

## Unit 2

# Be Grateful

### Learning Outcomes

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

- recite poems with actions. Express opinion about them.
- apply critical thinking to interact with a text using intensive reading strategies (while reading) to locate/scan specific information and to answer short questions.
- classify more words that begin with vowel sounds.
- use appropriate expressions in a conversation to express and respond to an opinion.
- describe a series of events or sequence in a picture, an illustration or a diagram.
- create a short poem using rhyming words on a given topic.
- use appropriate expressions in conversation to: express and respond to opinion and to offer and accept apology.
- change the number of regular and irregular nouns.
- choose between 'a' or 'an' before words that start with mute consonant letters.
- recall, identify and use the definite article 'the'. Differentiate between the use of definite and indefinite articles.
- articulate, identify and use degrees of regular adjectives.
- classify items (e.g. vocabulary) required for a given task/topic.
- write a paragraph to describe/show sequence in a picture/series of pictures.
- analyse and use conjunctions, e.g. and, but, or, because, transitional words, e.g. for example, for instance, therefore and sequence markers, e.g. first(ly), second(ly), then, next, etc.



## Getting Started

Look at the pictures and write names of the given blessings in the boxes below.



### Let's Talk

- What is your favourite fruit and vegetable?
- Describe why you like it the most.
- Can you explain the nutritional value of the chosen fruit or vegetable?
- Imagine what life would be like if these blessings were not created by Allah (سُبْحَانَكَ يَا رَبُّ الْعَالَمِينَ).
- Name a few more natural things without which life is not possible.

# Allah Loves Me

## Pre-reading

- Look at the pictures and read the title of the lesson. Guess five words related to it.
- Name some blessings of Allah (سُبْحَانَكَ وَبِحَمْدِكَ).

I see You in the stars,  
When the night glows with a spark,  
When the trees sway in the air,  
And birds enjoy their share,

When the flowers bloom in a queue,  
And sleep at night with dew,  
When I need a lot of care,  
I feel Your presence there.

Do help me in my deeds,  
I smile or when I weep,  
As no one else can hear,  
When I bitterly shed my tears.

None other can support my smile,  
I've judged it far off miles,  
Enlighten please my core,  
O Allah! Just love me more!!!

Fatima Mehru

## While-reading

Which quality of Allah (سُبْحَانَكَ وَبِحَمْدِكَ) is discussed in the second stanza of the poem?

## Post-reading

- How do you show your love for Allah (سُبْحَانَكَ وَبِحَمْدِكَ)? Discuss different ways.
- Write a note on the blessings of Allah (سُبْحَانَكَ وَبِحَمْدِكَ) for us.



Tell students that Allah (سُبْحَانَكَ وَبِحَمْدِكَ) loves you more than anything. We should love Him and obey Him. Relate the poem to students' own experiences or surroundings. It will help them better understand the poem and its theme. Ask them to recite the poem with actions.



## A) Oral Communication

### 1. Learning the Sounds

#### Vowel Sounds

##### i. Read the given sentences and notice the use of words with vowel sounds.

- Ants **are** amazing creatures of Allah (سُبْحَانَهُ وَتَعَالَى).
- The children saw **an** elephant **i**n the zoo.
- They lived in **an** i<sup>g</sup>looduring the winter season.
- There is **an** octopus in the sea.
- He used **an** u<sup>m</sup>bbrella during the rain.

#### Read Me

A **vowel** represents a letter that makes a distinct sound. The five vowels in the English alphabet are a, e, i, o and u.

##### ii. Underline the words that begin with vowel sounds.

- Rida usually eats an egg with bread in the morning.
- The woodcutter works with an axe.
- My mother brought some oranges.
- Put some ice in the juice.
- He was a famous umpire.

### 2. Learning to Speak

##### i. Read and practise the given dialogue.

- Hina:** Good morning, Maryam. How are you?  
**Maryam:** Good morning, Hina. I am fine. Thank you, what about you?  
**Hina:** I am fine too. Did you read the poem 'Allah Loves Me'?  
**Maryam:** Yes, I read it last night.  
**Hina:** Did you like this poem? What's your opinion about it?  
**Maryam:** Of course, I like it. I think it gives us a good message that Allah (سُبْحَانَهُ وَتَعَالَى) loves us a lot and He is always there for us when we are sad or happy.  
**Hina:** Yes. You are right, Maryam.  
**Maryam:** We should love Him and obey His commands throughout our lives. We should be thankful to Him for His blessings.



A1 (i) Ask students to share more words that begin with vowel sounds. A2 (i) Arrange a class discussion on the topic 'My Hobbies' or 'My Aim in Life'. Ask students to express their opinions and respond to others' opinions politely using the expressions 'In my opinion', 'I think', etc.

- ii. Arrange a classroom discussion and ask students to express their opinions about any of their favourite poems.



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Answer these questions.

- In which things does the poet see Allah (سُبْحَانَهُ وَتَعَالَى)?
- When does the poet feel the presence of Allah (سُبْحَانَهُ وَتَعَالَى)?
- Why does the poet want more love from Allah (سُبْحَانَهُ وَتَعَالَى)?

ii. Look at the given pictures and read the story.



Once there was a lion sleeping in a forest. Suddenly, a mouse came and climbed on its body. The lion got disturbed and woke up from his sleep.



The lion angrily took hold of the tiny mouse. The mouse pleaded with the lion to let him go, saying he would help him in need. The lion laughed at the mouse and let him go.



One day, a hunter came and spread a net to catch the lion. The lion did not see that net and got stuck in it. He roared and tried to escape but he failed.



The mouse heard the lion's roars and came there. He started cutting the net with his teeth. The lion got out of the net and thanked the mouse. The mouse fulfilled his promise and saved the lion's life.

iii. Look at the given pictures and write a story in your notebook.



B1 (ii) Help students understand how to describe the pictures with meaningful expression and supporting details. B1 (iii) Ask students to look at the pictures carefully and write a story in their own words. Ask them to keep the story in correct sequence. Ask them to express their opinions about them.

#### iv. Read the poem again and fill in the blanks with the correct options.

- The poet sees Allah (سُبْحَانَهُ وَتَعَالَى) in the \_\_\_\_\_ at night.
  - i) moon
  - ii) sun
  - iii) stars
  - iv) clouds
- The poet says that the flowers \_\_\_\_\_ in a queue.
  - i) dry up
  - ii) bloom
  - iii) wither
  - iv) fade
- The poet wants \_\_\_\_\_.
  - i) father's love
  - ii) mother's love
  - iii) a friend's love
  - iv) Allah's (سُبْحَانَهُ وَتَعَالَى) love
- Allah is always \_\_\_\_\_ the poet when he cries or smiles.
  - i) away from
  - ii) near
  - iii) far from
  - iv) beyond
- When the poet needs a lot of care, \_\_\_\_\_ is always there.
  - i) her mother
  - ii) her father
  - iii) Allah (سُبْحَانَهُ وَتَعَالَى)
  - iv) her brother

## 2. Analytical Reading

Read the poem again and observe different blessings of Allah (سُبْحَانَهُ وَتَعَالَى) around you. Also make a list of blessings mentioned in that poem. Now write a few lines about what life would be if Allah's blessings (trees, birds, air, sun, water, etc.) were not there.



## C) Language Focus

### 1. Vocabulary Building

#### i. Read the given words with their meanings.

| Words | Meanings                         |
|-------|----------------------------------|
| spark | a small flash of light           |
| sway  | to move slowly from side to side |



B1 (iv) Ask students to tell the correct answers. B2 (i) Ask them to read the poem again or any poem about Allah's blessing by using the internet and make a list of blessings mentioned in that poem. Now ask them to think that what would happen if Allah's blessings were not around them.

|           |                                                             |
|-----------|-------------------------------------------------------------|
| bitterly  | in a way that shows that you feel sad or angry              |
| support   | to help or encourage somebody                               |
| enlighten | to give somebody information to understand something better |

## Create a Poem

- ii. Write a short poem on the topic 'Friendship' using the given rhyming words in your notebook. The first stanza has been given for you.

Friendship is a priceless gift,  
that cannot be bought or sold.

But its value is far greater  
than a mountain of gold.

hear, cheer

understand, hand

sends, friends

## Expressing an Opinion

- iii. Read the given expressions carefully.

| Express an Opinion         | Respond to an Opinion    |
|----------------------------|--------------------------|
| In my opinion ...          | You're absolutely right. |
| Personally, I think...     | Yes, I agree.            |
| In my experience...        | I don't agree with you.  |
| As far as I'm concerned... | Of course                |

- iv. Read the given dialogue and notice the use of these expressions.

**Danish:** So Ali, what do you think makes a good friend?

**Ali:** In my opinion, a friend is someone who is fun to be with.

**Danish:** Hmm...fun to be with! Can you give me an example?



C1 (ii) Guide students through writing a poem by using the given rhyming words. C1 (iii) Tell students that different expressions are used in various situations. Encourage them to use them in different situations. Ask them to use the given expressions in their daily conversation.

**Ali:** I like friends who go out and have fun together.

**Danish:** So, does that mean a friend should like the same things you do?

**Ali:** No, not really. Just that they have a jolly personality. You know, fun to be with whatever we do.

## Offering and Accepting an Apology

v. Read the given expressions of offering and accepting an apology.

| Offering an apology         | Accepting an apology    |
|-----------------------------|-------------------------|
| Sorry, it was all my fault. | It's okay.              |
| Pardon me.                  | Don't worry about this. |
| Please accept my apology.   | That's okay.            |
| I'm so sorry.               | No problem.             |

vi. Read the given dialogue and notice the use of these expressions.

**Sara:** Excuse me, Miss Amna.

**Miss Amna:** Yes, what is it?

**Sara:** I'm sorry I didn't bring my English workbook. I was doing my homework last night. I left it on my table.

**Miss Amna:** Be careful next time. Make sure that you bring it tomorrow.

**Sara:** I will be careful next time. Thank you, Miss Amna.

vii. Write a dialogue of your own using the expressions given above in your notebook.

## 2. Learning to Spell

Fill in the missing letters to complete the words.

ju\_\_ge

qu\_\_ue

presen\_\_e

\_\_nlighten

bitt\_\_rly



C2 (v) Tell students that when you apologise, it means that you are telling someone that you are sorry for the hurt you caused, even if you did not do it purposefully. Ask them to learn the given expressions and use them in their daily conversation.

### 3. Grammar

## Regular and Irregular Nouns

i. Read the given regular and irregular nouns.

| Regular Nouns |         |
|---------------|---------|
| day           | days    |
| bag           | bags    |
| bench         | benches |
| fox           | foxes   |

| Irregular Nouns |       |
|-----------------|-------|
| man             | men   |
| foot            | feet  |
| mouse           | mice  |
| tooth           | teeth |

#### Read Me

**Regular nouns** are easily made plural with a few simple changes, such as adding an "s" or "es" to the end of the word. **Irregular nouns** don't follow these rules.

ii. Write plurals of the given regular and irregular nouns.

| Regular Nouns |  | Irregular Nouns |  |
|---------------|--|-----------------|--|
| tree          |  | woman           |  |
| table         |  | goose           |  |
| bush          |  | ox              |  |
| page          |  | child           |  |

iii. Write the underlined words in the correct columns.

| Sentences                                                                    | Regular Nouns | Irregular Nouns |
|------------------------------------------------------------------------------|---------------|-----------------|
| This <u>cat</u> is chasing the <u>mouse</u> .                                |               |                 |
| There were a <u>man</u> and a <u>woman</u> at the party.                     |               |                 |
| The <u>dentist</u> will examine my <u>tooth</u> .                            |               |                 |
| The <u>girls</u> put a <u>glass</u> and a <u>plate</u> on the <u>table</u> . |               |                 |
| My <u>mother</u> bought a <u>book</u> .                                      |               |                 |



C3 (i) Explain to students the concept of regular and irregular nouns and their plurals by giving more examples. Make two columns, regular nouns and irregular nouns, on the board. Have students come up with different nouns and their plurals. Write them in the relevant columns.

## Definite Article (the)

### iv. Read the given sentences and notice the use of the definite article 'the'.

When we talk about something already known or which has been previously mentioned.



I have a parrot. **The** parrot is green.  
Do you know where I left **the** keys?

We define or identify a particular person or object.



Can you see **the** boy in **the** red shirt?  
**The** man who wrote this book is famous.

Refer to people or objects that are unique.



Clouds drifted across **the** sky.  
**The** sun sets at 7 o'clock in **the** evening.

Before superlatives of adjectives and ordinal numbers.



This is **the** highest building in Lahore.  
This is **the** third time I have called you today.

With nouns, to refer to a whole group of people.



The giraffe is **the** tallest animal.  
She has given a lot of money to **the** poor.

With the names of rivers, mountain ranges, groups of islands, canals and oceans.



Their ship crossed **the** Atlantic in three days.  
They caught fish from **the** Ravi.  
Hiking across **the** Himalayas would be difficult.

With the names of famous buildings, museums, or monuments.



We went to **the** Lahore Museum.  
Sara visited **the** Faisal Mosque.

### v. Fill in the blanks with the correct articles.

- Asia is \_\_\_\_\_ largest continent in the world. (an/the)
- My cousin is \_\_\_\_\_ doctor. (the/a)



C3 (v) Explain to students the concept of the definite article 'the' and its rules in detail by giving more examples. Also have them recall the use of indefinite articles.

- There is \_\_\_\_\_ orange on the table. (a/an)
- Bring me \_\_\_\_\_ bottle of water. (a/an)
- Sadia is \_\_\_\_\_ honest girl. (a/an)
- He quickly ate \_\_\_\_\_ cake. (the/an)

vi. Rewrite each sentence using the correct articles in your notebook.

- Indus is longest river in Pakistan.
- Egg has oval shape.
- He lives in house next to ours.
- His father likes to read Daily News.
- You can go anywhere in world.

### 'A' and 'an' With Mute Consonant Letters

vii. Read the given sentences and notice the use of 'a' and 'an' with mute consonant letters.

- Sara had returned after **an** hour.
- Yousaf is **an** honourable citizen.
- His father is **an** honest businessman.
- He gave him **a** wrapped gift box.
- My mother bought **a** wrist watch.
- Bring **a** knife from the kitchen.
- The teacher has shown the diagram of **a** knee.

#### Read Me

Some words have **initial consonants** which are not pronounced, e.g. **h** in honest, **w** in wrap, **k** in knock. We put the article **a** or **an** with those words by focusing on the sound of the second letter.

### Degrees of Regular Adjectives

viii. Read the given degrees of regular adjectives with their sentences.

| Positive Degree            | Comparative Degree                    | Superlative Degree                                   |
|----------------------------|---------------------------------------|------------------------------------------------------|
| This path is <b>long</b> . | This path is <b>longer</b> than that. | This path is the <b>longest</b> of all the paths.    |
| My bag is <b>heavy</b> .   | My bag is <b>heavier</b> than yours.  | My bag is the <b>heaviest</b> of all the three bags. |

#### Read Me

There are three degrees of adjectives. **Comparative adjectives** compare two things using 'than.' **Superlative adjectives** compare more than two things.



C3 (vi) Tell students that consonants at the beginning of words which are not pronounced are called mute consonant. C3 (vii) Recall the concept 'a' and 'an' and explain their use with mute consonant letters. C3 (viii) Recall the concept of adjectives and ask students to share some examples. Also recall the concept of regular adjectives and explain degrees of adjectives.

|                              |                                               |                                                      |
|------------------------------|-----------------------------------------------|------------------------------------------------------|
| This is a <b>small</b> box.  | This box is <b>smaller</b> than yours.        | It is the <b>smallest</b> box in this room.          |
| Her brother is <b>tall</b> . | Her brother is <b>taller</b> than my brother. | Her brother is the <b>tallest</b> boy in our school. |
| My house is <b>big</b> .     | My house is <b>bigger</b> than yours.         | My house is the <b>biggest</b> house in the town.    |

ix. Write the degrees of the given regular adjectives in your notebook and use them in your own sentences.

large

young

brave

old

fast



## D) Writing

### 1. Learning to Write

i. Read the given paragraph and notice the use of conjunctions.

Ali and Ahmad were not going to school **because** it was raining outside. They were playing **and** jumping in their room. Ali was hungry **so** he went to the kitchen and looked for something to eat in the fridge. He opened the side cabinet and saw different snacks in it. He grabbed a few and asked Ahmad, "Do you like to take chips **or** biscuits?"

#### Read Me

**Conjunctions** are words that join words, phrases or sentences. For example: and, but or, because, etc. are the most frequently used conjunctions.

ii. Write sentences using the above conjunctions in your notebook.

iii. Read the given sentences and notice the use of transitional words.

**For example:**

- We eat healthy food. For example: eggs, milk, fruit and vegetables.
- You should adopt good habits in your life. For example: helping others and being kind to others.



D1 (i) Explain to students the concept of conjunctions and transitional words in detail. Tell students that conjunctions and transitional words are the words that provide connections between ideas, sentences and paragraphs. Ask them to share some more examples.

### For instance

- For instance, delight is the opposite of sorrow.
- For instance, a designer can develop an excellent web page.

### Therefore

- She came first. Therefore, she got admission to a good college.
- I'm sleepy. Therefore, I'm going to bed.

### Read Me

**Transitional words** are used to carry a thought from one sentence to another. 'For example' and 'for instance' are used to illustrate what has been already said. We use 'therefore' to show the result of an action.

iv. Make two sentences using the above transitional words in your notebook.

v. Circle those things from the given items that you need for making a card.

plain paper

football

coloured pencil

scissors

vi. Use the given pictures for writing the procedure of card making in correct sequence.

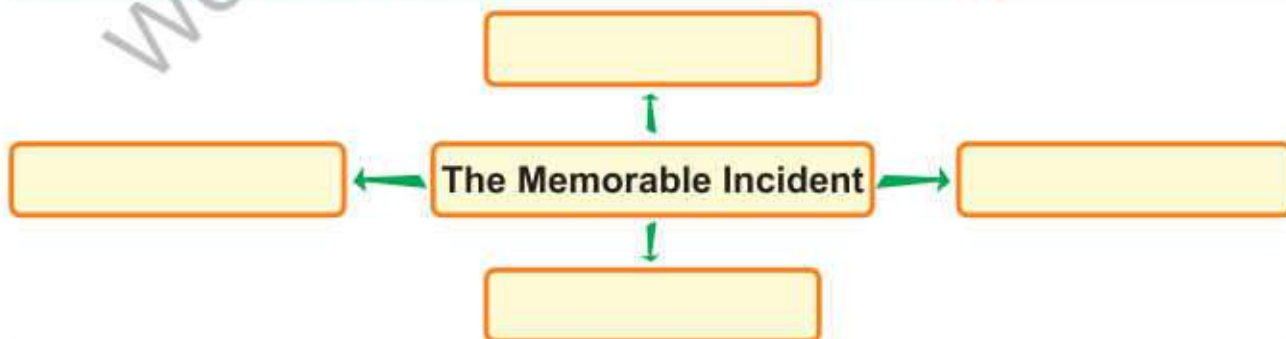


### Read Me

**Sequence markers** are words that organise our writing, such as first, next, then, after that and finally. We often use sequencers when we give instructions, describe a process, or tell stories.

## 2. Creative Writing

Write any incident of your life when you treated somebody with kindness.



D1 (vi) Guide students through writing a procedure of card making. Help them if need be. D (2) Write the given topic on the board. Brainstorm vocabulary related to the topic and write the words on the board. Ask students to fill in the mind map on their own.