

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# ENGLISH

for  
Class

# 3



**PUNJAB CURRICULUM AND  
TEXTBOOK BOARD, LAHORE**



All rights reserved with the Punjab Curriculum and Textbook Board, Lahore.  
No part of this book can be copied, translated, reproduced or used for  
preparation of test papers, guide books, key notes and help books.

### Authors:

#### **Ayesha Khalid**

Assistant Professor English Literature, Garrison College for Women  
(M.Phil English Literature, University of the Punjab)

#### **Hajra Ikram Butt**

Lecturer, FAST Lahore  
(Masters in English Language Teaching and Linguistics, University of the Punjab)

### Editor:

#### **Alia Asad Alam**

Head of Department Life Skills and Student Affairs  
(Masters in Teaching of English as a Foreign Language)

### Reviewers:

#### **Dr. Fatima Rehan Dar**

Assistant Professor SZABIST, Karachi  
(M.A. Curriculum and Teaching, Columbia University, USA and M.A. English Language  
and Literature, Government College Lahore)

#### **Fakhra Shahid**

Head of IB Primary Years Programme, Beaconhouse Newlands Lahore  
(M.A. English Language Teaching, Kinnaird College)

#### **Nicholas Shaw**

Senior Training Consultant, Punjab Education and English Language Initiative, British Council

# Contents

<b>Unit 1: Amazing Alphabets</b>	
Letters A to Z -----	1
<b>Unit 2: Vowels</b>	
Vowels a, e, i, o, u -----	2
Short Vowel as Middle Sound -----	3
Long Vowels -----	8
<b>Unit 3: Digraphs</b>	
Words with 'sh', 'ch', 'th', 'ck', 'wh'-----	12
<b>Unit 4: Two and Three Letter Sounds</b>	
Words with 'oi', 'air', 'are', 'ear' -----	17
<b>Unit 5: Nouns</b>	
Naming Words -----	20
<b>Unit 6: Adjectives</b>	
Describing Words -----	22
<b>Unit 7: Verbs</b>	
Action Words-----	25
<b>Unit 8: Pronouns</b>	
Pronouns 'he', 'she', 'it', 'they' -----	28
<b>Unit 9: Plurals</b>	
Adding -s and -es -----	31
<b>Unit 10: Prepositions</b>	
'on', 'in', 'under', 'behind', 'beside', 'front', 'into', 'over' -----	34
<b>Unit 11: Sentences</b>	
Capital Letters and Full Stop-----	37
<b>Unit 12: Questions</b>	
Question Mark and Question Words-----	39
<b>Unit 13: Helping Others</b>	
Getting Back Home!-----	41
Greeting People -----	45
Learning New Blends: 'tch', 'thr', 'igh' words -----	46
<b>Unit 14: Respect for Elders</b>	
On the Way to School! -----	50
Learning New Blends: 'bl', 'fl', 'pl' words -----	52
Learning New Blends: 'br', 'cr', 'dr' words -----	54
Punctuation -----	56
Saying 'Thank you!' -----	57
<b>Unit 15: Self, People, Places</b>	
A Visit to Tarbela Dam -----	58
Common and Proper Nouns -----	59
Talking about yourself -----	61
Provinces of Pakistan -----	62
Who I Want to be? -----	64
Learning New Blends: 'str', 'scr' words -----	65
Punctuation: Sentences and Questions -----	67

<b>Unit 16: How to Stay Safe</b>	
A Bus Ride - - - - -	68
Punctuation: Exclamation Marks - - - - -	71
Verbs - - - - -	72
Learning New Blends: 'ee', 'oo' words - - - - -	74
<b>Unit 17: Festivals</b>	
The Horse and Cattle Show - - - - -	78
Expressing Needs and Wants - - - - -	81
Rhyming Words - - - - -	82
Use of 'a' and 'an' - - - - -	82
Learning New Blends: 'ng', 'nk' words - - - - -	83
<b>Unit 18: Gender Equality</b>	
Going to School! - - - - -	85
Saying "Sorry!" - - - - -	90
Verbs 'to be' and 'to have' - - - - -	91
Learning New Blends: 'st', 'sk' words - - - - -	93
<b>Assessment Activity 1</b> - - - - -	95
<b>Unit 19: Doing Your Own Work</b>	
Cleaning the House! - - - - -	103
Pronouns - - - - -	107
Writing Invitations - - - - -	108
Plurals (words ending in 'y' and 'o') - - - - -	109
<b>Unit 20: Nature</b>	
The Little Plant - - - - -	111
Verbs - - - - -	114
Expressing Feelings - - - - -	115
Adjectives - - - - -	116
<b>Unit 21: Crisis Awareness</b>	
Safety in Sports - - - - -	118
Prepositions - - - - -	123
Subject-Verb Agreement - - - - -	124
<b>Unit 22: Keeping the Environment Clean</b>	
Drip and Trip - - - - -	127
Subject-Verb Agreement - - - - -	130
Making Sentences - - - - -	132
<b>Unit 23: Manners</b>	
Good Manners for Kids - - - - -	134
Expressing Opinions - - - - -	137
Making Sentences - - - - -	138
Use of 'and, or, but' - - - - -	139
<b>Unit 24: Famous Personalities/National Pride</b>	
Hazrat Ali (ؓ) - - - - -	141
Our flag - - - - -	144
Subject-Verb Agreement - - - - -	147
Simple Present Tense - - - - -	149
<b>Assessment Activity 2</b> - - - - -	152



Let us revise the letters of the alphabet. Sing the 'A, B, C' song.  
**Look and say**

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz



## Unit 2 Vowels

Recall that 'a' 'e' 'i' 'o' 'u' are all vowels. Many words start with vowels.

ant egg ink olive umbrella

**Look, say, write**

A) Look at the words below. Circle the words that start with vowels.

monkey

water

elephant

orange

igloo

aeroplane

tree

ostrich

house

rabbit

apple

jacket

eagle

elbow

nose

uncle

## Short Vowel as Middle Sound

Recall that 'a', 'e', 'i', 'o', 'u' are all vowels. Let us look at some words with vowels as short middle sounds.

cat hen pin hot mug

'a' in the middle

Look, say, match, write

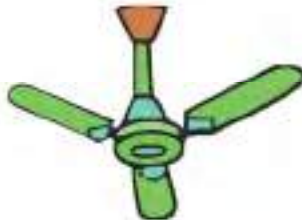
A) Match each word with the correct picture.



fan



man



pan

B) Look at the picture. Write the word.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 'e' in the middle

Look, say, match

A) Match each word with the correct picture.



ten



pen



hen

B) Look at the picture. Write the word.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 'i' in the middle

Look, say, write

A) Read and find the 'i' words.

The bin is made of tin.

Put the pin in the bin.

If you do it right, you will win.



B) Look at the picture. Write the word.



---

---

---

## 'o' in the middle

Look, say, write

A) Find the 'o' words. Circle them.

man

hot

red

jet

bed

pot

mop

box

cot

B) Fill in the blanks.

1. This is a brown \_\_\_\_\_.



2. The \_\_\_\_\_ is very hot.



3. The baby is sleeping in the \_\_\_\_\_.



**'u' in the middle**  
**Look, say, write**

A) Read and find the 'u' words.

Look up at the sun.

It is really hot.

Please bring me a jug and a mug.



B) Look at the picture. Write the word.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Long Vowels

Recall that we learned some long sounds of vowels.

tree

moon

train

boat

'ee' sound

Look, say, write

A) Read and circle the 'ee' words. What can you see?

A bee! Many bees!

A seed and a tree!



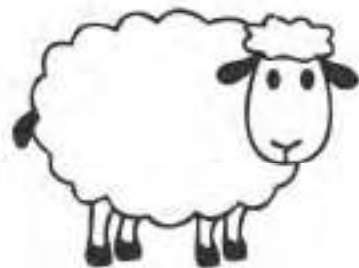
B) Colour the picture and write the word.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## 'oo' sound

Look, read, write

A) Read and circle the 'oo' words.

Babloo is at the zoo.

He finds a boy in green boots.

He eats lots of food.



B) Look at the pictures. Reorder the letters and write the words.



omon

---



rmoo

---



odfo

---



oolp

---

## 'ai' sound

Look, reorder, write

A) Look at the train below. Circle the 'ai' words.



B) Look at the pictures. Reorder the letters and write the words.



ilat

\_\_\_\_\_



nila

\_\_\_\_\_



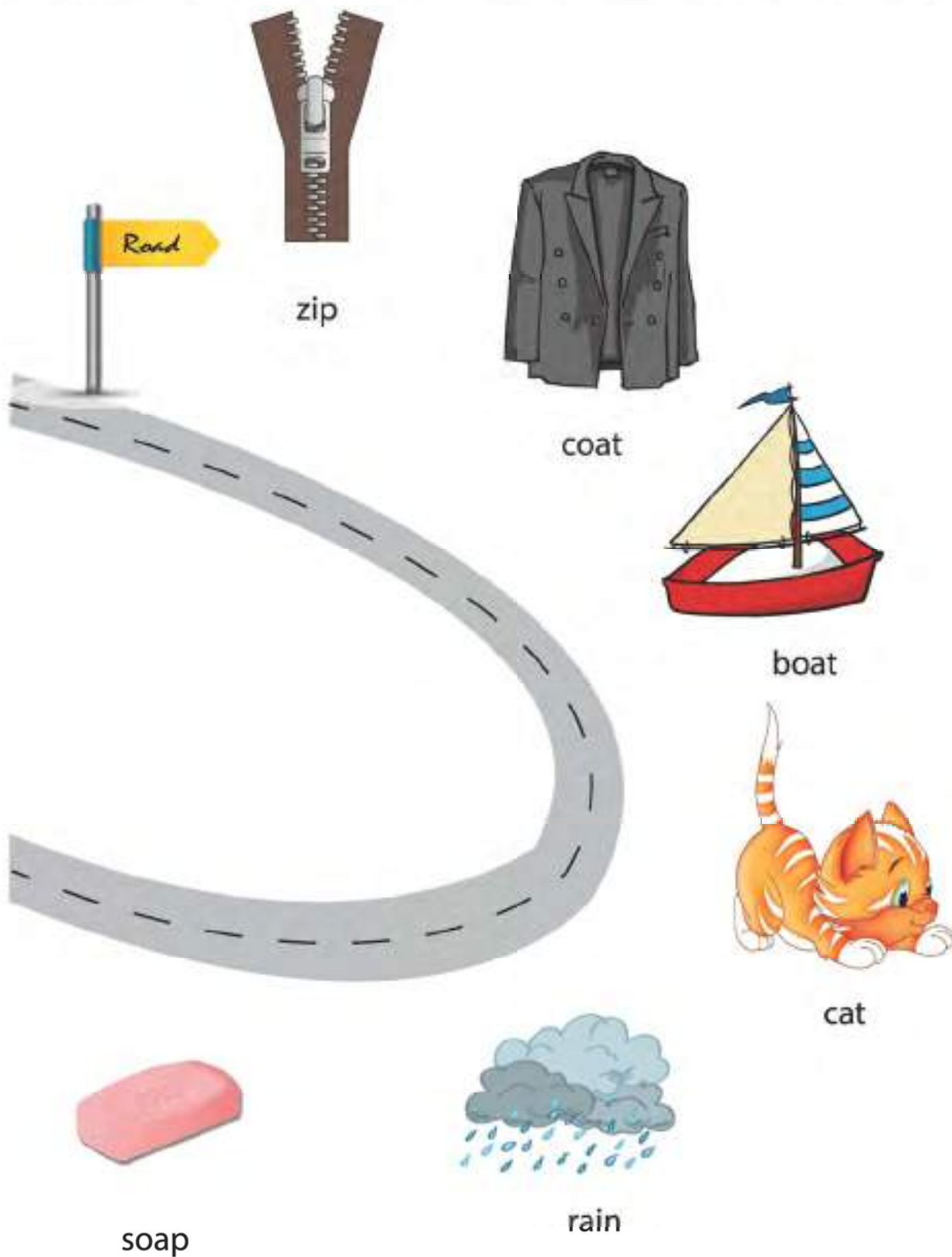
nria

\_\_\_\_\_

## 'oa' sound

Look, say, write.

A) Look at the road. Circle the 'oa' words. Say the words.



Recall that some letters of the alphabet combine to make one sound.

shell chair thorn clock whale

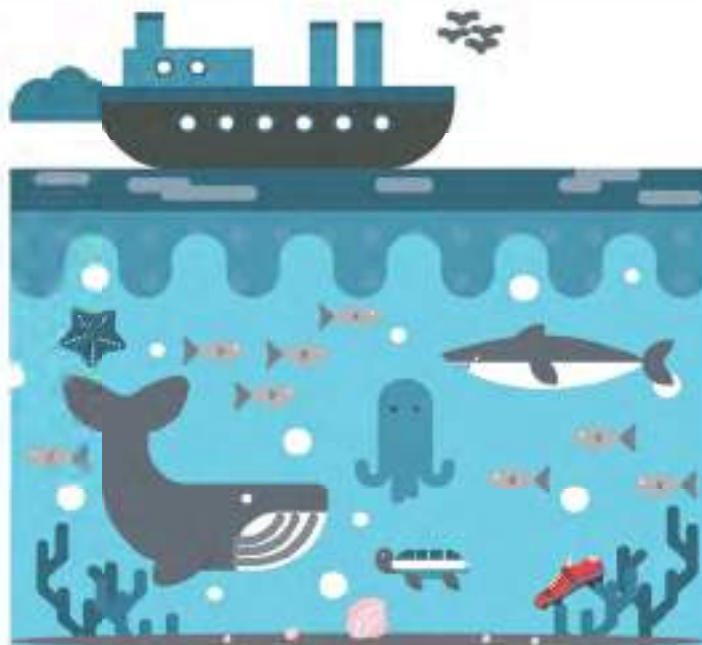
'sh' words

Look, say, write

- A) Read and circle the 'sh' words.

Look, a ship!

A shell, a fish and a shoe!



- B) Look at the picture. Write the word from the box below.

sheep

fish

shop

brush



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 'ch' words

Look, say, write

A) Help the chicken find lunch. Circle the 'ch' words.



goat chair bench sheep spinach  
shop cheek chalk lunch torch

B) Fill in the blanks.

1. I am eating \_\_\_\_\_.



2. I am sitting on a \_\_\_\_\_.



3. My favorite vegetable is \_\_\_\_\_.



4. I am playing with a \_\_\_\_\_.



# 'th' words

Look and say

A) Look at the pictures. Say the words.



three



thorn



bath



path



moth

B) Match the picture with the correct word.



teeth



bath



thumb

## 'ck' words

### Look and say

A) Read and find the 'ck' words.

"Tick, tock!" goes the clock.



"Quack, quack!" says the duck.



B) Help the truck find its way by circling the 'ck' words.



clock

duck

teeth

sock

fish

neck

brick

bench

## 'wh' words

Look, say, write

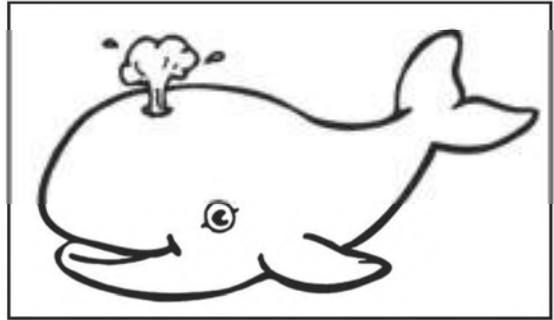
A) Read and find the 'wh' words.

Where is the whale?

The whale is in the sea.

What colour is the whale?

The whale is white.



B) Use the words below and fill in the blanks. Remember, a sentence starts with a capital letter.

what

wheel

whistle

where

1: \_\_\_\_\_ is the color of your whistle?

The \_\_\_\_\_ is red.

2: \_\_\_\_\_ is the bicycle wheel?

The bicycle wheel is near the tree.



## Unit 4 Two and Three Letter Sounds

Let us revise some more two and three letter sounds.

**'oi' words**

**Look, say, match**

A) Match each word with the correct picture.



point



toilet



boil

B) Look at the pictures. Reorder the letters and write the words.



oinpt



osli



ilo

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 'air', 'are', 'ear' words

Recall the three ways of spelling the |air| sound.

'air' – chair 'are' – scare 'ear' – wear

A) Look at the pictures. Fill in the missing letters with 'air', 'are' or 'ear'.



p \_\_\_\_\_



ch \_\_\_\_\_



h \_\_\_\_\_



sh \_\_\_\_\_



h \_\_\_\_\_



b \_\_\_\_\_



t \_\_\_\_\_



squ \_\_\_\_\_



st \_\_\_\_\_s

Rhyming words are words that end on a similar sound. Let us learn some more rhyming words.

B) The words given in the box below are all rhyming words. Write each word under the correct heading.

dare	repair	hear	fair	scare
	near	pair	care	tear



-are




-ear




-air


## Unit 5

## Nouns

A noun is a naming word. A noun is a name of a person, place or thing.

boy, Ali, house, Lahore, cat, table

Meet Asma. She is a girl.

She lives in a village.

Look at the underlined words.  
They are 'nouns'.



A) Let's learn some more nouns. Match the words below with pictures. The first one is done for you.

1. tree



2. watch



3. girl



4. sheep



5. phone



B) Read each sentence. Find the nouns. Write them on the lines. The first one is done for you.

1. Asma goes to the market.

i) Asma

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

2. She buys apples.

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

3. Asma brings the fruit home.

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

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

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

4. She cleans the table.

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

5. Asma is a good girl.

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

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

6. She helps her mother.

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



## Unit 6 Adjectives

We describe nouns by using adjectives. Size, colour and number words help to describe a noun. They are called adjectives.

size

colour

number



small bird

red cap

two chairs

tall tree

golden wheat

three straws

big ground

green leaf

ten chickens

Adjectives tell us about a noun.

beautiful happy sweet cold dry

A) Look around your classroom. Pick any two objects. Give two adjectives for each object.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

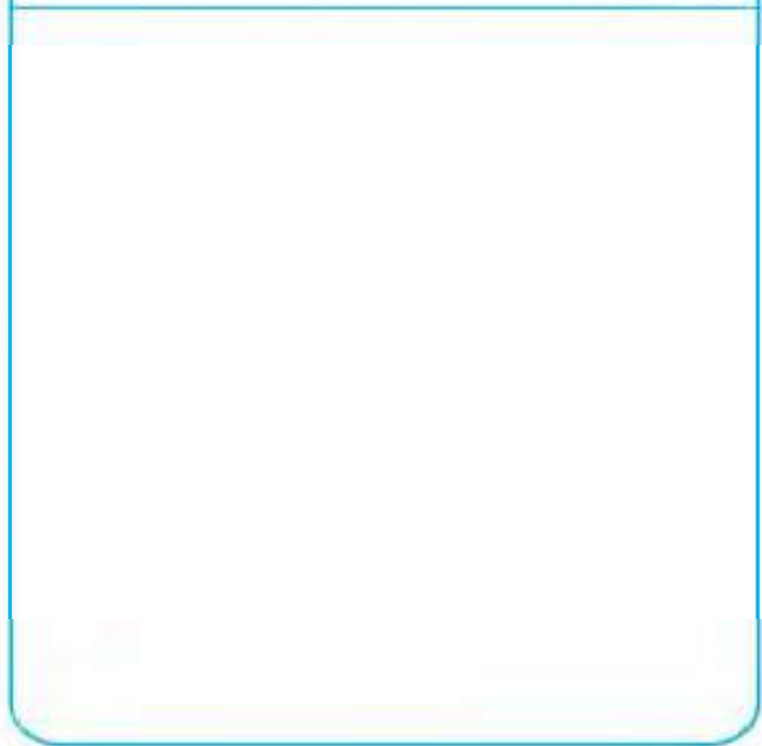
B) Write an adjective for each noun. Choose your adjectives from the box below.

beautiful	old	young	clean
big	black	purple	new

1. \_\_\_\_\_ hair
2. \_\_\_\_\_ dress
3. \_\_\_\_\_ house
4. \_\_\_\_\_ book
5. \_\_\_\_\_ car
6. \_\_\_\_\_ man
7. \_\_\_\_\_ school
8. \_\_\_\_\_ girl

C) Draw your favourite toy.  
Write two adjectives  
for the toy.

Colour your drawing.



D) Find the nouns and the adjectives. Write them in the correct column. The first one is done for you.



1. Asma goes to the big zoo.
2. Her brothers look up at the tall giraffe.
3. They love to see the three monkeys.
4. Asma sees the two brown bears.
5. The bears are sitting in the cold water.

nouns	adjectives
Asma zoo	big

## Unit 7 Verbs

Verbs are action words.

We **eat** apples.

The word 'eat' is an action word. It is a verb.

Let's revise some verbs we learned in Class 2!



eat



read



talk



run



jump



sleep



drink



write



sit



stand



smile

### Guessing Game

Choose an action word and do the action.

Ask your classmates to guess the word.



Recall that we can add -ing to the end of some verbs to show that something is happening now.

**eat + ing = eating    walk + ing = walking**

A) Let us see what Ali is doing today.

Look at the pictures. Read and write the -ing words. The first one has been done for you.

drinking   eating  
sleeping   playing  
reading   talking

1. Ali is drinking juice.



2. Ali is \_\_\_\_\_ a book.



3. Ali is \_\_\_\_\_ to his mother.



4. Ali is \_\_\_\_\_ grapes.



5. Ali is \_\_\_\_\_ in his bed.



6. Ali is \_\_\_\_\_ with his sister.





Recall that we can add -ed to the end of some verbs to show that they happened in the past.

walk + ed = walked

jump + ed = jumped

B) Let us see what Ayesha did yesterday.

Look at the pictures. Read and write the -ed words. The first one has been done for you.

walked entered  
jumped watched  
washed

1. Ayesha walked to school.



2. Ayesha \_\_\_\_\_ her hands.



3. Ayesha \_\_\_\_\_ over a rock.



4. Ayesha \_\_\_\_\_ the classroom.



5. Ayesha \_\_\_\_\_ television.



A pronoun is a word that takes the place of a noun. We use pronouns to avoid repeating the noun.

A male person (boy, man) is replaced by the pronoun **'he'**.

A female person (girl, woman) is replaced by the pronoun **'she'**.

An animal or a thing is replaced by the pronoun **'it'**.

More than one noun is replaced by the pronoun **'they'**.

A **cleaner** cleans the drains.

**He** keeps our streets clean.

(**He** takes the place of the noun, **cleaner**.)





A **maid** gets all the housework done.

**She** helps in cooking and cleaning.

The gardener is wearing a **turban**.

**It** is orange in colour.



Together, the **cleaner**, the **maid** and the **gardener** help us.

**They** keep our surroundings neat and clean.



A) Replace the nouns with the correct pronouns. Remember that a sentence begins with a capital letter. The first one is done for you.

he she it they

1. Arif goes to school.

He helps his mother at home.

2. Maria keeps her room clean.

\_\_\_\_\_ always throws the litter in the bin.

3. Arif and Maria like playing cricket.

\_\_\_\_\_ play after they have done their homework.

4. Maria's mother goes to the market.

\_\_\_\_\_ gets fruit and vegetables.

5. Arif's father works in the fields.

\_\_\_\_\_ comes back in the evening.

6. The football is round.

\_\_\_\_\_ is an old ball.

## Unit 9 Plurals

Recall that 'plural' refers to something that is more than one in number. We can add -s or -es to make words plural.

We add -s to many words to make them plural.



rose



roses

A) Count the things and write the plural.



cat



two \_\_\_\_\_



book



three \_\_\_\_\_



We add -es to words ending in -ch, -sh, -x and -s to make them plural.



bench



benches

B) Count the things and write the plural.



bush



four \_\_\_\_\_



box



two \_\_\_\_\_



bus



five \_\_\_\_\_

C) Look at the words and pictures below. Count the things and write the numbers. Add -s or -es to make them plural. The first one is done for you.

1. three apples



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



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



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



5. \_\_\_\_\_ boat \_\_\_\_\_



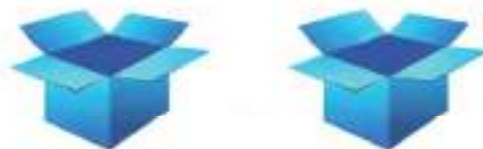
6. \_\_\_\_\_ car \_\_\_\_\_



7. \_\_\_\_\_ brush \_\_\_\_\_



8. \_\_\_\_\_ box \_\_\_\_\_



9. \_\_\_\_\_ hat \_\_\_\_\_



## Unit 10 Prepositions

Prepositions show the position of the noun in relation to the object.

Noun: cat

Object: table, box



The cat is **on** the table.



The cat is **in** the box.



The cat is **under** the table.



The cat is **behind** the box.



The cat is **beside** the table.



The cat is in **front** of the box.

**Into** is another preposition used to indicate the position of a noun or subject, while the subject is about to enter the object.



The snake is moving **into** the box.

**Over** is used when something is higher than another and is not touching it.



The rabbit jumps **over** the box.

A) Look carefully at the pictures. Choose the correct preposition from the box. The first one is done for you.

in

over

under

beside

into

1. Amna is jumping over the box.



2. Amna is getting \_\_\_\_\_ the box.



3. Amna is standing \_\_\_\_\_ of the box.



4. Amna is \_\_\_\_\_ the box.



5. Amna is standing \_\_\_\_\_ the box.





## Unit 11 Sentences

Recall that every new sentence begins with a capital letter and ends with a full stop.

This is my classroom.

It is a big room.

There are many students in the class.

I like my classroom.

A) Write the beginning words correctly to make a sentence.  
The first one is done for you.

1. our class

Our class begins at noon.

2. we start

\_\_\_\_\_ the English class by taking out our books.

3. when a

\_\_\_\_\_ student does not have a book, he can share with his class fellows.

4. everyone stays

\_\_\_\_\_ quiet when the teacher teaches.

B) Look at these sentences carefully. Add full stops at the end of the sentence. The first one is done for you.

1. Ali is eleven years old.
2. Ali is in class five
3. He helps his mother at home
4. Ali likes to play with his sister
5. He is a good boy

C) Make the first letter in the sentence capital. Add a full stop (.) at the end. The first one is done for you.

1. please help my dog  
Please help my dog.
2. azhar takes care of his horse
3. we like to eat mangoes
4. he was born in July
5. we do not go to school on Sunday
6. i will visit Karachi in August

## Unit 12 Questions

We use a question mark (?) at the end of every question. A question begins with a capital letter and ends with a question mark.

What is your name?

Is this your bag?

Do you watch television?

Does Ahmed like milk?

Where do you live?

Questions normally begin with the following words:

why

where

when

what

am

how

do

does

did

is

A) Try answering these questions. The first one is done for you.

1. What is the name of your country? Pakistan

2. What is your name? \_\_\_\_\_

3. Where is your school? \_\_\_\_\_

4. What do you like to eat? \_\_\_\_\_

5. When do you go to sleep? \_\_\_\_\_



B) Underline the capital letters at the start of every question or sentence.

Add a question mark (?) if it is a question. Add a full stop (.) if it is a sentence. The first one is done for you.

1. Our class goes to the library.
2. Does the library have many books
3. We do not speak in the library
4. Is the library clean
5. All the students take care of the books
6. When can we take the books home



## Unit 13 Helping Others

### Getting Back Home!

Let us read Asma's story.



Asma and her family moved to a new village. Asma and her two brothers, Ahmed and Abdullah, loved the new village.



One day, Asma went out alone. **She** went to a shop. On the way **back**, Asma lost her way.





Two boys from the village saw her crying.

They asked her name.

They looked for her house.

They brought Asma back to her house.



Her parents were very happy to see her.

They thanked the boys for helping their daughter.

## Activity 1: Comprehension

A) Write short answers to these questions.

Q1. What are the names of the children?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q2. Who loses her way?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q3. Who helps Asma?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q4. Do Asma's parents thank the boys?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q5. Why do Asma's parents thank the boys?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q6. What would you do if someone gets lost?

Ans: \_\_\_\_\_  
\_\_\_\_\_

## Activity 2: Nouns and Pronouns

A Circle the nouns and underline the pronouns. The first one is done for you.

1. One day, Asma went out alone. She went to a shop.

2. Two boys from the village saw her crying.

3. They asked her name.

4. They looked for her house.

5. They brought her home.

6. Asma was very happy to find her family.

### Activity 3: Greeting People

A) Let us see how Asma greets people when she meets them.

**Asma:** Assalam-o-Alaikum!

**Ali:** Wa-Alaikum-Assalam!



**Asma:** How are you?

**Bilal:** I am fine. Thank you!



**Asma:** Would you like something to eat?

**Usman:** Yes, please. Thank you!

**Asma:** You are welcome!



You can now practise these with your class fellows.



## Activity 4: Learning new blends: 'tch'



Asma enjoys learning new words. Let us learn some new words with her.

A) Say the word 'match'. The word, 'match' ends on the 'tch' sound. Say these words loud and clear.



watch



witch



kitchen

B) Circle the words that contain the 'tch' sound.  
Say them.

switch	stairs	sick	stick	stitch
king	ketchup	kangaroo	where	witch
fruit	fish	fetch	hull	hatch
pink	plastic	pitcher	latch	lift

C) Complete the words by adding the 'tch' sound.

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



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



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



5. ke\_\_\_\_\_up



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



D) Write your favourite 'tch' word and make a sentence.

---

---

## Activity 5: Learning new blends: 'thr'

A) Pick out all the 'thr' words from the sentence below and write them. Say the words.

**Three** little girls are **thrilled** to sit on the **throne**.

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

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

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



B) Draw a line to match each 'thr' word to the right picture. Say them loud and clear.

thread



throw



throat



three



## Activity 6: Learning new blends: 'igh'



What a beautiful **night**  
So turn off the **light**  
And sleep **tight**

A) Circle the word in each pair that contains 'igh'. Say the words. The first one is done for you.

- |                        |                 |
|------------------------|-----------------|
| a. <u>flight</u> flock | e. thigh think  |
| b. nail high           | f. sigh sitting |
| c. bright bread        | g. slight slime |
| d. light lime          | h. might mine   |

B) Complete these words by adding 'igh'. Say them

1. del\_\_\_\_t
2. s\_\_\_\_t
3. moonl\_\_\_\_t
4. fr\_\_\_\_t



## Unit 14 Respect for Elders

### On the Way to School!

Ahmed and Ali are going to school. They pass through a muddy patch. They try to go from a sidewalk. Suddenly, they see an old woman crossing the muddy road. She slips and falls down in the mud.



Ali and Ahmed put their bags down. They run towards the old woman. They pick her up. They pick her bag up too. Ali carries the bag and Ahmed helps the woman. They help her get out of the mud. They help the old woman find her way home.

They are now late for school. When they reach school, their teacher asks the reason for their late arrival. Ali and Ahmed inform the teacher about the incident. The teacher is really happy with her students. She says, "We must always respect our elders. It is very important."



## Activity 1: Comprehension

Q1. Where are Ali and Ahmed going?

Ans: \_\_\_\_\_

Q2. Who slips on the muddy road?

Ans: \_\_\_\_\_

Q3. Who helps the old woman?

Ans: \_\_\_\_\_

Q4. Do Ali and Ahmed help the woman find her way home?

Ans: \_\_\_\_\_

Q5. Why is the teacher happy with Ali and Ahmed?

Ans: \_\_\_\_\_

Q6. Why is it good to help someone in need?

Ans: \_\_\_\_\_

Q7. How can you show respect to your elders?

Ans: \_\_\_\_\_

## Activity 2: Learning new blends: 'bl', 'fl', 'pl'

Let us see what Ali and Ahmed learn in their English class. They are learning different blends.

For example, 'bl' in **blue**, 'fl' in **flower**, 'pl' in **plate**

A) Read these sentences aloud. Underline the words that begin with 'bl', 'fl', and 'pl'.

1. Look at the black bird!



2. The fly was sitting on the floor.



3. The baby played with the toy plane.



B) Complete the following words by looking at the pictures and writing the correct letters.

bl fl pl

1. \_\_\_\_ower



2. \_\_\_\_y



3. \_\_\_\_ack



4. \_\_\_\_anket



5. \_\_\_\_um



6. \_\_\_\_ate





### Activity 3: Learning new blends: 'br', 'cr', 'dr'

A) Circle the words that begin with 'br', 'cr', 'dr'.

1. The bride is wearing a bright red dress.



2. The crow sits on the crocodile to eat the crumbs.



3. The driver drinks water from the tap.



B) Match each word with the correct picture. Say the words.  
The first one is done for you.

1. bread



2. dress



3. brick



4. crown



5. dragon



6. crow



C) Fill in the blanks with 'br', 'cr', 'dr'. Say the words.

br      \_\_anch      \_\_ain      \_\_ush

dr      \_\_eam      \_\_ain      \_\_ill

cr      \_\_ane      \_\_own      \_\_icket

## Activity 4: Punctuation

Let us revise punctuation rules.

A) Look at the sentences and questions below.

The first letter should be capital. Add a full stop and question mark where needed. The first one is done for you.

1. they try to go from a sidewalk

They try to go from a sidewalk.

2. she slips and falls down in the mud

\_\_\_\_\_

3. do Ali and Ahmed help the woman find her way home

\_\_\_\_\_

4. the teacher is really happy with her students

\_\_\_\_\_

5. why are Ali and Ahmed late for school

\_\_\_\_\_

## Activity 5: Saying 'Thank you!'

When someone helps us and does something good for us, we feel happy and grateful. We express this by saying 'Thank you'.

Ahmed and Ali never forget to say '**thank you**' when someone helps them.



Thank you for giving me your eraser.

Thank you for sharpening my pencil.

Thank you for the new toy.

Thank you for helping me out.

Thank you for picking up my books.

Thank you for sharing your lunch with me.

Now practice saying '**thank you**' with your class fellows.



**A Visit to Tarbela Dam**

Tarbela Dam is built on the Indus river. It is one of the largest dams in the world. It is located in the Haripur District of Khyber Pakhtunkhwa. It can store a lot of water. I have always dreamed of visiting Tarbela Dam.

One day, my father, Shahid, came home and told us that he had arranged a trip for the family to go see Tarbela Dam. We were all so happy.

Next morning, my mother, Saima, packed a nice picnic basket for us. We left Lahore to spend a day at Tarbela Dam. When we got there, my little brother, Raheel, was scared to see the dam because it was big and full of water. My mother had to help him settle down.

We then went on a boat ride across Tarbela Dam and had lunch together. We enjoyed the picnic, packed up and happily got into the car to leave.

We all had a great time!

## Activity 1: Common and Proper Nouns

A **common noun** is a name of a person, place or thing.

baby garden dog radio girl stadium cat bed

When we give a specific name to a common noun, it becomes a **proper noun**. Names of people and places are called proper nouns. A proper noun always begins with a capital letter.

Ali Maria Pakistan Lahore

Common Nouns	Proper Nouns
boy, girl	Ahmed, Ali, Asma, Sadia
country	Pakistan, China, Turkey
place/city	Okara, Gujranwala, Lahore Fort, Minar-e- Pakistan
day	Monday, Tuesday, Wednesday
month	January, February, March
river	Ravi River, Indus River, Chenab River

A) Find and write down the common and proper nouns in the story, "A Visit to Tarbela Dam".

Common Nouns	Proper Nouns
river	Tarbela Dam

B) Think of a proper noun for each of the following and write them down.

1. girl \_\_\_\_\_
2. boy \_\_\_\_\_
3. city \_\_\_\_\_
4. country \_\_\_\_\_
5. day \_\_\_\_\_
6. month \_\_\_\_\_

## Activity 2: Talking about yourself



A) Fill in the blanks with suitable words.

1. My name is \_\_\_\_\_ .
2. This is my father. His name is \_\_\_\_\_.
3. Meet my mother. Her name is \_\_\_\_\_.
4. I have \_\_\_\_\_ sisters and \_\_\_\_\_ brothers.



### Activity 3: Provinces of Pakistan

Let us learn about the provinces of Pakistan!



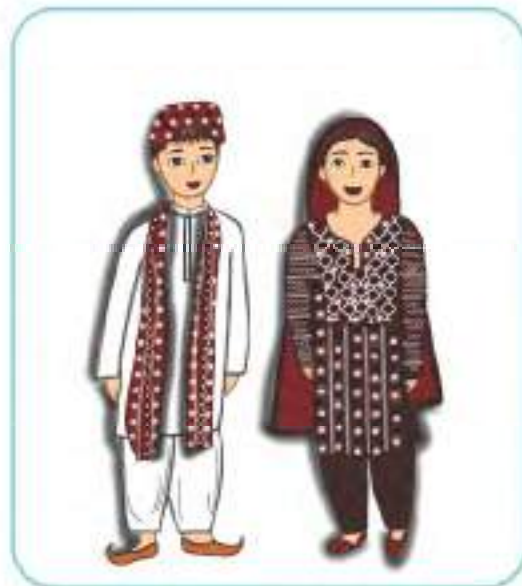
We are from Balochistan.



We are from Khyber  
Pakhtunkhwa.



We are from Punjab.



We are from Sindh.

A) Answer the questions below.

Q1. What do the pictures show?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q2. Why are the children dressed differently in each picture?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q3. Look at the dresses once again. Can you tell where these children live?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q4. How many provinces are there in Pakistan?

Ans: \_\_\_\_\_

Q5. Which dress do you like the most?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q6. Which of these dresses do you wear at home?

Ans: \_\_\_\_\_

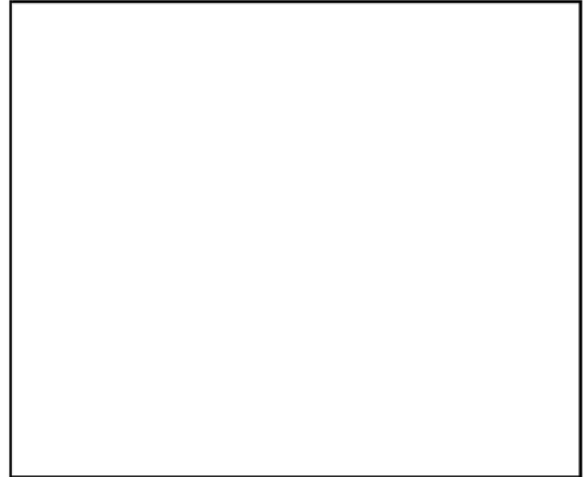
## Activity 4: Who I want to be?

- A) What kind of a job do you want to do when you grow up?  
Where would you want to live? Draw and write about your future.

The job I want to do

---

---



Where I want to live

---

---



Places that I want to see

---

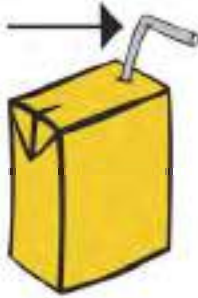
---



## Activity 5: Learning new blends: 'str'

s, t and r are put together to make the 'str' blend.

You can find it at the beginning of many words.



straw



strap

A) Circle the words that begin with 'str'. Say the words.

- a.    strap      soft      sell
- b.    stall      string      stink
- c.    strong      sand      sit
- d.    seen      soil      strict
- e.    sick      sit      stretch
- f.    strange      silly      smell



## Activity 6: Learning new blends: 'scr'

The blend 'scr' appears at the start of many words. These letters have to be pronounced together as one sound.



screen



scrub

A) Draw a line to match each 'scr' word to the right picture. Say the word.

scrub



scratch



scream



screwdriver



## Activity 7: Sentences and Questions

Recall that:

1. Every sentence begins with a capital letter.

The car is parked outside.

2. A sentence has a full stop at the end.

The car is parked outside.

3. A question has a question mark at the end.

Is the car parked outside?

A) The sentences below are all jumbled up.

Write each sentence in the correct order. Place a capital letter, a full stop or a question mark where needed.

1. I dog a have I have a dog.

2. name is its Rex \_\_\_\_\_

3. colour is its black \_\_\_\_\_

4. dog my eats meat \_\_\_\_\_

5. play I my with dog \_\_\_\_\_

## Unit 16 How to Stay Safe

### A Bus Ride

Ali, Amna and Sara go out everyday for a bus ride with their father. Let us see what happens one day when the bus was late.

Ali, Amna and Sara loved going on the bus. Ali and Amna liked to sit near the window, so they could watch the cars, motor bikes and people on the road.



One day, the bus was late. Father got a bar of chocolate each for Ali, Amna and Sara. He asked them to wait while he went to buy tickets.

Before going, father said, "You must never talk to strangers when you are outside. You must never go anywhere with them. They might harm you."







As Ali, Amna and Sara were sitting on the bench, a stranger came to them and said, "Hello! Do you know where the canteen is? I am thirsty and want to get something to drink, maybe a tin of juice." Ali pointed in the direction of the canteen and said, "Yes, it is behind the ticket booth."

The stranger said, "Can you come along and show me, please?"

Ali suddenly remembered his father's advice, and politely refused.



"Honk! Honk!" went the horn of the bus. Just then the bus entered from the gate, and they heard their father's voice. "Hurry up, children. The bus is here!" he said.

The three children happily got up from the bench, and rushed towards their father. They were going to ride the bus again!



## Activity 1: Comprehension

A) Now answer these questions.

Q1. Why did Ali and Amna like to sit near the window in the bus?

Ans: \_\_\_\_\_

Q2. What did Father buy for the children?

Ans: \_\_\_\_\_

Q3. What advice did Father give to the children before he went to buy tickets.?

Ans: \_\_\_\_\_

Q4. What did the stranger ask the children?

Ans: \_\_\_\_\_

Q5. Why did Ali refuse the stranger?

Ans: \_\_\_\_\_

Q6. If you were Ali, would you talk to the stranger?

Ans: \_\_\_\_\_

B) Find the words from the story that rhyme with the following vowel sounds.

Long vowels
ee (three) _____
oo (booth) _____
ay (late) _____
aw (watch) _____

## Activity 2: Exclamation marks

Exclamation marks are sometimes used at the end of a single word, phrase or a sentence, to express strong emotions, such as happiness, sadness or surprise.

For example: **Look out! Wow!**

A) Add exclamation marks below where needed. The first one is done for you.

1. Wow! I love this ice cream!
2. Bang The door slammed.
3. Hello Good to see you
4. Stop Don't shout

### Activity 3: Verbs

A verb is an action word.

For example:

She is **going** to school.

A) Describe each picture using an action word. Fill in the blanks below. The first one is done for you.

1. Sara is sitting on a bench.



2. Amna is \_\_\_\_\_ a chocolate.



3. The stranger is \_\_\_\_\_ juice.



4. Father is \_\_\_\_\_ tickets.



B) Now, let's put each verb in the right box to show what you like and do not like.

– running – painting – riding a bus – listening to music  
– getting dirty – watching TV – drinking tea  
– screaming loudly – cooking – reading books

I like ...

I don't like...

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C) Now write four to five lines on what you like to do, eat or play.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity 4: Learning new blends: 'ee' sound

Now let's recall the 'ee' sound, like in the word **tree**.

The same sound is found in the words **key**, **scream**, **lazy**.

A) Draw a line to match each word with the 'ee' sound to the correct picture. Say the word. The first one is done for you.

1. donkey

2. sheep

3. puppy

4. meat

5. bee

6. monkey



B) Draw a circle around the words with the 'ee' sound in each sentence.

1. Have you seen my bag?
2. Let me speak to your father.
3. The car horn went beep.
4. She was happy to see her friend.
5. Put some cream on the cake.
6. I had a bad dream.

### Activity 5: Learning new blends: 'oo' sound

'oo' makes a sound, like an owl **hoo**ting.

The 'oo' sound is like the sound in the words **moo**n or **hoo**t.

We find the same 'oo' sound in words like **blue**, **you** and **fruit**.



A) Fill in the blanks. Use the words in the box to help you.

blue stool pool fruit school



1. The cat sat on the \_\_\_\_\_.



2. The boys played cricket in \_\_\_\_\_.



3. Who would like to swim in the \_\_\_\_\_?



4. What is your favourite \_\_\_\_\_?



5. He is wearing a \_\_\_\_\_ suit.



## The Horse and Cattle Show

Hassan is a ten year old boy who loves animals.

Let us see what Hassan saw at the Horse and Cattle Show.



Hassan came to Lahore to stay with his uncle for holidays. His uncle took him to the 'Horse and Cattle Show'. Hassan had only read about the Horse and Cattle Show in a book.

Hassan loved animals so he was very happy and excited. All the animals had been decorated with flowers and beads.



The animals stood in a line and followed their masters' orders.

Just when the cattle show began, an ox suddenly got angry and ran away, free from its master's grip.



Everyone was afraid because it was big and strong. It could hurt someone. However, its master was a strong man who knew how to look after his animals. Soon, he had the ox under his control and brought it back to the shelter. Everyone was pleased to see the ox back with its master.



Hassan also went to see the stalls of handicrafts, food and folk music. He ate sweets and cotton-candy. He had lots of fun at the festival.

## Activity 1: Comprehension

A) Answer the following questions.

Q1. Where did Hassan go for his holidays?

Ans: \_\_\_\_\_

Q2. What did Hassan feel when he saw the animals at the show?

Ans: \_\_\_\_\_

Q3. Which animal ran away from its master?

Ans: \_\_\_\_\_

Q4. What did Hassan eat at the festival?

Ans: \_\_\_\_\_

Q5. Why was everyone afraid of the ox?

Ans: \_\_\_\_\_



B) Hassan wants to know about you. Let us discuss.

1. Can you tell him about a festival celebrated in your city?

---

2. Where do you go for your holidays?

---

## Activity 2: Expressing needs and wants

A) Now, match the phrases to express your needs.

The first one is done for you.

I am..

I need/want ..

hungry	to take medicine
feeling tired	to go home
bored	to sleep
missing my mother	to have some food
not feeling well	to talk to friends

B) Now write the sentences on your notebook.

For example:

**I am hungry. I want to have some food.**



### Activity 3: Rhyming Words

A) Find the rhyming words.

Put the words in the right column. Say the words.

dig  
trip  
spree

may  
book  
wig

free  
rip  
fun

took  
day  
say

grip

big

look

three

day

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Activity 4: Use of 'a' and 'an'

We use 'an' with words beginning with vowel sounds (a, e, i, o, u). For example: **an owl**

We use 'a' with all consonant sounds.

For example: **a balloon, a jug**

A) Write 'a' or 'an' in the blanks below.

1. Hassan read about the festival in \_\_\_\_\_ book.
2. \_\_\_\_\_ ox had run away from its master.
3. All the animals were moving in \_\_\_\_\_ line.
4. The little girl is holding \_\_\_\_\_ umbrella.
5. He saw a little boy riding \_\_\_\_\_ horse.

## Activity 5: Learning new blends: 'ng'

The blend 'ng' appears at the end or the middle of many words.

A) Circle the 'ng' words. Say the words.

- |             |           |          |
|-------------|-----------|----------|
| 1. square   | rectangle | circle   |
| 2. sing     | laugh     | shout    |
| 3. queen    | prince    | king     |
| 4. swing    | slide     | round    |
| 5. finger   | thumb     | hand     |
| 6. necklace | ring      | bracelet |
| 7. penguin  | dolphin   | seal     |

B) Underline the 'ng' words in the sentences below.

1. She was cooking for her family.
2. My father got me a new ring.
3. The teacher was calling the little girl.
4. Hassan can sing very well.
5. Draw a rectangle on your notebook.

## Activity 6: Learning new blends: 'nk'

The 'nk' blend comes at the end or the middle of many words.

A) Colour the boxes with 'nk' words. Say the words.

tank

junk

hand

shrink

drink

luck

bank

pink

sing

skunk

stuck

think

B) Put together all the 'nk' words from above that rhyme with -ink, -ank and -unk. Say them out loud.

-ink	-ank	-unk
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Going to School!

The clock slowly ticks away. It is Sunday and Sara is bored. She has nothing to do.



Her brother Jaleel has his final exams next week. He is busy studying and cannot play with her. She goes to his room and says, "When will you play with me?" "I can't, Sara. I have a lot of work to do," replies Jaleel. He is sitting on his chair and doing his work.



With a sad face, Sara sits on his bed where all his books are spread.

She does not have any books because she does not go to school yet. She is only four years old.

She picks up her brother's English book and starts to turn the pages.



Suddenly, Jaleel sees her and shouts, "Do not touch my books." He snatches his book out of her hands.

"But I want to read them too," says Sara, with tears in her eyes. "You don't know how to read. You are too little. You will spoil my books," Jaleel scolds his little sister.



Hearing their voices, their father enters the room and asks, "Why are you scolding your little sister, Jaleel?"

"She is spoiling my books, father," complains Jaleel angrily. "I only want to read them," says Sara and starts to cry.

Father tells Jaleel to share his books with her. "Sara will go to school next year when she is older. You are her elder brother. You should teach her how to read."



Their mother comes in and sits down near them.

"We go to school to study and to become good human beings. You must be nice to your sister. Boys and girls must respect each other because God has made everyone equal," she says.

Jaleel realizes that he has been rude with Sara and feels bad about his behaviour. He looks at his little sister and says, "I am sorry, Sara. I should not have scolded you. Come on, I will show you my books and teach you how to read."

Jaleel and Sara sit on the bed and he teaches her a lot of things from his books. Sara is very happy.

## Activity 1: Comprehension

A) Answer the following questions.

Q1. Where does Sara go when she is bored?

Ans: \_\_\_\_\_

\_\_\_\_\_

Q2. Why can't Jaleel play with his sister?

Ans: \_\_\_\_\_

\_\_\_\_\_

Q3. How old is Sara?

Ans: \_\_\_\_\_

Q4. What does Sara want to do with Jaleel's books?

Ans: \_\_\_\_\_

\_\_\_\_\_

Q5. Who enters Jaleel's room upon hearing voices?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q6. When will Sara go to school?

Ans: \_\_\_\_\_

Q7. Is it important to be a good human being? Why?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q8. Write three things good human beings do.

Ans: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Activity 2: Saying "Sorry!"

A) Suppose you had a fight with your brother or sister but you feel sad about it. How will you apologize (say sorry)?

Look at these examples in the box.

I am sorry.

I am very sorry.

Please forgive me.

I apologise for...

B) Make a sentence using each of these phrases and practice them with the person sitting next to you.

1. **I am sorry I screamed at you.** \_\_\_\_\_

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

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

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

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

### Activity 3: Verbs 'to be' and 'to have'



#### Use of the verb 'to be'

He/She <b>is</b>	I <b>am</b>	They/You <b>are</b>
She <b>is</b> reading a book.	I <b>am</b> reading a book.	They <b>are</b> reading a book.

A) Fill in the blanks.

**is am are**

- 1) I **am** happy to see my new car.
- 2) He \_\_\_\_\_ angry at his sister.
- 3) You \_\_\_\_\_ going with your family.
- 4) She \_\_\_\_\_ playing football.
- 5) I \_\_\_\_\_ reading my new book.
- 6) They \_\_\_\_\_ cleaning their room.
- 7) He \_\_\_\_\_ sleeping in his bed.
- 8) She \_\_\_\_\_ riding her new bicycle.

### Use of the verb 'to have'

She/He <b>has</b>	I/You/They <b>have</b>
She <b>has</b> two brothers and a sister.	I <b>have</b> two books in my bag.

B) Fill in the blanks with '**has**' or '**have**'.

1. Jaleel \_\_\_\_\_ a book.
2. Do you \_\_\_\_\_ a balloon?
3. I \_\_\_\_\_ two brothers and two sisters.
4. She \_\_\_\_\_ a beautiful dress.
5. You \_\_\_\_\_ a bottle of water.
6. They \_\_\_\_\_ many friends.
7. A rabbit \_\_\_\_\_ long ears.
8. Sara \_\_\_\_\_ a new bicycle.

C) Rewrite three of the above sentences here.

---

---

---

## Activity 4: Learning new blends: 'st'

The letters 's' and 't' appear in many words.

For example:

**stool, stamp, must, post**

A) Tick the word in each pair that ends in 'st'. Say the words.

1. post/pole
2. pick/last
3. blast/plate
4. fake/fast
5. dust/done

B) Underline the 'st' words in the sentences below.  
Say the words.

1. The stars are shining in the sky.
2. I put the stamp on the letter
3. The teacher asked the students to start working.
4. He went to the store to get some milk.
5. The policeman told the driver to stop.



## Activity 5: Learning new blends: 'sk'

The words 's' and 'k' appear at the start and end of many words.

A) Look at the picture to guess the right word.  
Add 'sk' to complete the words. Say the words.



a \_ \_



fla \_ \_



de \_ \_



\_ \_ y



\_ \_ ip

## Assessment Activity 1

A) Write the correct vowel sound in the blanks. Say the words.

ee	ea	i	oa	ey	y
ay	ow	oo	ou	ui	ai

1. wh\_\_\_\_l



2. cl\_\_\_\_n



3. t\_\_\_\_th



4. k\_\_\_\_



5. tr\_\_\_\_n



6. b\_\_\_\_t



7. tr\_\_\_\_



8. h\_\_\_\_se



9. sk\_\_\_\_



10. \_\_\_\_ce



11. j\_\_\_\_ce



12. cr\_\_\_\_



B) Write the correct sound in the blanks. Say the word.

1. \_\_\_\_op



sh ch wh  
th ck

2. \_\_\_\_air



3. \_\_\_\_ale



4. clo\_\_\_\_



5. \_\_\_\_ree

3

6. tor\_\_



7. \_\_eel



8. \_\_istle



9. \_\_ell



10. \_\_ain



11. cra\_\_



12. \_\_roat



C) Now it is your turn to make two words with each sound below.

sh

wh

ch

ck

th

\_\_\_\_\_

\_\_\_\_\_



D) Read these words aloud. Put them in the right column.

string	screen	strike	screw
throne	scrap	match	sight
patch	scratch	light	fight
three	might	watch	catch
straw	scrub	throw	throat
struggle	switch	through	high
patch	stroke	clutch	fright

str	scr	thr	tch	igh

E) Use 'a' or 'an' in the following sentences.

1. There is \_\_\_\_\_ black blanket on the bed.
2. There is \_\_\_\_\_ orange flower on the desk.
3. The player plays \_\_\_\_\_ amazing shot.
4. There is \_\_\_\_\_ brown brick in the garden.
5. \_\_\_\_\_ crow is sitting on \_\_\_\_\_ tree.
6. I have \_\_\_\_\_ toy drum.
7. The ring has \_\_\_\_\_ big diamond.
8. The girl in the pink dress has \_\_\_\_\_ ice cream.
9. Haroon has \_\_\_\_\_ extra mask to play with.
10. I have \_\_\_\_\_ umbrella in my cupboard.

F) Complete the following words by choosing the blends from the box. The first one is done for you.

bl fl pl br cr dr ng nk st sk

1. blue blazer



2. \_\_\_um \_\_\_ate



3. pi\_\_\_ dri\_\_\_



4. \_\_\_ying \_\_\_ag



5. \_\_\_own \_\_\_oom



6. \_\_\_awling \_\_\_ab



7. \_\_\_y \_\_\_ess



8. wi\_\_\_\_\_



9. fi\_\_\_\_\_



10. de\_\_\_\_\_





G) Read the following sentences. Pick out all the nouns, verbs and adjectives and write them in the correct columns.

1. Alia walks to the big park.
2. A green frog jumps into the cold pond.
3. Haroon eats a red apple.
4. The furry cat sleeps in the soft bed.
5. The black dog barks at the naughty children.
6. The round ball bounces on the clean floor.
7. The little baby crawls on the red carpet.

nouns	verbs	adjectives

### Cleaning the House!



Arif's mother has been sick for a few days now. When Arif comes back from school, he finds the house in a complete mess. No food is cooked, no washing is done and everything seems dirty and dusty.

Arif decides to clean the house one day. He asks his younger sister, Maria, to help him. Together, they do all the dishes. Then, Maria washes the clothes and later irons them.



Arif cleans the rooms and dusts the furniture. They cook the food. They keep asking their mother for help.



In the evening, when their father enters the house, he is surprised to see the clean house. When he learns that Arif and Maria have done all the cleaning and cooking, he is really happy. He tells them, "Doing your work yourself is the best way of getting it done."

From that day onwards, Arif and Maria always do their own work at home and outside themselves.

## Activity 1: Comprehension

A) Answer the following questions.

Q1. Who does the work at Arif's house everyday?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q2. What does Arif do while cleaning the house?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q3. What does Maria do as she helps her brother?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q4. What does their father tell them?

Ans: \_\_\_\_\_  
\_\_\_\_\_



B) Think and answer!

Q1. How do you help your mother and father at home or outside?

Ans: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Q2. Name the people who help to keep your surroundings clean?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q3. How do you thank those people who do your work?

Ans: \_\_\_\_\_  
\_\_\_\_\_

## Activity 2: Pronouns

Recall that a pronoun is a word that takes the place of a noun.  
We use pronouns to avoid repeating the noun.

A male person (boy, man) is replaced by the pronoun, 'he'.

A female person (girl, woman) is replaced by the pronoun, 'she'.

An animal or a thing is replaced by the pronoun, 'it'.

More than one noun is replaced by the pronoun, 'they'.

- A) Go back to the story you just read. Underline the pronouns in the story.
- B) Read the sentences below. Fill in the blanks with the following words. Remember that a sentence begins with a capital letter.

he she it they

1. Mother has been sick for a few days.  
\_\_\_\_\_ needs to get some rest.
2. Maria washes the clothes.  
\_\_\_\_\_ also presses the clothes.
3. Arif decides to clean the house.  
\_\_\_\_\_ asks his younger sister, Maria, to help him.
4. Arif and Maria clean the house.  
\_\_\_\_\_ do everything together.
5. The house is a complete mess.  
\_\_\_\_\_ needs to be cleaned.

### Activity 3: Writing invitations

Maria is planning to celebrate her birthday at home. Let us help Maria and Arif in writing the invitation letter. First, we need to know the words that will help us in writing the letter.

dear  
birthday  
celebrating  
happy

party  
time  
place  
join

A) Write the invitation letter by filling the blanks.

Dear \_\_\_\_\_, (write the friend's name here)

I am celebrating my birthday on Monday, the \_\_\_\_\_ of  
December. I will be very happy if you join me at my home  
at \_\_\_\_ o'clock.

I shall be waiting for you.

Your friend,

\_\_\_\_\_ (write your own name)

## Activity 4: Plurals

Recall that plural refers to something that is more than one in number. We can add **-s** or **-es** to make words plural.

**-s:** books, trees, cats

**-es:** benches, bushes, boxes, buses

If a noun ends on 'y' but has a vowel before the 'y', we add 's' to make the plural form.

Singular

monkey

Plural

monkey**s**

toy

toy**s**

tray

tray**s**

A) Write the plural of the following words.

The first one is done for you.

holiday	holidays
hockey	
journey	
jersey	
boy	
key	

A noun that ends on the letter 'o' can be changed into the plural form by adding 'es'.

Singular

Plural

hero

heroes

tomato

tomatoes

B) Write the plural of the following words by adding 'es'.  
The first one is done for you.

potato

potatoes

volcano

\_\_\_\_\_

buffalo

\_\_\_\_\_

mosquito

\_\_\_\_\_

mango

\_\_\_\_\_

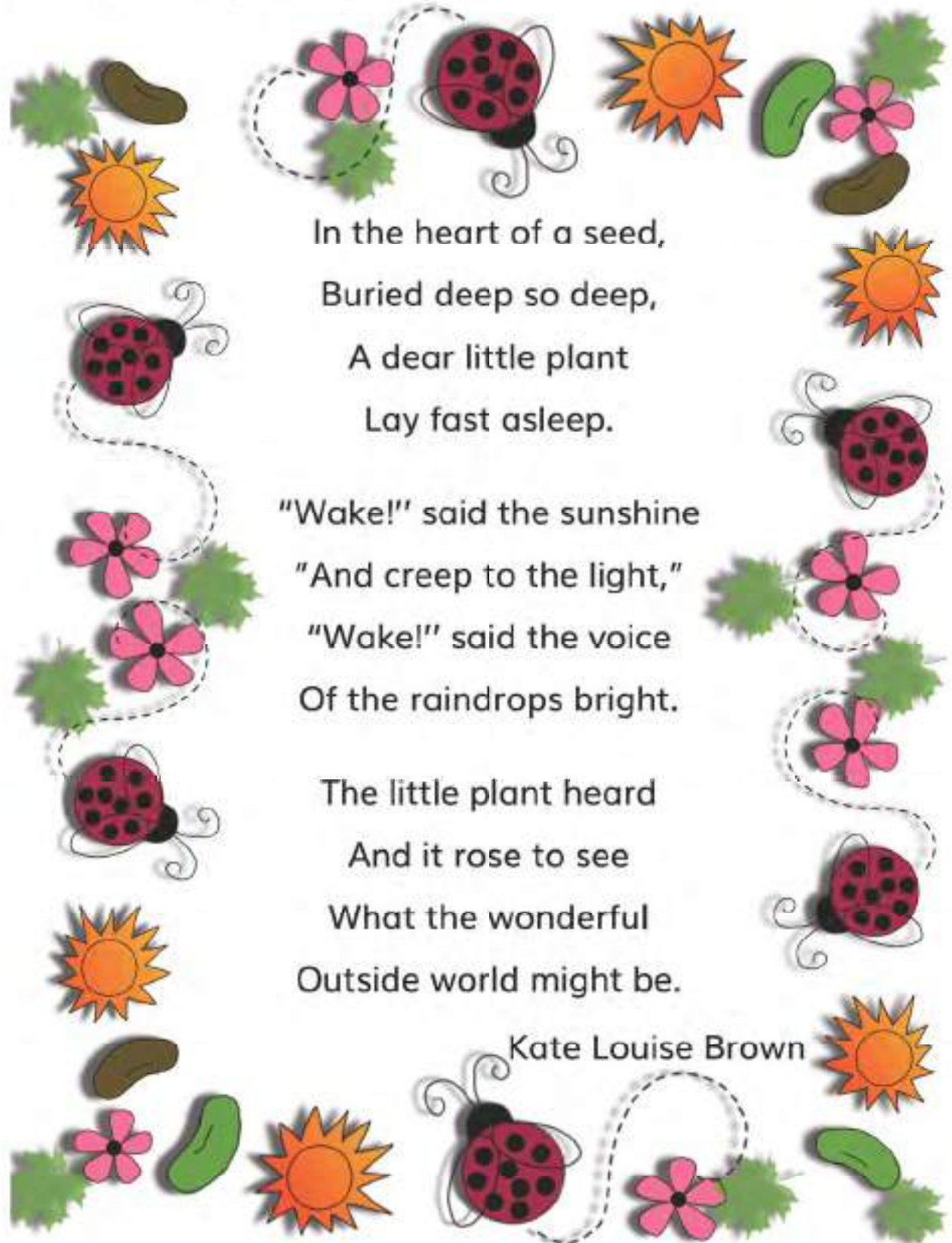
echo

\_\_\_\_\_



## The Little Plant

Let us read a poem.



In the heart of a seed,  
Buried deep so deep,  
A dear little plant  
Lay fast asleep.

"Wake!" said the sunshine  
"And creep to the light,"  
"Wake!" said the voice  
Of the raindrops bright.

The little plant heard  
And it rose to see  
What the wonderful  
Outside world might be.

Kate Louise Brown

## Activity 1: Comprehension

A) Read the poem carefully. Answer the following questions.

Q1. Does the poem talk about a seed?

Ans: \_\_\_\_\_

Q2. Is the seed inside the soil?

Ans: \_\_\_\_\_

Q3. Who is sleeping inside the seed?

Ans: \_\_\_\_\_

Q4. Who is calling the seed to come out of the soil?

Ans: \_\_\_\_\_

Q5. Does the plant come out?

Ans: \_\_\_\_\_

Q6. What does the little plant see when it comes out?

Ans: \_\_\_\_\_

Q7. What do you think plants need to grow?

Ans: \_\_\_\_\_

## Activity 2: Let's act!

A) Let us act out this poem. We need 5 students.

A student may act as the seed and the plant.

Another student can pretend to be the sun. Three children can pretend to be the raindrops.

B) Now it is your turn to talk about the poem.

Write all that happens in the poem in the form of a story.

A brief beginning is given.

1. There is a seed.

2. Inside the seed, a small plant is sleeping.

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

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

5. \_\_\_\_\_

6. \_\_\_\_\_

### Activity 3: Verbs

Verbs are doing words. They are used to describe some sort of action.



Amna loves gardening. She loves nature. Let us read what Amna is doing.

Amna is **working** in the garden.

She is **loosening** the soil.

She is **sowing** some seeds.

Amna is **smiling**.

She is **enjoying** her work.

In the lines above, the words in red describe an action.



A) Look at the sentences below. Underline all the verbs you can find. The first one is done for you.

In Amna's garden...

1. The birds fly in the air.
2. The cat drinks water from the pond.
3. The pigeons sit on the grass.
4. The fish swims in the pond.
5. The butterflies move their wings.

#### Activity 4: Expressing feelings

Let us discuss how we express feelings.



I am **happy**.



I am **sad**.



I am **bored**.



I am **angry**.

All the words in red in the above sentences tell us how a person is feeling. These are words that describe our feelings.

A) Share with your class what makes you happy and sad.



## Activity 5: Adjectives

Amna and her brothers play in the park near their house.

They see many different things there:

the **big, brown** bench

the **big, green** leaves

the **tiny, red** insects

the **small, pink** flowers

In the phrases above, we have more than one adjective with the noun. Recall that we describe nouns by using adjectives.

When we use more than one adjective with a noun, we write the adjectives in an order.

1. size







2. colour

When we write two or more adjectives together, we place a comma between them.

**small, white** cat

**large, brown** elephant

A) Write the adjectives for the pictures shown, using the correct order. The first one is done for you.

 apple	big	red	apple
 pomegranate			
 mango			
 banana			
 grapes			
 watermelon			

## Safety in Sports



Rashid and his friends love sports period at school. Today, they are playing cricket.

The match begins and Rashid's team bats first. Rashid hits the ball in the air.

Seconds later, a loud scream is heard. Rashid stops running and looks around. His class fellow, Abid, seems to have fallen down. Rashid puts his bat down and runs towards Abid.

Abid has been hit by the ball. He was trying to catch the ball when it hit him on his arm.

There is no blood but Abid seems to be in a lot of pain.







Rashid is worried but then he remembers what his father had told him about handling such situations. He helps Abid sit up on the grass. Rashid sends his friend, Ahmed, to call a teacher from the staffroom. At the same time, Rashid takes his handkerchief out of his pocket and gently puts Abid's injured arm in it. Then Rashid ties the two corners of the handkerchief behind Abid's neck.



The two teachers also arrive as Abid slowly walks towards the bench. They look at Abid's arm and are really happy to see it tied with the handkerchief. They tell Abid that his arm is injured but Rashid's timely help has saved Abid from further pain. They take Abid to the nearest Health Centre and appreciate Rashid for his help.

## Activity 1: Comprehension

A) Now answer the following questions.

Q1. Why do all the children wait for the sports period?

Ans: \_\_\_\_\_

Q2. What game are the children playing today?

Ans: \_\_\_\_\_

Q3. Why does Rashid stop playing?

Ans: \_\_\_\_\_

Q4. How is Abid's arm injured?

Ans: \_\_\_\_\_

Q5. What are the steps Rashid takes to help Abid?

Ans: \_\_\_\_\_

\_\_\_\_\_

Q6. What do the teachers say when they reach the playground?

Ans: \_\_\_\_\_



Q7. How would you help a friend at school who is not well?

Ans: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) Use the following words in sentences. The first one is done for you.

1. playground

We play cricket in the playground.

2. match

\_\_\_\_\_

3. pain

\_\_\_\_\_

4. listen

\_\_\_\_\_

5. help

\_\_\_\_\_

C) Write a few lines on Rashid's character as you see him in the story. A few words are given to help you describe Rashid's character.

friendly

helpful

alert

aware

careful

1. Rashid likes to play cricket with his friends.

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

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

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

5. \_\_\_\_\_

## Activity 6: Prepositions

Recall that prepositions are words used before a noun or a pronoun to show its place and position.

In the story we just read, there are many words that tell us about the position of a person or thing.

A) Underline the prepositions you can find in the sentences below.

1. Abid has to sit on the grass.
2. Rashid ties the two corners of the handkerchief behind Abid's neck.
3. Rashid hits the ball in the air.
4. The ball hits Abid on his arm.

B) Now write the sentences above in the order in which they appear in the story.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Activity 7: Subject-Verb Agreement

When we make a sentence, we follow some rules.  
A sentence has a subject and a verb.

A verb is a doing word.

A subject is a noun or a pronoun that performs the action.

**Ali eats an apple.**

In the sentence above, '**Ali**' is the subject and '**eats**' is the verb.

If a subject is singular, we add **-s** to the verb.

The verb in each sentence is written in red.

Rashid **writes** a letter.

Amna **walks** to the park.

The cat **drinks** milk.

The dog **eats** meat.

She **reads** books.

He **plays** football.

If a subject is plural, we do not add **-s** to the verb.

The verb in each sentence is written in red.

Rashid and Abid **write** a letter.

Amna and her sister **walk** to the park.

Cats **drink** milk.

Dogs **eat** meat.

We **read** books.

We **play** football.

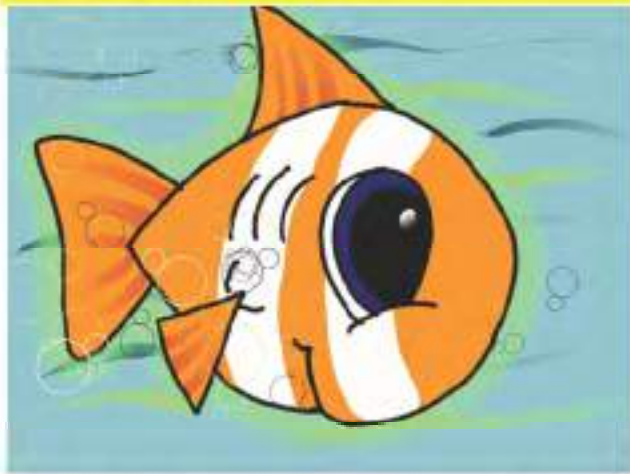


A) Read the sentences carefully and write the correct verb in the blanks. The first one is done for you.

There is a fire drill at Rashid's school.

1. A good student listens (listen) to his teacher.
2. Rashid \_\_\_\_\_ (wait) for the teacher's instructions.
3. Rashid \_\_\_\_\_ (keep) his class fellows with him.
4. Rashid and his class fellows \_\_\_\_\_ (walk) out of the classroom.
5. They \_\_\_\_\_ (walk) in a line.
6. Rashid and Abid never \_\_\_\_\_ (run).
7. The fire \_\_\_\_\_ (spread) quickly.
8. We \_\_\_\_\_ (need) to be careful.
9. We all \_\_\_\_\_ (make) an effort to stay safe.
10. When the fire is under control, we \_\_\_\_\_ (return) to the classrooms.

### Drip and Trip



Drip is a little fish. He lives in the river with many other fish. The big, blue flowing river is their home.

For the past many weeks, Drip and his friends and family are very sick. They are coughing and sneezing, and have trouble breathing. No matter what they do, they cannot get better. One of Drip's friends, Blinky, has a plastic wrapper stuck in his throat that he cannot get out. It is making him cough loudly.



Drip's sister Donna cannot breathe properly because her nose is blocked with mud and garbage. She is sneezing and she cannot breathe.

Drip is worried to see his family and friends in so much pain. He comes to his father Trip, who is also very weak from fever.





Drip asks him, "Why are we all sick, Father? Why aren't we getting better?"

"We are getting sick because our home is getting dirtier everyday," explains Trip to his son.

"Who is polluting our river?" asks Drip in a worried voice.

Trip gets very sad. "It's the humans, son. The men, women and children, who live on earth, are polluting the river. They throw their garbage in rivers and canals, instead of throwing trash in the dustbins," he says.

Drip listens to his father with a look of concern. He says, "But that trash and garbage is making us all sick! The humans must stop littering their home so our home remains clean, so that we can live peacefully without getting sick!"

Trip exclaims, "I hope they stop! But who will give them our message?"



Will you give your friends and family the message from Drip and Trip? Will you tell them that all the fish in our rivers and sea are sick because of us?

## Activity 1: Comprehension

A) Now that you have read the story about Drip and Trip, write the answers to the questions given below.

Q1. Where does Drip live?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q2. What happened to Drip's sister?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q3. Why are Drip's friends and family sick?

Ans: \_\_\_\_\_  
\_\_\_\_\_

Q4. How can we help Drip and his family?

Ans: \_\_\_\_\_  
\_\_\_\_\_

B) What are the things we should do to save Drip and his family?

Tick the correct option.

- ☐ Do not throw garbage outside your houses.
- ☐ Leave trash near the river bank.
- ☐ Do not throw away plastic bags.
- ☐ Keep the environment clean.
- ☐ Help keep the river clean.
- ☐ Do not grow more trees.

## Activity 2: Subject-Verb Agreement

Every sentence contains a subject and a verb.

Example: **The boy is running.**

In the sentence above, '**boy**' is the subject and '**running**' is the verb.

A) Underline the subject and the verb in the following sentences.

1. Ali and Sana are cleaning the house.

2. Mother is cooking lunch.

3. I am doing my homework.

4. He is reading a book.

5. Jamal is swimming in the river.



B) Use the verbs given in the box below to make sentences.  
Take help from the pictures.

singing  
walking

sleeping  
reading

eating  
crying

hopping  
drinking



1. She is \_\_\_\_\_ .



2. They are \_\_\_\_\_ .



3. He is \_\_\_\_\_ a book.



4. She is \_\_\_\_\_ .

### Activity 3: Making sentences

**She is going to school.**

**Subject: She    Verb: going    Object: school**

A) Make sentences using the hints given below. Remember that a sentence begins with a capital letter and ends with a full stop.

1. is walking / The girl / in the garden

---

2. on the chair / Daadi / is sitting

---

3. a book / is reading / Asad

---

4. on the bed / is jumping / Ahmed

---

5. is writing / The teacher / on the board

---

B) Use the words in each box to make a sentence.  
The first one is done for you.

1. snake is  
The green

Ducks water  
swim in the

3. like ice cream  
I pink

4. is cold  
ice The

5. the kicks  
He ball

6. three bees  
see We

1. The snake is green.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Good Manners for Kids**

Let us read a poem about good manners.

Don't forget to mind your manners  
Be polite, say "Thank you" please  
Don't forget to blow your nose  
And cover your mouth (achoo) when you sneeze!

Don't forget to flush the toilet  
Wash your hands and use a towel  
Don't forget what you've been taught and  
Use your manners now!

Don't forget to wear your jacket  
Look both ways when you go out  
And try not to make a racket  
Don't be pushy and don't shout!

Amy Sadanaga

## Activity 1: Comprehension

A) Let us revise what we have learned about good manners.  
Match the pictures with the correct phrases.

1. Say thank you!



2. Wash your hands after using the toilet.



3. Cover your mouth when you sneeze.



4. Do not shout!





B) Put a tick (✓) for good manners and a cross (x) for bad manners in the boxes below.

1. To tell the truth

☐

2. To fight with others

☐

3. To help others

☐

4. To shout at someone

☐

5. To take turns in doing things

☐

6. To share toys or books

☐

C) Match each situation with the correct phrase. The first one is done for you.

What will you say ...	
to a friend who gives you a gift	I am sorry
when you need to request for something	Nice to meet you!
if you make someone else upset or sad	Excuse me
when you meet someone	Please
when you walk in front of someone	Thank you!

D) Find words from the poem that rhyme with the following words.

ease       \_\_\_\_\_

packet       \_\_\_\_\_

## Activity 2: Expressing opinions

To express your opinion about something or someone, we use phrases like:

I think.. , I like/dislike.. , I feel that..

A) What do you think about the following. Write it down.  
The first one is done for you.

eating junk food	<b>I think eating junk food is not good.</b>
your best friend	
people who are rude	
going out for a walk	
learning English	

### Activity 3: Making sentences

A) Put the words in the correct order to make sentences, using capital letters and full stops.

For example: a student / she / is

**She is a student.**

1. dress / girl / yellow / wearing / the / is / a

---

2. is / pink / flower / The

---

3. cooking / man / is / food / the

---

4. watching / TV / Ali / was

---

5. Sara / playing / cat / with / the / is

---

#### Activity 4: Use of 'and', 'or', 'but'

We use the word '**and**' to join two sentences.

A) Join the two sentences using '**and**'.

The first one has been done for you.

1. I like apples. I like grapes.

**I like apples and grapes.**

---

2. Maryam likes to read. Maryam likes to write poems.

---

3. Sara is clever. Sara is intelligent.

---

4. Ali likes to read books. Ali likes to write stories.

---

5. This is Hassan. He is my brother.

---

Words like 'and', 'or', 'but' connect two sentences or ideas.

and	or	but
Connects two ideas that go together.	Connects two choices.	Connects two ideas that go against each other.
I like chocolate <b>and</b> grapes.	Do you want an orange <b>or</b> an apple?	I play cricket <b>but</b> not football.

B) Complete the sentences using:

and

or

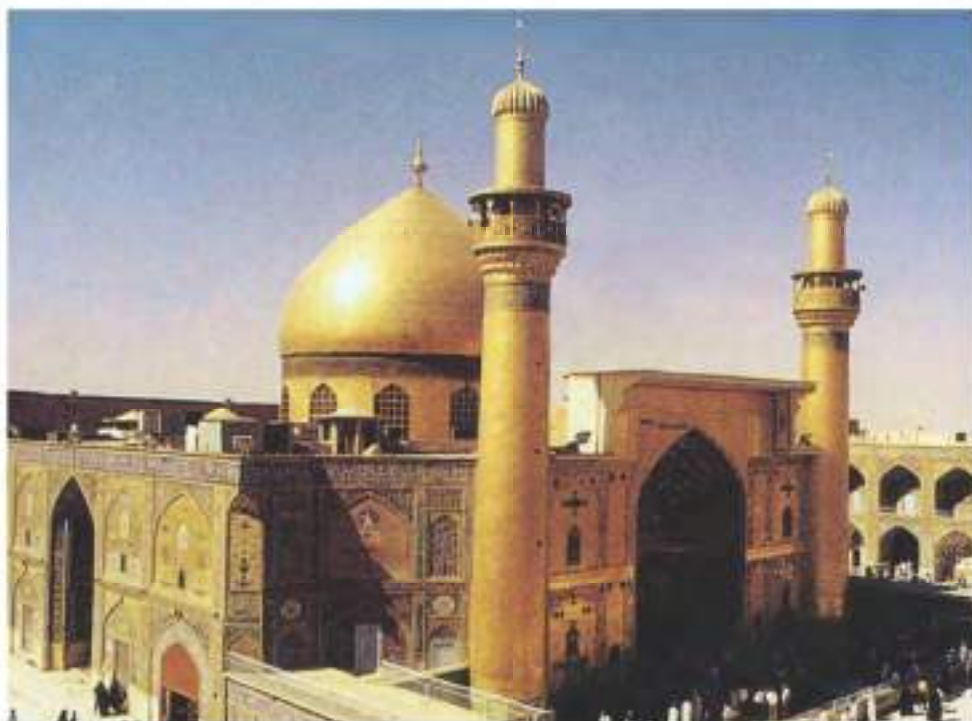
but

1. She is planting flowers, tomatoes \_\_\_\_\_ strawberries.
2. I want ice cream \_\_\_\_\_ we have biscuits.
3. Do you want ice cream \_\_\_\_\_ biscuits for a treat?
4. Bilal is an intelligent \_\_\_\_\_ kind man.
5. He is wearing his shoes \_\_\_\_\_ no socks.
6. Please, look for my shoes \_\_\_\_\_ socks.
7. I want to buy a new dress \_\_\_\_\_ I do not have any money.
8. I don't like riding a bus \_\_\_\_\_ taking a taxi.



**Hazrat Ali (ؓ)**

Hazrat Ali (ؓ) was a child of ten years when the Rasoolullah (ﷺ) revealed his mission before Hazrat Ali (ؓ). Hazrat Ali (ؓ) accepted it immediately. In this way, he became the first youth to enter the folds of Islam. When the Rasoolullah (ﷺ) began to preach openly, he (ﷺ) invited all of his family members to a feast and declared his mission before them. Nobody listened to him, but young Ali stood up and said, "Though my eyes are sore, my legs are thin and I am the youngest of all those present here yet I will stand by you, O Rasool (ﷺ) of Allah." Hearing this, all the chiefs of Quraish laughed but Hazrat Ali (ؓ) proved his words to be true after supporting the Rasoolullah (ﷺ) in his mission from the beginning till the end.



The night when the Rasoolullah (ﷺ) was migrating to Madina, his house was surrounded by the tribesmen. They were ready to kill any person who came out of the house. In this situation, the Rasoolullah (ﷺ) asked Hazrat Ali (رضي الله عنه) to sleep in his bed. Hazrat Ali (رضي الله عنه) followed the command gladly and slept in the bed that night. Hazrat Ali (رضي الله عنه) migrated to Madina after returning the deposits to the owners according to the instructions of the Rasoolullah (ﷺ).

Hazrat Ali (رضي الله عنه) took part in almost all the battles against the non-believers. He (رضي الله عنه) came back from every battle as a victor. He (رضي الله عنه) conquered the fort of Khyber too. The Rasoolullah (ﷺ) loved Hazrat Ali (رضي الله عنه) very much. Hazrat Ali (رضي الله عنه) was married to Hazrat Fatima (رضي الله عنها) who was the daughter of the Rasoolullah (ﷺ). Hazrat Ali (رضي الله عنه) was also a great scholar. The Rasoolullah (ﷺ) said about him, "I am the city of knowledge and Ali is its gate". He (رضي الله عنه) was a master of Arabic and his writings were as effective as his speech. Hazrat Ali's (رضي الله عنه) sayings provide guidance in all the fields of life.

### Activity 1.1: Comprehension

A) Now answer these questions.

Q1. When did Hazrat Ali (رضي الله عنه) accept Islam?

Ans: \_\_\_\_\_

Q2. Who is the first youth to enter the folds of Islam?

Ans: \_\_\_\_\_

Q3. Why did the Rasoolullah (ﷺ) invite all of his family members to a feast?

Ans: \_\_\_\_\_

Q4. Who returned the deposits to their owners after the migration of the Rasoolullah (ﷺ)?

Ans: \_\_\_\_\_

Q5. Did Hazrat Ali (عليه السلام) take part in battles?

Ans: \_\_\_\_\_

Q6. What did the Rasool (ﷺ) say about Hazrat Ali (عليه السلام) ?

Ans: \_\_\_\_\_

Q7. Whom did Hazrat Ali (عليه السلام) get married with?

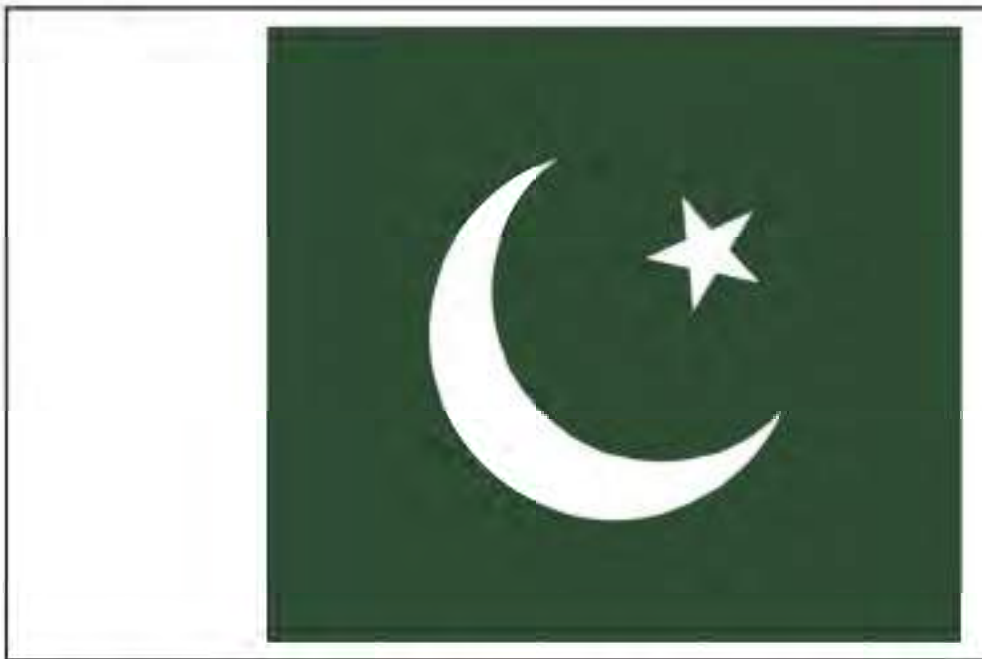
Ans: \_\_\_\_\_



### Our Flag

Pakistan has four provinces namely Punjab, Sindh, Khyber Pakhtunkhwa and Balochistan. All the Pakistanis live in harmony and respect each other. They speak different languages. Urdu is our national language and it is the source of communcation at national level.

Our national flag is the symbol of unity and the identity of our nation. It is very much important that each independent country should have its own particular national flag. Pakistan also being an independent country has its own national flag.



The national flag of Pakistan is green and white. There is a crescent and a star on the green part. The green colour reresents the Muslim majority in Pakistan. The white colour represents the religious minorities in the Islamic Republic of

Pakistan. The crescent and the star indicate the progress and light respectively. Our national flag has its remarkable meaning and ideology as the national flag shows the ideology of Islam that it will be a Muslim state in which Muslims will be in Majority and at the same time the minorities will never be neglected as their rights are being reserved and will be treated with equity.



People all over the Pakistan celebrate Independence Day on 14th of August every year.

### **Activity 1.1: Comprehension**

A) Now answer these questions.

Q1. How many provinces are there in Pakistan?

Ans: \_\_\_\_\_



Q2. What are the colours in our national flag?

Ans: \_\_\_\_\_

Q3. What do these colours represent?

Ans: \_\_\_\_\_

Q4. What do the crescent and star indicate for?

Ans: \_\_\_\_\_

Q5. Describe the importance of 14th of August.

Ans: \_\_\_\_\_

Q6. Does every country have its own National flag?

Ans: \_\_\_\_\_

Q7. What does the white colour represent?

Ans: \_\_\_\_\_

## Activity 2: Subject-Verb Agreement

Sentences in English have a subject + verb + object.

For example: **The monkey eats bananas.**

subject: monkey   verb: eats   object: bananas

If the subject is singular, we add -s at the end of the verb.

For example: The cat **walks** in the garden.

If the subject is plural, we do not add -s at the end of the verb.

For example: The cats **walk** in the garden.

This is called subject-verb agreement.

A) Write a sentence for each picture below.

Make sure the subject and verb agree



The (boy, boys) (run, runs).

The boys run.



The (boy, boys) (run, runs).

\_\_\_\_\_



The (girl, girls) (jump, jumps).

\_\_\_\_\_



The (girl, girls) (jump, jumps).

\_\_\_\_\_



The (apple, apples) (fall, falls)  
from a tree.

---

The (apple, apples) (fall, falls)  
from a tree.

---



B) Circle the verb that matches the subject in each sentence below. The first one is done for you.

The rabbit (hops, hop).

The dog (barks, bark).

The boys (swims, swim).

The cats (jumps, jump).

The baby (sits, sit).

The birds (sings, sing).

### Activity 3: Simple Present Tense

A verb tells about an action while a tense tells about the time. The tense of a verb tells us when in time, an action occurred. Simple present tense shows an action that happens now or a habit or routine.

The dog barks at the milkman.

I clean my room.

My sister eats a lot of chocolates.

I work very hard.

All these sentences are in the simple present tense, and the verbs are underlined.

Study this table.

I We You They Ali and Sara	get up at 6 o' clock. walk to school everyday. work hard.
He She It Ali Sara	gets up at 6 o'clock. walks to school everyday. works hard.

A) Circle the correct word in each bracket.

1. Ahmed (love, loves) chocolates.
2. He (teach, teaches) us grammar.
3. She (cry, cries) for milk.
4. Birds (fly, flies) in the sky.
5. We (enjoy, enjoys) playing games.

B) Let us read about Mr. Jamal and Mrs. Jamal and their daily morning routine. Circle the verbs you can find.

Mr. Jamal and Mrs. Jamal love their garden. They keep it clean and beautiful. Everyday, Mr. Jamal gets up early in the morning. He goes to the river nearby. He brings water in a bucket. He waters the plants. Mrs. Jamal joins him later. They drink tea together in the garden.



C) Read the sentences below. Fill in the blanks with the correct verb. The first one is done for you.

1. I live (live/lives) with my parents and sister in a village.
2. I \_\_\_\_\_ (wake/wakes) up in the morning.
3. Mother \_\_\_\_\_ (cook/cooks) breakfast for me and my sister.
4. Mother and Father \_\_\_\_\_ (eat/eats) breakfast with us.
5. We \_\_\_\_\_ (walk/walks) to school with Father.
6. After dropping us at school, Father \_\_\_\_\_ (work/works) in the fields.

D) Now write about your family's morning activities.

---

---

---

---

---

---

---

---

## Assessment Activity 2

A) Can you guess the verb?



1. I am ru \_\_\_\_\_ .



2. I am si\_\_\_\_\_.



3. I am sin \_\_\_\_\_.



3. I am ju\_\_\_\_\_ .



4. I am re\_\_\_\_\_ a book.



5. I am st \_\_\_\_\_.

B) Make complete sentences by picking words from each column. The first one has been done for you.

subject	verb	object
The wolf	plays	through the forest.
My father	runs	in the sky.
An eagle	falls	at night.
The rain	sits	on the stairs.
The boy	floats	during the day.
She	eats	on the roof.
He	sleeps	at dinner.

1. **An eagle floats in the sky.** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

C) Circle the correct answer. The first one is done for you.

1. The girl likes art.

The girl like art.

2. The boy uses clay.

The boy use clay.

3. Two boys draws pictures.

Two boys draw pictures.

4. Three girls paint one picture.

Three girls paints one picture.

5. The teacher likes the paintings.

The teacher like the paintings.

D) Fill in the boxes with suitable adjectives.  
Use the words from the list.

pink beautiful big green pretty  
happy small red grey

The



butterfly

is

and

The



caterpillar

is

and

The



flower

is

and

The



bird

is

and

The



elephant

is

and



E) Match one part of the sentence in column A with the other part in Column B. You will make one complete sentence.

Don't forget to start with a capital letter and put a full stop (.) at the end.

A	B
The furry kitten	plants in the garden
She is watering the	in the playground
They are playing cricket	on the tree
The dog is barking	is drinking milk
The bird is singing	in the street

1. The furry kitten is drinking milk.

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

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

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

5. \_\_\_\_\_

F) Fill in the blanks with the correct verb.

The first one is done for you.

1. Birds fly in the sky. (fly – flies)

2. The monkey \_\_\_\_\_ on the bed. (jump – jumps)

3. Our teacher \_\_\_\_\_ us to finish our homework. (want – wants)

4. My brother \_\_\_\_\_ tea in the evening. (make – makes)

5. Ali \_\_\_\_\_ a horse on Sunday. (ride – rides)

6. We \_\_\_\_\_ eating fish and chips. (like – likes)

7. The doctor \_\_\_\_\_ my teeth. (check – checks)

8. The baby \_\_\_\_\_ for milk. (cry – cries)

9. They \_\_\_\_\_ poor people. (help - helps)

10. The cow \_\_\_\_\_ grass. (eat – eats)

G) What actions do you see in the picture? Who is doing the action?

Make a complete sentence. The first one is done for you.

The boy is eating a sandwich.



H) Write a few lines about your daily routine. Make sure the verb you use agrees with the subject. The first few lines are done to help you.

1. I **get** up at 6 o' clock in the morning.

---

2. I **take** a bath daily.

---

3.

---

4.

---

5.

---

6.

---

7.

---

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_