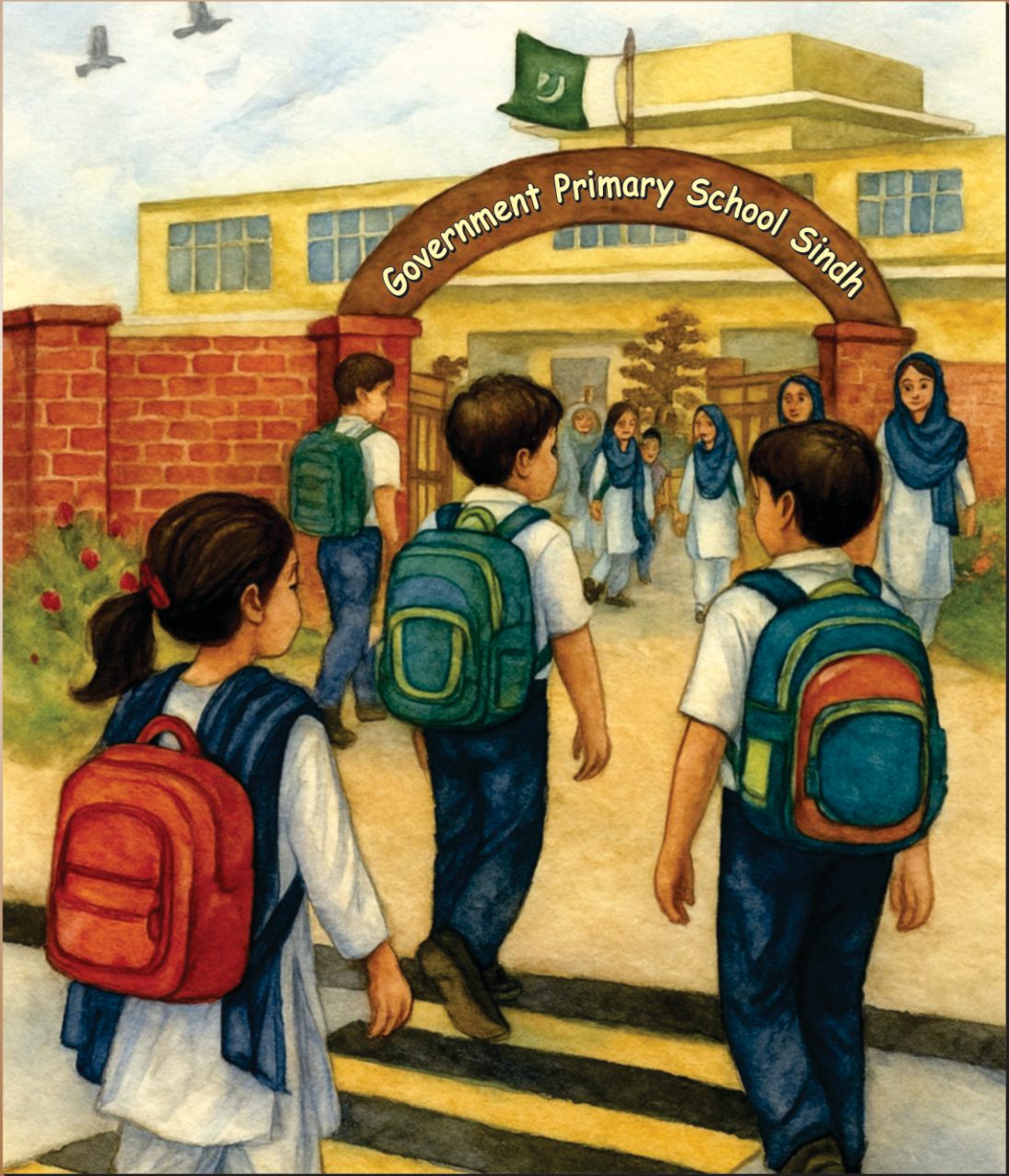




TEST EDITION

English Book Two

FOR CLASS TWO



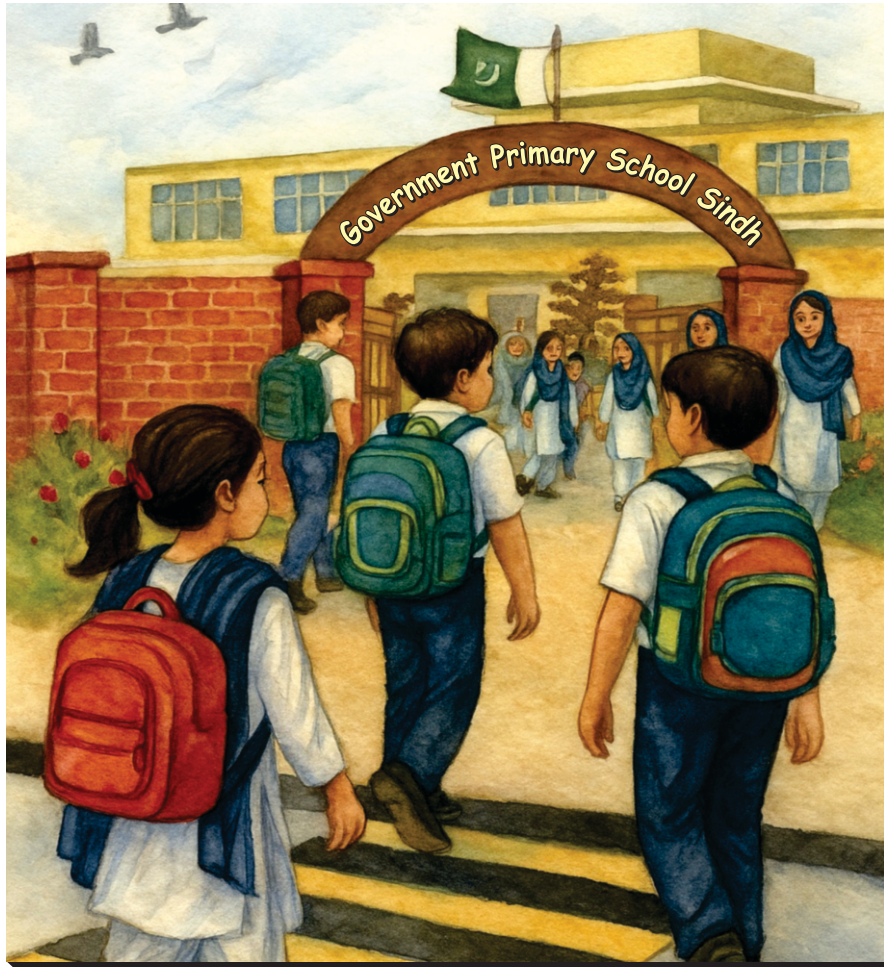
Sindh Textbook Board Jamshoro



TEST EDITION

English Book Two

FOR CLASS TWO



Sindh Textbook Board Jamshoro

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PREFACE



This book, *My English Book-II* for Grade II, has been developed according to the Revised Provincial Curriculum for English Language (Grades K–VIII, 2024), issued by the Directorate of Curriculum, Assessment and Research (DCAR) under the School Education & Literacy Department (SE&LD), Government of Sindh.

The main goal of this book is to help young learners build a strong foundation in the English language through meaningful, engaging, and interactive lessons connected to their daily life and surroundings.

The textbook focuses on developing four key language skills: Oral Communication, Reading and Critical Thinking, Grammar and Vocabulary, and Writing. These skills are introduced and practiced through interesting, age-appropriate activities across seven thematic units, each designed around topics relevant to Grade II students.

This book follows a student-centered, activity-based learning approach. Teachers will find notes and ideas throughout the lessons to help them engage students in discussions, role-plays, and hands-on activities, making learning both enjoyable and effective.

The content has been carefully written to ensure gender equality and inclusivity, avoiding any form of



PREFACE

bias related to gender, class, creed, color, religion, or region. It reflects the values of the Constitution of Pakistan and celebrates the rich diversity of our country.

In addition, the book integrates important 21st-century skills—such as critical thinking, creativity, communication, and collaboration—to help students become confident and capable learners ready to face future challenges.

We express our heartfelt appreciation to all curriculum experts, reviewers, authors, teachers, and education professionals who shared their time, knowledge, and expertise in developing and reviewing this textbook. Their efforts have ensured that the book meets both curriculum requirements and classroom needs.

We also warmly welcome feedback and suggestions from teachers, educators, and other stakeholders to help us improve future editions of this textbook.

Chairman
Sindh Textbook
Board, Jamshoro

HOW TO USE THIS BOOK

My English Book–II has been designed to help both teachers and students make English learning meaningful, enjoyable, and effective. The book focuses on building students' language skills through practical, engaging, and interactive classroom experiences. This section provides guidance for teachers on how to use the book successfully. The book is divided into seven thematic units, each focusing on a topic familiar to Grade II students. Every unit includes a variety of texts and activities that support the development of the four key language skills:

Oral Communication Skills:
Listening and speaking confidently;

1.1 Basic Routine Greetings Oral Communication Skills

Reading and Critical Thinking Skills: Understanding and interpreting text;

1.2 Introducing Myself and Others Reading and Critical Thinking Skills

Grammar and Vocabulary Skills:
Using language correctly and creatively; and

1.3.1 Consonant Digraphs Vocabulary and Grammar

Writing Skills:
Expressing thoughts clearly in written form

1.4.1 Objects in a Picture Writing Skills

HOW TO USE THIS BOOK

Each lesson includes colorful visuals and illustrations, engaging texts, and activities that encourage learners to explore language in a fun and meaningful way. The visuals and illustration are designed is eye-pleasing and conceptually relevant to the theme, activity, or content in each unit. All the illustration are gender inclusive, age appropriate and grade oriented to the students of this book.



Teachers play a vital role in making learning active and effective.

- Encourage participation: Involve all students in discussions, role-plays, storytelling, and pair/group work.
- Connect with prior knowledge: Begin each lesson by linking the new topic with students' previous learning or daily life experiences.
- Support language use: Create a classroom environment where students feel confident to speak and make mistakes as part of learning.
- Integrate activities: Use songs, rhymes, games, and short dramatizations to reinforce key concepts.
- Provide positive feedback: Appreciate students' efforts and guide them gently toward improvement.

HOW TO USE THIS BOOK

This book supports the growth of essential skills like critical thinking, creativity, communication, and collaboration. Teachers can:

- Ask open-ended questions that make students think and express opinions.
- Assign pair and group tasks where learners discuss and make decisions together.
- Guide students to reflect on what they have learned and how they can use it in real life.



The note for teacher is provided to serve the purpose of basic guidelines for teachers. Each note is developed in alignment with the content or activity it follows. It provides explicit and clear instructions to engage students, manage classroom, execution of the content in the class and performance of the activity in the class.

All activities in this book are designed to be inclusive, giving every student regardless of gender, background, or ability an equal opportunity to learn.

Teachers should:

- Encourage both boys and girls to take part equally in every task.

Note for Teacher: Read aloud the sentences to students and explain to them. First, ask them to repeat after you. Later, divide the class into pairs or groups of three and ask them to role-play in the class.

Note for Teacher: Help students to identify the alphabetical orders based on first letters of the words and number them in sequence.

Note for Teacher: First, ask students to recall the rules of use of ending punctuations. Later, ask them to identify the sentences with correct punctuation from sentences with wrong punctuation. Provide more examples to practice in the class.

Note for Teacher: Read aloud the sentences to students. First, ask them to repeat after you. Later, divide the class into pairs and ask them to role-play in the class.

HOW TO USE THIS BOOK

- Provide extra support to learners who need more time or guidance.
- Celebrate diversity by highlighting examples from different cultures and regions of Pakistan.



Note for Teacher: First ask students to recall about Alia's pets and share with the person sitting next to each other. Later, ask students how do they take care of their pets.



Note for Teacher: Ask students to go back to the passage and find the appropriate words to use in these sentences.

Thus, by using *My English Book-II* with creativity, care, and enthusiasm, teachers can make the classroom a lively space where every child listens, speaks, reads, and writes with growing confidence. The goal is not only to teach English as a subject but to help children use language as a tool for thinking, expressing, and connecting with the world around them.



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Students will be able to learn:

- **Oral Communication Skill:**
 1. Offer and respond to basic routine greetings (I'm fine thank you).

- **Reading and Thinking Skill:**
 1. Read simple sentences.
 2. Read aloud words and simple sentences with reasonable level of accuracy in pronunciation using the phonics approach.
 3. Read sight words fluently at the sentence level.
 4. Identify alphabetical order at the word level.
 5. Interact with the text and answer in a word or two, simple short questions.

- **Vocabulary and Grammar Skill:**
 1. Pronounce common consonant digraphs in the initial and final positions.
 2. Use a full stop at the end of a sentence and a question mark at the end of a question.

- **Writing Skill:**
 1. List items of a similar category from a given picture.
 2. Write appropriate naming and action two/three syllable word(s) by identifying an object or an action in a picture.
 3. Write sentences to answer simple questions starting with "wh"

1.1

Basic Routine Greetings

Oral
Communication
Skills

Practise the following dialogue in groups.

1
Good morning, Abbas. How are you?

2
Good morning, Amjad. I am fine. Thank you.

4
Hello Zaib. Welcome to class two.

3
This is Zaib. He is new in class two.

5
Hello Abbas. Nice to meet you.

6
Thank you. We are friends now.



Note for Teacher: Read aloud the sentences to students and explain to them. First, ask them to repeat after you. Later, divide the class into pairs or groups of three and ask them to role-play in the class.

1.2

Introducing Myself and Others

Reading and
Critical Thinking
Skills

Pre-reading

Activity I

Answer in one or two words.

Q1. What is your name?

Q2. Who are your friends in the class?

Q3. Who plays games with you?

My name is Kashaf. I am six years old.

I go to school daily in the morning.

I am in class two.

I have many friends in the class. But,
Bushra is my best friend.

We sit together in the class.

We share our lunch and books with
each other.

We play games together in the park
during recess.

I like drawing pictures.

Bushra likes reading stories.



Note for Teacher: First, ask students these pre-reading questions before reading the passage. Later, read the passage loudly with clear pronunciation before the class. Ask each student to come forward and read the passage loudly.



1.2

Introducing Myself and Others

Reading and
Critical Thinking
Skills

While-reading

Activity II

Match the words in column A with the words in column B. One is done as an example.

Column A	Column B
Kashaf is in class	drawing pictures
Bushra likes	sit together in the class
Bushra is	six years old
Kashaf likes	my best friend
Kashaf is	two
Kashaf and Bushra	reading stories

Activity III

Tick the correct answer.

1. Who is Kashaf's best friend?

Bushra/Asma

2. Who is six years old?

Kashaf/Bushra

3. Who likes drawing pictures?

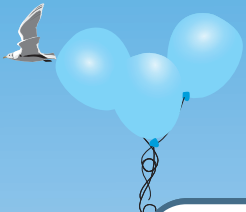
Bushra/Kashaf

4. Bushra likes _____.

Drawing pictures/reading stories

Do you know?

'Who' is used in question to know about the person/persons.



1.2 Introducing Myself and Others **Reading and Critical Thinking Skills**

Post-reading

Activity IV

Write the answer in one or two words.

1. What class is Kashaf in?

2. Who is Kashaf's best friend?

3. What does Bushra like doing?

4. What do Kashaf and Bushra share with each other?


Do you know?
‘What’ is used in question to know about the name of person, things, or places.

Activity V

Read the following sight words loudly one by one. Go to the passage, underline the words in sentences and read the sentences loudly.

I	my	have
we	and	one
is	he	our
to	in	are
she	the	also

Do you know?
Sight words are the words commonly used words in text.

 **Note for Teacher:** write the sight words on the board and ask students to go to the passage to find and underline the same words. Ask them to read aloud the sentences in which these sight words are found.



1.2

Introducing Myself and Others

Reading and
Critical Thinking
Skills

Activity VI

Give numbers to the words to show alphabetical order and re-write them in alphabetical order in the spaces provided below. Three are done as example.

<input type="text"/> lunch	1 apple	<input type="text"/> robot	<input type="text"/> jeep	<input type="text"/> tomato
<input type="text"/> Kashaf	<input type="text"/> friend	3 class	<input type="text"/> park	<input type="text"/> van
<input type="text"/> nose	<input type="text"/> orange	<input type="text"/> gate	<input type="text"/> umbrella	<input type="text"/> zebra
<input type="text"/> morning	<input type="text"/> house	<input type="text"/> queen	<input type="text"/> elephant	<input type="text"/> x-ray
<input type="text"/> school	<input type="text"/> doll	<input type="text"/> insect	2 book	<input type="text"/> watch
		<input type="text"/> yellow		

<u>1.apple</u>	_____	_____	_____	_____
<u>2.book</u>	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



Note for Teacher: Help students to identify the alphabetical orders based on first letters of the words and number them in sequence.

1.3.1

Consonant Digraphs

Vocabulary and Grammar

A) Vocabulary

Read and pronounce the following words with consonant digraphs.

Do you remember? We learnt in previous class that a consonant digraph is the combination of two consonant letters making one sound i.e., sh, ch, th, ph, ng

Beginni

ph

Ending

Beginni











th

Ending

Beginni

ng

Ending

	
phone	photo
	
graph	digraph
	
thumb	thick
	
mouth	teeth
NOTE: There no any word beginning with ‘ng’ sound or digraph in English language	
	
king	ring



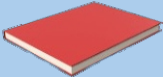





1.3.1

Consonant Digraphs

Vocabulary
and Grammar

Activity I

Complete the words using appropriate digraphs and match the words with appropriate pictures. The first one is done for you as an example.

3	___in
	pa___
	si___
	___ree
	shini___
	___oto
	clo___
	dol___in
	gra___



Note for Teacher: First ask students to pronounce the name of objects in each picture and later ask them to write the missing consonant digraph. Provide students with more examples to practice in the class. Also help them recall the consonant digraphs of 'ch' and 'sh', they had learnt in previous class.

1.3.2

Use of Ending Punctuations

Vocabulary and Grammar

B) Grammar

Look at the following sentences.

1. Amjad and Abbas are friends.

Full stop
or period

2. My little sister is in class one.

3. What is your name?

Question
mark

4. What class are you in?

Activity I

Use the appropriate punctuation (full stop or question mark) in the following sentences.

1. I am in class two ____
2. What is in your hands ____
3. He is my best friend ____
4. She is my little sister ____
5. Who is your class teacher ____
6. What games do you like ____

Do you know?
The question
carries symbol '?'
called 'question
mark' and simple
sentence carries '.'
called 'full stop or
period' at the end.



Note for Teacher: Provide students with more examples to use the ending punctuation marks in the class. Encourage them to use the ending punctuation marks when writing a sentence or question.

1.3.2

Use of Ending Punctuations

Vocabulary
and Grammar

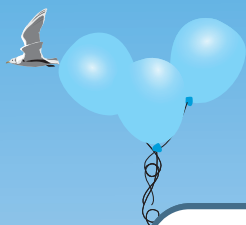
Activity II

Read the following sentences carefully and tick (✓) the sentence with correct punctuation and cross (✗) the sentence with wrong punctuation.

1.	My name is Ali.	<input type="checkbox"/>	<input type="checkbox"/>
2.	My name is Ali?	<input type="checkbox"/>	<input type="checkbox"/>
3.	I am in class two?	<input type="checkbox"/>	<input type="checkbox"/>
4.	I am in class two.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Are you Abbas.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Are you Abbas?	<input type="checkbox"/>	<input type="checkbox"/>
7.	That is a car on the road?	<input type="checkbox"/>	<input type="checkbox"/>
8.	That is a car on the road.	<input type="checkbox"/>	<input type="checkbox"/>
9.	Is Maryum five years old.	<input type="checkbox"/>	<input type="checkbox"/>
10.	Is Maryum five years old?	<input type="checkbox"/>	<input type="checkbox"/>



Note for Teacher: First, ask students to recall the rules of use of ending punctuations. Later, ask them to identify the sentences with correct punctuation from sentences with wrong punctuation. Provide more examples to practice in the class.



1.4.1

Objects in a Picture

Writing Skills

Activity I

Look at the objects in the following picture and write their names in the boxes below.



park

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____



Note for Teacher: Help students identify and name the objects in pictures and write them accurately. Provide more common examples to practice them. Ask them to articulate the names clearly before others in the class while writing the names of objects.



1.4.2

Answer the Questions

Writing
Skills

Activity II

Answer the following questions in simple sentences about yourself.



1. What class are you in?

2. Who is your best friend?

3. What is your age?

4. Who is your teacher?

5. What game do you play?



Note for Teacher: Help students understand the question and answer in simple sentences. Add a few more similar questions to practice more in the class.

Students will be able to learn:**➤ Oral Communication Skill:**

1. Talk about themselves and others (I like, don't like, want, etc.).

➤ Reading and Thinking Skill:

1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation (period and question mark)).
2. Read simple sentences.
3. Read aloud words and simple sentences with reasonable level of accuracy in pronunciation using the phonics approach.
4. Interact with the text and answer in a word or two, simple short questions.

➤ Writing Skill:

1. Write simple two syllable words with correct spellings. Leave spaces between words
2. Write appropriate naming two syllable word(s) by identifying an object in a picture.
3. List items of a similar category from a given picture.

➤ Vocabulary and Grammar Skill:

1. Articulate the sounds of di-syllable words.
2. Change the number of simple naming words by adding or removing s and es.
3. Use words that point to something: these, those (plural).
4. Use a full stop at the end of a sentence and a question mark at the end of a question.

2.1

Introducing Pets

Oral
Communication
Skills

Practise the following dialogues in pairs.

Hello, Azan. Meet my pets.

Hello, Alia. Your pets are cute.

I like cats and
birds, Azan.

That's great Alia, I like
puppies. Here is my Moti.

This is Kheeri (cat).
It is Chenu (parrot).

Thank you Alia for
showing me your pets.

You are welcome, Azan.



Note for Teacher: Read aloud the sentences to students. First, ask them to repeat after you. Later, divide the class into pairs and ask them to role-play in the class.

Pre-reading

Activity I

Look at pictures and tell:

1. What animals are in the following picture?
2. What are they doing in the following picture?



Alia is in class two. She has three pets. They are Kheeri (cat), Chenu (parrot) and Moti (dog).

Kheeri has soft white fur.

Kheeri likes to take milk and fish. Chenu has green feathers and red beak.



Note for Teacher: Read aloud the passage with clear pronunciation before students. Ask them to read the sentences and identify the first letter (capitalized letters) in every sentence and proper nouns.

2.2

Alia's Pets

Reading and Critical Thinking Skills

It eats guava and chillies. Chenu takes rest in its big cage. Moti is a fluffy brown dog.

Alia gives it biscuits and milk.

Kheeri says '*meow meow*',

Chenu says '*mithu, mithu*' and

Moti says '*boww boww*'.

Alia takes care of all her pets.



Note for Teacher: First ask students to recall about Alia's pets and share with the person sitting next to each other. Later, ask students how do they take care of their pets.

While-reading

Activity II

Read the following sentences and use (✗) for true and (✓) for false sentences. The first one is done for you.

	Sentences	True	False
1.	Alia takes care of her pets.	✓	
2.	Alia has four pets.		
3.	Chenu is a parrot.		
4.	Moti is a cat.		
5.	Kheeri is a brown fluffy dog.		
6.	Kheeri says 'meow meow'.		

Activity III

Complete the following sentences with appropriate words from the given passage. One is done for you.

- Alia likes her pets.
- Kheeri has soft white _____.
- Chenu has _____ beak.
- Alia gives _____ to Moti.
- _____ says 'boww boww'.
- Alia gives _____ biscuits and milk.



Note for Teacher: Ask students to go back to the passage and find the appropriate words to use in these sentences.

Activity IV

Read the questions carefully and tick the correct answer.

1. How many pets does Alia have?

2. What is the name of cat?

3. What does Chenu eat?

Do you remember?

How many is used in question to know about number of objects, animals, or persons.

What is used in question to know about the name of person, things, or places.



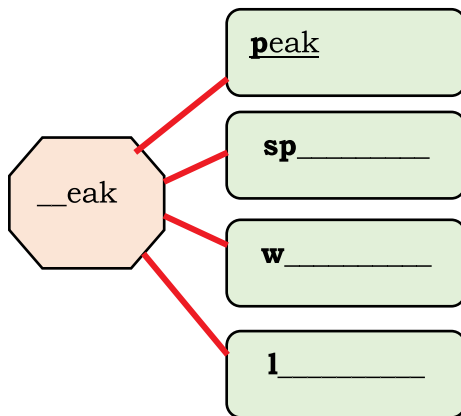
Note for Teacher: Provide more examples to students using 'who, what and where' in question form. Ask them questions using 'who, what, and where' and encourage them to answer orally.

Post-reading

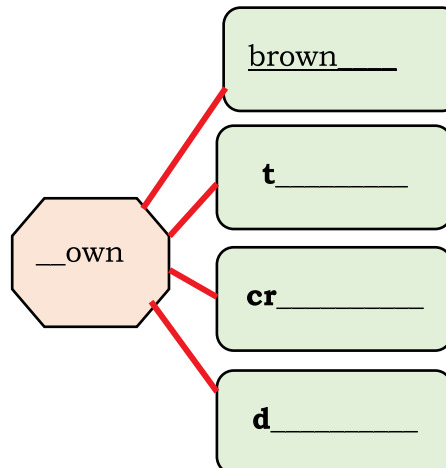
Activity V

Make the new words by joining letters. First one is done for you.

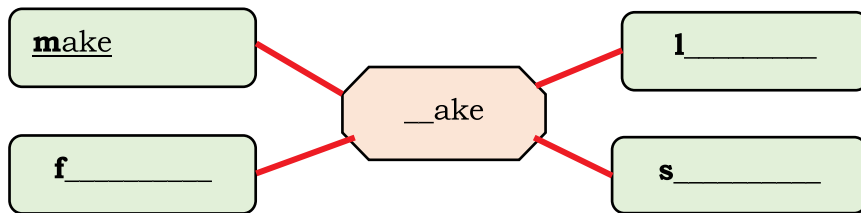
Chenu has green feathers and red **beak**.



Moti is a fluffy **brown** dog.



Kheeri likes to **take** milk and fish.



Note for Teacher: Ask students to join letters and write the complete words in boxes. While writing the words, say it loudly with correct pronunciation and tell the meaning of words as well. Provide students with more examples to practice.

Activity VI

Look at the picture and write names of domestic and wild animals in the given columns.

Do you know?
Domestic animals live
with humans while wild
animals live in jungles.



Domestic Animals
1.
2.
3.
4.
5.

Wild Animals
1.
2.
3.
4.
5.



Note for Teacher: Explain to students about domestic and wild animals. Help students identify some common animals in the pictures and ask them to write names of any five animals of each category. Ask them to articulate the names clearly before others in the class.

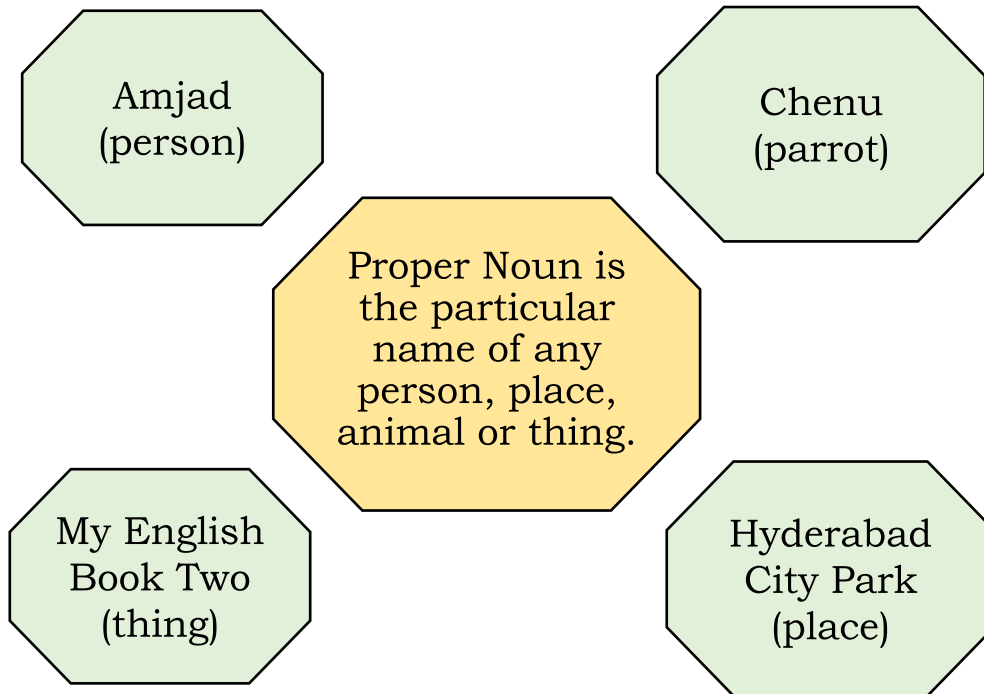


2.3.1

Proper Nouns

Vocabulary and Grammar

Look at the following diagram and understand the use of proper noun.



Do you know?

The naming words are also called common nouns. Common nouns are the common names of persons, places, animals and things.

For Example: A boy (name of a person), school (name of place), bat (name of an animal), ball (name of thing)





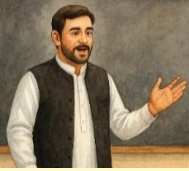
Note for Teacher: First, ask students to recall about the naming words they have learnt in the previous class. Later, provide them more examples from their immediate surroundings to understand the difference between common noun and proper noun

2.3.1

Proper Nouns

Vocabulary
and Grammar

Look at the following examples of naming words and their proper nouns.

	Common noun	Proper noun
	a girl	Kashaf
	a boy	Zain
	an airport	Jinnah International Airport
	a city	Karachi
	a person	Wahab
	a cat	Kheeri



Note for Teacher: Use above table to explain the difference between common noun and the proper noun. Also help students understand the use of first capital letters in the proper noun.

Activity I

Read the following sentences and fill in blanks with the proper nouns. First one is done for you.

1. He went to Larkana yesterday (**name of city**).
2. Today is _____ . (**name of day**)
3. _____ is a kind doctor. (**name of person**)
4. Father gave _____ a new toy. (**name of boy/ girl**)
5. _____ and Moti play with football. (**name of pet**)
6. I love to visit _____ . (**name of place**)



Note for Teacher: Help students understand the difference between a common and proper noun. To develop clear understanding of the proper noun, ask students their names and nick names and the common names they are called with as well.

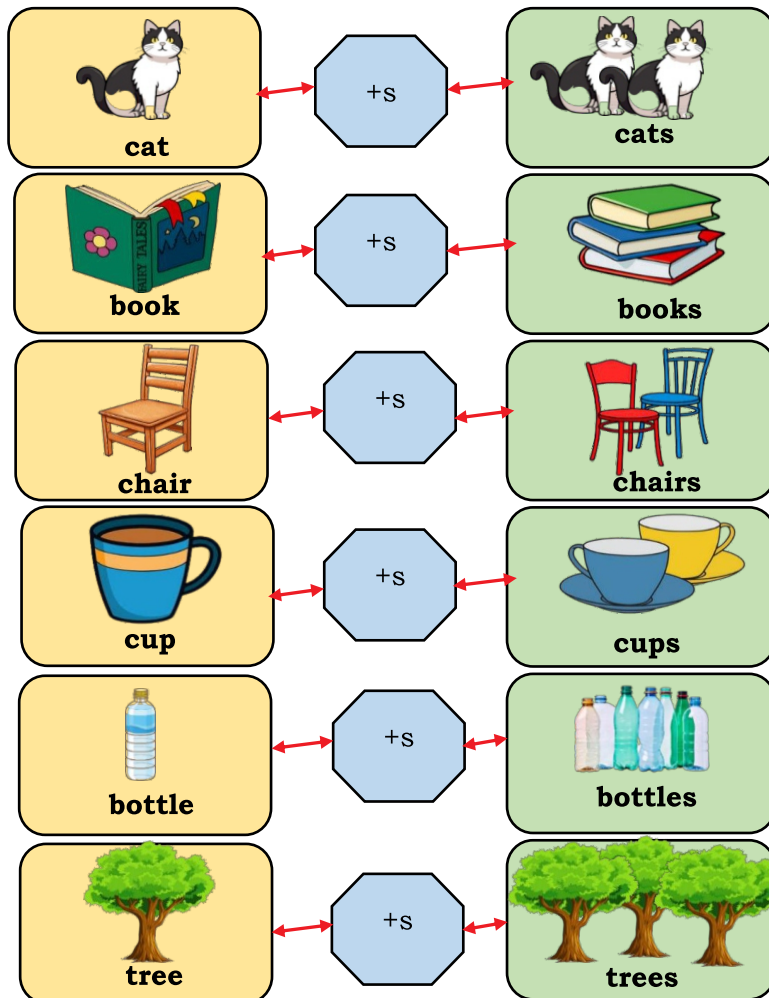
2.3.2

Making Plurals

Vocabulary and Grammar

Let's learn making plurals by looking at the following examples.

Rule One: Most of common naming words are made plural by adding '-s' at the end as given below.



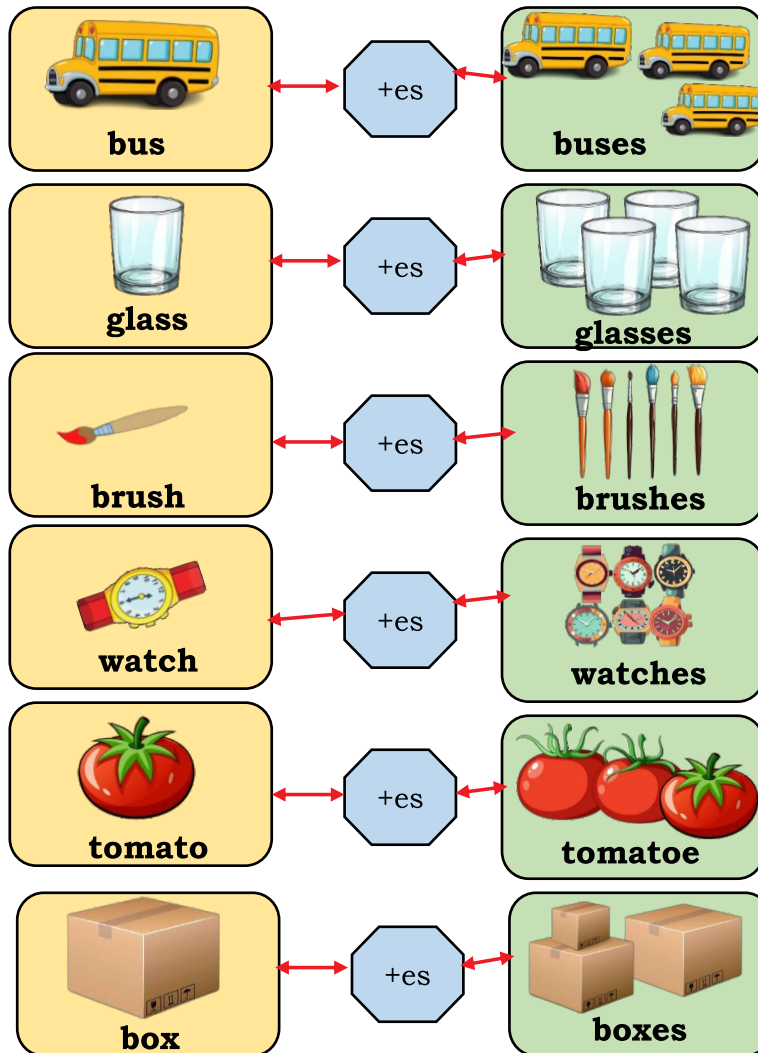
Note for Teacher: Tell students that some plurals make ending sounds of /s/, /iz/ and /z/ when pronounced. Provide more examples from the surrounding and ask them to pronounce and focus on ending sounds.

2.3.2

Making Plurals

Vocabulary and Grammar

Rule Two: Most of common naming words ending with ‘-s’, ‘-ss’, ‘-sh’, ‘-ch’, ‘-o’, ‘-x’ are made plural by adding ‘-es’ at the end as given below.



Note for Teacher: Tell students that some plurals make ending sounds of /s/, /iz/ and /z/ when pronounced. Provide more examples from the surrounding and ask them to pronounce and focus on ending sounds.



Activity I

Make plurals of the following common naming words by adding ‘-s’ or ‘-es’ at the end.

match		gas	
van		tub	
potato		trash	
fox		kettle	
mobile		pencil	



Note for Teacher: Provide students with more examples to practice on making plural of common naming words by adding -s and -es at the end. Also help students discuss where to use ‘-s’ or ‘-es’ to make plurals.

2.3.3

Ending Sounds in Plurals

Vocabulary and Grammar

Look at the following table of plurals ending with 's', 'z' and 'iz' sounds.

's' sound	'z' sound	'iz' sound
cats	bags	buses
books	pens	watches
goats	dogs	foxes
cups	kettles	dishes

Activity I

Differentiate and write the following words ending with 's', 'z' and 'iz' sounds in the table.

boys	wishes	tents	fans
trashes	cups	brushes	girls
bells	pots	boxes	desks

/s/ sound	/z/ sound	/iz/ sound



Note for Teacher: Ask students to articulate the words loudly to differentiate between the ending sounds of 's', 'z', and 'iz' in words. Provide students with more examples from their surrounding to practice and revise the rules of making plural as learnt in previous unit.

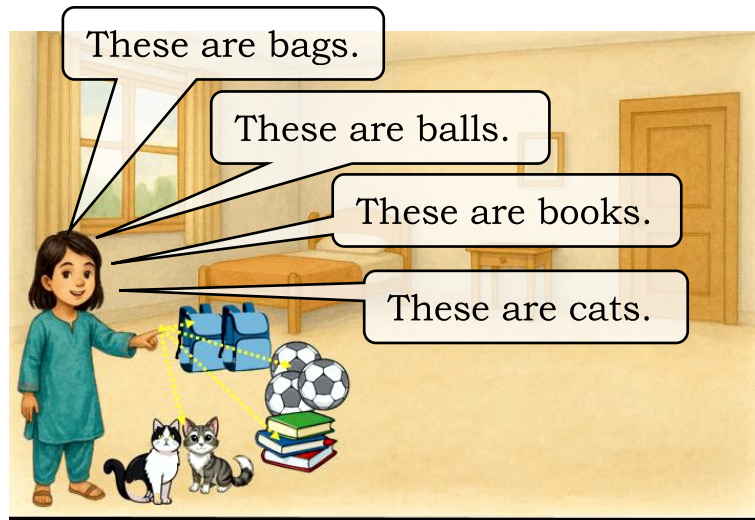
2.3.4

Use of 'These' and 'Those'

Vocabulary and Grammar

B) Grammar

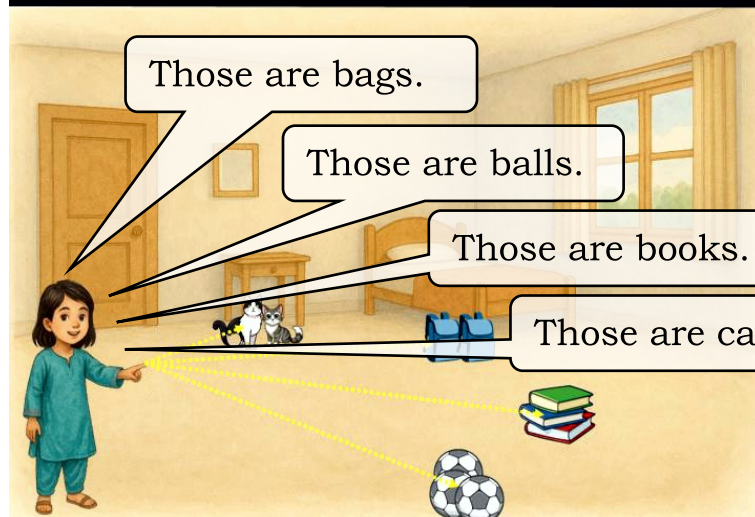
Look at the pictures and read the following sentences.



Do you know?

These + are 'is used to point many things near the speaker.

'Those + are' is used to point many things away from the speaker.



Note for Teacher: Demonstrate the use of these/those for objects around the class. Also help them recall the use of this/that in the class.

2.3.4

Use of 'These' and 'Those'

Vocabulary and Grammar

Activity I

Look at the pictures and use these/those appropriately.



1. _____ are cats.



2. _____ are trees.



3. _____ are buses.



4. _____ are tomatoes.





Note for Teacher: Provide students with more examples of common naming words in plurals to practice the use of 'these' and 'those' in the class. Use flashcards, word bank or charts to help them use 'this, that, these and those' for singular and plural common naming words.

2.4.1

One Syllable and
Two Syllable Words

Writing Skills

Read and understand the one syllable and two syllable words given in the box.

Words	Syllables	
		
Kheeri	Khee-	-ri
car	car	
kitchen	ki-	tchen
guava	gua-	-va
pen	pen	
monkey	mon-	-key
pigeon	pi-	-geon
ball	ball	

Do you remember?

We have learnt in previous class that a syllable is a part of a word that contains a single vowel sound.

For example. The word **girl** has one syllable, and the word **bottle** has two syllables.

Activity I

Look at the pictures given below. Write their names from the list given in the box by breaking them into one syllables or two syllables. One is done as an example.

pillow	biscuit	parrot	boy	moon
bus	tree	water	bulb	sun

2.4.1

One Syllable and
Two Syllable Words

Writing Skills

		
_____	<u>pill-ow</u>	_____
		
_____	_____	_____
		
_____	_____	_____



Note for Teacher: Provide students with more examples from the surrounding to practice on single syllable and two syllable words. Ask students to use the clap method on each vowel sound in a word while pronouncing the words and their syllables.

Students will be able to learn:**➤ Oral Communication Skill:**

1. Share their thoughts, feelings, experiences and daily routines through simple words and sentences, with the teacher helping by providing the basic vocabulary.

➤ Reading and Thinking Skill:

1. Read aloud words and recognize how words are joined to form sentences.
2. Read simple sentences
3. Read aloud words and simple sentences with reasonable level of accuracy in pronunciation using the phonics approach.
4. Match titles with pictures.
5. Tell the time by the half an hour by looking at the position of the hands of the clock.

➤ Vocabulary and Grammar Skill:

1. Describe persons/ objects in a picture by writing describing words
2. Identify and match some pairs of describing words showing colour, size, and quality (black-white, big-small, soft-hard, etc.)
3. Recognize and use the pronouns we, you, they (plural pronouns).

➤ Writing Skill:

1. Write appropriate action two/ three syllable word(s) by identifying an object or an action in a picture.
2. Write a few sentences to describe a series of three pictures.
3. Identify and write the position of objects using the ordinal numbers.

3.1

Sharing Daily Routine

Oral
Communication
Skills

Practise the following dialogues in groups.

Teacher: Students, tell me what do you do daily in the evening?

Bilal: Teacher, I do my homework on 5:30 in the evening.

Good answers, everyone! Well done!.

Asma: Teacher, I go to play with friends on 6:30 in the evening.

Kiran: Teacher, I help my mother in small chores.



Note for Teacher: First, ask each student about their routines. Later, divide the class into groups and ask them to practice the dialogues. After they have practiced, ask each group to come forward and role-play the dialogues in the class.

Pre-reading

Activity I

Discuss the following questions in pairs or groups.

1. Do you help your parents at home?
2. Do you help your class fellows?
3. Do you go to market to buy vegetables?

Ahmed is a nice boy. He always helps his family members in their works.

On every weekend, Ahmed and his mother go to market on 10:30 in the morning. First, they buy a pack of pencils, colour markers, erasers and sharpeners from a stationary shop.



Second, they buy apples, bananas, and oranges from a fruit shop. Third, they also buy tomatoes, potatoes, and carrots from a vegetable shop.



Fourth, Ahmed and his mother return home on 12:30 at noon. He also helps his mother in small chores. He washes dishes and cleans the dining table.



Fifth, he also helps his brother in homework. Everyone loves him for his good manners.



Note for Teacher: First, read the text loudly before the class and ask students to repeat loudly after you. Later, ask them look at the pictures and discuss in pairs about Ahmed helping in daily chores.

Activity II

Match the following actions with their order as mentioned in the passage.

Actions	Sequence or position
Ahmed helped his brother in homework.	first
Ahmed washes dishes, and cleans table.	second
Ahmed and his mother buy pencils, colour markers, erasers and sharpeners.	third
Ahmed and his mother buy apples, bananas and oranges.	fourth
Ahmed and his mother buy tomatoes, potatoes and carrots.	fifth

Do you know?
The words 'first, second, third, fourth, fifth....' are ordinal numbers. They are used to show sequence, position or place of any object, person or place.



Note for Teacher: First, ask students to retell the actions that Ahmed and his mother perform in the text in their respective order. Later, help them understand how to put things or actions in sequence of first, second, third etc.,

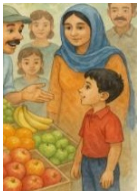







3.2

Helping in Small Chores

Reading and
Critical Thinking
Skills

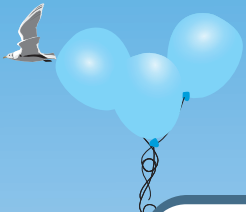
Activity III

Look at the following pictures and write the sentence containing same action that Ahmed and his mother perform in the text. The first one is done for you.

		
	Ahmed helping his mother	
1. Ahmed and his mother go to market on 10:30 in the morning.		
		



Note for Teacher: Ask students to understand the sequence of actions in the pictures in light of the text they have just read, give numbers to each picture in sequence, and write the sentences showing similar action from the text.



3.2

Helping in Small Chores

Reading and
Critical Thinking
Skills

Post-reading

Activity IV

Answer the following questions in simple sentences.

1. Where does Ahmed go with his mother on the weekend?

2. What stationery do Ahmed and his mother buy?

3. What fruits do they buy from the fruit shop?

4. What vegetables do they buy from the vegetable shop?

5. How does Ahmed help his mother in small chores?








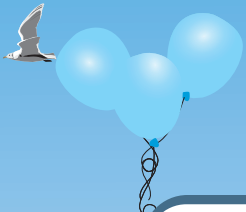
Note for Teacher: Help students read the text carefully and answer the questions in simple sentences. Ensure that students follow the rules of capitalization and ending punctuation marks.



Activity V

Match the titles with pictures and answer the following questions in simple sentences.

stationery shop	
fruit shop	
vegetable shop	
cloth shop	
toys shop	



3.2

Helping in Small Chores

Reading and
Critical Thinking
Skills

1. What do you buy from fruits' shop?

2. What do you buy from stationery shop?

3. Where do you buy toys from?

4. Where do you buy vegetables from?

5. Where do you buy cloth from?



Note for Teacher: Help students recognize different shops in the market and the purpose they serve. Ask students to observe the different types of shops on their way back home after school and share the names of those shops next day in the class. Ask them what items they buy from which shop in the market.







3.2.1

Understanding the time (in Half Hour)

Reading and
Critical Thinking
Skills





Activity VI

Look at the clocks and write the time in numbers and in words. One is done for you as an example.

			
7:30			
Half past seven			

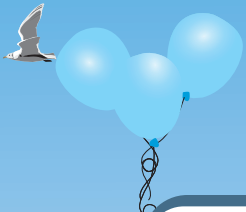
Activity VII

Draw the times on the clocks.

			
12:30 Half past 12	4:30 Half past 4	6:30 Half past 6	11:30 Half past 11








Note for Teacher: First, ask students to tell the time orally. Later, help students complete the activities with correct times.



3.2.1 Understanding the time (in Half Hour) **Reading and Critical Thinking Skills**

Activity VIII

Match the clocks with the correct time.

	I wakes up at 7:30.	
	I have school break at 11:30.	
	I come back home at 1:30.	
	I play in evening at 6:30.	
	I have dinner at 9:30.	
	I go to bed at 10:30.	



Note for Teacher: First, ask students to opt the correct time as mention in the given sentences. Later, ask them to tell their daily/routine actions using time in half hour.



3.3.1

Use of Capitalization

Vocabulary and Grammar

A) Vocabulary

Look at the following diagram and understand how capitals are used.

Example	Usage	Example
A lia is in class two.	Names of persons and animals	K heeri is a nice cat.
I am in class two.	The first letter in the first word of a sentence	W here do you play?

Activity I

Re-write the following sentences with correct capitalization and punctuations of full stop and question mark.

1. alia plays with moti in the park

2. kashaf, bushra, and saba are friends

3. where is your school

4. what is in your bag

Do you know?
We have learnt previously that a sentence ends with a full stop or period '.' and a question ends with a question mark

?



Note for Teacher: Help students use the capitalization and punctuation marks (full stop or period and question mark) where necessary. Provide students with more examples to practice in the class.

3.3.2

Describing Words

Vocabulary and Grammar







Read the following sentences with describing words carefully.

1. My grandfather is a **kind** teacher.
2. She wears a **white** coat.
3. There are **big** fields.

Do you know...?
The words used to describe a naming word (noun) are called describing words. For example: **old** man, **young** boy, **big** school, **new** book.

Activity I

Underline the describing words in the following sentences.

	
Ahmed is an intelligent student in the class.	She smells a red flower.
	
This is a new book.	He lives in a big house.
	
They buy fresh vegetables.	I drink clean water.



Note for Teacher: Explain students the describing words by providing more examples from their surrounding. Use flashcards or real-life objects to describe in the class i.e., new bench, old chair, square table, round ball, long pencil etc.,



3.3.2

Describing Words

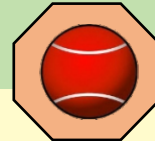
Vocabulary
and Grammar

Activity II

Describe the following pictures by using words from the box. The first one is done as an example.

blue	red	yummy	green
dirty	big	angry	happy

1. It is a **red** ball.



2. _____

3. _____



4. _____

5. _____



6. _____

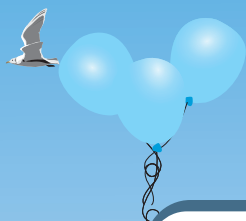
7. _____



8. _____



Note for Teacher: Ask students to make simple sentences to describe pictures by using describing adjectives given in the box. Provide students with more examples from their surrounding to practice using the describing words. Make sure students use proper capitalization and punctuation.









3.3.2

Describing Words

Vocabulary and Grammar

Activity III

Choose the describing words from the following table and make simple sentences to describe persons, places, or things in the following pictures.

yellow	white	small	black
hot	long	big	cold
red	sad	happy	short
1. He is a sad boy. 2. She is a happy girl.			
1. _____ 2. _____			
1. _____ 2. _____			
1. _____ 2. _____			
1. _____ 2. _____		 Aslam Sali	
1. _____ 2. _____			



Note for Teacher: Encourage students to use the pair of describing words to understand the meaning and usage. Provide students with more examples from their surrounding. Ensure that students use opposite describing words in simple sentences.



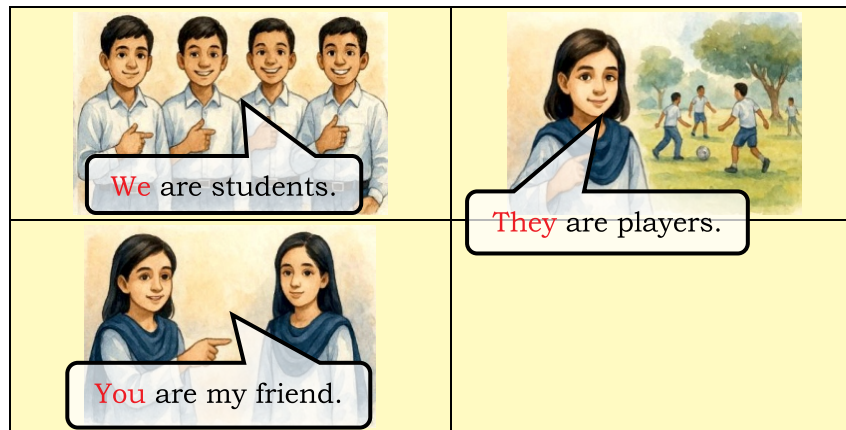
3.3.4

Use of Plural Pronouns (Subjects)

Vocabulary and Grammar

B) Grammar

Look at the following pictures and understand the use of plural pronouns.



Activity I

Read the following sentences and tick the correct pronoun used in a sentence. The first one is done for you.

1. He/She/We are brave girls.
2. It/He/You are players of cricket.
3. I/She/We are in the room.
4. It/He/You are intelligent students.
5. I/He/They are best friends.

Do you remember?
We have previously learnt that "I, We, You, They, He, She and It" are pronouns which are used instead of nouns or names of people and animals.



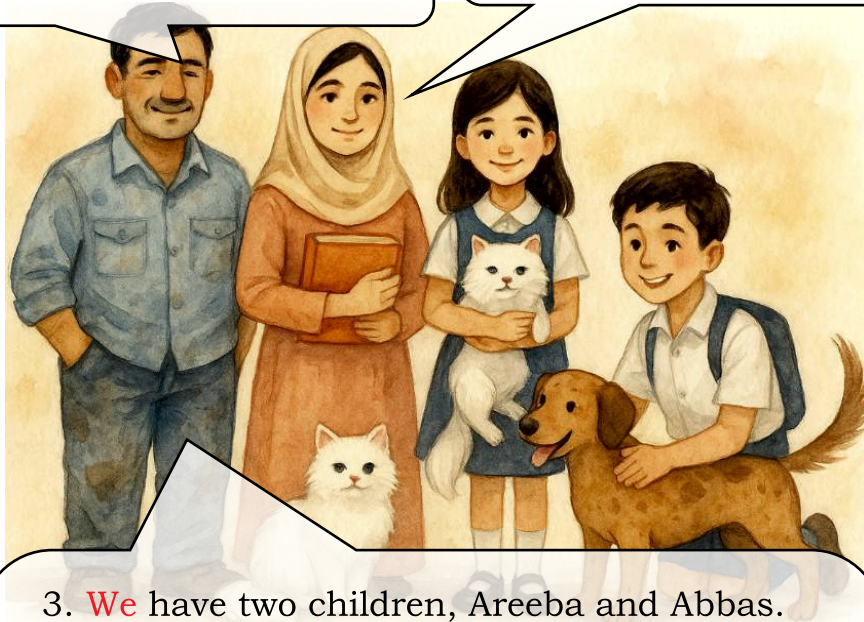
Note for Teacher: Provide students with more examples of pronouns used in sentences to practice in the class. Help them understand the structure of these sentences.

Activity II

Read the following sentences and write the answers of the following questions in the given blanks after reading the sentences on previous page.

1. **I** am Rafiq. **I** work in a factory.

2. **She** is Mrs. Salma Rafiq. She is a teacher.



3. **We** have two children, Areeba and Abbas.
4. Areeba is elder. **She** is in class three.
5. Abbas is younger. **He** is in class two.
6. **They** go to school in the morning.
7. Areeba plays with Kheeri. **It** is her pet cat.
8. The teacher says to Areeba and Abbas, '**You** are good students.'
9. Mr. and Mrs. Rafiq say, '**We** are a happy family.'



3.3.4

Use of Plural Pronouns (Subjects)

Vocabulary and Grammar

1. Who is 'I' in line number 1?

2. Who is 'She' in line number 2?

3. Who are 'We' in line number 3?

4. Who are 'they' in line number 6?

5. Who is 'it' in line number 7?

6. Who is 'you' in line number 8?

7. Who are 'we' in line number 11?



Note for Teacher: Provide students with more examples of pronouns used in sentences to practice in the class. Also help them recall the singular subjects i.e., I, He, She, It, that they learnt in previous class.





Activity I

Write the names of stationery items, fruits and vegetables mentioned in the reading passage in separate columns.

Stationery	Fruits	Vegetables

Action Words

Look at the following pictures and understand the use of action words.

Two syllable action words	Three syllable action words
	
Ahmed and his mother are going to the market.	Kashaf is providing water to her mother.
	
Ahmed is helping his mother.	Areeba is answering a question.

Do you know?

The words 'going, helping, providing, and answering' are two syllable action words and 'providing, and answering' are three syllable action words.

The action words show some actions happening.











Note for Teacher: Help students understand two or three syllable action words given above by using the clap method they have learnt in previous class. Also provide more common examples of two or three syllable action words from their surroundings.

Activity II

Complete the following sentences by using action words from the given box.

catching	completing	running	celebrating
throwing	watering	colouring	crying

	
The baby is crying loudly.	They are _____ in the race.
	
She is _____ her homework.	Asma is _____ the plants.
	
Waheeda is _____ a ball.	Kashaf is _____ a ball.
	
We are _____ 14 th August.	Wahab is _____ the drawing.



Note for Teacher: Help students identify the action in pictures and write the appropriate action word in the given sentences. Provide more examples to practice in the class.

Activity III

Look at the pictures and write the action words from the given box to complete the simple sentences about daily actions. One is done as an example.

goes to bed

eats

plays

wakes up

brushes

completes

goes



Ahmed is a good student. He wakes up early in the morning. He _____ his teeth daily. He _____ breakfast daily. He _____ to school daily. He _____ game with friends in the evening daily. He _____ his homework at night daily. He _____ early at night daily.



Note for Teacher: Ask students to look at the pictures and tell what Ahmed does in each picture. Also ask them to tell if they do same actions daily in their lives. Help them complete the sentences by using words given in the box.



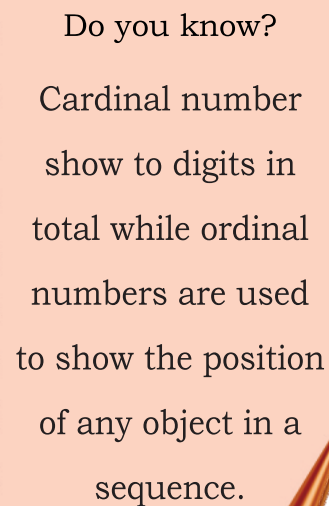
3.4.3

Use of Ordinal Numbers

Writing Skills

Look at the following numbers and understand the use of ordinal numbers.

Cardinal Numbers	Ordinals Numbers
one	first
two	second
three	third
four	fourth
five	fifth
six	sixth
seven	seventh
eight	eighth
nine	ninth
ten	tenth



Do you know?
Cardinal number show to digits in total while ordinal numbers are used to show the position of any object in a sequence.



Note for Teacher: First, help students recall the cardinal numbers they have learnt in the previous class. Later, help them understand the ordinal numbers by providing common examples from their surroundings.






3.4.3

Use of Ordinal Numbers

Writing Skills

Activity I

Count the objects and write correct numbers and ordinals in the given blanks. The first is done for you.

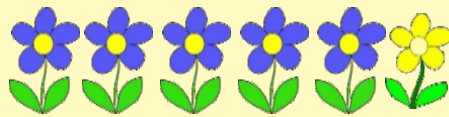
<p>These are <u>four</u> dogs. The <u>first</u> dog is white.</p>	
<p>These are _____ frogs. The _____ frog is green.</p>	
<p>These are _____ butterflies. The _____ butterfly is purple.</p>	
<p>These are _____ chairs. The _____ chair is blue.</p>	
<p>These are _____ birds. The _____ bird is black.</p>	

3.4.3

Use of Ordinal Numbers

Writing Skills

These are _____
flowers.
The _____ flower is yellow.



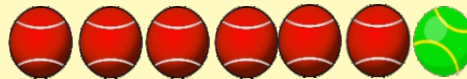
These are _____ pens.
The _____ pen is red.



These are _____ cats.
The _____ cat is black.



These are _____
balls.
The _____ ball is green.



These are _____ apples.
The _____ fruit is red
apple.



Note for Teacher: Explain to students the difference between cardinal numbers and ordinal numbers. Help them look at the pictures and count the total objects and identify the position of the different object. Ask them to write the position of each object in pictures accurately.

Students will be able to learn:

➤ **Oral Communication Skill:**

1. Provide simple reasons for doing/ not doing things (able to respond to WHY?).

➤ **Reading and Critical Thinking Skill:**

1. Recite poems with actions, in groups and individually
2. Interact with the text and answer in a word or two, simple short questions.
3. Show expressions while reading a poem.

➤ **Vocabulary and Grammar Skill:**

1. Identify and match some pairs of describing words showing colour, size, and quality (black-white, big-small, soft-hard, etc.).
2. Match the words with appropriate opposites.
3. Recognize the apostrophe of possession with naming words.
4. Use “a” or “an” article in sentences.

➤ **Writing Skill:**

1. Copy two/ three syllable rhyming words from a poem
2. Re-write sentences by replacing words in given sentences, using correct spellings, capitalization and punctuation – period (.) and question mark (?).
3. Write sentences to answer simple questions starting with “wh”

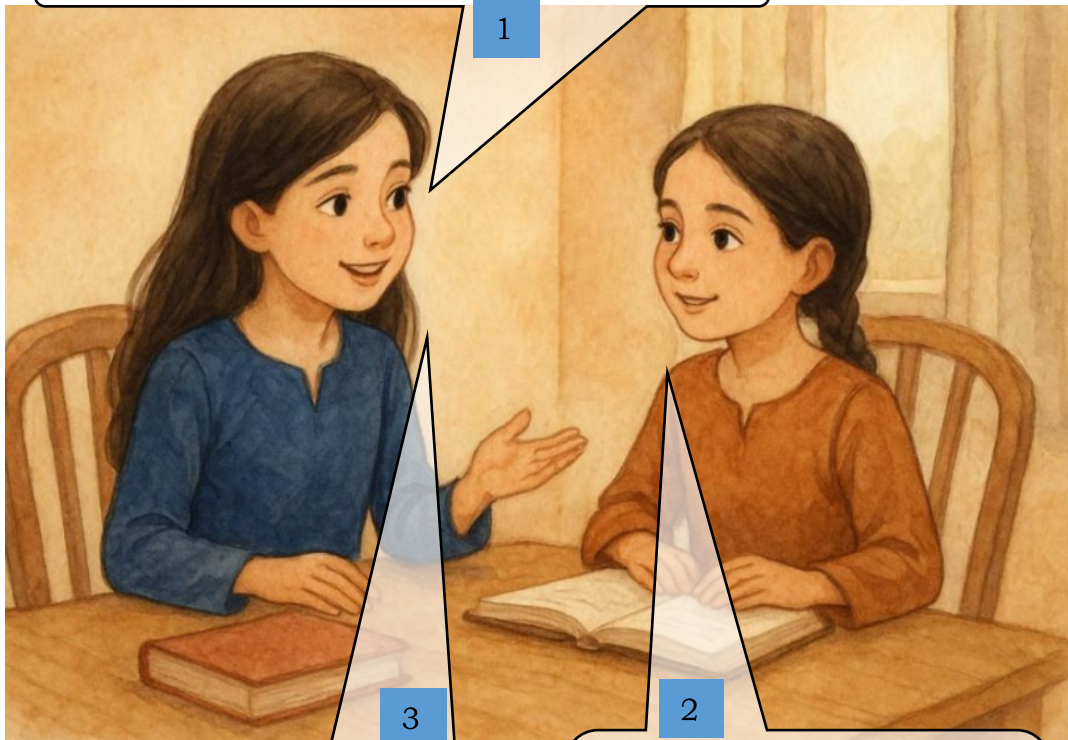
4.1

Talking about seasons

Oral Communication Skills

Practice the following dialogues in pairs or groups.

Anjali, what season do you like and why?



Anjali, I like spring because flowers bloom and the weather is nice.

Kashaf, I like winter because I wear warm clothes and drink hot soup. What about you?



Note for Teacher: Ask each student what do they like/ don't like in games, subjects, seasons, and other objects. After all have answered, tell them to ask one another about what others like/don't like.

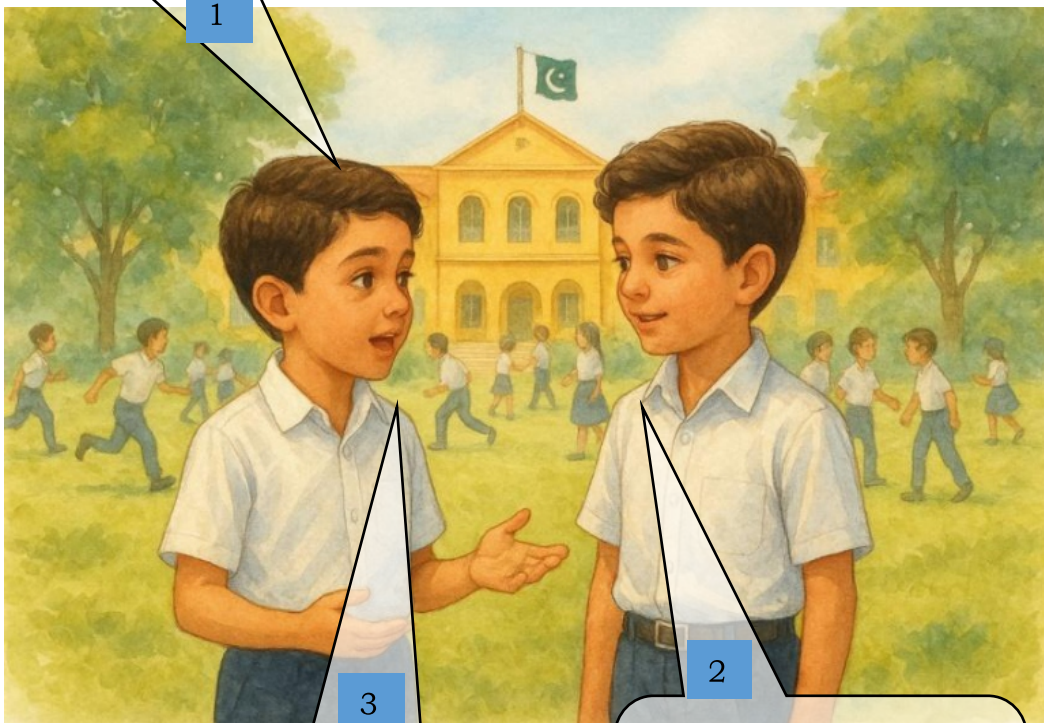
4.1

Talking about seasons

Oral Communication Skills

Practice the following dialogues in pairs or groups.

Mohan, what seasons you do not like and why?



Mohan, I do not like winter because I get flu all the time.

Zain, I do not like summer because it is too hot to play outside in day time. What about you?



Note for Teacher: Ask each student what do they like/ don't like in games, subjects, seasons, and other objects. After all have answered, tell them to ask one another about what others like/don't like.

Pre-reading

Activity I

Discuss in pairs and answer the following questions.

1. How many months are there in a year?
2. When do you have summer/winter vacations?
3. Do you know the names of seasons in a year?

Recite the poem in groups.

Seasons, seasons, in the year,
Each one brings us joy and cheer!

Spring lets the flowers bloom,
All are happy no one glooms.



Summer comes with sunshine bright,
Hot wind follows, rain to delight.

In Autumn yellow leaves fall down,
Dry and crunchy, broken and brown.



Winter, with cold mornings and icy air,
Hot tea to sip, warm sweaters to wear.



Note for Teacher: First, recite the poem loudly before students and explain the seasons in a year respectively. Later, divide the class into four groups, each group to recite the stanza about one season loudly. Also inform students that there are four seasons in a year.

While-reading

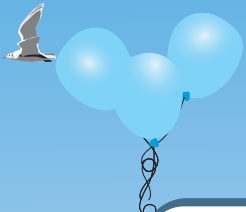
Activity II

Read the following statements and use (✓) for true and use (✗) for false.

Statement	True	False
1. In spring flowers bloom.		
2. In summer, we wear warm clothes.		
3. In autumn, leaves fall and become crunchy.		
4. In winter, children play in rain.		
5. In winter we wear warm sweaters.		



Note for Teacher: Ask students to read the statements and discuss in pairs and attempt the above activity in pairs.



4.2.1

Months in a Year

Reading and
Critical Thinking
Skills

Post-reading

Look at the calendar to understand months, weeks, days, and dates in a year.

Name of the month		2026		Name of days																					
January		February		March																					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
					1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14					
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21					
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28					
25	26	27	28	29	30	31								29	30	31									
		A week																							
April		May		June																					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
				1	2	3	4						1	2				1	2	3	4	5	6		
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13					
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20					
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27					
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30									
							31																		
July		August		September																					
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19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26					
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							30	31																	
October		November		December																					
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					1	2	3						1	2	3	4	5				1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12					
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18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26					
25	26	27	28	29	30	31	29	30						27	28	29	30	31							



Note for Teacher: Help students identify the names of months and days in the calendar. In form students about the concept of leap year.



Activity IV

After you have understood the calendar, complete the following tasks.

1. What are the names of months with thirty and thirty-one days?

Months with thirty days
1. _____
2. _____
3. _____
4. _____

Months with thirty-one days
1. _____
2. _____
3. _____
4. _____

2. What is the name of the month with twenty-eight days?

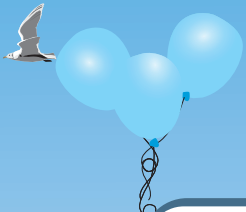
1. _____

3. What are the names of months that....?

- I. Start with letter "J"
 II. Start with letter "A"
 III. Start with letter "M"

4. Complete the following statements by writing the name of appropriate months in the blanks.

- I. First month of the year is _____.



4.2.1

Months in a Year

Reading and
Critical Thinking
Skills

- II. Fourth month of the year is _____.
- III. Seventh month of the year is _____.
- IV. Ninth month of the year is _____.
- V. Last month of the year is _____.

5. Read the calendar on page no. XX and write the names of days for the given dates.

What is the day on 15 March?	_____
What is the day on 17 May?	_____
What is the day on 20 August?	_____
What is the day on 6 November?	_____
What is the day on 12 December?	_____
What is the name of month which makes a leap year?	_____

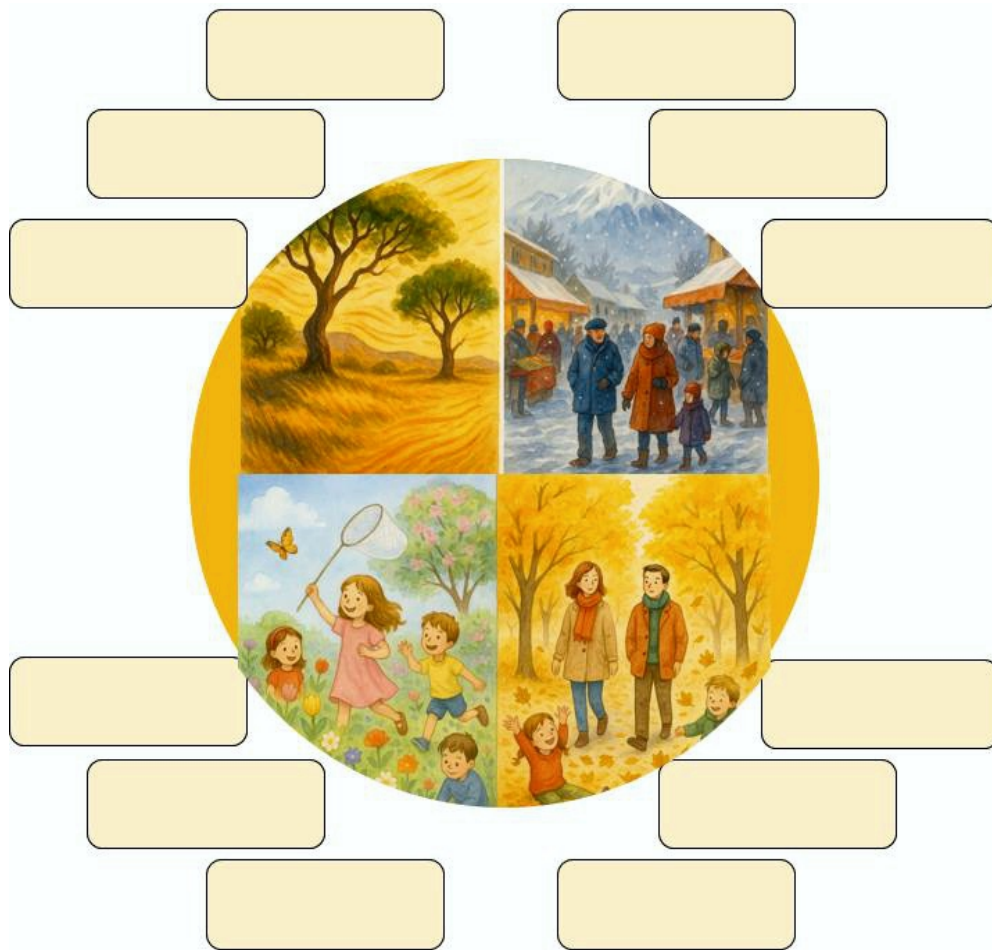


Note for Teacher: Guide students about months, weeks, days and dates in a calendar. Clarify the concept of weeks, days and months to students. Help them complete the given exercises correctly.



Activity V

Look at the sphere of seasons and write the names of months in which these seasons come.



Note for Teacher: Ensure that students identify the seasons by looking at the pictures in the above sphere. Make sure they remember the names of months properly.

4.3.1

Opposite Describing Words

Vocabulary
and Grammar

A) Vocabulary

Look at the following examples and understand the opposite describing words.

Do you know...?

clean, dirty, sad, and happy are opposite describing words.



He wears **clean** dress.



He wears **dirty** dress.



He is **sad** for his pencil.



She is **happy** for her trophy.



4.3.1

Opposite Describing Words

Vocabulary
and Grammar

Activity I

Match the following words with appropriate opposite describing words.

words	opposites
 small	 empty
 full	 cold
 Young	 fast
 hot	 big
 slow	 night
 day	 old







Note for Teacher: Provide students with flashcards or charts of pictures showing opposite words or describing words to identify and use in their routine lives. Ask them to show at least two objects.

4.3.2

Use of Apostrophe

Vocabulary and Grammar

Read the following sentences carefully to understand the use of apostrophe's for possession.

	
This is a my father's watch.	Bushra, Is this Iqra's notebook?
	
He is Ahmed. This is Ahmed's car.	This is my sister's doll.

Do you know?

The possessive of a noun is made by adding -'s called apostrophe 's. For example Sara's pencil, Hasan's book.

Activity I

Complete the following sentences by using apostrophe appropriately.



1. This is my bag. That is _____ bag.
(Zain)

2. Can you give _____ pen to me?
(Kashaf)

4.3.2

Use of Apostrophe

Vocabulary
and Grammar

Activity I



3. My _____ bicycle
is new. (cousin)



4. I have _____
book. (teacher)



5. _____ dress is
beautiful. (Areeba)



6. Asma and Amna are
twin sisters. Amna
sometimes wears
_____ dress. (Asma)









Note for Teacher: Provide students with real examples in the class by collecting students' objects and call another student to tell whose object this or that is.

4.3.3

Use of articles 'a' or 'an'
in a SentenceVocabulary
and Grammar

B) Grammar

Look at the following table to understand the use of articles 'a' and 'an'.

Use of 'a'		Use of 'an'	
The article 'a' is used with a singular naming word starting with a consonant sound.		The article 'an' is used with a singular naming word starting with a vowel sound.	
	a duck		an orange
	a bottle		an x-ray
	a leaf		an eye

Activity I

Use article 'a or an' to complete the sentences.

1. I have _____ book in my hand.



4.3.3

Use of articles 'a' or 'an' in a Sentence

Vocabulary and Grammar

2. She is flying _____ kite.



3. I am eating _____ apple.



4. She is catching _____ ball.



5. She is _____ umpire.



Note for Teacher: Help students recall the use of article 'a' or 'an' they had learnt in previous class. Provide them with more common examples to practice use of article 'a' or 'an' in the class.

Activity I

Copy the words from the poem rhyming with the following ones. One is done as an example.

Words	Rhyming words
dear	year
light	
crown	
share	
broom	

Do you know?

Rhyming words mean the words ending with same sounds. For example high-sigh, cry-fry, nose-pose.



Note for Teacher: Ask students to understand the similar ending sounds of the words and write in the spaces provided. Provide more examples of rhyming words to make students practice in the class.

4.4.2

Picture Story

Writing Skills

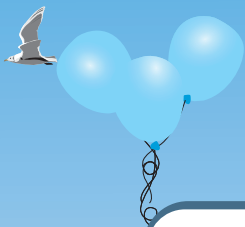
Activity I

Look at the pictures, tell the story.

The little Mouse and the Big Lion



Note for Teacher: Ask students to look at the pictures and guess the story through these pictures. Later, ask them to discuss the same story with the person sitting next to them.



4.4.2

Picture Story

Writing Skills

Activity II

Discuss in groups or pairs and write the answers of the following questions.

1. What is the story about?

2. What lesson do you learn from this story?

3. What do you like about the story?

4. What do you not like about the story?



Note for Teacher: First, ask students to look at the pictures and tell the story. Later, ask them to role-play the story in the class in pairs or groups.



Students will be able to learn:

➤ **Oral Communication Skill:**

1. Seek permission (May I go to drink water? May I take this? May I go to the washroom? etc.).

➤ **Reading and Thinking Skill:**

1. Interact with the text and answer in a word or two, simple short questions.
2. Match titles with pictures.
3. Read sight words fluently at the sentence level.
4. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation (period and question mark)).
5. Read aloud words and recognize how words are joined to form sentences.

➤ **Vocabulary and Grammar Skill:**

1. Identify and match some pairs of describing words showing colour, size, and quality (black-white, big-small, soft-hard, etc.).
2. Match the words with appropriate opposites.
3. Recognize the apostrophe of possession with naming words

➤ **Writing Skill:**

1. Write a few sentences to describe a series of three pictures.
2. Re-write sentences by replacing words in given sentences, using correct spellings, capitalization and punctuation – period (.) and question mark (?).

5.1

Seeking Permission
(May I...)

Oral
Communication
Skills

Practice the following dialogues in pairs.

Alice: Mother, may I have some samosas, please?



Alice: Oh, I do not want to get sick.

Mother: No, Alice. This is an unhealthy food. You will get sick after eating it.



Note for Teacher: Divide the class into pairs. Assign each pair the dialogue to practice and role-play. Later, call each pair to role-play in front of the class. Help them in articulating the words or expressions properly.

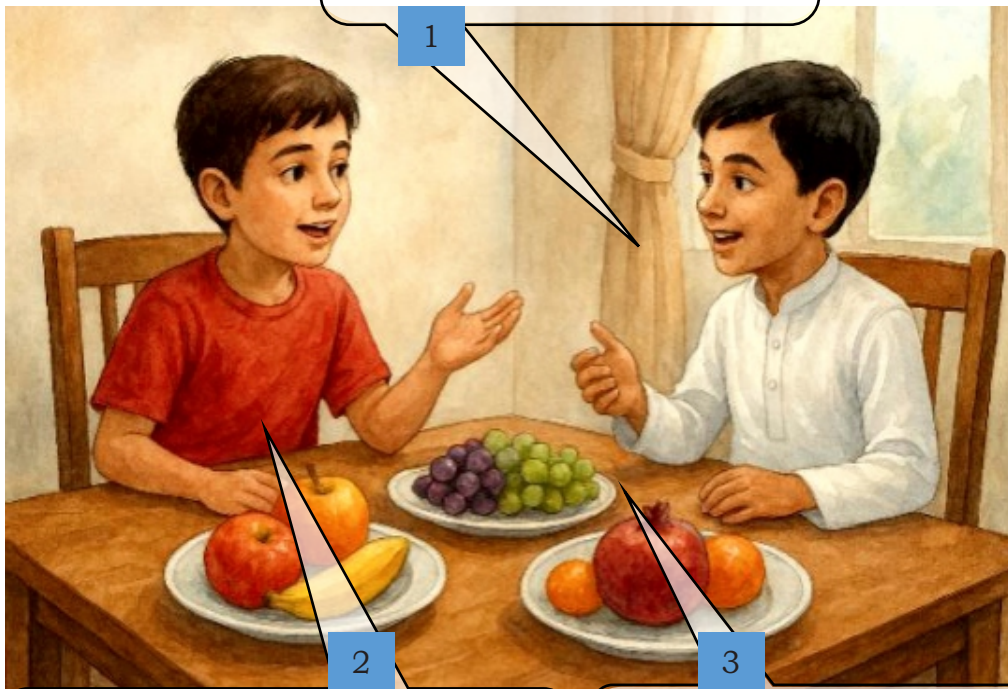
5.1

Seeking Permission
(May I...)

Oral
Communication
Skills

Practice the following dialogues in pairs.

Ajay: Rahim, may I eat some fruits?



Rahim: Yes, Ajay. Fruits are very healthy to eat. They keep us strong and active.

Ajay: Sure, I want to be healthy. Thank you.



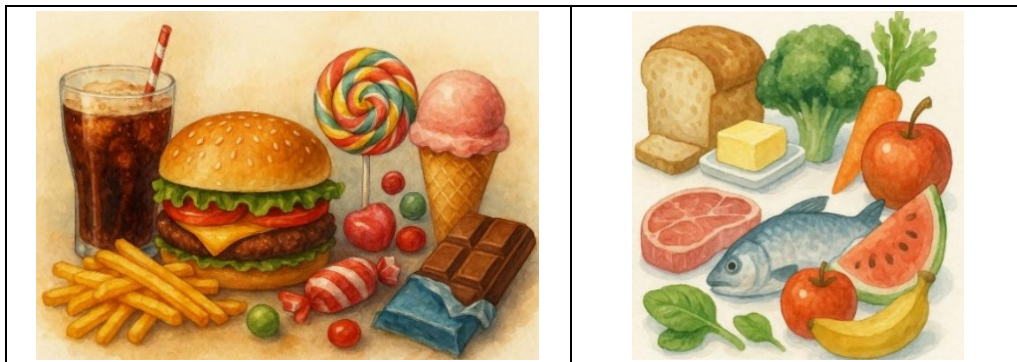
Note for Teacher: Divide the class into pairs. Assign each pair the dialogue to practice and role-play. Later, call each pair to role-play in front of the class. Help them in articulating the words or expressions properly.

Pre-reading

Activity I

Discuss the following statements in pairs.

1. What healthy food items do you eat?
2. Look at the picture and discuss in pairs which food items are unhealthy and which ones are healthy.



Alice was feeling unwell. Her stomach hurt a lot. Her mother took her to see Dr. Vijay.

The doctor smiled and said, “Hello, Alice. How are you feeling today?” “I am not feeling well, doctor. My stomach hurts a



lot,” Alice replied. “Okay! What did you eat yesterday, Alice?” the doctor asked.

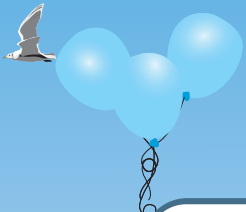
“I ate chips, burgers, and samosas at school,” said Alice. The doctor said, “Oh no! Those are unhealthy food. They can make you sick.”

Alice became sad. “Really? But they taste so yummy,” she said. The doctor nodded and said, “Yes, they are yummy but they are not good for your health. You should take healthy food like fruits, vegetables, and milk.”

The doctor further said, “Healthy food makes you strong and active.” Alice listened carefully and promised “I will eat healthy food from now”.



Note for Teacher: First, read the text loudly. Explain meaning of different unfamiliar words to students. Later, ask them to repeat loudly after you. After you have finished, ask them self-made questions from the text.



5.2

Alice Feels Sick

Reading and
Critical Thinking
Skills

While-reading

Activity II

Answer the following questions in simple sentences.

1. Where did Alice go with her mother?

2. What did Alice eat at school?

3. How did Alice get sick?

4. Why did Alice feel sorry?

5. What healthy food did doctor suggest to Alice?

6. What did Alice promise to Dr. Vijay at the end?



Note for Teacher: First, ask them to answer orally, and later support them to write the answer. Help students answer the questions in simple sentences.



Activity III

Encircle the correct options of the following statements.

1. Where did Alice's mother take her?

- a. to the teacher
- b. to the doctor
- c. to the nurse
- d. to market

2. Alice ate _____ and fell sick.

- a. fruits and vegetables
- b. cake
- c. chips, burgers, samosas
- d. home food

3. Alice's _____ was hurting.

- a. eyes
- b. stomach
- c. feet
- d. throat

4. Which of the following are healthy food items?

- a. burgers and chips
- b. fruits and vegetables
- c. yogurt and milk
- d. fresh juices

5. Alice promised that she will _____.

- a. eat healthy food
- b. eat burgers
- c. not play outside
- d. eat ice-cream



Note for Teacher: Help students encircle the correct option by locating the information from the text. Ensure that students read the statement and understand it to opt for the correct option.

5.2







Alice Feels Sick

Reading and
Critical Thinking
Skills

Post-reading

Activity IV

Look at the following pictures and write “H” in front of healthy food items and write “U” in front of unhealthy food item.

	
burger	Pizza
	
milk and yogurt	chicken, meat, fish
	
ice-cream	chips
	
boiled eggs	vegetables
	
cold drinks	fruits



Note for Teacher: Help students identify the difference between healthy and unhealthy food items. Tell them to avoid the unhealthy food items because they make one sick.

Activity V

Read the statements given below and tick (✓) on what keeps you healthy and cross (✗) what makes you unhealthy in your daily routine. One is done as an example.

Things that keep me healthy/unhealthy			
1.	Eating fruits and vegetables ___	✓ healthy	unhealthy
2.	Eating ice-cream, burgers and chips ___	healthy	unhealthy
3.	Skipping breakfast ___	healthy	unhealthy
4.	Taking a bath every day ___	healthy	unhealthy
5.	Washing hands before eating ___	healthy	unhealthy
6.	Sleeping on time ___	healthy	unhealthy
7.	Not cutting nails regularly ___	healthy	unhealthy
8.	Reading books in dim light/dark ___	healthy	unhealthy
9.	Watching too much TV ___	healthy	unhealthy
10.	Not brushing teeth ___	healthy	unhealthy



Note for Teacher: First, read to students and explain what daily activities affect the healthy life of a student. Later, ask them to tell what keeps you healthy or unhealthy.




5.3.1

Showing Possession

Vocabulary and Grammar

A) Vocabulary

Look at the pictures and understand the use of 'our, your, and their'.

Subjects	Possessives	Usage
We	→ our	
We say goodbye to our parents before going to school.		
They	→ their	
They are sisters. That is their school.		
You	→ your	
You are in my class. I am your teacher.		

Do you remember?
You have already learnt in the previous class that following subjects have possessives;
I = my
He = his
She = her
You = your
It = its



Note for Teacher: First, help students recall the possessives of singular subjects i.e., 'I, he, she, it, you' as 'my, his, her, its, your' respectively. Later, ensure students understand the possessives of plural subjects along with examples.

5.3.1

Showing Possession

Vocabulary and Grammar

Activity I

Tick (✓) appropriate possessives in the following sentences. The first one is done as an example.

Listen everyone I
will check your/
 their copies today.

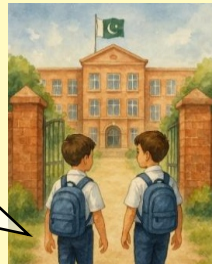


Mother, our/ their
stomach is empty.
Give us some food,
please.



Here is
 your/ their
food, my
children.

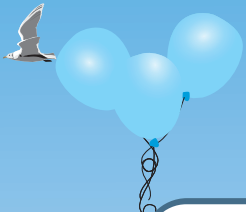
Today is
 our/ her first
day in the
school.



They are
playing with
 their/ your
football.



Note for Teacher: Provide students with more examples using pronoun-possessives as 'I-my, we-our, you-your, they-their, he-his, she-her, it-its' in sentences. Ask them questions i.e., What is in your bag?, What is in your hands? Etc., to encourage students to use possessives.



5.4.1

Re-Write Sentences

Writing Skills

Activity I

Re-write the sentences given below using correct spellings, capitalization and punctuation—period and question mark.

1. alice went to school the next day

2. doctor vijay is a good doctor

3. alice gave salma a new book

4. bilal went to ali's house to study

5. do they play with ahmed's football

6. are these kashaf's copies on the table

7. saba, bushra and kashaf are best friends



Note for Teacher: Help students understand the sentences and re-write them by using appropriate punctuations, capitalization. Also inform them about healthy and unhealthy foods.



5.4.2

Describing a Series of Three Pictures

Writing Skills

Activity II

Look at the following series of pictures and describe them in simple sentences using clue words given in the box.

look	garbage	brings
broom	sweeps	puts
dust bin	cleans	feels
happy		



Alice looks at the garbage in her room.



Note for Teacher: Help students think about the series of three pictures and ask them what is happening in these pictures. After they have answered orally, ask them to write the series of pictures in simple sentences using the clue words from the box given above.

Students will be able to learn:**➤ Oral Communication Skill:**

1. Provide simple reasons for doing/ not doing things (able to respond to WHY?).

➤ Reading and Critical Thinking Skill:

1. Show expressions while reading a poem.
2. Interact with the text and answer in a word or two, simple short questions.

➤ Vocabulary and Grammar Skill:

1. Use simple action words in pictures and from the immediate surroundings.
2. Recognise and respond to simple sentences showing requests and commands through their actions and speech.
3. Use “a” or “an” article in sentences.

➤ Writing Skill:

1. Construct simple sentences of four-to six words, leaving spaces between words, using correct spellings, capitalization and punctuation – period (.) and question mark (?).
2. Fill in the missing two/ three syllable words to complete a simple paragraph.

6.1

Safety at Home and School

Oral
Communication
Skills

Practice the following dialogues in pairs.

Dialogue 1: Safety at Home



Mother: Ayesha, why are you holding that sharp knife?

Ayesha: I want to cut the apple, mama.

Mother: That knife is very sharp. It may hurt you badly. You should ask me for help.

Ayesha: I am sorry, mama. I will be careful.

Dialogue 2: Safety at School



Teacher: Ahmed, why are you jumping on the bench?

Ahmed: Teacher, I am playing on the bench.

Teacher: that bench is wobbly and broken. You may fall and get hurt.

Ahmed: Sorry teacher. I will not do it again.

Activity I

Look at the following picture and discuss in pairs what it is about.



Note for Teacher: Divide the class into pairs and assign each pair one dialogue to practice. After they have done, call each group to role-play before the entire class. Later, ask them to look at the picture given in Activity I and discuss in groups what it is about.

6.2.1

Stay Safe (Nursery Rhyme)

Reading and
Critical Thinking
Skills

Pre-reading

Activity I

Look at the pictures and discuss in pairs what you should do or should not do to stay safe.



Note for Teacher: Help students understand what actions students should do to stay safe and healthy and should not do to avoid any danger or risk. Explain to them the 'safe' and 'unsafe' situations by tell do's and don't's of them. Provide them more examples from their surrounding like touching the fire, playing with stray animals, splashing in unhygienic water, running across the road without looking left and right etc.,



6.2.1

Stay Safe (Nursery Rhyme)

Reading and
Critical Thinking
Skills

Recite the following poem loudly.

Here are some rules to be safe and sound,
At home, school, and places around.



At Home

Knives and scissors are not for play,
Stay off fire, just walk away.
Don't touch fire or wire bright,
Tell an adult if things are not right.

At School

Don't jump on benches nor climb high,
Keep your feet on ground, don't try to fly.
Don't eat too much chips or cake,
A fruit or snack is a better take.



From Strangers

Don't take gifts or share your name,
Stay alert, it's not a game.
If any stranger touches, scream aloud.
Tell an adult who is standing around.



Note for Teacher: First, read the rhyme loudly in the class. Later, ask students to read aloud after you. Divide the class into four groups, ask each group to read aloud each stanza loudly in chorus. Also explain to students what harm would these things cause to children in detail.

6.2.1










Stay Safe (Nursery Rhyme)

Reading and
Critical Thinking
Skills

While-reading

Activity II

Look at the following pictures and write their names into the columns as 'safe' and 'unsafe' for children.

		
jumping on the bench	playing with knife	touching fire
		
playing games	touching bright wires	riding a bicycle
		
playing with scissors	planting trees	taking gifts from stranger

Safe for Children	Unsafe for Children
_____	_____
_____	_____



6.2.1

Stay Safe (Nursery Rhyme)

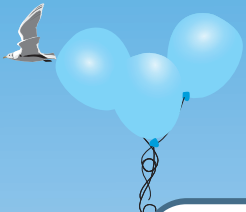
Reading and
Critical Thinking
Skills

_____	_____
_____	_____
_____	_____

Activity III

Encircle the correct option of the following statements.

- _____ and scissors are dangerous for kids.
 - Knives
 - Spoon
 - Cup
 - Toys
- Children should stay away from _____.
 - flowers
 - copies
 - fire
 - bags
- Students should not jump on _____.
 - pillows
 - benches
 - bed sheets
 - sand
- Children should avoid eating _____.
 - fruits
 - vegetables
 - chips
 - boiled eggs
- Children must not take any gifts or candies from _____.
 - friends
 - siblings
 - strangers
 - parents
- Children must not take any gifts or candies from _____.
 - friends
 - siblings
 - strangers
 - parents



6.2.1

Stay Safe (Nursery Rhyme)

Reading and
Critical Thinking
Skills

Activity VI

Complete the sentences by matching statements in column 'A' with those in column 'B'.

Column A	Column B
Do not cross	...daily on time.
Do homework	...games with friends.
Do not touch	...the door of house for strangers.
Do not take	...the road without looking left and right.
Do play	...trees in the school park.
Do not open	...gifts and candies from strangers.
Do plant	...fire and wires.



Note for Teacher: Help students complete the sentences and advise them to follow these rules in their lives.





6.2.1

Stay Safe (Nursery Rhyme)

Reading and
Critical Thinking
Skills

Post-reading

Activity V

Answer the following questions in simple sentences.

1. What things should you not take in hands?

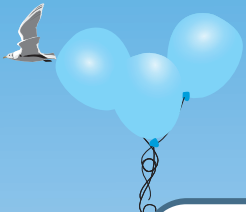
2. What things should you stay away from at home?

3. What things should you not do in the class?

4. Who should you tell if something is not right?



Note for Teacher: Encourage students to think on questions first. Ask them answers orally and later help them write the answer in simple sentences.



6.2.2





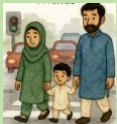

Good Touch and Bad Touch

Reading and
Critical Thinking
Skills

Do you know?

Good touch is a respectful and caring physical touch that makes a person feel secure and comfortable, such as a hug from a loved one or a handshake and bad touch is any touch from someone that feels unwanted, uncomfortable, or forceful physical contact such as unwanted touch on cheeks or other body parts.

Let's learn about good touch and bad touch.

Good Touch	Bad Touch
	
hug from parents	someone unknown hugs you
	
hi-five from friends	being hit/punched by someone unknown
	
holding hands with parents/siblings/ friends while crossing the road	shaking hands with someone unknown.



Note for Teacher: Inform students about the differences between good touch and bad touch. Explain them that when they feel a bad touch, they must say "No" loudly, move away, push hands off from their body, scream "help" loudly, run away to someone trusted adult to tell immediately about the uncomfortable situation.



6.2.2

Good Touch and Bad Touch

Reading and
Critical Thinking
Skills

Activity VI

Draw the emoji 😊 for situations about good touch and 😞 for situations about bad touch in the given spaces.

Someone unknown touching your cheeks		Mother touching your cheeks	
Someone known tickling on your body and you don't like it.		Your sister tickling your body	
A friend putting his/her hand on your shoulder		Someone unknown putting his hand on your shoulder	
Your father kissing your forehead		Someone unknown kissing your forehead	
Someone unknown holding your hands		Your brother holding your hands	
Your sister hugging you.		Someone that you do not like hugs you.	
Someone unknown giving you a gift		Your brother giving you a gift	



Note for Teacher: Help students complete this activity with the help of happy or sad emoticons and relate this with the previous learning activity. Inform students that bad touches might also be from someone familiar or known to the child.

6.3.1

Action words

Vocabulary and Grammar

A) Vocabulary

Activity I

Look at the people in the following pictures and write the actions before each number given below. First one is done for you.



1. riding a cycle	2.	3.	4.
5.	6.	7.	8.



Note for Teacher: Each person in the picture is doing an action different from others. First, ask students to tell the action orally and later write the same in the box.

6.3.2





Command and Request

Vocabulary and Grammar

B) Grammar

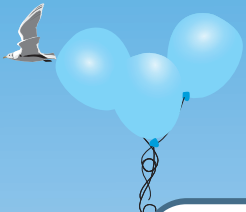
Look at the following sentences of request and command.

Do you know?
Commands are used to order someone to do something while requests are used to ask someone politely to do something.

Command		Request
<ol style="list-style-type: none"> 1. Open the door. 2. Do not open the door. 		<ol style="list-style-type: none"> 1. Please open the door. 2. Please do not open the door.
<ol style="list-style-type: none"> 1. Bring a glass of water. 2. Do not bring a glass of water. 		<ol style="list-style-type: none"> 1. Bring a glass of water, please. 2. Do not bring a glass of water, please.
<ol style="list-style-type: none"> 1. Give me the book. 2. Do not give me the book. 		<ol style="list-style-type: none"> 1. Give me the book, please. 2. Do not give me book, please.
<ol style="list-style-type: none"> 1. Go to your class. 2. Do not go to your class. 		<ol style="list-style-type: none"> 1. Please go to your class. 2. please do not go to your class.



Note for Teacher: First, make students understand the use of positive and negative command or request sentences and their usage in common life. Later, provide them more similar examples to use practically in the class.



6.3.2

Command and Request

Vocabulary and Grammar

Activity I

Read the sentences and write 'C' for command and 'R' for request in the provided space.

Open the book		Please do not give me your book.	
Please help me.		Throw out the garbage.	
Do not call the ambulance, please.		Touch the mobile, please.	
Write the answers.		Do not speak loudly, please.	
Do not wash the dishes.		Clean the room, please.	
Throw the garbage.		Please do not make noise.	



Note for Teacher: Provide more examples by demonstrating the commands and requests in the class. Use the command and request sentences in the class.



6.4.1

Command and Request Sentences

Writing Skills

Activity I

Use the following words to write the command and request in positive and negative sentences. One is done as an example.

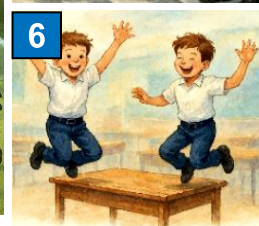
Command	Request
Go to your room.	Go to your room, please.



Note for Teacher: While writing the command or request sentences, make sure students use proper capitalization and ending punctuation-full stop. Also tell them that we use 'please' to change the command sentence into a request.

Activity II

Write the safety measures you have learned from the unit. The pictures are given as clues.



1. (do) _____
2. (do not) _____
3. (do not) _____
4. (do) _____
5. (do) _____
6. (do not) _____



Note for Teacher: Help students write correct sentences and reinforce to follow the safety measures they have learned in the unit.

Students will be able to learn:

➤ Oral Communication Skill:

1. Describe things and objects in their surroundings, using describing words.

➤ Reading and Critical Thinking Skill:

1. Read simple sentences
2. Read aloud words and simple sentences with reasonable level of accuracy in pronunciation using the phonics approach.
3. Predict the story by looking at pictures in texts.
4. Interact with the text and answer in a word or two, simple short questions.

➤ Vocabulary and Grammar Skill:

1. Match the words with appropriate opposites.
2. Recognise and respond to simple sentences showing requests and commands through their actions and speech.

➤ Writing Skill:


1. Write sentences to answer simple questions starting with “wh”
2. Write a few sentences to describe a series of three pictures.
3. Fill in the missing two/ three syllable words to complete a simple paragraph.

7.1

Talk about Provinces

Oral Communication Skills

Practice the following dialogues in groups.



Teacher: Where are you from?

1

Teacher, I am Marvi and I am from Sindh.

2

3

Teacher, My name is Saima. I am from Punjab.

6

Teacher, this is Nazia. I am from Gilgit Baltistan.

4

Teacher, my name is Zainab. I am from Balochistan.

5

Teacher, I am Gulnaz and I am from Khyber Pakhtunkhuwa.



Note for Teacher: Divide the class into groups of six students, assign each student a role to play from the above dialogues and ask them to practice. Later, invite each group to role-play in front of the class.

7.1

Talk about Provinces

Oral Communication Skills

Practice the following dialogues in groups.

Teacher: Please tell me more about your provinces.

1

Marvi: Sindh is famous for its long and life-giving river, the Indus.

2

Saima: Punjab is famous for its green fields.

3



Zainab: Balochistan has the amazing National Parks and huge mountains.

4

Gulnaz: Khyber Pakhtunkhwa has tall mountains and green valleys.

5

Nazia: Gilgit Baltistan has snowy peaks of mountains and sparkling lakes.

6



Note for Teacher: Divide the class into groups of six students, assign each student a role to play from the above dialogues and ask them to practice. Later, invite each group to role-play in front of the class.

Pre-reading

Activity I

Discuss the following questions in pairs and answer.

1. What is famous city in your province?
2. What other famous cities of Pakistan do you know?
3. What colours are in Pakistan's flag?

Look at the picture and read aloud the following story.



It was an annual race competition day. Many students from all over Pakistan joined the race. Marvi was from Sindh. Saima joined from Punjab. Zainab came from Balochistan. Gulnaz was from Khyber Pakhtunkhwa and Nazia played for Gilgit Baltistan.

7.2

Unity in Diversity

Reading and
Critical Thinking
Skills

When the race began, Saima ran very fast. She was ahead of everyone. Suddenly, she fell down. She was hurt and started crying.

Marvi stopped and helped her. Zainab and Gulnaz also gave their hands. Nazia also joined them to help Saima stand up.



The judges saw this spirit and started clapping. They announced, "You all are winners." The judges gave trophies to all the girls. All the girls became happy and said "We are from different provinces, yet we make one nation."



Note for Teacher: Ask students to read aloud the story after you in the class. After they have read and understood the story, ask them the moral of the story and tell them the importance of helping each other.

While-reading

Activity II

Match the words in column 'A' with appropriate words in column 'B' to complete the sentences.

Column A	Column B
All participated	...all over Pakistan
Students were from	...in a race competition.
Marvi was	... Gilgit Baltistan
Zainab came from	...from Punjab
Gulnaz was	...from Sindh
Saima joined	...from Balochistan
Nazia played for	...Khyber Pakhtunkhwa
Saima	...helped first.
Marvi	...fell down.

Activity III

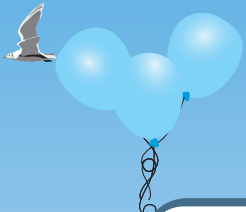
Encircle the correct answer of the following MCQs.

- All participants in the race were from _____.
 - Sindh
 - Balochistan and Punjab
 - Khyber Pakhtunkhuwa
 - All over the Pakistan
- It was the day of _____.
 - annual Cycle race competition
 - annual Science competition
 - annual race competition
 - annual cultural day

3. While running in the race, _____ was ahead of all.
- Marvi
 - Zainab
 - Nazia
 - Gulnaz
4. Zainab was crying because she was _____.
- happy
 - sad
 - hurt
 - sick
5. _____ was the first to help Zainab in the race.
- Gulnaz
 - Nazia
 - Marvi
 - Saima



Note for Teacher: Help students understand the statements in light of the above story and choose the correct option. Give them clues to understand the options as well.



7.2

Unity in Diversity

Reading and
Critical Thinking
Skills

Post-reading

Activity IV

Answer the following questions in simple sentences.

1. What was the event about?

2. Who fell down in the race?

3. Who joined to help Saima in the end?

4. Who won the race in the end?

5. What did all girls say in the end?



Note for Teacher: Ask students to read the questions and think the answer from the story given above and discuss in pairs. Later, ask them to write the answer in simple words using the rules of capitalization and ending punctuation they learnt in previous units.



Activity V

Read the following sentences and arrange them in a proper order as given in the text above using the ordinal numbers for sequence. One is done as an example.

_____, Judges gave them the trophies.

_____, As the race began, Saima run very fast.

First, All the girls said, "yet we make one nation."

_____, Marvi helped Saima.

_____, Saima stumbled and fell down.

_____, Zainab and Gulnaz helped Saima.

_____, The judges saw girls helping each other.

_____, Nazia came to help Saima.



Note for Teacher: First, help students recall the use of cardinal numbers for sequence from the previous unit. Later, ask them to use the same in re-arranging the actions in the story in a proper sequence.

7.3.1

Opposite Describing Words

Vocabulary
and Grammar

A) Vocabulary

Activity I

Match the opposites and use five of them in simple sentences. One is done for you as an example.

Words	Opposites
young	small
tall	enemy
left	hard
up	old
easy	dim
friend	down
bright	right

1. Aslam is a tall boy but Ali is a small student in the class.







Note for Teacher: Provide more examples to students. Ask them to revise the concept of describing words they had learned in previous units.

7.3.2

Use of Prepositions

Vocabulary and Grammar

Look at the following examples and understand the use of preposition of place and position.

	
The book is on the table.	The fish is in the water.
	
The dog jumps over the wall.	The cat is under the table.

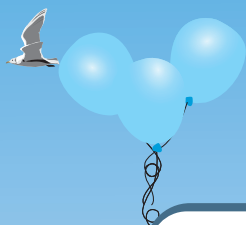
Activity I

Look at the pictures and complete the simple sentences with appropriate preposition showing the position of cat in relation with the box. The first one is done for you.

under in over on near

1. The cat is in the box.





7.3.2

Use of Prepositions

Vocabulary and Grammar

2. The cat is _____ the box.



3. The cat jumps _____ the box.



4. The cat is _____ the box.



5. The cat is _____ the box.



Note for Teacher: Help students identify the position of cat in relation with the box. Demonstrate them the words of positions in the class and ask them to complete the sentences.



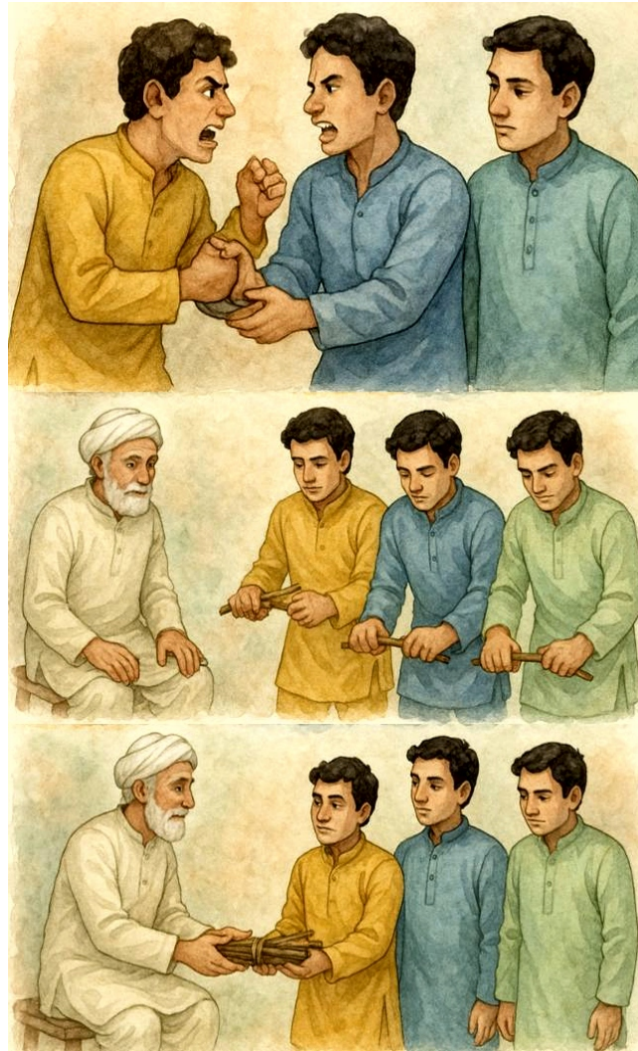
7.4.1

Describing a Series of Three Pictures

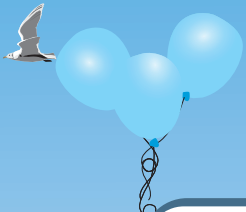
Writing Skills

Activity I

Look at the pictures and tell the story in the class.



Note for Teacher: Encourage students to predict and describe what is in the pictures. Ask them to make their own story and share with the entire class.



7.4.2

Completing the Story

Writing Skills

Activity I

Complete the following story by adding the appropriate words from the given options.

old	fight	live	strong
stay	sad	bundle	Lived
strength	stopped	break	weak

Once upon a time, there was an ____ man. His three sons always fought with each other. The old man was very _____ about his sons. He wanted his sons to _____ in peace.

One day, the old man called his sons and gave one stick to each son. "Try to _____ it," he ordered. Each son broke his stick easily. Later, he gave them a _____ of sticks and said, "Try to break these sticks". Each son used all their _____. But, the bundle was too _____ to break. Then the old man said, "My sons, when you _____ together like the bundle, no one can break you. But, if you _____ and stay apart, you will be _____."

The sons understood. From that day, they _____ fighting and _____ together.

Moral: There is strength in unity.



Note for Teacher: Help students to complete the above story by filling the blanks from the given clues.



Glossary

Word	Meaning in Sindhi	Meaning in Urdu
Offer	پيشڪش ڪرڻ	پيشڪش ڪرنا
Respond	جواب ڏيڻ	جواب ڏيڻا
Reasonable	مناسب	مناسب، معقول
Accuracy	درستي، صحيح	درستي
Fluently	رواني سان	روانيءَ سان
Identify	سڃاڻڻ	پڇڻاڻا
Interact	لکت سان لاڳاپو رکڻ، پڙهڻ مواد کي سمجهڻ ۽ ان سان غور ڪرڻ	متن کي سمجهڻ، پڙهڻ، مواد کي سمجهڻا اور اس پر غور ڪرنا
Category	درجو، قسم	درجو
Appropriate	مناسب	مناسب
Practice	مشق، عمل	مشق، عمل
Spaces	جڳهون، خال	جڳهون، خالي جڳهون
Combination	گڏجڻ، ميلاپ	ملاپ، امتزاج
Following	هيٺ ڏنل	مندرجه ذيل
Symbols	نشان، علامتون	نشانيون، علامتيون
Encourage	همت افزائي ڪرڻ	حوصله افزائي ڪرنا
Carefully	ڌيان سان	دهيانءَ سان
Tick	نشان لڳائڻ ✓	نشان لڳانا ✓
Cross	نشان لڳائڻ ✕	نشان لڳانا ✕
Accurately	صحيح طريقي سان	درست طريقيءَ سان
Articulate	صاف لفظن ۾ اظهار ڪرڻ	واضح طور پر بيان ڪرنا
Distinguishing	فرق ڪرڻ، سڃاڻڻ	اڻتيا ڪرنا، پڇڻاڻا
Fur	جانور جو وار	جانور کي بال

Glossary

Word	Meaning in Sindhi	Meaning in Urdu
Feathers	پکيءَ جا کنپ	پرندے کے پر
Fluffy	نرم ۽ هلڪو	نرم و ہلکا
Surrounding	چوڌاري، ڀرپاسي	آس پاس، ارد گرد
Domestic	گھریلو	گھریلو
Wild	جھنگلي	جنگلی
Common	عام	عام
Proper	خاص	خاص
Plurals	جمع لفظ	جمع کے الفاظ
Singulars	واحد لفظ	واحد کے الفاظ
Differentiate	فرق ڄاڻڻ	فرق کرنا
Demonstrate	ڏيکارڻ، ثابت ڪرڻ	دکھانا، ثابت کرنا
Vocabulary	لفظن جو ذخيرو	الفاظ کا ذخیرہ
Recognize	سڃاڻڻ	پہچاننا
Describe	بيان ڪرڻ	بیان کرنا
Pronouns	ضمير	ضمیر
Action	عمل	عمل
Ordinal	ترتبيي	ترتیبی
Celebrating	جشن ملهائڻ	جشن منانا
Recite	پڙهڻ، تلاوت ڪرڻ	پڑھنا، تلاوت کرنا
Rhyme	قافييو، هم آواز لفظ	قافیہ، ہم آواز لفظ
Opposite	ابتنو، التو	مخالف، الٹا
Warm	گرم	گرم
Flu	زڪار	نزلہ، زکام
Unhealthy	بیمار، غير صحت مند	بیمار، غیر صحت مند
Stomach	پيٽ	پیٹ

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قومی ترانہ

پاک سر زمین شاد باد کیشور حسین شاد باد
تو نشانِ عزمِ عالی شان ارضِ پاکستان

مرکز یقین شاد باد

پاک سر زمین کا نظام قوتِ انجوتِ عوام
قومِ ملک، سلطنتِ پائندہ تا بندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
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