings and use them in their daily conversation. a (ii) Ask students to look and read the names of fruits and vegetables. Show them different flash cards of fruits and vegetables and help them say their names. Motivate them to share their favourite fruit and vegetable names.



(iii) Write the names of the given fruits and vegetables.



## b) Comprehension

Answer these questions.

- What is grandfather doing?
- What is the third step to plant a seedling?
- Who loves greenery all around in the story?
- What does Saud promise his grandfather to do?
- How will you take care of the plants around you?



## c) Listening and Speaking

Read and practise the following dialogue.

1 Assalaamu Alaikum, Rabia. How are you?

2 Wa Alaikum Assalaam. I am fine, Madiha.

3 What are you doing these days?

4 I am reading a book on different types of trees.

5 That's great. Can I borrow your book for some days?

6 Yes, of course. I will share it with you but let me finish it first.

7 Oh, sure.

8 Thank you.



**Teaching Point:** (c) (**Role Play**) Get students into pairs and ask them to express routine greetings and offer basic social courtesies. Select a pair of students and ask them to role play the dialogue above.



## d) Phonics

### Digraphs

Read and say the given digraphs in initial and final positions.

ch		sh		th	
Initial	Final	Initial	Final	Initial	Final
chase	touch	share	cash	throw	earth
charm	bunch	sheep	trash	think	growth

#### Read Me

Some pairs of letters make a single sound in a word. These are called digraphs.



## e) Reading

(i) Read and say the given initial and final consonant blends.

Initial Blends		Final Blends	
sp-	pl-	-st	-nd
spread	plant	best	band
sprinkle	place	rest	stand

#### Read Me

Two consonants can blend together to make a particular sound.

(ii) Circle the words with initial and final blends in the given sentences.

- The plant is very small.
- Spin the ball and win the game.
- Best of luck for your exams.
- The rabbit is behind the tree.
- The plums are very tasty.











**Teaching Point:** (d) Explain to students that digraphs are groups of two letters that make a single sound. Encourage them to share two examples with each digraph above. Use multimedia if available to practise digraphs. You may use the web page [http://www.softschools.com/language\\_arts/phonics/games/ch\\_sh\\_wh\\_th\\_sounds.jsp](http://www.softschools.com/language_arts/phonics/games/ch_sh_wh_th_sounds.jsp) or any other authentic website to reinforce students' learning. e (i) Tell students that a consonant blend is a combination of two consonants making a particular sound. Ask them if they know of more words beginning with sp-, pl- and ending with -st, -nd.



## f) Grammar

### Singular and Plural Nouns

(i) Read the following.

Singular	Plural
plant 	plants 
seed 	seeds 
box 	boxes 
glass 	glasses 



#### Read Me

Singular nouns refer to one person or thing, for example a plant, a glass. Plural nouns refer to more than one person or thing, for example two plants, ten glasses. We usually add **s** or **es** to form a plural.

(ii) Change the number of these nouns by adding 's' or 'es'.

Singular	Plural
tree	
match	
fox	

Singular	Plural
potato	
teacher	
shirt	



**Teaching Point:** f (i) Explain to students that mostly nouns form their plurals by adding 's' for example cat-cats, plant-plants. Nouns ending with 's', 'x', 'z', 'ch', 'o' and 'sh' form their plurals by adding 'es', for example boxes, glasses.

## Prepositions (Position Words)

(iii) Read the given sentences and notice the use of position words.

- There is a table **to** the left of the chair.
- We watched the valley **from** the top of the hill.
- A flock of birds is flying **up** in the sky.
- She lives **down** the hill.
- I went **there** and waited for my bus.
- Shall we eat **here**?

### Read Me

Some words tell the position of someone or something.

(iv) Make sentences with the given position words.

- to \_\_\_\_\_
- from \_\_\_\_\_
- up \_\_\_\_\_
- down \_\_\_\_\_



## g) Writing

(i) Complete the paragraph using the given words.

flowers garden fresh care fruit colours

Saud loves his grandfather's \_\_\_\_\_. It has many pretty \_\_\_\_\_. They are of different \_\_\_\_\_. Saud's grandfather always takes \_\_\_\_\_ of them. Grandfather also grows \_\_\_\_\_ in his garden. Whenever he visits Saud, he brings \_\_\_\_\_ fruit from his garden.

(ii) Create your own piece of writing, using the word bank above, in your notebook.



**Teaching Point:** f (iii) Explain the concept of position words to students by asking different questions, e.g. where do you come from? etc. (g) Ask students to read the paragraph attentively and fill in it using the given words. Guide them throughout the activity.



## Review-1



### Vocabulary

Write meanings of these words.

airy	
seedling	
bough	
dig	
wide	



### Comprehension

Answer these questions.

- What is the name of your city?
- How many rooms are there in your house?
- Where was Saud on Sunday morning?
- Write any two benefits of trees.
- Which unit theme did you like the most, and why?



### Listening and Speaking

- (i) Practise the dialogue about how to introduce others on page 12.
- (ii) Practise the dialogue about how to express routine greetings and offer basic courtesies on page 19.








## Grammar

(i) Circle the nouns and underline the verbs in the given sentences.

- We keep our home clean.
- Saud helps his grandfather.
- The birds gather among boughs.

(ii) Write the plurals of the given words by adding 's' or 'es'.



Singular	Plural
plant	
tree	
house	
box	
tomato	

(iii) Make sentences of your own using the given position words.

to

here

up

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

(iv) Match each adjective to its opposite.



## Writing

Write five sentences about your city. Use the given word bank.

people roads clean big places

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## Unit 4

# Is the Moon Tired?

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict a theme by looking at a picture(s) in the text.
- Recite poems.
- Pronounce and recognise simple rhyming words.
- Reproduce common phrases and formulaic expressions used in class and school.
- Respond to the text (post-reading) to express the understanding of a poem.
- Listen and respond to more commands.
- Express limited needs and feelings.
- Comprehend and respond to simple wh-questions.
- Comprehend simple poems read aloud in class.
- Identify and pronounce with reasonable accuracy common consonant clusters in initial positions, e.g. sch, thr.
- Identify, recognise and articulate three or more letter sight words.
- Read more naming, action and describing words and match with pictures.
- Recognise that some words substitute particular and general naming words.
- Use am, is, are with different substitution and pointing words in short sentences to identify and describe a person, place and thing, e.g. I am, he is.
- Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.



## Is the Moon Tired?

### Pre-reading

- Look at the picture and guess what the poem can be about.
- When does the moon appear?

Is the moon **tired**? she looks so **pale**  
Within her **misty veil**:  
She **scales** the sky from east to west,  
And takes no rest.

Before the coming of the night  
The moon shows **paperly white**;  
Before the dawning of the day  
She **fades away**.

Christina Rossetti



**Teaching Point:** Model the poem by reading with correct pronunciation and intonation. Help students to recite the poem with you. Tell them that 'animate' means 'living' and 'inanimate' means 'lifeless'. Explain to them animate and inanimate things by giving examples of common things.



## a) Vocabulary

(i) Read the given words with their meanings.

tired	feeling that you would like to sleep or rest
pale	light in colour
misty	not clear or bright
veil	a thin covering that hides
scale	move across something
fade away	disappear slowly

## Rhyming Words

(ii) Read the given rhyming words.

west — rest      day — away



Read Me

Rhyming words have the same ending sounds.

(iii) Circle the words that rhyme with each other.

pale tired veil

night sky white

## Polite Words

(iv) Read and practise the given dialogue.

1 How was your Sunday, Adil?

2 It was really good. My grandfather taught me how to plant a seedling.

3 That's really good. I hope now you'll plant many seedlings.

4 Sure, I will.



**Teaching Point:** a (i) Ask students to learn the vocabulary words with their meanings and use them in their daily conversation. a (iv) Tell them that we use polite words or phrases to show regard for others in speech and behaviour. Write some common polite words on the board and ask them to practise using these words with each other.





## b) Comprehension

Answer these questions.

- Why does the moon look pale?
- In what direction does the moon move across the sky?
- How does the moon look like before the night?
- When does the moon fade away?
- What is the poem about?



## c) Listening and Speaking

Read and practise the following dialogues.

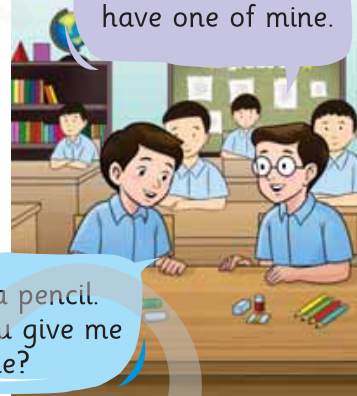
1  
How are you feeling after getting first position?



2  
I am very happy, sir. I am thankful to Allah (ﷻ).

1  
I need a pencil. Could you give me one?

2  
Yes, sure! You can have one of mine.



## d) Phonics

### Consonant Clusters

(i) Read and say the given words with consonant clusters.

sch

school

thr

three

spl

splash

spr

spring



### Read Me

Some words begin with groups of consonants with no vowel between them.



**Teaching Point:** (c) Ask students to practise the given dialogues in pairs. Tell them more about commands and phrases used to express needs and feelings. **(Role Play)** Give them different situations, for example teacher-student, father-daughter, two class fellows, etc. (d) Tell students that consonant clusters are groups of consonants with no vowel between them.

(ii) Read these words aloud and circle the words that begin with consonant clusters.

drive cow splash blue school like spring throw



## e) Reading

(i) Read the given sight words and use them to make sentences in your notebook.

all

here

and

with

away

(ii) Read the given naming, action and describing words.

Naming words	Action words	Describing words
moon	scale	misty
sky	show	tired
day	fade	white



### Read Me

**Naming words** are names of persons, animals, places, or things. **Action words** show what we do or think. **Describing words** are used to describe someone or something.

(iii) Match the given words with the pictures.

run

a flower



a red ball

a moon



**Teaching Point:** e (i) Tell them that sight words are those words which we memorise by sight. Use multimedia if available to practise the concept of the sight words. You may use the web page [http://www.abcya.com/out\\_of\\_sight\\_words.htm](http://www.abcya.com/out_of_sight_words.htm) or any other authentic website to reinforce students' learning. e (ii) Make three groups of students and ask each group to give at least 3 examples of naming, action and describing words each.



## f) Grammar



### Read Me

Pronouns are the words that are used in place of nouns.

### Pronouns (Substitution Words)

(i) Read the sentences and notice the use of pronouns.

Ali is my friend.  
He is a boy.

Mithu is a parrot.  
It is green.

Fiza and Maha  
are friends.  
They are girls.










Hello, mother.  
You cook tasty  
food.

Sara is my sister.  
She is a girl.

I am Sana.  
I am a girl.

Seema and I are  
friends.  
We are girls.

(ii) Tick the correct pronoun for each picture.

		
He	She	It
		
He	They	I
		
We	You	I

(iii) Write the correct pronouns for the underlined nouns.  
Use the word bank.

he she it they you I we



**Teaching Point:** f (i) Tell students that pronouns replace particular and general naming words. Explain this to them by writing different examples on the board. Use multimedia if available to practise the concept of pronoun. You may use the web page <http://gotkidsgames.com/hom/PronounAgreeEasyAdpt.html> or any other authentic website to reinforce students' learning.

- \_\_\_\_\_ My sister is tall.
- \_\_\_\_\_ My brother is eight years old.
- \_\_\_\_\_ My sheep is white.
- \_\_\_\_\_ My sister and I go to the park.
- \_\_\_\_\_ Tahir and Usman are friends.



#### Read Me

We use **am**, **is**, **are** with different pronouns and pointing words (this, that, these, those) to identify or describe a person, place or thing.

### Use of 'is', 'am' and 'are'

(iv) Fill in the blanks using 'is', 'are' and 'am'.

Ahmed \_\_\_\_\_ a tall boy.

He \_\_\_\_\_ a good student.

This \_\_\_\_\_ his house.

I \_\_\_\_\_ Tania.

I \_\_\_\_\_ eight years old.

That \_\_\_\_\_ my colour box.

Ali and Asim \_\_\_\_\_ friends.

They \_\_\_\_\_ class fellows.

These \_\_\_\_\_ their books.

Iqra \_\_\_\_\_ my neighbour.

She \_\_\_\_\_ a nice girl.

Those \_\_\_\_\_ her dolls.



### g) Writing

Write two sentences on the given topics.

#### The Moon

The moon appears at night.

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

#### My Doll

My doll has brown hair.

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



**Teaching Point:** f (iv) Tell students that we use 'is', 'am' and 'are' to identify or describe a person, place, thing, etc. (**Show and Tell**) Paste or show some pictures on the board and ask them to describe them by using 'is', 'am' and 'are'. (g) Guide and help students to write sentences with correct spelling and punctuation.

# Moving Around

## Unit 5

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict a story by looking at a picture(s) in the text.
- Use reading strategies (while-reading) to use a picture or rebus in the text to develop understanding.
- Recognise and classify into different categories some simple naming words from pictures and the immediate surroundings, e.g. parts of the body.
- Comprehend and respond to simple wh-questions.
- Respond to the text (post-reading) to express likes/dislikes about the story.
- Seek permission to do something.
- Match spoken words with the written words.
- Recognise that as letters of words change, so do the sounds.
- Read aloud words and simple sentences with a reasonable level of accuracy of pronunciation.
- Know that words in a sentence join to make sense in relation to each other.
- Identify and use words showing possession, e.g. my, your, his, her, our, their, and its.
- Recognise, identify and use a few words showing position e.g. to/from, up/down, here/there (prepositions of location).
- Use the texts they read as a model for their own writing.





# Moving Around

## Pre-reading

- Look at the picture on the bottom and tell which traffic light is on.
- How do you go to your school?



Good morning,  
all of you! How  
are you?



Qasim, why are  
you late today?



That's very sad. We can  
avoid accidents if we  
follow traffic lights.



Traffic lights are used to control  
traffic. You can see them on the  
roads. Their colours are red,  
yellow and green.

Good morning,  
teacher! We are  
fine. Thank you.




There was an accident  
on the road. The **traffic**  
was jammed.



What are traffic  
lights?



## While reading

I go to school by 



**Teaching Point:** Model the text by reading with correct pronunciation and intonation. Have students read the highlighted words and try to tell their meanings.



**Teaching Point:** Ask students to discuss the theme of the lesson. Tell them how important the traffic rules are. Encourage them to talk about the means of transport discussed above and name a few more.



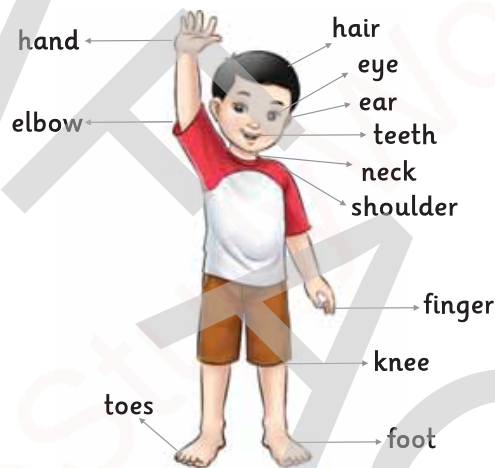
## a) Vocabulary

(i) Read the given words with their meanings.

traffic	vehicles moving on the road
safely	in a safe way
transport	a vehicle that carries people or things from one place to another

## Parts of the Body

(ii) Look and read the parts of the body.



## b) Comprehension

Answers these questions.

- Who was late for school?
- Why was traffic jammed?
- How do traffic lights help us?
- How can we avoid accidents?
- What did you learn from the dialogue?



**Teaching Point:** a (i) Ask students to learn the vocabulary words with their meanings. a (ii) Have them look at the parts of the body. Write them on the whiteboard and ask students to read them aloud. Guide students about personal hygiene. Tell them that we should have a bath daily and keep ourselves neat and clean. (b) Discuss the expected answers to the questions and have them write in their notebooks.



## c) Listening and Speaking

Read and practise the given dialogue.

1 Can I play with your toy?

2 Yes, you can. But take care of it.

3 Yes, I will.

4 Ok. Here you go.

5 Thank you.

6 You are welcome.



## d) Phonics

### Letters, Words and their Sounds

(i) Read the words and circle them in the lesson.

travel accidents late types

(ii) Read and say the given words. Notice how the sound of a word changes by changing the letter sound.

's' to 'b'

see  
bee

'c' to 'f'

can  
fan

'w' to 'm'

we  
me

#### Read Me

Some words differ by the first letter only. A different letter means a different sound. We can change the first letter of a word to make new words.



**Teaching Point:** (c) (**Pair Work**) Ask students to read the given expressions. Divide students into pairs and ask them to come to the front of the class. Encourage them to say dialogues to ask permission. d (i) Ask students to read the given words and find them in the lesson. Have them circle the words. d (ii) Recall the concept of changing the initial letters of words by giving familiar examples from the text. Ask them to change the words by changing their letters. Use multimedia if available to practise changing letters and forming new words. You may use the web page <https://www.education.com/game/switch-the-letter/> or any other authentic website to reinforce students' learning.

(iii) Change the first letter of the words below to make new words.

turn \_\_\_\_\_ run \_\_\_\_\_ fine \_\_\_\_\_



## e) Reading

(i) Read the following sentences with correct pronunciation.

- We are fine.
- A train is a type of transport.
- We can travel anywhere using different types of transport.

(ii) Read the following words. Join them to make sentences.

This

is

a

train

There

was

an

accident



## f) Grammar

### Possessive Pronouns (Words Showing Possession)

(i) Read the following.

She is **my** mother.

This is **her** car.

This is **our** food.

This is **your** book.

This is **his** cat.

This is **their** park.



#### Read Me

Some words are used to show ownership or possession.



**Teaching Point:** (e) Ask students to read the given words and sentences with correct pronunciation. Have them make five more sentences of their own and write them in their notebooks. f (i) Recall the concept of possessive pronouns. Tell them that words which are used to show possession are called possessive pronouns. Give more examples of his, her, etc.



**(ii) Make sentences with the following words.**

My \_\_\_\_\_

Her \_\_\_\_\_

Their \_\_\_\_\_

His \_\_\_\_\_

Your \_\_\_\_\_

Our \_\_\_\_\_

**Prepositions (Position Words)**

**(iii) Read the sentences of position words.**

- Our house is to the **left** of the park.
- My room is just **up** those stairs.
- The house is **down** the road.
- We can see the tree from **here**.
- I always wanted to go **there**.

**Read Me**

**Position words** are used to describe the position of something.

**(iv) Make sentences with the given position words.**

- To \_\_\_\_\_
- From \_\_\_\_\_
- Here \_\_\_\_\_
- There \_\_\_\_\_



**Teaching Point:** f (iii) Recall the concept of position words. Ask students to read the given sentences and recognise the function of position words. Tell them that position words are also called prepositions. Encourage them to make more sentences by using these words in their notebooks.



## g) Writing

(i) Read the following dialogue.



Hello, Sam. Have you come back to Lahore?

Hi, Johnny. Yes  
I am back.



What transport did you use?

I came by train.



(ii) Think and write your own dialogues in the given speech bubbles.

Topic: Types of Transport



**Teaching Point:** g (i) Ask students to read the given dialogue orally in pairs. g (ii) Then ask them to write their own dialogues about types of transport.

Approved by National Curriculum Council,  
Ministry of Federal Education & Professional Training,  
Government of Pakistan vide Letter No. F. No 1(1) 17-NCC,  
dated 2nd December 2019

## قومی ترانہ

پاک سر زمین شاد باد      کِشورِ حسین شاد باد  
تُو نشانِ عزمِ عالی شان      ارضِ پاکستان!  
مرکزِ یقین شاد باد  
پاک سر زمین کا نظام      قُوّتِ اُخُوّتِ عوام  
قوم، ملک، سلطنت      پابندہ، تابندہ باد  
شاد باد منزلِ مراد  
پرچم ستارہ و ہلال      رہبرِ ترقی و کمال  
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