



LearningWell's **English**

2

***Teacher's
Resource Book***

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Lesson 1: Little Red Riding Hood

Learning objectives:

1. To help children learn why it is important to follow instructions given by elders
2. To create a sense of responsibility in young children and develop feelings for sick and the weak

Teacher Starters:

Simply start by asking children questions pertaining to advice their grandparents give. Do they tell you to say 'Good Morning' or 'Assalamoalikum' when meeting anyone? Do they tell you to behave and show respect for elders? When they are stimulated, start the chapter reading.

Teaching:

The story is long enough to be read by several children. Ask every child to read a line or two and make sure children are accurate in pronunciation of the text. Also try to make sure that children understand the difficult words of the story e.g. appeased, scarcely, craftily, latch, snore etc. The vocabulary and their meanings are given at the end of the story to assist teachers.

Answer the Questions

1. Why did Little Red Riding Hood have this name?
 - Little Red Riding Hood had this name because her grandmother gave her a hood of red velvet.
2. Why did Little Red Riding Hood go to grandmother's place?
 - Little Red Riding Hood went to grandmother's place because her mother told her that grandmother was ill and weak. Her mother had also given a piece of cake and some fruits for the grandmother.
3. Why did the grandmother let the wolf in?
 - The grandmother let the wolf in because she thought it was Little Red Riding Hood. She was too weak and could not get up.
4. What things Little Red Riding Hood brought to her grandmother?
 - Little Red Riding Hood brought a piece of cake and some fruits for her grandmother.
5. Who saved Little Red Riding Hood's life?
 - The huntsman saved Little Red Riding Hood's life.

Grammar Task

Write a, an or the to fill the blank

1. A flower and a butterfly
2. A bus and a kite
3. A pencil and a star



4. An eye and a hand
5. A fist and a starfish
6. A man and a violin
7. An apple and cupcakes
8. A clown and a balloon
9. A tree and a frog
10. A hive and a bee

Simple Present Tense

Complete each sentence by changing the verb in () to present tense

1. Cooks
2. Lives
3. Plays
4. Read
5. Ask
6. Drives
7. Turns
8. Wave
9. Bakes
10. Walks
11. Throws
12. Barks
13. Plays
14. Drink
15. Builds

Punctuations

Now rewrite these sentences by putting correct capital letters where required.

1. Mom baked cupcakes.
2. I ate two cupcakes.
3. I shared with my friends.
4. Will mom make more?
5. They were yummy.

Correct these sentences by writing capital letters

1. Asma goes shopping every month.
2. We are moving to Canada.
3. Yesterday I saw you at the Arts Council.

Word Task

Fill in the blanks with correct verb form

1. Has
2. Have



3. Have
4. Has
5. Have

We Write

Write five sentences about the wicked wolf.

Answer.

1. The wolf was a wicked creature.
2. The wolf had an appetite for Little Red Riding Hood and grandmother.
3. The wolf devoured Little Red Riding Hood.
4. The wolf swallowed grandmother.
5. The wolf caught Little Red Riding Hood and grandmother.

Extended Teaching

Resources at www.learningwell.pk

Log on to your personal account at www.learningwell.pk to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at www.TeachingWell.pk

Web Resources:

For further information visit these sites and links:

1. <https://short-moralstories.blogspot.com>
2. <https://www.youtube.com/watch?v=OI4-xfRDGHM>

Lesson 2: Shark Facts**Learning objectives:**

1. To help children learn about facts related to deadly marine animal Shark
2. To help them understand about the descriptive writing style

Teacher Starters:

Questions to start brainstorming session are given at the start of the lesson. Ask these questions and when the class seems engaged, get the chapter reading started.

Teaching:

The chapter aims to develop in children a sense of feeling for marine animals. As such, reading should entail the aspects of sharks in a way through which the children start appreciating the diversity of marine life and special marine creatures.



Answer these questions

1. How many kinds of sharks are there?
 - There are almost 400 different kinds of sharks.
2. How much long a shark could be found?
 - Some sharks are longer than a school bus.
3. Where the sharks are mainly found?
 - There are sharks in the four oceans of the world. Most sharks live in salt water, but some can live in fresh water.
4. What kind of food sharks eat?
 - Some sharks eat food as small as plankton. Other sharks eat animals as big as sea turtles.

Grammar Task**What is the past tense of these verbs?**

Present	Past	Present	Past
Think	Thought	Fly	Flew
Catch	Caught	Find	Found
Run	Ran	Tell	Told
Hit	Hit	Buy	Bought

Complete the sentences using the past tense form

1. Found
2. Gave
3. Brought
4. Fought
5. Thought

Adjectives

Find 10 adjectives from the lesson and use any two of them in your sentences

1. Unique
2. Four
3. Longer
4. Deepest
5. Salt water
6. Fresh water
7. Glow
8. Dark
9. Strong
10. Lot
11. Many

1. Naturally salt water found in oceans
2. Fresh water is healthy for us

Think of the adjectives that are similar in meaning to these.

Thin = Skinny

Tired = Exhausted

Old = Aged

Pleased = Happy

Underline each adjective in each of these sentences.

- | | |
|---------------|---------------|
| i. Wonderful | iv. Giant |
| ii. Fantastic | v. Red |
| iii. Loud | vi. Delicious |

Words Task

Change these adjectives into adverbs

Adjectives	Adverb	Adjectives	Adverb
Funny	Funnily	Sleepy	Sleepily
Angry	Angrily	Happy	Happily
Nasty	Nastily		

Use two of the above words in your sentences.

1. Usually sleepy person behaves angrily.
2. Funny guys live happily

Punctuations

Apostrophes

Rewrite these sentences. Put an apostrophe in each of the underlined words.

1. I like Amir's coat.
2. It's my birthday today.
3. She can't sing in front of everyone.
4. The choir sang the World Cup's song.
5. Asim went to Mr. Jamal's place.
6. Sadaf didn't find anything good in the market.

We Write

Write few lines about the life in water about fish.

1. Fish life in water is very different from humans.
2. Human beings live on land while Fish live underwater.
3. Nature provides food to fish by marine food chain.
4. For humans it is impossible to breath under water without any equipment while fish can breathe easily underwater.

5. Fish has no legs to walk or wing to fly. The only way in which fish can move, is swimming. As swimming is their natural habit.
6. As we live normally on land, fish lives underwater.

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Web Resources:

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1. <https://short-moralstories.blogspot.com>
2. <https://www.youtube.com/watch?v=OI4-xfRDGHM>

Lesson 3: Jackson's Day

Learning objectives:

1. To help children understand that pet dogs can be playful
2. To help children appreciate the importance of taking a bath after playing

Teacher Starters:

Ask children if they have a dog or if they saw any pet dog at someone's home. Also ask them to try describing some features of dogs e.g. playful, angry, quick, hungry, sweet etc. When the class seems engaged, get the chapter reading started.

Teaching:

Even though keeping dogs as pets is uncommon in Pakistan, you can still help children learn that they can be kept as pets but proper hygiene must be ensured. Dogs do not take much care of their personal hygiene as cats. So it is important upon their owners to make sure that their pets regularly bathe. Divide chapter reading amongst children so each child gets a chance.

Answer the Questions

1. What is the name of Jackson's owner?
 - The name of Jackson's owner is Jennifer.
2. What was he running from?
 - He was running from bath.

3. What did Jackson do to escape bath?
 - Jackson ran outside the home to escape bath.
4. Why was Jennifer worried?
 - Jennifer was worried and scared that Jackson might not come back.
5. Why did Jackson agree to take a bath?
 - Jackson agreed to take a bath because he was filthy.

Grammar Task

Complete these sentences. Use the nouns from the box.

1. Friend
2. Bird
3. River
4. Flowers
5. Song

Look at the picture and list the noun, you can find in it.

- | | |
|------------|--------------|
| 1. Tree | 12. Thermos |
| 2. Grass | 13. Cake |
| 3. Plant | 14. Basket |
| 4. Cloud | 15. Plate |
| 5. Sky | 16. Pizza |
| 6. Boy | 17. Sandwich |
| 7. Girl | 18. Drink |
| 8. Apple | 19. Food |
| 9. Orange | 20. Fence |
| 10. Banana | 21. Pant |
| 11. Glass | 22. T-shirt |

Verbs

Underline some verbs from the lesson and write in the given boxes.

- | | |
|---------|---------|
| 1. Play | 4. Hate |
| 2. Go | 5. Take |
| 3. Walk | |

What can these animals do?

1. Run
2. Swim
3. Speak words
4. Fly
5. Give milk

What can you do write three sentences about yourself

1. I can read
2. I can walk
3. I can speak

Word Task**Counted and Uncounted Nouns**

Do as directed

Suffixes

Read the sentences below. Choose the proper word to complete each.

- | | |
|--------------|--------------|
| 1. Careful | 5. Worthless |
| 2. Harmless | 6. Powerless |
| 3. Thankful | 7. Wonderful |
| 4. Beautiful | 8. Careless |

Punctuations

Read each sentence and circle the commas.

Do as directed

Add commas to separate the things in the list.

1. I like to eat cereal, ice cream and popcorn.
2. Sandy, Mark, Adam and I are all going to the store tonight.
3. Friday, Saturday and Sunday are going to be really fun.
4. I went to the zoo and saw a monkey, a turtle and a giraffe.
5. I want to ride my bike, jump rope and swim this summer.

We Write

Write an essay on “My Pet”.

My pet animal is cat. I call it Tom. It is white in color and beautiful to look at. Its whole body is covered with soft fur. It has a long tail and round head. Its eyes and ears are very cute. Its four legs have some sharp claws by which it can easily kill the rats. When I call it Tom, it comes to me meowing. I give it fish, meat, milk and rice, and it is also fond of milk. Every member of our house loves Tom dearly.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://www.petmd.com/dog/slideshows/10-pet-hygiene-tips-you-should-be-following>
2. <https://www.youtube.com/watch?v=4sEzA28DLXQ>
3. <https://www.write4fun.net/view-entry/82663>

Lesson 4: The Lying Lion

Learning objectives:

1. To help children that even a powerful force, person or animal like lion can be helpless against as small a creature as bee
2. To help children learn the usage of rhymes to make poetry beautiful

Teacher Starters:

Try asking children questions pertaining to features or characteristics of lion e.g. strong, scary, roaring, king of jungle as well as features and characteristics describing a bee e.g. tiny, harmless etc. When they seem engaged, you can start getting the poem read by children.

Teaching:

Make sure that children can identify the rhyming words when they read the poem e.g. lied with cried, lost with cost, size with prize etc. Ask pupils to suggest the reasons for lion's behavior, such as being irritated by the bee, feeling uneasy, pained, tensed or ashamed. Teach children that many poems like these tell us a story but not all poems present stories as such.

Answer the Questions

1. Why did the lion cry?
 - The lion cried because of bee sting.
2. Who saw that the lion was crying?
 - The poet saw that the lion was crying.
3. Why was the lion embarrassed?
 - The lion was embarrassed because he didn't want to be noticed.
4. What was the name of bee?
 - Ruth was the name of bee.

Grammar Task**Subject-verb agreement**

Choose the correct verb for the sentence.



1. Likes
2. Threw
3. Chewed
4. Lost
5. Cried
6. Slept
7. Hit
8. Zips

Punctuation

Put in suitable prepositions in the following, use the words in the box.

- a. From
- b. On
- c. Up
- d. Down
- e. In

Copy the passage given below in you notebook, and underline all the prepositions.

Near... in...there... out of ... along... to... in...off... into....

Word Task

Find 10 rhyming words from the poem.

1. Lied = Cried
2. King = Sting
3. Day = Sway
4. Eyes = Lies
5. Could = understood
6. Lost = Cost
7. Us = Fuss
8. Size = Prize
9. Bluff = Fluff
10. Truth = Ruth

Make up your own list of pairs of words which rhyme.

Cold	Fold	Hold	Told
Cut	But	Hut	Nut
Boys	Joys	Toys	Enjoys
Cute	Mute	Flute	Route
First	Worst	Must	Dust
Try	Fry	Dry	Cry
Tray	Gray	Mary	Vary
White	Write	Bite	Kite
Bright	Fight	Might	Tight
Cake	Fake	Take	Rake
Took	Book	Look	Cook

Choose any word and say it aloud to your partner.

Do as directed

Punctuation

A period and Question mark

Read each sentence... (Page No. 26)

1. ?
2. .
3. .
4. ?
5. ?
6. .
7. ?
8. ?
9. .
- 10.
- 11.
12. ?
13. ?

We Write

Write a story about a lion in your notebook.

A long, long time ago a little mouse was playing and messing around. He was making a lot of noise and all of a sudden he woke up the lion, the king of the animals.

"How dare you wake me up?" the lion roared, "I'm going to eat you all up!" And with that he placed his big paw upon the mouse's tiny body, so that the poor frightened little mouse couldn't move. "Please, forgive me, oh, King of the animals! I didn't mean to wake you up. I was just playing! If you let me go now, maybe I can help you one day!" the mouse squeaked. This made the lion roar with laughter. "You? Help me? Ha ha ha. You are so small, how could you help me?!" And with that he changed his mind, "Alright, I will let you go, because you would be such a tiny morsel anyway!"

A few months later the lion was prowling around, taking care of his majestic duties, when he got caught in a trap.

He struggled to get free, but the more he tried to free himself, the more he got tangled in the net.

Luckily, the same little mouse was passing by and saw what had happened. The king of the animals was in trouble!

Happy to finally be able to help the lion, the mouse rushed to his aid and started gnawing through the ropes.

"I didn't believe you would be able to help me, but I was wrong," said the lion, when he was set free by the little mouse. From that day on, the lion and the mouse became good friends.

Extended Teaching**Resources at www.learningwell.pk**

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Web Resources:

For further information visit these sites and links:

1. <https://www.storyjumper.com/book/index/21519118/Lyle-the-Lying-Lion#page/8>
2. <https://www.youtube.com/watch?v=rSd7KpbP1Xg>
3. <https://www.natgeokids.com/au/discover/animals/general-animals/10-lion-facts>

Lesson 5: Strongest of All**Learning objectives:**

1. To help children understand that intelligence can make one strong no matter the size
2. To help children not to be proud or boastful of some natural powers given to them by God

Teacher Starters:

Ask children to suggest which animals they think are stronger, wiser or cleverer. You may want to give the options of elephant, whale and rabbit as given in the story. After a brief brainstorming session, get reading of the chapter started.

Teaching:

This one in particular is an interesting story to teach young children. Though it takes animals as characters, it can be widely applied in our everyday characters. When the children are over with chapter text, make sure they know the moral of the lesson i.e. being big means being wise and intelligent and not just being physically big like elephant or whale. Make sure that children understand that it takes sense and wisdom and not just the muscle power to control big things and troubles in life.

Answer the Questions

1. What did the elephant think of himself and the whale?
 - The elephant and the whale thought of themselves as the largest, strongest and most beautiful animals on land and in the sea.
2. Why did the rabbit decided to teach them a lesson?
 - The rabbit decided to teach them a lesson because both of them were proud of their strength and power.

3. What is the relationship between the elephant and the whale in the story?
 - The elephant and the whale are brother and sister.
4. Was there any cow in the story?
 - No, there was no cow in the story.
5. What the whale and the elephant were pulling?
 - The whale and the elephant were pulling a rope.
6. What lesson did they get from rabbit's trick?
 - They learned that when it came to cleverness, Rabbit was the strongest of them all..

Grammar Task

Command words

Complete each of the instructions below with a verb about how to eat a coconut.

1. Cut
2. Make
3. Drink
4. Eat

Word Task

Comparative and Superlative Degrees

Complete this chart

Adjective	Comparative Adjective	Superlative Adjective
Small	Smaller	Smallest
New	Newer	Newest
Slow	Slower	Slowest
Fast	Faster	Fastest
Wild	Wilder	Wildest
Hard	Harder	Hardest
Long	Longer	Longest
Round	Rounder	Roudest
Soft	Softer	Softest
Sharp	Sharper	Sharpest

Making Sure

Wise	Wiser	Wisest
Brave	Braver	Bravest
Safe	Safer	Safest
Pale	Paler	Palest
Strange	Stranger	Strangest
Tame	Tamer	Tamest
White	Whiter	Whitest



Large	Larger	Largest
-------	--------	---------

Hot	Hotter	Hottest
Big	Bigger	Biggest
Fat	Fatter	Fattest
Red	Redder	Reddest
Sad	Sadder	Saddest
Wet	Wetter	Wettest
Thin	Thinner	Thinnest
Slim	Slimmer	Slimmest

Busy	Busier	Busiest
Noisy	Noisier	Noisiest
Lucky	Luckier	Luckiest
Pretty	Prettier	Prettiest
Happy	Happier	Happiest
Ugly	Uglier	Ugliest
Dry	Drier	Driest

Punctuation

Hyphen and Numbers

Write each numbers as a word using a hyphen where necessary.

- Seventy-three
- Fifty-five
- Twenty-two
- Forty-nine
- Eighty-one
- Nineteen
- Thirty-six
- Ninety-four
- Seventy
- Sixty-eight

Fractions

- One-third
- One-eighth
- One-fifteenth
- Three-fourth
- Five-sixth
- Two-ninth
- Eight-twelve
- Twelve twenty-third
- Forty-eight eighty-seventh



j) Thirty Seventy-seconds

We Write

1. Do you think we should be proud of our strength and ability or not?

- We should not be proud of our strength and ability.

2. Write your review about this story. What do you think of the whale and the elephant?

- .This story is very interesting. We get the lesson that we should not be proud of our strength and ability. Everyone has different strengths and abilities.I think that the whale and the elephant have different strengths and abilities.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://www.ducksters.com/animals/elephant.php>
2. <https://www.natgeokids.com/uk/discover/animals/sea-life/10-blue-whale-facts>
3. <http://blog.sciencescore.com/the-worlds-strongest-animal>

Lesson 6: A Mouse by the House

Learning objectives:

1. To help children learn the usage of rhymes to make poetry beautiful
2. To help children understand how they can describe a rodent such as mouse

Teacher Starters:

Ask children if they have ever seen mouse in home or neighborhood. Ask them if they have any words to describe mouse e.g. hungry, curious, dirty, nibblers etc. When they seem engaged, get the poem recited.

Teaching:

Ensure that the children recognize the rhymes given in the poem such as about with spout, see and me, there and stare etc. Also make sure that children know the meanings of the difficult words e.g. barely, glance, pebble, trapped. You can remind the students that the poem is another way to tell a story.

Answer the Questions

1. Where did the mouse stop?



- The mouse stopped near the water spout.
2. What was he doing when he was trapped?
 - He was chewing his meal when he was trapped.
 3. Why didn't the mouse notice the pebble?
 - The mouse didn't notice the pebble because he was eating something.
 4. What did the poet realize in the end?
 - The poet realized in the end that the mouse was not able to see without glasses.
 5. Narrate this poem in your own words. (Elaborate the points which the poet has not explained)
 - The poem is about a mouse which had stopped at a water spout and was nibbling something. The poet tried to get its attention but he did not see and kept eating. The mouse finally looked up at the poet and seemed curious and innocent like a pup. The mouse was not scared but did not look at the poet for long and went about his business. While it was leaving, the poet noticed that the mouse had glasses so maybe it was because of this it could not see the poet for so long.

Grammar Task

Simple Future Tense

Complete each sentence below with the future tense form of the verb in parenthesis.

1. Will jump
2. Will complete
3. Will swim
4. Will water
5. Will play
6. Will predict
7. Will travel
8. Will read
9. Will study
10. Will wag

Masculine / Feminine

Using the helper words, name each of the masculine begins.

Boy	Gander	King
Actor	Lion	Rooster
Drake	Bull	Wizard



Write the feminine gender of the words given below

Masculine	Feminine	Masculine	Feminine
Boy	Girl	Landlord	Landlady
Father	Mother	Waiter	Waitress
Husband	Wife	Host	Hostess
Brother	Sister	Sir	Madam
Mr.	Mrs./Ms.	Master	Mistress

Singulars / Plurals**Do you know what their plurals are?**

Singular	Plural	Singular	Plural
Child	Children	Deer	Deer
Goose	Geese	Sheep	Sheep
Woman	Women	Fish	Fish / Fishes
Tooth	Teeth	Reindeer	Reindeer

Do you what their plurals are?

Singular	Plural	Singular	Plural
House	Houses	Mouse	Mice
Fox	Foxes	Ox	Oxen
Pan	Panes	Man	Men
Boot	Boots	Foot	Feet

Punctuation**Quotation Marks**

Below are sentences with direct quotations. Rewrite each sentence, adding the quotation marks before and after quotation.

1. Phillip said, "I think we're going to movie".
2. "My vote goes to Belinda", said George.
3. Rao asked, "What time is it?"
4. "Let's eat lunch", said Danish, "I'm hungry".
5. "I never met a man I didn't like", said Rubina.
6. "I like your shoes", exclaimed Tariq, "Where did you get them".
7. "Thank you for the nice present!" said Emma.
8. Sami asked Wasi, "Do you want to come with us?"

We Write

Do as directed.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <http://www.sciencekids.co.nz/sciencefacts/animals/mouse.html>

2. <https://www.dailymotion.com/video/x66c4pk>

Lesson 7: Five little Owls

Learning objectives:

1. To help children learn the usage of rhymes to make poetry beautiful
2. To help them appreciate differences amongst different animals or people

Teacher Starters:

Ask children if they have ever seen an owl. Also ask them if they believe owls are birds or mammals. Ask children to describe a few features of owls e.g. bored, intelligent etc.

Teaching:

Each student should be given one stanza of the poem to recite. You may get the process repeated for better clarity. Make sure the students identify the rhymes e.g. shore and four, tree and three etc.

Answer the Questions

1. How many owls were there in the first stanza?
 - There were five owls in the first stanza.
2. Where were they sitting?
 - They were sitting on a branch.
3. Why did the third owl fly?
 - The third owl flew because he was bored.
4. What do you think the bear had done to the owl?
 - The bear killed the owl.
5. What did the last owl do, before going into the forest?
The last owl winked at the setting sun.



Grammar Task**Conjunctions**

Make each pair of sentences into one longer sentence. Use either the conjunction “and” or the conjunction but.

- I. The gorilla looked fierce but really rather tame.
- II. Jaffer went to the shop and bought a book.
- III. The referee blew the whistle and the game finished.
- IV. My favorite food is chips but you prefer baked potatoes.
- V. The tiger chased the deer and sprang on to its back.
- VI. It rained heavily but the game continued.
- VII. Dad grabbed his umbrella and went out into the rain.
- VIII. Rashid wrote ten words but spelled three wrong.

Make each pair of sentences into one longer sentence. Use conjunction because or so.

- i. I went to bed early because I was tired
- ii. I felt tired so we hurried home.
- iii. It was raining so we could not go out.
- iv. Danish washed his hands because they were dirty.
- v. Kaleem overslept so he was late for work.
- vi. I want something to eat because I am hungry.
- vii. The dog barked because a cat was coming near it.
- viii. There was a fire so we shouted for help.

Copy the sentences. Underline the conjunction in each one.

- i. Until
- ii. When
- iii. Before
- iv. Since
- v. While

Word Task**Abbreviations**

Write these sentences. Use abbreviations for the underlined words.

1. Mr. Imran
2. Dr. Yousuf
3. Mrs. Ali
4. Tipu Sultan Rd.

Comparing things

Complete these sentences comparing two things.

1. Slower
2. Newer
3. Taller



4. Bigger
5. Cheaper
6. Stronger

Comparing Things (Page No. 44)

1. Happier
2. Easier
3. Funnier
4. Heavier

Write out of this story adding “-er” or “-ier” to the underlined words.

- It was costume day. I got dressed earlier than Nida. My costume was funnier than hers. My dress was brighter and my ribbons were shorter, she had prettier shoes.

Punctuations

Exclamation Mark

What do you think each person is saying in the picture? Write it down. Remember the exclamation marks.

Alas! My friend died very young!

Help! Help! I can't swim!

Oh! It's a horrible accident. Driver was really very careless!

Wow! So beautiful!

Oh! Ghost!

What a mess! This room is so unclean!

Punctuate each of these correctly. Insert question marks and exclamation marks where necessary.

1. Do not do that!
2. Come here!
3. What do you think you are doing?
4. Hands up! This is robbery!
5. What an idea?!
6. That's a nasty cut!
7. Help! I am trapped in the mud!
8. Oh God! What happened to your car?
9. Please don't cross this line there are mines!

We Write

Do as directed

Extended Teaching

Resources at www.learningwell.pk

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exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at www.TeachingWell.pk

Web Resources:

For further information visit these sites and links:

1. <http://www.canteach.ca/elementary/songspoems50.html>
2. <http://www.sciencekids.co.nz/sciencefacts/animals/owl.html>

Lesson 8: The Clever Wife

Learning Objectives

1. To help children learn about the importance of work
2. To teach children that laziness is a bad habit

Teacher Starter

An activity aimed at brainstorming for the lesson is given before the story. Conduct the activity in class and when the students are engaged, get the lesson reading started.

Teaching

Each child or reading group should be assigned two to three lines to read. While the chapter is being read, make sure that children know the meaning of the difficult words like aroma, horrid-looking, shocked, compound, temple, begged and steal. Ensure that the students appreciate the moral of the story i.e. it is bad to be lazy and it is very wrong to steal things.

Answer these questions

1. From where did lazy man steal mangoes and fish?
 - The lazy man stole mangoes and fish from the temple.
2. Wife was excited to see the food in her husband's hand. Why?
 - His wife was excited to see such delicious food as they had not eaten mangoes and fish for a long time.
3. Why was the wife shocked?
 - The wife was shocked because her husband had stolen mangoes and fish.
4. How did the wife teach him a lesson?
 - His wife portrays herself as the goddess of the temple and threatens to kill him.
5. What did the lazy husband do with the fish and mangoes?
 - He threw the vessel of mangoes and fish back at the temple.

Grammar Task**Direct Speech****Picture 1**

The Doctor asked, "How do you feel now?"

The boy said, "I am feeling well now."

Picture 2

The teacher asked, "What is the answer?"

The students replied, "We don't know."

Picture 3

The boy asked, "How are you?"

The girl replied, "I am fine."

Prepositions

Think of the suitable preposition to complete each sentence

- | | |
|---------|-------------|
| 1. From | 6. Towards |
| 2. On | 7. Opposite |
| 3. In | 8. Between |
| 4. By | 9. From |
| 5. On | 10. Of |

Words task**Animal Sound**

Ducks = Quack

Lambs = Bleat

Dogs = Barks

Hens = Cluck

Horses = Neigh

We Write

Look at the pictures and create a story with the help of them

Mother got Tiku and Mina prepared for school. They joined one of their cousins Sara, who studied in the same as school as them, while on their way to school. The three children studied in the lawn of the school as the school building was having some maintenance work. At dismissal, Sara said that she would join Tiku and Mina at their home. When the three children arrived at home from school, they were warmly greeted by several relatives who had come from Canada. A great meal was served and everyone enjoyed time.

Extended Teaching

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Web Resources:

For further information visit Google (www.google.com) and browse with related key words.

Lesson 9: Minnu’s Necklace

Learning Objectives

1. To teach children that they should give in to giving
2. To teach children that parents have selfless regard and love for their children

Teacher Starter

The lesson in its start asks you to recount any experience with descriptive details. Tell any descriptive event or recall memories of an important day, such as visiting a loved one after a long time or celebrating your birthday. When students seem engaged, get the lesson reading started .

Teaching

The lesson is meant to develop a feeling of sacrifice among children. Make sure that the children get the moral at the end of the story i.e. it is good to sacrifice something small in order to get something really big, just like Minnu’s father gifted her a really precious necklace in return for a plastic necklace.

Answer the questions

1. How did Minnu buy the necklace?
 - Minnu prepared to-do list and assisted her mom with all chores. By this Minnu earned enough money to buy the pink necklace.
2. Why don’t Minnu wear the necklace while bathing?
 - Minnu’s mom told her that her necklace would turn pink and pearls would lose their sheen if she wore it while bathing.
3. Why was Minnu well liked?
 - She was an adorable kid as she obeyed her elders.



4. What did Minnu's father ask her to do?
 - Minnu's father asked her to give him the pink pearl necklace.
5. Why was Minnu's father trying to get the necklace from her?
 - Minnu's father wanted to give her a real pearl necklace in exchange for her plastic necklace.

Grammar Task**Adjectives**

Add adjectives to the following nouns

- a. Big
- b. Haunted
- c. Lavish
- d. Beautiful
- e. Bright
- f. Good

Words task**Antonyms**

Choose the word that is most nearly opposite in meaning to the word in capital letters

1. Boring
2. Simple
3. Serious
4. Upset
5. Tasty
6. Never
7. Ugly
8. Tiny
9. Flexible
10. Depart

Synonyms

Choose the best synonym for the following word

1. Last
2. Small
3. Hard
4. Angry
5. Exhausted
6. Playful

Punctuations**Apostrophe**

Write these out in full. The first one has been done for you.



- a. Could not
- b. Have not
- c. Are not
- d. Is not
- e. Has not
- f. Do not

Write the contraction of the following words with the help of given box.

- a. It's
- b. We're
- c. I've
- d. I'm
- e. We'll
- f. Who's
- g. You've
- h. You're
- i. I'd
- j. We've
- k. He's
- l. She'd

We Write

Write an essay on “My favorite toy” in your notebook.

Do as directed

Extended Teaching

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Web Resources:

For further information visit Google (www.google.com) and browse with related key words.



Lesson 10: Rip Van Winkle

Learning objectives:

1. To help children understand that being lazy is same as wasting your life.
2. To help children understand that avoiding work will make you old sooner than you would actually be.

Teacher Starters:

Ask children if they ever faced a loss while being lazy, such as missing a trip or school van or an important occasion. Also ask students if they have ever seen anyone who was lazy and faced difficulty later. When the class is engaged, get the lesson started.

Teaching:

The story is long enough to be read in parts by several students. During the reading, explain the meanings of difficult vocabulary words like avoid, ached, rusted, recognize, drowsy etc. At the end of the lesson, ensure that children have learned that being lazy can bring a lot of harm and losses later in life and that it is very important to keep working in order to remain healthy.

Answer the Questions

1. What was the bad habit of Rip Van Winkle?
 - Rip Van Winkle was lazy and he kept sleeping the whole day.
2. Who were the favourite companions of Rip Van Winkle?
 - His favourite companions were his dog and his gun.
3. Who woke him up and why?
 - His mother woke him up and insisted him to get a job.
4. Why did Rip Van Winkle sleep for so long?
 - Rip Van Winkle slept because he had drunk maple syrup.
5. When did Rip Van Winkle return home?
 - Rip Van Winkle returned home after 21 years.
6. How did Rip Van Winkle look like after 20 years? Explain his appearance.
 - Rip Van Winkle appeared like an old man. He had grown a long beard..

Grammar Task

Pronouns

Replace the words in bold with **him, her or it**.

1. Her
2. Him
3. It



4. Him
5. Her
6. It

Replace the words in bold with us or them.

1. Us
2. Us
3. Them
4. Them
5. Us
6. Them

Replace the nouns in bold with one of the pronouns in the brackets.

1. Him
2. Us
3. Him
4. Her
5. Them
6. It

Sentences and Phrases

Which of the following are sentences? Which are phrases?

Phrases	Sentences
The silver fish	A ghostly sea captain spoke to the girl.
This morning	The ship sank into the sea.
Yes	The dog chewed the bone.
Stand up	King Henry was fond of sports.
	The sun came out.
	The girl ran out of the cave.

Word Task

Homophones

Some / Sum

Give the plant some water.

I can do this sum ($5+3=8$)

Piece / Peace

Use a piece of wood

When they stopped fighting, there was peace

In / inn

I put the water in the glass

He stayed at an inn

Two / Too

I have two brothers

Your sister is going too

Make a sentence using each of these words.

Week: We are going sea this week.

Weak: He is too weak to go with us.

His eyes are very weak to see the huge sea.

Sea: Sea level is increasing day by day.

See: Can't you see?

Do / Did / Does**Complete these rules**

1. You use do with the pronouns: You, They, Plural Nouns
2. You use does with the pronouns: He, She, It, Third Person Singular
3. Plural nouns
4. Singular nouns
5. Past tense

Complete the sentence with do, does, or did

1. Do
2. Does
3. Does
4. Do
5. Did
6. Does
7. Did
8. Does
9. Do
10. Do

Punctuations**Put in capital letters and full stops, question marks or exclamation marks.**

1. Now wash your hands.
2. We saw Waseem in town.
3. That fantastic!
4. Is the library tidy?
5. Welcome to our classroom!
6. Please, may I borrow your pencil!

We Write

1. What do think about Rip Van Winkle?
 - Answer. I think Rip Van Winkle was a lazy boy.
2. Do you think sleeping so much is good or bad?
 - Answer. No, sleeping so much is not good thing.
3. Was he right to disobey his mom?
 - Answer. No.



4. What do you think, why he kept sleeping for 20 years?
 - Answer. Rip Van Winkle slept for 20 years because he drank maple syrup and felt drowsy.
5. Do you believe, it is possible or not?
 - Answer. No, it is not possible.
6. Give your opinion about the things you liked and disliked.
 - Answer.

<p>Likes:</p> <p>I like to obey elders.</p> <p>I like to be punctual.</p> <p>I like cleanliness.</p>	<p>Dislikes:</p> <p>I dislike sleeping too much.</p> <p>I dislike telling lies.</p> <p>I dislike laziness.</p>
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Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

For further information visit these sites and links:

1. https://en.wikipedia.org/wiki/Rip_Van_Winkle
2. <https://study.com/academy/lesson/rip-van-winkle-character-traits-analysis.html>
3. <https://www.youtube.com/watch?v=v37FTHr-cYg>

Lesson 11: The Devoted Mother

Learning objectives:

1. To help children appreciate the selfless love mothers have for their children
2. To help children understand that mothers often sacrifice for their children

Teacher Starters:

Ask children questions about the work and favors their mothers do for them e.g. giving them food and clothes, helping them recover when they are ill, saving them from bad weather and conditions etc. When the class seems engaged, get the lesson reading started.

Teaching:

The focus of this chapter is on the selfless sacrifice mothers often make for their children. Though the characters used are ducks and its babies, it may easily apply to everyone. Try to develop a sense of respect in children for their mothers.

Answer the Questions

1. Where were the mother duck and ducklings heading to?
 - The mother duck and ducklings were heading to lake.
2. Why was the mother duck frightened?
 - The mother duck was frightened because of fox.
3. What did the mother duck do to save her duckling?
 - The mother duck began to walk back and forth dragging one wing on the ground.
4. Why was the fox unable to reach them?
 - The fox was unable to reach them because they were in the middle of the lake.
5. How do the birds fool their enemies?
 - The birds fool their enemies by dragging one wing on the ground.

Grammar Task**Present Continuous Tense**

Make present participle from these verbs by adding -ing

- Sitting
- Pouring
- Listening
- Dancing
- Drinking
- Taking
- Hoping
- Playing

Complete the sentences with the present continuous form of the verb in brackets.

1. Are sitting
2. Are listening
3. Is hoping
4. Are dancing
5. Are flying
6. Is taking
7. Are pouring

Word Task**Syllables**

Put the syllables in the right order to form words ending with “ness”.

1. Politeness
2. Kindness
3. Nervousness
4. Thoughtfulness



5. Helpfulness
6. Tidiness
7. Selfishness

Separate each word into syllables

1. Happiness: ha + ppi + ness
2. Sadness: Sad + ness
3. Decision: De + ci + sion
4. Cultivate: Cul + ti + vate
5. Obstinate: Obs + ti +nate
6. Gravity: Gra + vi +ty
7. Comfortable: Com +fort + able
8. Excursion: Ex + cur + sion
9. Respectable: Res + pect +able
10. Important: Im + por +tant

Punctuation

More about capital letters

Berlitz	Pakistan	Mrs. Salman	playground	
Bahadurabad	sleep	Christmas	presents	Amir
carnival	Nike	Jamila	dancing	Lahore
Indonesia	Kashif	match	play	day
dream	Press Club	Geo Tv	book	shoes

We Write

- Answer. I would suggest that the mother duck does not reach the end of the lake until she sees the fox and keep her babies near some plant growing within the lake.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. https://www.youtube.com/watch?v=u_ywNCK-FPc
2. <http://www.ezsoftech.com/stories/mis33.asp>
3. <http://knowledgemerger.com/my-mother-essay>

Lesson 12: The Innocent Boy

Learning objectives:

1. To teach children about the importance of patience while dealing with people they don't know
2. To help them build regard for the disabled people, especially disabled children which plays as the main character of the story
3. To teach them that disabled and differently-abled people can do a lot of things

Teacher Starters:

Begin by asking children if they have ever seen a deaf and dumb kid in their life. Ask them how they felt about the kid. Invite as many responses from the students as possible and when they seem engaged, get the reading started.

Teaching:

The main purpose of the lesson is to build in children a regard for disabled people and encourage them to support such people in all possible manners. When the chapter is being read, make sure students underline and understand meanings of the difficult words like adversity, anxious, affliction, cripple, defiance, deaf, idler, mute, irritated etc. At the end of the lesson, the class should be clear about the moral of the story i.e. that people who are disabled can do wonderful things if they are given proper support.

Answer the Questions

1. Why did Qasim call that boy?
 - Qasim called that boy to help him with work.
2. What was the age of the boy?
 - The boy was eleven (11) years old.
3. Why was the man irritated?
 - The man was irritated because boy was not answering him. He thought the boy's lounging attitude and continued silence meant disrespect and defiance.
4. What did the boy do to save himself?
 - The boy, instead of running off fell in a heap up on the side walk.
5. How did the man compensate his behaviour?
 - The man compensated his behaviour by giving him drawing materials, white blocks of soft wood and patterns with suitable tools



Grammar Task**Past Continuous Tense****Was / were + present participle**

1. Were
2. Was
3. Were
4. Was
5. Were
6. Was
7. Were

Complete the sentence about what the children were doing. Use the past continuous tense.

Ali was eating an apple.

Sana was washing clothes

They were singing a song

They were playing a piano

Alia was cooking a fish

Dawood was designing the log.

Children were playing in the garden.

Asfand was reading a book.

Word Task**Word Groups**

1. Trees
2. Vegetables
3. Fruits and animals
4. Nature / weather
5. Buildings
6. Sports
7. Musical Instruments

Read out the words. Circle the two words with the same vowel sound as the first word.

1. Play, Sail
2. Ran, Raise
3. Sea, Green
4. Tree, Seat
5. Toe, Throat
6. Toys, Soil
7. Ground, Frown

Punctuation**More Commas**

1. In my school bag, I have calculator, books, copies, pencils, eraser, sharpener, scale, pin, paints and paint brush.



2. On the mat, I can see doll, house, blocks, teddy bear, balls, truck and remote.
3. In the play ground, there are trees, boys, girls, rides, clouds, football, jumping rope, fruits, slider, pool, grass and sun.

We write:

Write down the character sketch of Qasim and Danish in your exercise books.

Qasim:

Qasim was a merchant with a shop in Market Street. He was quick to judge Danish as an idler and disrespectful child. He was not intelligent enough to understand that Danish was a disabled child. Angry over his silence, Qasim decided to hit him but Danish fell even before he had begun. When Qasim learned the truth about Danish and his disability, he was ashamed and regretful. To show his support, he took Danish for rides and gave him tools and drawing material with which Danish learned many things. In all, Qasim was a short-tempered but a kind man.

Danish

Danish was an eleven-year-old boy who could not speak and listen as he was mute and dumb. He was also crippled. The merchants of the market considered him innocent because of his disabilities. The only blessings he had were his eyes. When given the chance by Qasim, he learned how to draw things and developed artistic talent. His creativity helped him to build things of great beauty. He also had a big heart as he forgave the merchant for misunderstanding and mistreating him.

