



Model Textbook of

English

Based on National Curriculum 2022-23

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



National Book Foundation
as
Federal Textbook Board, Islamabad



National Book Foundation

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English

Grade 2

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**Model Textbook of English
for Grade 2**



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Preface

Model Textbook of English for Grade 2 has been developed in accordance with the standards of the National Curriculum of Pakistan 2022. With its new design and layout, it meets contemporary standards of quality textbooks. The textbook is comprised of a collection of materials carefully developed to enhance communicative competence among learners through oral and written instructional materials. It is a colorful book.

The main objective of this textbook is to enable learners to acquire logical, interactive and communicative skills. The content will inculcate ideas and nourish critical thinking skills in young minds. Students will benefit from appropriate sociolinguistic and psycholinguistic aspects of the English language addressed in the textbook.

The National Book Foundation has always strived for improvement in all qualitative aspects of its textbooks ranging from designing to writing and printing. This new edition of the Model Textbook incorporates graphics, content and exercises. The balanced blend of these elements is intended to make learning more pleasant while taking into consideration modern pedagogical principles for textbook design as well as the learning needs of the students. The production of the textbook has been collaborative process. Many thanks to the writers, reviewers, technical facilitators, graphic designers and particularly the staff of National Curriculum Council Secretariat, Ministry of Federal Education & Professional Training and the National Book Foundation.

An amalgamation of the best possible efforts of all engaged in its production. However, there is always room for further improvement based on suggestions from the teachers and the community. It has been ensured that the notifications issued by the Ministry of Religious Affairs, concerning the Muslim faith and beliefs regarding Hazrat Muhammad Rasoolullah (ﷺ) have been duly and completely embedded and implemented. All suggestions from the teachers will definitely help us to further improve it in the coming years. Such feedback will be highly appreciated. After incorporating the changes, textbook will be again published.

May Allah guide and help us, (Ameen).

Dr. Raja Mazhar Hameed
Managing Director

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Question and answers Choose the correct answer	Words meanings Syllables Sight words	Adjectives Action words	Writing simple sentences
Question and answers Sight words Naming, action and describing words Choose the correct answer	Words meanings Fruit and vegetable names Sight words	Singular plural Position words Pronouns	Completing a paragraph
Question and answers Consonant blends Choose the correct answer	Words meanings Rhyming words Polite words, Sight words	Pronouns as subjective case Use of 'is', 'am' and 'are'	Writing sentences on the given topic
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Question and answers Information on a clock and calendar Choose the correct answer	Words meanings Colours, Shapes, Sight words	'Has' and 'Have' Capitalisation	Writing numbers in words
Question and answers Alphabetical order Brainstorming Choose the correct answer	Words meanings Rhyming words, Directions Sight words	Proper nouns Pointing words	Writing ordinal numbers in tens Rhyming words
Question and answers Charts Choose the correct answer	Words meanings Cardinal numbers Sight words	Pronouns (revision) Punctuation	Ordinal numbers Writing date and caption
Question and answers Title and table of content Picture dictionary Choose the correct answer	Words meanings Ordinal numbers Sight words	Question words Comma Punctuation	Replacing rebus with words in a story Completing a story
Question and answers Characters of a story Choose the correct answer	Words meanings Multi-step directions Sight words	Commands Requests	Making and writing a greeting card, Write name, phone number and address
Question and answers	Words meanings, Rhyming words Words to ask permission Sight words	Question words	Rhyming words Fill in speech bubbles

About the Book

Unit 4 Bee on my Nose

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a poem by looking at pictures in the text;
- respond to the text (post-reading) to express understanding of a story through performance and a simple role play;
- comprehend and respond to simple oral questions;
- comprehend simple poems read aloud in class;
- identify and pronounce with reasonable accuracy common consonant clusters in initial positions;
- identify, recognise and use some formalised expressions to: listen and respond to new commands, express limited needs and feelings, recite poems;
- read and write: when writing words and match with pictures;
- read and write short poems or riddles with actions;
- reproduce common phrases and formulae expressions used in class and school;
- identify initial and final consonant blends;
- identify and use simple rhyming words in writing;
- recognise that some words substitute particular and general naming words;
- use an, in, are with eminent substitutes and pointing words in short sentences to identify and describe a person, place and thing (e.g. I am);
- recognise and use substituted words as subject (case: me, us, you, him, her, them);
- write 3-5 simple meaningful sentences of their own on a given topic with different sentence beginnings.

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Learning outcomes provide key learning expectations.

Each unit revolves around a social/ethical theme and content for the development of four language skills.

An Ant and a Dove

Pre-reading

- Look at the given pictures and guess what the story is all about.

On a hot summer day, a thirsty ant was looking for water to drink. She searched for water and finally reached a river. She climbed up on a stone to drink the water. She slipped and fell into the river.

A dove was sitting in a tree nearby. She saw the ant falling into the river. The dove quickly plucked a leaf and dropped it near the ant.

The ant climbed up onto the leaf. Soon, the leaf moved slowly and reached the bank of the river. The ant jumped out on the dry ground. She thanked the dove. They became friends.

The next day, a bird catcher came there. He planned to trap the dove with his net. She was sitting in the tree. The ant saw him and thought about what she could do to help the dove. The ant quickly bit him on the foot. The bird catcher screamed in pain and dropped his net. The dove woke up, saw him and flew away. The dove thanked the ant for saving her life.

While-reading

Where was the dove sitting?

Post-reading

- How did the ant save the dove's life?
- What lesson did you learn from the story?

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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.

3. Grammar

Singular Plural

i. Read the following.

Singular	Plural
flower	flowers
bus	buses
box	boxes
glass	glasses

Read Me

Singular nouns refer to one person or thing, for example a plant, a glass, etc. Plural nouns refer to more than one person or thing, for example two plants, ten glasses, etc.

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

Singular	Plural	Singular	Plural
tree		hero	
watch		boy	
fox		bird	

Position words

v. Read the position words.

- The glass is **on** the table.
- The football is **in** the box.
- A cat is sitting **under** the table.

Read Me

Position words tell us about the position or place of naming words.

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It provides information about the concept being taught.

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

Teaching points make teaching more effective and skillful.

Review 4

A) Oral Communication

1. Learning the Sounds

Read the given words and write them in the columns.

ants, birds, boxes, books, watches, friends

/s/	/z/	/tʃ/

Look at the given pictures and write what they say.

Make pairs of students and ask them to describe their school and classroom.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- How did the ant fall into the river?
- What is your favourite season?
- What things do we need to make a greeting card?

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Unit 1

A Tiny Creature

Learning Outcomes

After completing this unit, you will be able to:

- recite poems.
- use pre-reading strategies to predict the poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express likes/dislikes about the poem.
- comprehend simple poems read aloud in class.
- comprehend and respond to simple wh-questions.
- pronounce and match the initial and the final sounds of common words depicted in pictures with their corresponding letters.
- articulate the sounds of letters of the alphabet in random order.
- identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.
- read and recite short poems or rhymes with actions.
- articulate and recognize simple rhyming words.
- recognise and classify into different categories, some simple naming words from pictures and immediate surroundings e.g. parts of body.
- articulate, recognize and use some formulaic expressions to introduce self and talk about family.
- recognize and match common singular naming words from immediate environment.
- classify naming words into different categories such as person, pet, animal, place or thing.
- use naming words in their speech and writing.
- illustrate the use of substitution words learnt earlier as subjective case.
- write simple two/three-syllable words with correct spellings. Leave spaces between words.



Do not compel the students from minorities to study the lesson with Islamic content.

In case of question from Islamic content, substitute question may be given to the student of minorities.



Getting Started

Look at the picture below. Arsim is very happy to see colourful flowers, a bright shiny sun, a clear blue sky and butter flies. He is thanking Allah (سبحانه و تعالیٰ) for all these things.



Let's Talk

Do you see different things around you that Allah (سبحانه و تعالیٰ) has made for us? Name a few of them.

Do you thank Allah (سبحانه و تعالیٰ) for all of His blessings? How?



- Encourage students to look at the given picture and discuss scenery.
- Engage the students in discussion on questions given in "Let's Talk" to promote oral communication skills.

The Cricket

Pre-reading

- Look at the given picture and describe the insect.
- Does it look friendly or dangerous? Have you ever seen it?

And when the rain had gone away
And sun was shining everywhere,
I ran out on the walk to play
And found a little bug was there.
And he was running just as fast
As any little bug could run,
Until he stopped for breath at last,
All black and shiny in the sun.
And then he chirped a song to me
And gave his wings a little tug,
And that's the way he showed that he
Was very glad to be a bug!



Marjorie Barrows

While-reading

Are bugs
harmful?

Post-reading

- What did you understand by the title of the poem?
- Did you like the poem? Explain its main idea.



Model the poem by reading with correct pronunciation and intonation. Encourage students to recite the poem aloud. Explain to them the difference between the game cricket and the insect cricket. Discuss the theme of the poem with them. Tell them that insects are a tiny creature of Allah (ربهم وصالح).



A) Glossary

i. Read the given words with their meanings.

bug	an insect
chirp	bird's sound
tug	to pull something hard or suddenly
glad	happy
breath	air taken into the lungs and sent out again



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

What did the little bug chirp for the poet?
Why did the poet go for a walk?

Initial and Final Sounds of letters

ii. Read and say the given words with their initial and final sounds aloud.

Initial sound

rain bug little

Final sound

glad black chirp



Ask them to say the given letters with correct pronunciation and intonation. Ask students to share these sounds using think-pair-share with their peers. Ask students to make new words and use them in sentences orally.

iii. Say and match each picture with its initial letter sound.

k
l
d



h
f
n



iv. Say and match each picture with its final letter sound.

e
p
c



w
n
o



v. Read the lesson again and fill in the blanks with the correct options.

- The poem 'The Cricket' is written by _____.
- i) Harry Behn ii) John Milton
iii) Marjorie Barrows iv) Ogden Nash
- The poet finds a _____ while walking.
- i) bug ii) ant iii) fly iv) moth
- The little bug was _____ to be a bug.
- i) sad ii) angry iii) afraid iv) glad
- Little bug gave a little tug to its _____.
- i) feet ii) wings iii) eyes iv) antenna

Learning the sound

i. Read the given sight words.

from good about ride
over your any blue

ii. Circle the correct spelling in each row.

glad	glaad	gllad
cheerp	chirp	chiirp
shini	shyni	shiny
black	blake	blackk
weng	wing	wiing



C) Language Focus

Vocabulary Building

Rhyming words

I. Read the given rhyming words.

away	play	tug	bug
------	------	-----	-----

Read Me

Rhyming words have the same ending sounds.

ii. Match the given rhyming words.

me	<input type="checkbox"/>	last	<input type="checkbox"/>
fast	<input type="checkbox"/>	there	<input type="checkbox"/>
where	<input type="checkbox"/>	she	<input type="checkbox"/>

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

Initial position			Final position		
ch	sh	th	ch	sh	th
chirp	shine	three	rich	wish	breath
chair	shop	that	much	push	cloth

Read Me

A digraph is a combination of two letters that makes a single sound.



Ask students to memorise vocabulary words with their meanings. Ask them to use these words in their daily conversation. Have them recall the concept of rhyming words.

iv. Circle the words with digraphs (ch, sh, th) in initial position and tick the ones with these digraphs in final position.

cheese much shark brush thin with

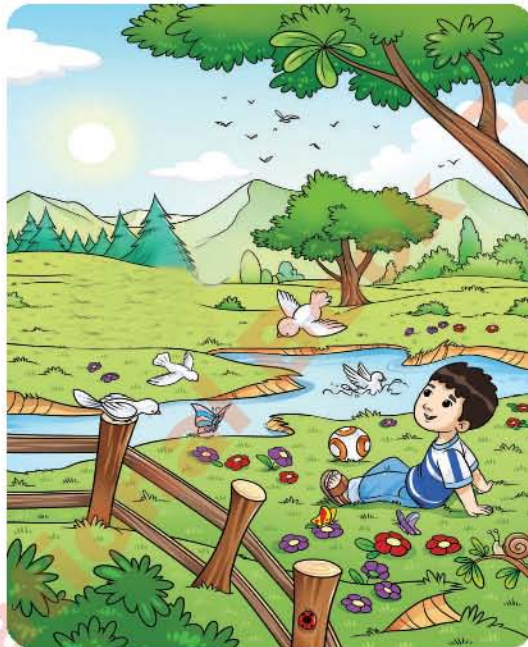
Grammar

Nouns (Naming Words)

i. Match the objects with the naming words.

Read Me

A **noun** is the name of a person, place, animal or thing, for example: boy, garden, book, etc.



sun

child

bird

tree

ball

ii. Think of some naming words. Write them in the given columns.

people	place	animals	things

iii. Write any five naming words in your notebook. Also make sentences with them.



D) Oral Communication

Learning to Speak

i. Say the sounds of the given letters of the alphabet.



ii. Make a few words using these sounds. Practice them into sentences. Share them with the class



E) Writing

Learning to Write

i. Read the given two-syllable words.

words	syllable division
little	lit·tle
perfect	per·fect
money	mon·ey
lovely	love·ly
improve	im·prove

ii. List at least five more two-syllable words in your note book.

Writing Practice

i. Write five sentences about blessings of Allah (سبحانه وتعالى) using the given word bank.

great

like

many

little

creatures



Encourage students to circle the correct spelling in each row. (i) Make students recall the concept of naming words. Tell them that naming words are also called nouns. (ii) Ask them to read the given two-syllable words and notice the syllable division in them. Guide students through spacing words properly and evenly. Encourage them to use correct punctuation and spelling while writing sentences. Ask student to share ideas in class to practice listening/speaking skill.

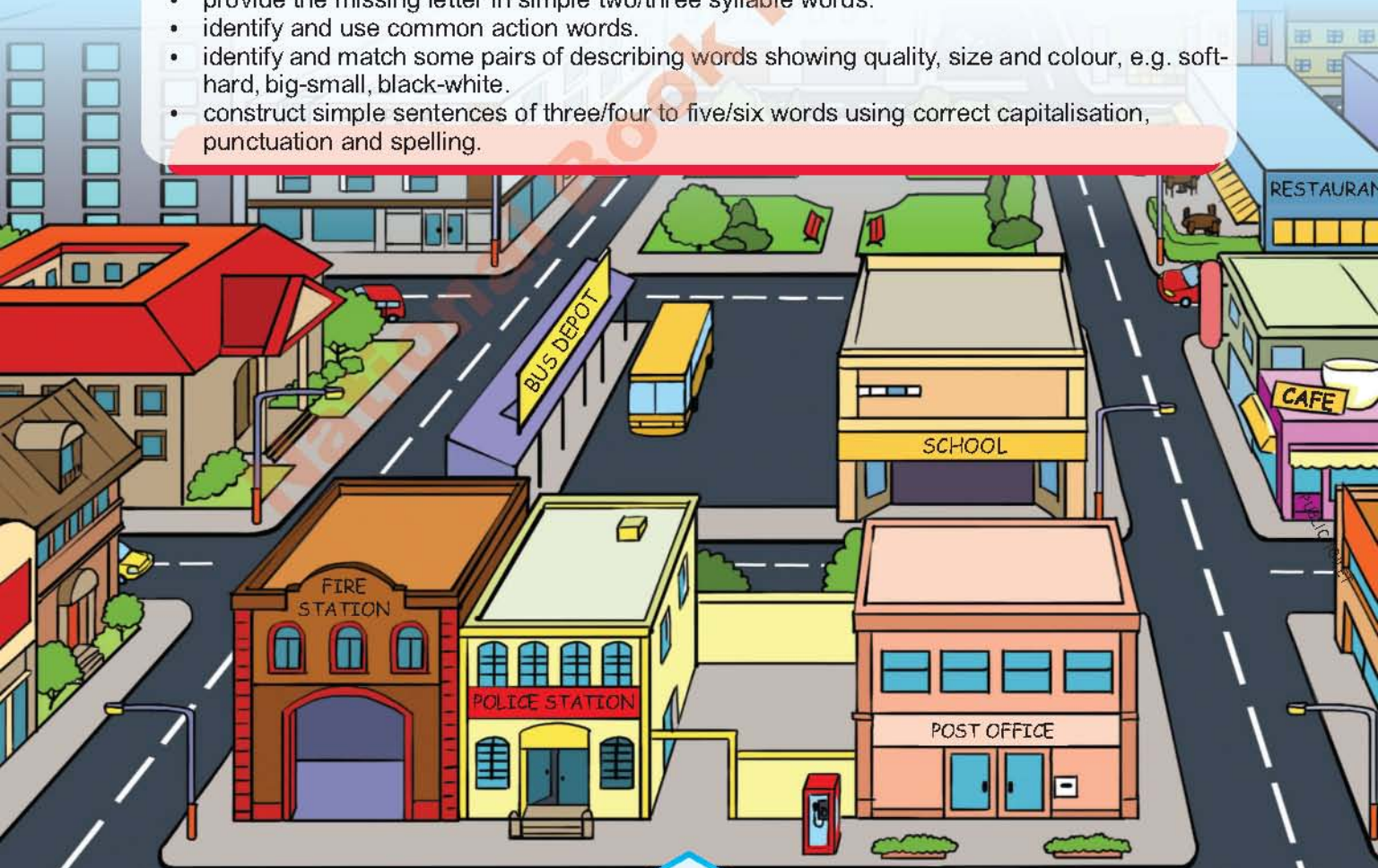
Unit 2

My Home and City

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of a story through pantomime and a simple role-play.
- comprehend a simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- identify /classify words that begin with consonant or vowel sounds.
- articulate, recognise and use some formulaic expressions to introduce self and talk about family.
- recognise and identify consonants and vowels in the English alphabet.
- interact with a text and use reading strategies (while reading) to locate specific factual information to answer in a word or two simple short questions.
- recognise and pronounce with reasonable accuracy common two-consonant clusters in initial position.
- recognize and classify into different categories of some simple naming words from pictures and immediate surrounding e.g. animals.
- provide the missing letter in simple two/three syllable words.
- identify and use common action words.
- identify and match some pairs of describing words showing quality, size and colour, e.g. soft-hard, big-small, black-white.
- construct simple sentences of three/four to five/six words using correct capitalisation, punctuation and spelling.





Getting Started

Every country has its own flag. Pakistan's national flag is green and white with a crescent and a star on it. We celebrate our Independence Day on the 14th of August to show our love for our country.



Let's Talk

What is the name of your country and city/village?
How do you show your love for your country?
How do you celebrate Independence Day?



- Encourage students to look at the given picture and discuss about importance of patriotism and national flag.
- Engage the students in discussion on questions given in "Let's Talk" to promote oral communication skills. Guide them to use joining words while speaking.

My Home and City

Pre-reading

- Look at the pictures and guess about the text.



I am Ming. I am a Chinese girl. This is my home. I live in it with my family. I have one brother.

My home is my favourite place. It is very airy and beautiful. It has two bedrooms.

I have a bed and a study chair in my room. There is also bookshelf in it. I sit with my family and watch television. We



always keep our home neat and clean. My mom cooks very tasty food. I like to eat noodles and fish.



While-reading

What is the meaning of capital city?

I live in Beijing. It is the capital of China.

Its roads are big and wide. We keep our city clean. My city is very beautiful. The people of Beijing are very friendly. I love my home and country very much.

Post-reading

- Why should we keep our home and city clean?
- How do we keep it clean?



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.



A) Glossary

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
capital	central town of any area



B) Reading and Critical Thinking



Reading Comprehension

i. Answer these questions.

How many rooms are there in Ming's home?

How many rooms are there in your home?

How do you keep your city clean?

ii. Read the lesson again and fill in the blanks with the correct options.

Ming's home is very airy and _____.

i) messy ii) dusty iii) beautiful iv) colourful

Ming's home is situated near the _____.

i) pond ii) park iii) market iv) street

The capital city of China is _____.

i) Beijing ii) Islamabad iii) London iv) Sydney



(I) (Role Play) Help students to practise the dialogue in the classroom. Call students at random and ask them to introduce themselves and talk about their city/village. Encourage them to use greeting words. Ask students to read the lesson again and fill in the blanks correctly.

iii. Read and say the vowels in the words below. Write 'V' for initial vowel sounds and 'C' for initial consonant sounds.

mother

onion

umbrella

city

home

area

family

egg

iv. Read and say the given words with vowel sounds.

Initial Blends			
bl-	cl-	sp-	pl-
block	clock	spread	plane
black	clean	sprinkle	place

Read Me

Two consonants can blend together to make a particular sound.

v. Circle the words starting from vowel sounds in the given sentences.

There are many plants in my garden.

She helped the old blind lady.

Look at the cloud over there.

Maha ironed her clothes.

There are two plum trees in the garden.

A bird is sitting in the tree spreading its wings.



C) Language Focus

Vocabulary Building

Animal Names

i. Read the given animal names.

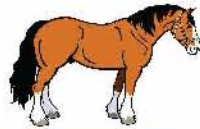
Farm animals



cow



hen



horse

Wild animals



deer



monkey



lion

ii. Write the names of two pets and two insects below.

Pets _____

Insects _____

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

draw__ng

g__ests

sist__r

p_rents

a__ry

Learning to Spell

i. Circle the correct spelling in each row.

important	impartant	importent
famus	farmous	famous
favourate	favourite	favurite
grand	grend	grund



Ask students to memorise vocabulary words with their meanings.

Grammar

Adjectives (Describing Words)

i. Read the following pairs of adjectives.

black white

clean dirty

heavy light

ii. Match each adjective to its correct opposite.

beautiful

clean

white

happy

long

black

sad

dirty

short

ugly

Action Words

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

I **help** my mother in her home tasks.

He **reads** a funny story.

Ming **eats** an egg daily.

Read Me

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

iv. Use the action words in the boxes to complete the sentences.

help

writes

cleans

read

plays

cooks

Ming _____ her room.

They _____ storybooks.



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, etc.

We _____ others.

Amir _____ with his toys.

Saad _____ a letter to his mother.

Ming's mother _____ tasty food.



D) Oral Communication

Learning to Speak

i. Read and practise the following dialogue in you class.

1. Good Morning! I am Ming. I live near the Park.

3. You seem new here

5. Time to go home now. I will play with tomorrow evening

7. Nice to meet you

2. Hello! I am Aleena. I live near the market.

4. Yes we have recently shifted here

6. Yes! I have to go home too.

8. Good to meet you too



E) Writing

Learning to Write

Write five sentences about your home using the word bank.

clean

room

airy

beautiful

love

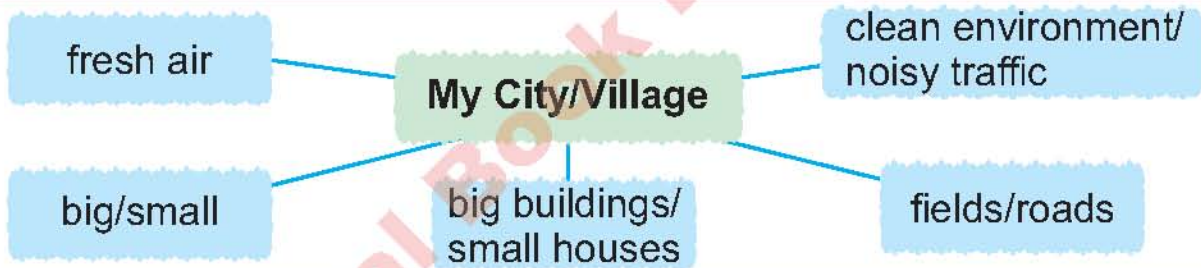


(Total Physical Response) Show different action cards to students and ask them to give physical response accordingly.

My Home

Writing Practice

Look around your city/village. Think and write five sentences about your city/village in your own words. The following mind map will help you.



I live in a _____

Learning Outcomes

After completing this unit, you will be able to:

- write a single concluding sentences which repeats the theme of the topic.
- 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.
- articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings, express and offer a few basic social courtesies.
- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the 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 immediate surroundings e.g. fruits and vegetables.
- 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. in, on, to, with.
- fill in missing information to complete a simple paragraph.





Getting Started

Look at the picture and guess what it is. It is our Earth. It needs our help.



Let's Talk

What is wrong with the picture of Earth?
What makes the half Earth happy?
How can we help our Earth?



- Encourage students to discuss the given picture and theme.
- Engage the students in discussion on questions given in "Let's Talk" to promote oral communication skills.

Let's Plant Trees

Pre-reading

- Look at the picture below and guess what is happening?
- Have you ever planted a tree? Discuss.

It is Sunday morning. Zain is in his grandfather's garden. He loves greenery all around. "Good morning, grandfather. What are you doing?" asks Zain. "Good morning, Zain. I am planting a seed," he replies. Zain becomes curious. "Can you please tell me how to plant a seed?" asks Zain. Yes, come, sit with me to learn to plant a seed," says grandfather.



Grandfather says:

1. Make a small pit in the soil.
2. Plant a seed.
3. Spread a little soil over it.
4. Sprinkle some water on it.
5. Water it regularly.

While-reading

What will be next step after step 3?

"After a few weeks, the seed will grow." Zain thanks his grandfather. He promises to take care of the seedling. He will water it daily.

Post-reading

- What does Zain promise his grandfather to do?
- How do you take care of the plants around you?



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 them 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 small step that can help us in keeping our environment clean. We should take care of plants and trees.



A) Glossary

i. Read the given words with their meanings.

pit	hole
dig	to make a hole
sprinkle	to pour small drops of liquid



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

What is grandfather doing?

What is the second step to plant a seedling?

Who loves greenery all around in the story?

ii. Read the given sight words and use them to make sentences in your notebook.

big

went

are

come

think

iii. Read the given naming, action and describing words.

Naming Words

school

yard

tree

Action Words

kick

sleep

drink

Describing Words

far

soft

tall



(Role-play) Get students into pairs and ask them to express routine greetings and offer basic social courtesies. Encourage students to answer the given questions orally. Have them the answers in their notebooks.

iv. Match the given words to their pictures.

house

run

green leaf

tree



v. What is the theme of the text 'Let's plant Trees' Write in one sentence.

vi. Read the lesson again and fill in the blanks with the correct options.

On Sunday morning, Zain was in his grandfather's

_____.

i) house

ii) garden

iii) shop

iv) farm

Zain's _____ was planting a seedling.

i) sister

ii) brother

iii) grandmother

iv) grandfather

After planting a seedling, sprinkle some _____ on it.

i) oil

ii) milk

iii) water

iv) soup

There are _____ steps to plant a seedling.

i) 4

ii) 5

iii) 6

iv) 8



C) Language Focus

Vocabulary Building

Fruit and Vegetable Names



Make them recall the concept of naming, action and describing words. Ask them to think- pair-share. Encourage them to read the lesson again and fill in the blanks correctly.

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



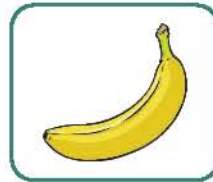
apple



mango



orange



banana



peach



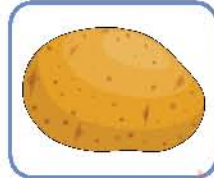
carrot



tomato



brinjal



potato



onion

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



Learning to Spell

Digraphs

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

Read Me

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

sh	
initial	final
shop	dish
shirt	wash

ch	
initial	final
chart	teach
chair	much

th	
initial	final
thin	cloth
thirst	bath

ph	
initial	final
phone	graph
photo	caliph



Ask students to memorise vocabulary words with their meanings. Use LaSaCaWaC strategy to teach these words. Ask them to use these words in their daily conversation. Ask them to share the name of their favourite fruit.

ii. Fill in the missing letters to complete the words.

p__ant

so__l

gar__en









s__read

__oung

3. Grammar

Singular Plural

i. Read the following.

Singular	Plural
flower 	flowers 
bus 	buses 
box 	boxes 
glass 	glasses 

Read Me

Singular nouns refer to one person or thing, for example a plant, a glass etc.

Plural nouns refer to more than one person or thing, for example plants glasses etc.



Ask students to look and read the names of fruits and vegetables. Explain to students that digraphs are groups of two letters that make a single sound. Encourage them to share two examples of each digraph above. Show them different flash cards of fruits and vegetables and help them saying their names. Motivate them to share the names of their favourite fruits and vegetables.

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

Singular	Plural
tree	
watch	
fox	

Singular	Plural
hero	
boy	
bird	



D) Oral Communication

Learning to Speak

i. Read and practise the given dialogue.

1 Hello, Hina. How are you?

3 What are you doing these days?

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

7 Ok, sure.

2 Hi
I am fine, Kathrine.

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

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

8 Thank you.

ii. Describe the wonders of nature (tree, clouds, sky, birds, etc.) you see around? Talk about it with your classmates in groups.



Explain to students that mostly nouns form their plurals by adding 's', for example rat → rats, plant → plants. Nouns ending with 's', 'x', 'z', 'ch', 'o' and 'sh' form their plurals by adding 'es', for example boxes, classes.



E) Writing

Learning to Write

Complete the given paragraph using the given words.

flowers garden fresh care fruit colours

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

Writing Practice

Create your own piece of writing on the topic 'A Happy Morning' in your notebook. Use the word bank given below.

tree

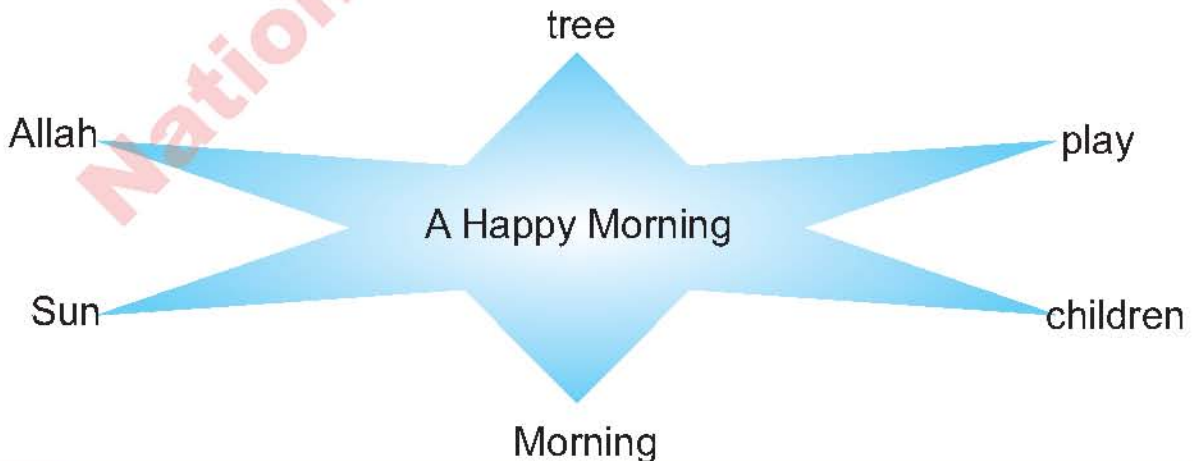
play

children

Allah

Sun

Morning



D1 Ask students to read the paragraph attentively and fill in the paragraph using the given words.

Review - 1



A) Oral Communication

1. Learning to speak

Arrange a group discussion in class and ask students to introduce themselves and talk about their houses.



B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- In how many steps can we plant a seed?
- When did the poet of the poem 'The Cricket' find a bug?
- How many rooms are there in your house?
- How can we keep our environment clean?
- What is the name of your city?

Write words with the given digraphs.

Initial position			Final position		
ch	sh	th	ch	sh	th



C) Language Focus

1. Vocabulary Building

Read the given words and write their meanings.

airy	
tug	
sprinkle	
pit	
wide	

Write plurals of the given words.

tomato		glass	
bench		class	
branch		shirt	

Match each adjective to its opposite.

light	dirty	slow	short	thin
clean	fast	heavy	thick	long

Read the given paragraph and circle the action words.

Sara and Zain are brother and sister. They clean their room daily. They help their parents in their work at home. Sara helps her mother in the kitchen. Zain waters plants in the garden and takes care of them. They love their parents.



D) Writing

1. Learning to Write

Write five sentences about your city/village. Use the given words in your notebook in past tense.

famous	places	beautiful	roads	big	clean
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National Book Foundation

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تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

مرکزِ یقین شاد باد

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قوم، ملک، سلطنت پابندہ، تابندہ باد

شاد باد منزلِ مراد

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