

English Language Competency



January, 2015

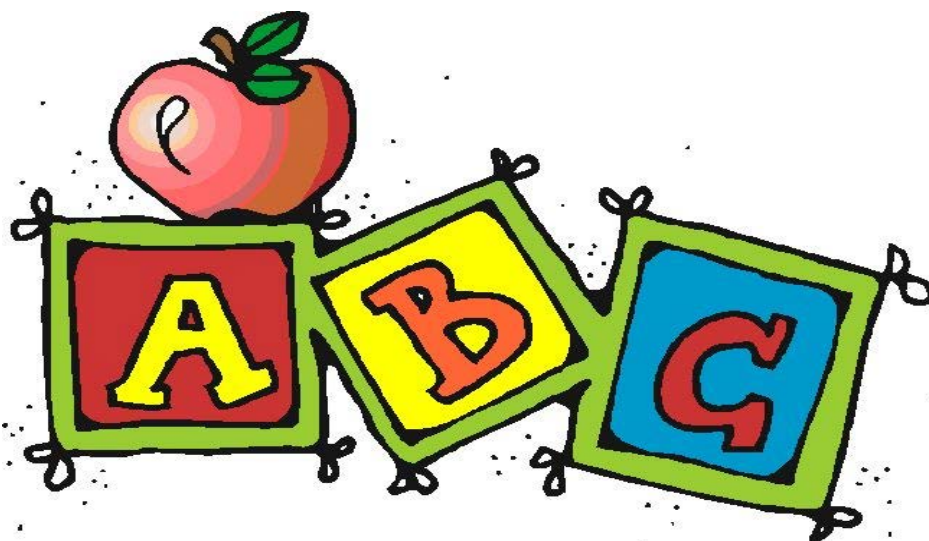
لرننگ سپورٹ یونٹ
سند ایجوکیشن فائونڈیشن



شرکت کنڈرژن لاء کتابچو

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Introduction

PPRS Language Competency Manual is a basic guide for acquiring knowledge and skills of English; it is enriched with the content and concepts of Get Ahead English series introduced by OUP. The main objectives of this manual is to orient teachers with the basic competencies of English as a second language and to provide additional practice of reading, writing, listening and speaking. The content of this manual also includes vocabulary of around 200-300 words extracted from Get Ahead Series for the ease of teachers.

The worksheets included in this manual are quite simple and creative and teachers who have recently joined the schools will not be bothered in comprehending the task.

Expected learning outcomes:

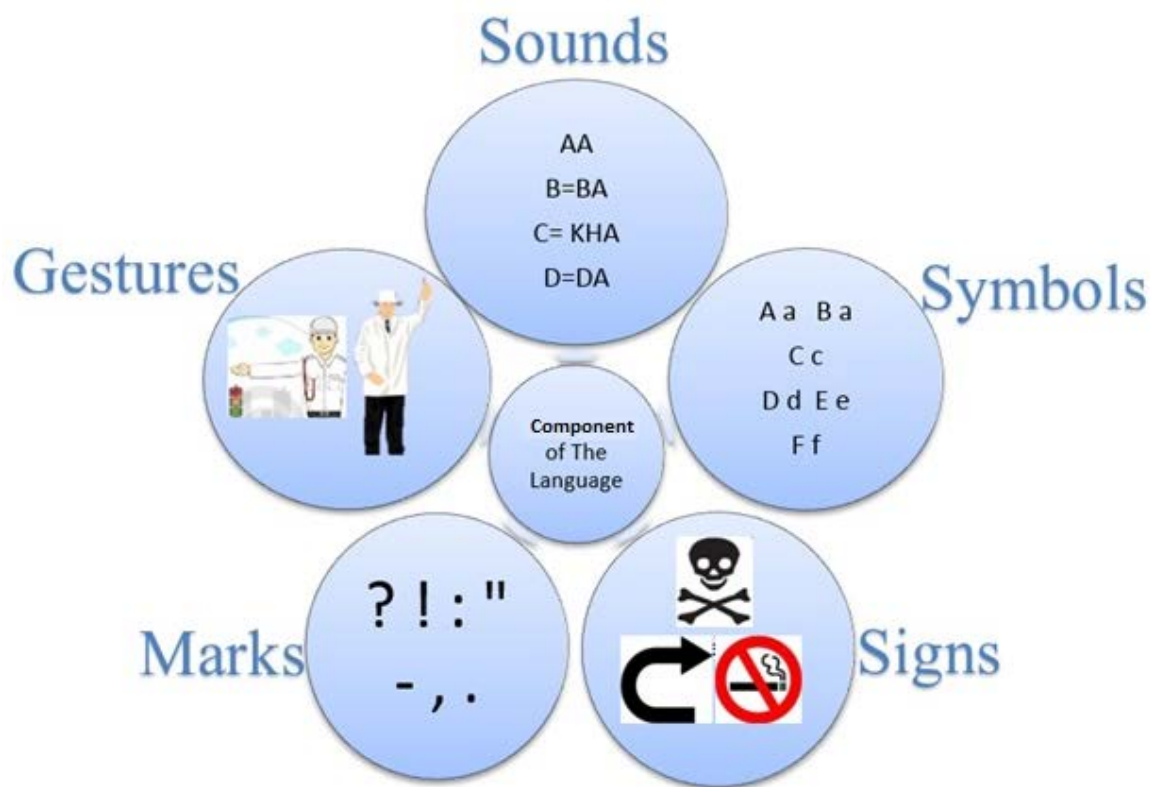
By the end of this training session participants will be able to:

- Understand long/short vowel sound, syllable and Digraphs in Pronunciation.
- Get familiarize themselves with the vocabulary given in the Get Ahead OUP series.
- Comprehend various sentence structure in the light of tenses.
- Understand the parts of the speech in English Grammar.
- Practice reading and writing with the help of worksheets.
- Improve comprehension skills.
- Practice oral skills with help of dialogues and props.

The Language

Language is simply a collective use of sound, symbols, signs, marks and gestures to convey any message. Usually only spoken words or sentences are considered as language which is impartially correct. Actually a combination based upon these five components or any of them helps one to communicate. In this connection, a language is a systematic means of communication. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feelings.

From a literary point of view, Language is the written and spoken methods of combining words to create meaning used by a particular group of people. The Language



Think: Which is the Best

- “The limits of my language means the limits of my world”. *Ludwig Wittgenstein*
- “Learning another language is like becoming another person”. *Haruki Murakami*
- “A Language is an exact reflection of the character and growth of its speaker” *M.K.Gandhi*
- “One language sets you in a corridor for life. Two languages open every door along the way”
Frank Smith
- “You can never understand one language until you understand at least two” *Geoffrey Willans*
- “To have another language is to possess a second soul” *Charlemagne*
- “Language is the road map of a culture. It tells you where its people come from and where they are going”
Rita Mae Brown
- “Language is the blood of the soul into which thoughts run and out of which they grow”
Oliver Wendell Holmes
- “Man developed language because of our deep desire to wish”
Jane Wagner
- “Language is the dress of thought”. *Samuel Johnson*
- “To have another language is to possess a second soul” *Charle Magene*
- “High thoughts must have high language”. *Aristophanes*
- “Language exerts hidden power, like a moon on the tides”. *Rita Mae Brown*
- “Every language is a school, in which the soul of those who speak it is enshrined”.
Oliver Wendell Holmes
- “Language embodies the intellectual wealth of the people who use it”. *Kenneth Hale*
- “Language is the archives of history”. *Ralph Waldo Emerson*
- “A man who knows two languages is worth two men”. *Frenche proverb*
- “Knowledge of languages is the doorway to wisdom”. *Roger Bacon*
- “A different language is a different vision of life”. *Frederico Fellini*
- “A new language is a new life”. *Persian Proverb*
- “Learn a language, avoid war”. *Arab Proverb*
- “If you want people to understand you, speak their language”. *African Proverb*
- “The more languages you know, the more of a person you are”.

English: A Global Language:

Man is constantly using language in several ways like spoken language, written language, printed language and it is through language that people of different races, cultures and communities are linked with each other. English language focuses the same purpose as it is accepted as the language of today. Modern English language is the dominant international language in communication, science, business, entertainment and diplomacy. Having sound command on English Language has become a basic requirement for almost every walk of life, occupation and profession all over the world.

As it is so widely spoken in every walk of life, it has often been referred to as a **“World Language of the modern era”**.

English language is no longer the exclusive cultural property of "native English speakers" but is rather a language that is absorbing aspects of culture worldwide as it continuous to grow and that is exactly the reason, by it is referred to as a global language.

English is currently the language most often taught as a second language and it is also studied as a foreign language in different countries around the world. Unlimited printed material and one of the most significant source of knowledge in the form of internet is widely accessible in English Language. Major aspects of English language are:

1. English is a basic means of communication:

- English is the language, most commonly spoken by the people all over the world.
- English is used as an official language for aerial and maritime communication.
- English is an official language of United Nations and many other international organizations including the international Olympic committee.

2. English contains the largest storage of knowledge:

- English language is one of the languages, through which knowledge is taken out from internet.
- English language is the most commonly used language for science, scientific researches and its experiment.
- English language is the language that is excessively used in modern educational publications.

3. English is the main source of information:

- English language is excessively used in newspaper and magazines.
- English language is commonly used by most of the TV channels and radio stations for news broadcasting.
- English language is the main language through which information is disseminated via the internet.

After getting some base information about English language, it is felt necessary to determine that what are the possible ways to learn English language effectively. For this purpose, this manual is an effort to estimate the existing native language learning patterns and approaches which are generally the same for all languages keeping in view the child's phycology.

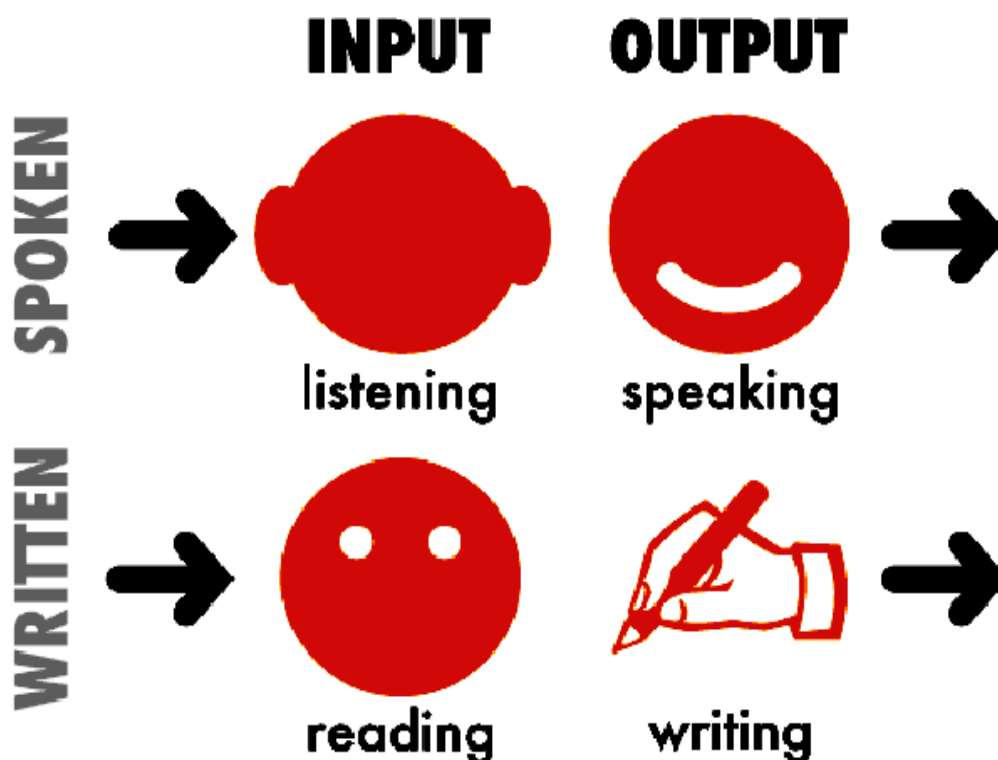
Language learning: How children Learn?

- Children learn their native language from their family
- Children listen to varied sounds which enable them to speak from their environment the moment they are born.
- Children recognize symbols with their respective sounds during reading which motivate them for writing.
- The natural sequence of language learning is, listening – speaking – reading – writing.

L → S → R → W →

- Children are individually different and have particular abilities to acquire a new language therefor, providing them lots of practice opportunities in these skills is always beneficial.

Language is for COMMUNICATION	Language extremely focuses the sounds	Language deals with words	Language contains rules of grammar
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Essentials of Language Learning:

Never forget! The key to learning is motivation.

According to Julian Edge, there are two ways in which a foreign/second language is learnt:

- **Consciously, "through formal language":**



In this situation, learner study the language in the sequence in which it is presented to them, usually following an organized syllabus, this kind of learning tends to encourage accuracy in the language, as well as knowledge of what is correct. Learners develop their fluency and feeling for what is socially appropriate in the language outside this learning, the level of formal accuracy achieved depends on the demands made on the learner to become more accurate.

- **Sub-consciously, "by picking it up":**

This is typically the case when learners are in a situation where they are exposed to lots of natural language use. This kind of learning tends to encourage fluency in the language, as well as a natural feel for what is socially appropriate. In this kind of natural learning, different learners seem to acquire the grammar of the language in more or less the same sequence but in less amount. The language develops along its own paths inside the learner, according to the actual demands made on them to communicate.



These two ways of learning can also support each other. For instance, when I naturally acquire a new way of saying something in English, I later analyze how that piece of language works grammatically. On the other hand, when I study one area of English, I may pick up some other bit of language without being aware of it at the time. [Essentials of English Language Teaching, P15]

Keeping in view the concept, extracted from the referred abstract, it is estimated that the accuracy and the ability to judge that what is correct in the language is acquired by the formal or well-planned study of grammar and all of its linkages included in the course outline. This learning demands, attention and retention for the content being taught and the inclusion of the natural language use in this form of language learning is comparatively at the lesser side.

The other way of learning depends upon the expectations to communicate or to execute the language. Learner moves around, hangs on and converses within an environment and instinctively learns the chunks of language without being aware of them. This learning exercise results as the development of the language fluency in the learner and the feel to immediately understand and judge the validity of any piece of language. This skill also gets the learner well-adjusted within his social context. It is also important to know that the optimum level of language development is only attained when both the ways of learning contribute simultaneously and the blend of these really makes the difference.

Considering the fact, the structure of this manual is split into two parts. The initial part is based upon the knowledge related to the grammar and the following part is the functional part consist

of the exercises which will enable teachers to acquire the language skills through practice. Structures adjustment of the learner within his social context gets well-adjusted in the social setting gradually become. Learners follow the instinctive limited.

I. Structural Part



1. Phonetics

1.1 Vowels

Concept: A speech sound made when air is free to pass through the mouth with little or no obstruction, as in sounds made with the letters “a, e, i, o, u”.

Long and Short vowel sound

When a vowel sound like its name, this is called a long sound. A vowel letter can also have short sounds but it does not sound like its name. Whether a vowel has a long sound, a short sound, or remains silent, depends on its position in a word and the letters around it.

Task

Tell what vowel sound you hear in each word.
(Use the charts with examples to help you)

Long vowel sound	
Word	Sound
Ape	long a
Heel	long e
Ice	long i
Only	long o
Use	long u

Short vowel sound	
Word	Sound
Act	short a
Bet	short e
It	short i
Pot	short o
Up	short u

Identify Vowel sounds in the given words and write them in the following space:

1. Nip _____

2. Same _____

3. Table _____

4. Dot _____

5. Cap _____

6. Say _____

7. Six _____

8. My _____

9. Toast _____

10. Cube _____

1.2 What is a Syllable?

A word can be divided into syllables. Each syllable is a sound that can be said without interruption and is usually a vowel which can have consonants before and/or after it.

Task

Divide each word by putting a slash (/) symbol between each syllable. On the space provided, write how many syllables each word has. (Use a dictionary if you're not sure where to divide the syllables).

Example: a n / i / mal 3

 p e n / g u i n 2

1. E l e p h a n t _____

2. Z e b r a _____

3. L i o n _____

4. S n a k e _____

5. W a l r u s _____

6. P e a c o c k _____

7. W o l f _____

8. M o n k e y _____

9. C h i m p a n z e e _____

10. T i g e r _____



Syllable exercise:

Read each word and identify how many syllables each has. Put a check mark in the correct box.

Word	<i>1 Syllable</i>	<i>2 Syllables</i>	<i>3 Syllables</i>
Doctor			
Bear			
Umbrella			
House			
Telephone			
Building			
Computer			
Laptop			
Tiger			
Beautiful			

1.3 Diagraphs

Concept: Phonics ‘ch’, ‘ph’ and ‘sh’ are the combination of the consonants and they always come in the same way in the words, and have one sound.

Task

Read out each word and color the words that begin with the /sh/ sound.

stop	sun	push	she
slow	show	same	most
dish	spell	shell	small
shy	he	shop	stool
slip	shot	snow	stamp

Read out each word and color the words that end with the /sh/ sound.

share	small	fish	pots
this	dish	sheep	safe
post	spot	shoe	cash
smell	best	crash	shape
bells	rust	trash	ask

Diagraphs

Concept: Phonics “ch” words, ‘ch’, ‘ph’ and ‘sh’ are the combination of the consonants and they always come in the same way in the words, and have one sound.

Task: Write down the words which have ‘ch’, ‘ph’ and ‘sh’ sound either in their beginning, middle or in the end.

‘ch’ words	‘ph’ words	‘sh’ words

Task:

Read the OUP English Book 1 and find out the Digraphs and complete the given table.



‘ch’ words	‘ph’ words	‘sh’ words

2. Word and Word Classes

The word is generally defined as a group of letters that owns a particular meaning. Words can be combined, to create other units of language such as phrases, clauses and sentences.

Words have been classified in different categories and these categories are known as WORDS CLASSES, which are as under:

Word Classes:

Words are divided into different kinds called word classes and parts of speech, according to their use; that is according to work they do in a sentence. These word classes are eight in number which are Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction and Interjection.

Following is a tabular representation of parts of speech (Word classes)

Parts of speech	Basic function	Example
Noun	Names a person, place, animal or thing	Shazia, Karachi, lion, apple etc.
Pronoun	Takes the place of noun	I, you, he, she, it, them, who etc.
Verb	Identifies action or state of being	sing, dance, read, write, walk etc.
Adjective	Describes the quality of a noun/pronoun	beautiful, hot, lazy, funny etc.
Adverb	Modifies a verb, adjective, or other adverb	softly, lazily, often etc.
Preposition	Shows a relationship between a noun (or pronoun) and other words in a sentence	up, over, against, by, for etc.
Conjunction	Joins words, phrases and clauses	and, but, or yet etc.
Interjection	Express emotions	ah! , whoops! , ouch! etc.

2.1 Part of Speech

i. Noun

A **Noun** is type of word that represents a person, animal, thing or place (like mother, apple or valley, tiger)

(After that facilitator will brain storm that what is common and proper noun. After collecting all the points from participants, facilitator will conclude with definitions of both).

Types of Noun:

1. **Common Noun**

Common Noun names a general person, place, animal or thing. E.g.: girl, cow, country, book etc.

2. **Proper Noun**

Proper Noun names a specific person, place, animal or thing (the first letter of a proper noun is always capitalized). E.g. Pakistan, Adeel, Quran etc.

(Now a pictorial dictionary will be shown by facilitator for further clarity of the common and proper noun)

3. **Concrete Nouns**

Concrete Noun are the names of things you can experience with your five senses you see them, hear them, smell them, taste them, and feel them. E.g. tree, house, bat, etc.

3.1 **Count Nouns:**

Count Nouns are the names of those living or non-living things that we can count e.g.: Goats, Oranges, Eggs, and Bottles etc.

3.2 **Non Count Nouns:**

Non Count Nouns are the names of things which we cannot count. e.g.: Milk, Money, Pain, Stars etc.

4. **Collective Noun:**

Collective Noun is a noun that denotes a group, collection or multitude of similar things considered as one complete whole. e.g.: Team, Family, Class, Party etc.




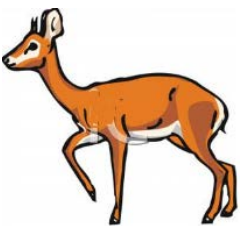








5. **Abstract Noun:**


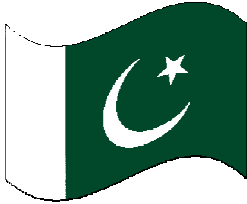




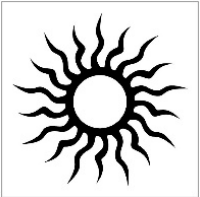




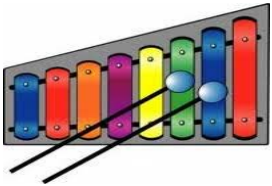


Abstract Noun is usually the names of quality, action, or state considered apart from the objects to which it belongs. e.g.: Goodness, Judgment, Slavery etc.

6. **Compound Nouns:**

Compound Noun is a name, formed with the help of two or more than two words. e.g.: Police Station, Plat Form, Bus Stop, Newspaper, Railway Station, Mental Hospital etc.

Pictorial dictionary of Common and Proper Noun










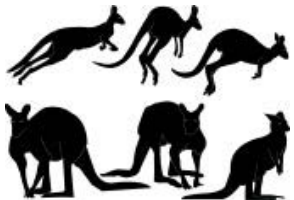





 <p><u>A - Apple</u> A fruit with red or yellow or green skin and with sweet crisp whitish flesh.</p>	 <p><u>B- Bank</u> A place/institution that accepts deposits and channels the money into lending activities;</p>	 <p><u>C- Chair</u> A seat for one person, with a support for the back.</p>
 <p><u>D - Deer</u> A wild animal.</p>	 <p><u>E - Everest mountain</u> Mount Everest is one of the tallest mountains in the world</p>	 <p><u>F- Family</u> Primary social group; parents and children</p>
 <p><u>G - Girl</u> A female human offspring</p>	 <p><u>H – Hospital</u> A health facility where patients receive treatment</p>	 <p><u>I-Iron</u> A home appliance consisting of a flat metal base that is heated and used to smooth cloth</p>
 <p><u>J – Jahanzeb</u> Jahanzeb, a name that is language unit by which a person or thing is known;</p>	 <p><u>K – Kitchen</u> A room equipped for preparing meals or a cook room;</p>	 <p><u>L-Lawyer</u> A professional person authorized to practice law; conducts lawsuits or gives legal advice</p>

 <p><u>M - Moon</u> The natural satellite of the Earth</p>	 <p><u>N - National Flag</u> An emblem flown as a symbol of nationality</p>	 <p><u>O- Ostrich</u> Fast-running flightless bird with two-toed feet; largest living bird</p>
 <p><u>P-Park</u> A large area of land preserved in its natural or artificial state as public property</p>	 <p><u>Q- Queue</u> A line of people for something</p>	 <p><u>R- Rug</u> Floor covering consisting of a piece of thick heavy fabric.</p>
 <p><u>S- Sun</u> A typical star that is the source of light and heat for the planets in a solar system.</p>	 <p><u>T-Temple</u> A place of worship in many religions.</p>	 <p><u>U- Umbrella</u> A portable handheld gadget to protect oneself from rain or sunlight.</p>
 <p><u>V- Vase</u> An open jar of glass or porcelain used as an ornament or to hold flowers.</p>	 <p><u>W- Wind</u> Air naturally in motion with any speed; a current of air.</p>	 <p><u>X- Xylophone</u> A musical instrument</p>
 <p><u>Y- Year</u> The period of time that it takes for a planet (e.g. Earth or Mars) to make a complete revolution around the sun; or simply a period of twelve months.</p>	 <p><u>Z- Zoo</u> A park like area in which live animals are kept in cages or large enclosures for public exhibition.</p>	

Collective Noun

A **collective noun** is a word used to define a group of objects, where objects can be people, animals, emotions, inanimate things, concepts, or other things.

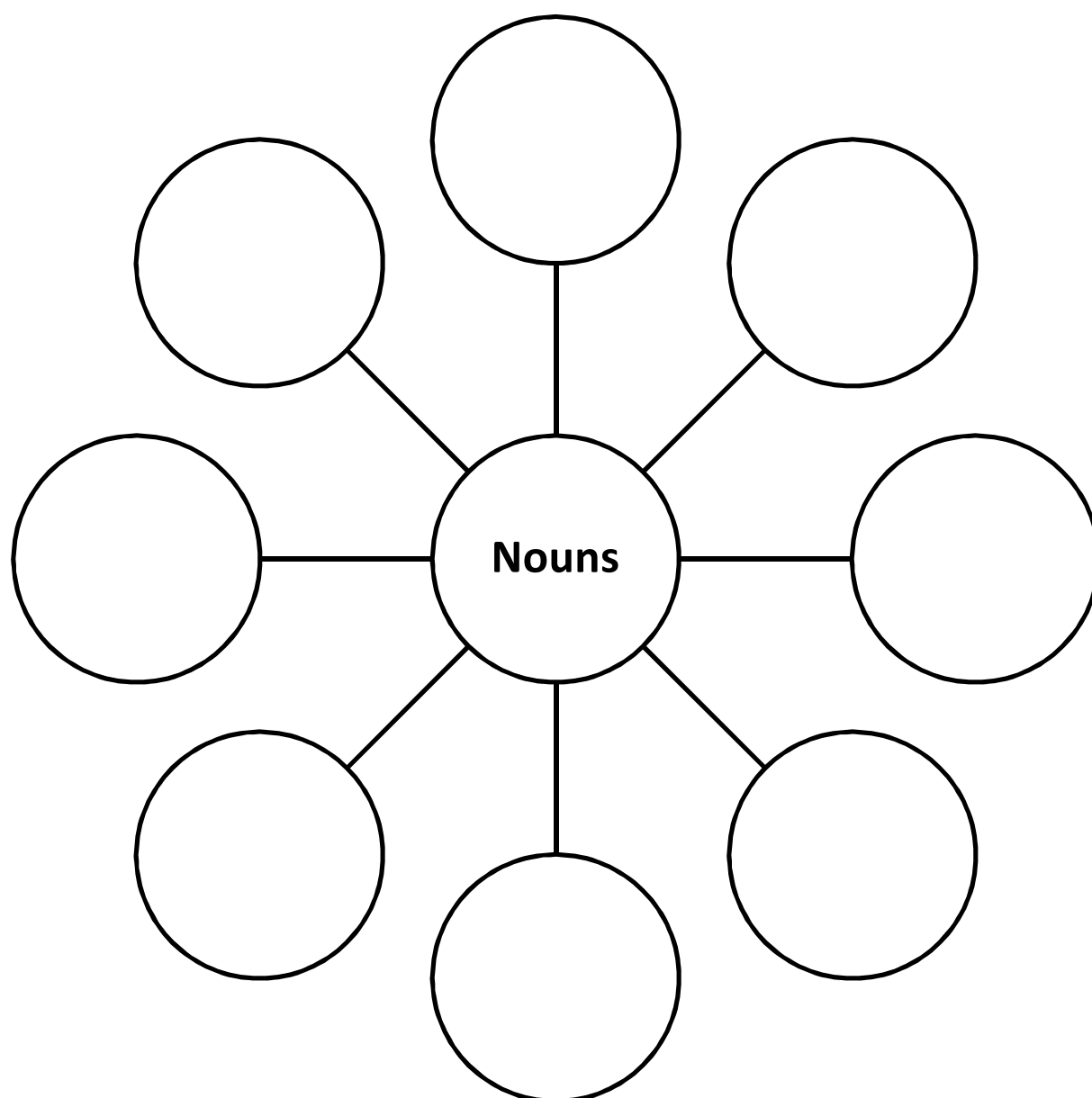
Pictorial Dictionary of Collective noun

				
Army of caterpillars, frogs, soldiers	Bouquet of flowers	Class of students	Deck of cards	Fleet of Airplanes, ships
				
Galaxy of stars	Herd of buffalo, cattle, deer, zebra	Kit of tools	Library of books	Mob of kangaroos
				
Flock of birds	Orchard of trees	Pack of dogs, hounds, wolves	Range of mountains	Swarm of ants, bees

Vocabulary list of Common and Proper Noun

A	B	C
Arm, Animal, Atlas	Buffalo, Bear, Bed	Cage, Calf, Cottage
D	E	F
Deer, Doctor	Elbow, Elephant	Forest, Frog
G	H	I
Grass, Gallery, Ginger	Housefly, Hill, Hill park hospital	Italy, Ishfaqe, Islamabad
J	K	L
July, Juice	Kite, Kids, Kashmore	Lake, Library, Lice
M	N	O
Mud, Mosquito, Mouse	Nest, Net, Neck	Octopus, Ostrich, Orange
P	Q	R
Playground, Potato, Papaya	Queen, Quetta, Queue	Rat, Restaurant, Rainbow
S	T	U
Socks, Scissors, Scarf	Tortoise, Tiger, Truck	Umbrella, University, Umpire
V	W	X
Vase, Viper	Wool, Wolf, wife	Xylophone, X-ray
Y	Z	
Yak, Yellow, Yasmeen	Zebra, Zoo, Zip	

Worksheet Number #1: List down at least eight nouns, e.g. child, book, food



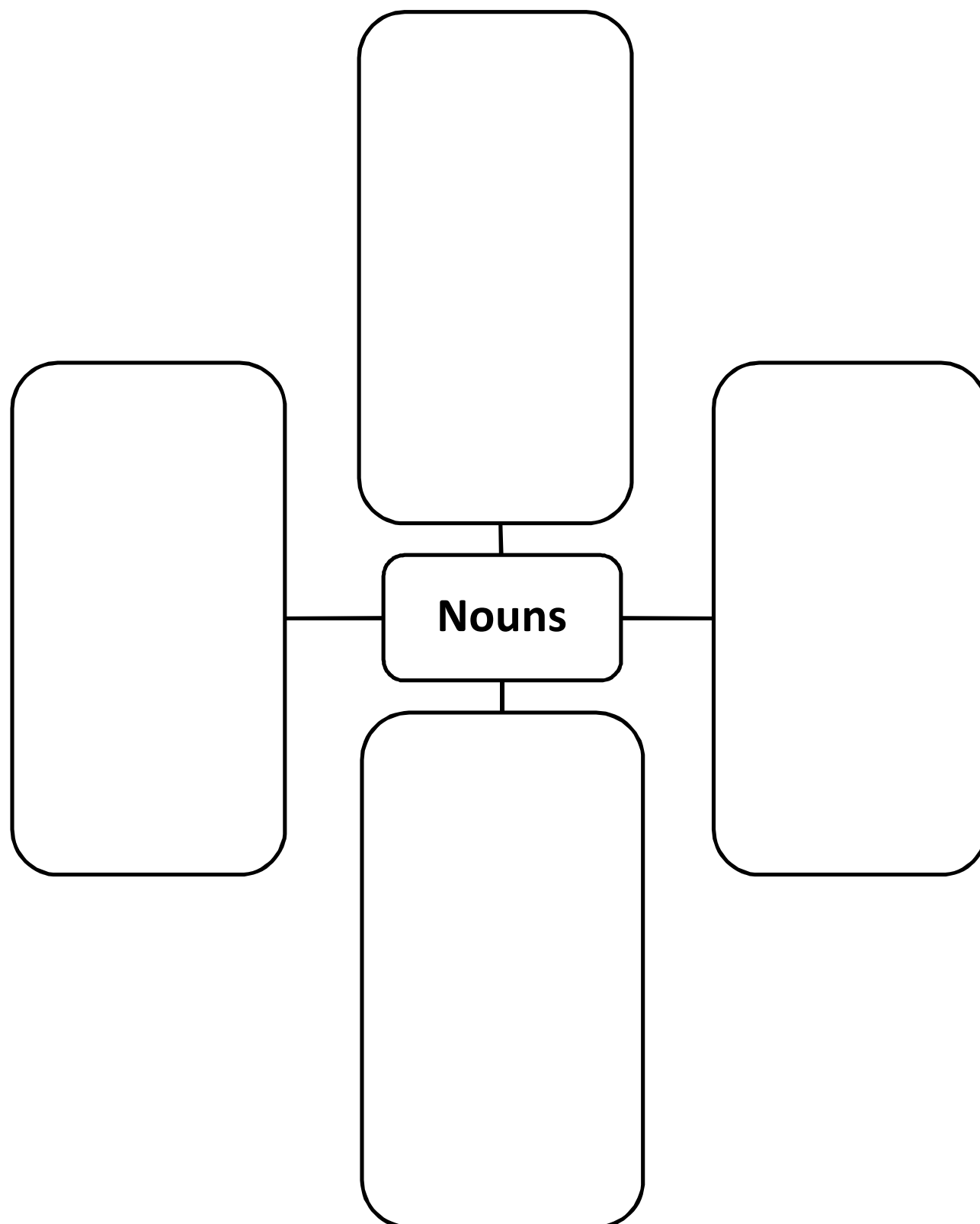
Worksheet number # 2: Circle the common noun.

1. The house is on Main Street.
2. Yasir plays with her sister.
3. Nazia goes to shopping center for shopping.
4. I can drive a car.
5. I look at the stars through my telescope.
6. There are no yellow markers in the box.

Worksheet Number # 3: Circle the proper noun.

1. The house is on Main Street.
2. Yasir plays with his sister.
3. Nazia goes to shopping center for shopping.
4. I can drive the black Toyota.
5. I watch cricket on my new Sony TV.
6. There are no Tempo Markers in the box.

Worksheet Number # 4: Write as many nouns as u can in the given spaces (e.g. people, places, animals and things)



Worksheet number # 5: Write as many nouns as you can including common, proper and collective nouns.

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

DO YOU KNOW?

Masculine gender refers to male and
Feminine gender refers to female see
the given table of masculine and
feminine.

ڇا توهان ڄاڻو ٿا؟

مذڪر جنس کي مردن سان منسوب ڪيو
ويندو آهي ۽ مونث جنس کي عورتن سان
مذڪر ۽ مونث جي ڏنل فهرست ڏسو.

S#	Feminine	Masculine
01	Mother	Father
02	Grandmother	Grandfather
03	Niece	Nephew
04	Headmistress	Headmaster
05	Aunt	Uncle
06	Queen	King
07	Cow	Ox
08	Lioness	Lion
09	Tigress	Tiger
10	Princess	Prince

DO YOU KNOW?

The common nouns used for both the male and female gender are called Common Gender.

ڇا توهان ڄاڻو ٿا؟
اسم عام مردن ۽ عورتن ٻنهي لاءِ استعمال
ٿيندو آهي. جنهن کي جنس عام چوندا آهن.

S#	Common Gender
01	Doctor
02	Teacher
03	Student
04	Cousin
05	Friend
06	Cook
07	Driver
08	Officer
09	Boss
10	Pilot

DO YOU KNOW?

Singular means one and plural means more than one. When you refer to more than one noun, you use the plural form of that noun.

چا توهانڪي خبر آهي ته:
واحد معنيٰ هڪ ۽ جمع معنيٰ هڪ کان وڌيڪ.
جڏهن توهان هڪ کان وڌيڪ اسمن جي ڳالهه ڪندا آهيو ته ان وقت توهان ان اسم جي جمع واري صورت استعمال ڪندا آهيو.

Plural Noun

1. The plural of a noun is usually formed by adding an 's' at the end of the word

For example:

The plural of cat is cats, the plural of flower is flowers and the plural of computer is computers.

2. If the word ends in **s, x, z, ch, or sh** the plural is usually formed by adding 'es'

For example:

bench/benches, bus/buses, box/boxes, quiz/quizzes, brush/brushes etc.

3. When a singular noun ends in 'y', you change the 'y' to 'i' and add - 'es' to make it plural

For example:

baby/babies, beauty/beauties, city/cities, dictionary/dictionaries, country/countries,

4. But for the words that end in 'y' preceded by a vowel, you just add 's' to make them plural

For example:

boys, toys, monkeys, x-rays, keys

ii. Pronoun

A Pronoun is a substitute for a noun. Some pronouns are: I, me, she, hers, he, him, it, you, they, them, etc.

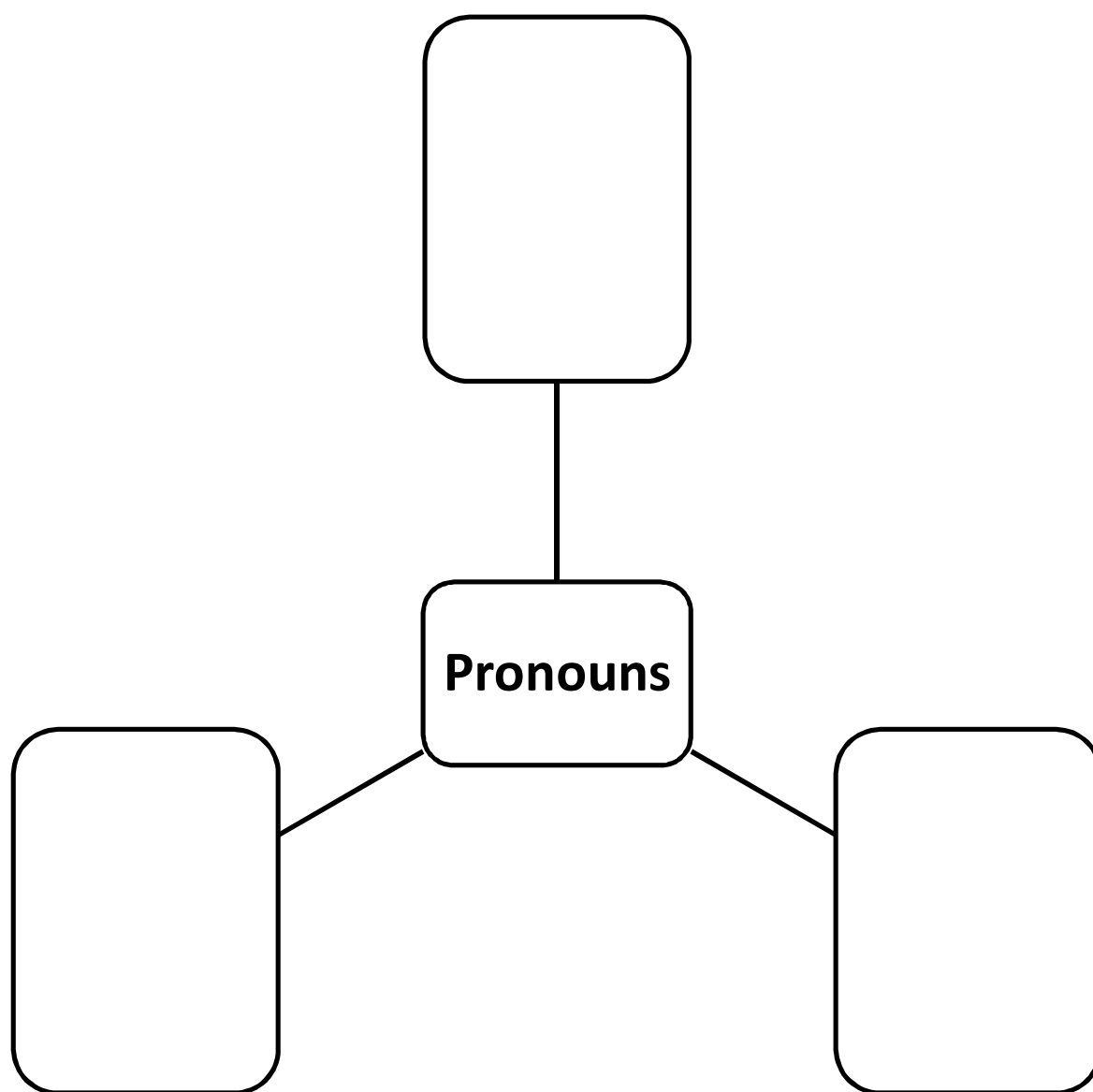
Grid of Pronouns

Pronouns	Pronouns as a Subject	Pronouns as Object	Possessive pronoun
1 st person singular	I	me	my
2 nd person singular	you	you	your
3 rd person singular	he, she, it	him, her, it	his, hers, its
1 st person plural	we	us	our
2 nd person plural	you	you	your
3 rd person plural	they	them	their

Vocabulary list of Pronouns

A	B	C
All, another, any, anybody, anyone, anything	Both	-
D	E	F
-	Each, either, everybody, everyone, everything	Few
G	H	I
-	He, Her, Hers, herself, him, himself, his,	I, it, its, itself.
J	K	L
-	-	-
M	N	O
Many, me, mine, more, most, much, my, myself.	Neither, no one, nobody, none, nothing.	One, other, others, our, ours, ourselves.
P	Q	R
-	-	-
S	T	U
Several, she, some, somebody, someone, something.	That, their, theirs, them, themselves, these, they, this, those.	Us.
V	W	X
-	We, What, whatever, which, who, whom, whomever, whose.	-
Y	Z	
You, your, yours, yourself, yourselves.	-	

Worksheet number #1: Write down at least two to three pronouns (pronoun as a subject, pronoun as object and possessive pronoun).



Worksheet number # 2: Circle the pronouns in the sentences given below.



I caught a fish. It is big.



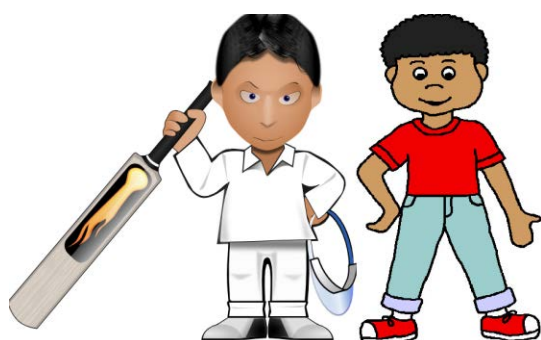
He is a firefighter, give the hat to him.



She has a gift. Give her the box.



You have the apple. Give the apple to him.



We will play cricket, give us the ball.



They are friends. Ali knows them.

Worksheet number #3: Circle the pronouns in the sentences given below. Some sentences have more than one pronoun.

1. She lives in Karachi.
2. Every Thursday, Hassan goes to park with them.
3. We meet every Thursday.
4. We do not work at night
5. I enjoy playing with them.

Singular and plural pronoun

Worksheet number #4: Read each sentence given below and circle the pronouns. Tell whether the pronoun is singular or plural by tick marking for each pronoun in the given spaces.

	Singular	Plural
1. Natasha goes to the library with them.	_____	_____
2. We eat all of the chocolate in the bag.	_____	_____
3. Where do they go today?	_____	_____
4. He told me a funny story.	_____	_____
5. Her favorite food is Fish.	_____	_____

Worksheet number # 5: Write as many Pronouns as you can

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

DO YOU KNOW?

Personal pronouns refer to the person who is doing the action or to whom the action affects.

ڇا توهان ڄاڻو ٿا؟
جيڪو شخص عمل ڪري يا جنهن تي ڪنهن
به عمل جو اثر ٿئي انهيءَ کي شخصي ضمير
چوندا آهن.

Personal Pronoun	
Subject form	Object form
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

DO YOU KNOW?

We use the **Possessive Pronouns** when we want to substitute a group of words that are indicating a possession relation.

ڇا توهان ڄاڻو ٿا؟
اسان ضمير مالڪي تڏهن استعمال ڪندا
آهيون جڏهن اسان کي ڪنهن جملي ۾
مالڪيءَ جي رشتي ڏانهن اشارو ڪيو ويندو
آهي ته پوءِ اسان اهڙا لفظ استعمال ڪندا
آهيون جن مان مالڪيءَ جو اظهار ٿيندو آهي.

Possessive Pronoun	
Subject form	Possessive form
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

DO YOU KNOW?

We use the **reflexive pronouns** to indicate that the person who realizes the action of the verb is the same person who receives the action.


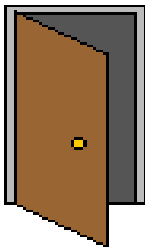





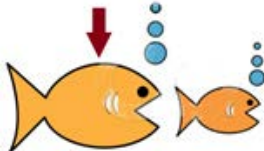
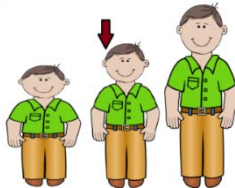

ڇا توهان ڄاڻو ٿا؟
ضمير عڪسي جو استعمال اهو ظاهر ڪرڻ لاءِ
ڪندا آهيون ته جيڪو شخص خود فعل جو
ڪردار ادا ڪري پيو انهيءَ تي انهيءَ عمل جو اثر
پڻ ٿئي پيو.

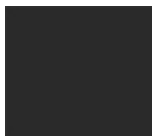









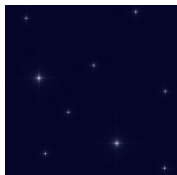




	Subject	Reflexive
Singular	I	Myself
	You	Yourself
	He	Himself
	She	Herself
	It	Itself
Plural	We	Ourselves
	You	Yourselves
	They	Themselves


















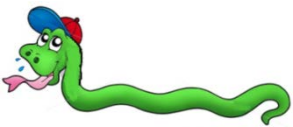


iii. Adjective


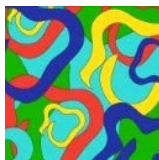
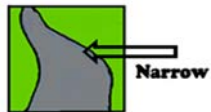











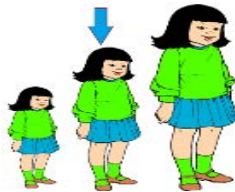
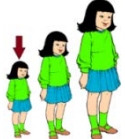


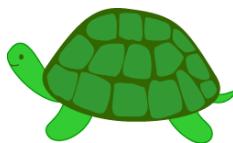

An adjective is a word that describes something (a noun). Adjectives can be classified into many categories. In English, adjectives are generally used in the order: quantity, opinion, personality/emotion, sound, taste, touch, size, smell, speed, temperature, age, distance, shape, miscellaneous, qualities, brightness, color, time,

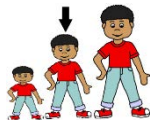
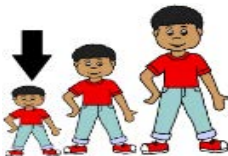




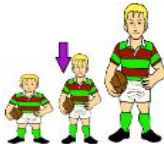
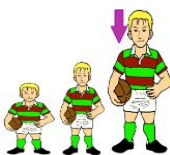

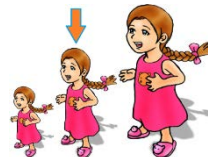






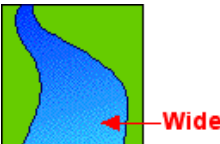



Pictorial dictionary of Adjectives

 <p><u>Afraid</u> When you're afraid, you are scared.</p>	 <p><u>Ajar</u> Something that is ajar is partly open. The door is ajar.</p>	 <p><u>Alike</u> When things are alike they look the same.</p>	 <p><u>Angry</u> When you are angry, you are very annoyed.</p>	 <p><u>Asleep</u> When you are asleep you are not awake.</p>
 <p><u>Awake</u> When you are awake, you are not asleep</p>	 <p><u>Bad</u> When something is bad, it has unpleasant qualities. The opposite of bad is good.</p>	 <p><u>Big</u> When someone or something is big, it is above average size.</p>	 <p><u>Bigger</u> The boy in the middle is bigger than the boy on the left.</p>	 <p><u>Biggest</u> The boy on the right is the biggest of the three.</p>

 <p><u>Black</u> Black is the color of a very dark night.</p>	 <p><u>Blue</u> The sky is blue during the day.</p>	 <p><u>Brave</u> Someone who is brave has courage.</p>	 <p><u>Brittle</u> Something that is brittle will break or snap in two easily. Potato chips are brittle.</p>	 <p><u>Broken</u> When something is broken, it does not work or has been damaged.</p>
 <p><u>Brown</u> Brown is the color of wood.</p>	 <p><u>Clean</u> When something is clean, it is not dirty.</p>	 <p><u>Closed</u> When something is closed, it is not open. The door is closed.</p>	 <p><u>Colorful</u> Something that is colorful is brightly colored or has many colors.</p>	 <p><u>Brave</u> A person with the quality of facing dangers without feeling afraid.</p>
 <p><u>Dark</u> When it is dark, there isn't much light.</p>	 <p><u>Different</u> When things are different they are not the same</p>	 <p><u>Dirty</u> When something is dirty, it is not clean.</p>	 <p><u>Early</u> When something happens early, it occurs in the beginning part of the day or it occurs before it was expected to happen.</p>	 <p><u>Excellent</u> When something is excellent, it is very, very good.</p>

 <p><u>Fast</u> This girl can run very fast.</p>	 <p><u>Fat</u> The opposite of fat is thin.</p>	 <p><u>Fiery</u> Fiery means very hot. Fiery embers flew out of the campfire.</p>	 <p><u>Full</u> This glass is full. Empty is the opposite of full.</p>	 <p><u>Friendly</u> When people act nicely to each other, they are being friendly.</p>
 <p><u>Frightened</u> When we are frightened, we are afraid.</p>	 <p><u>Good</u> When something is good, it has a nice quality. The opposite of good is bad.</p>	 <p><u>Gray</u> Elephants are large, gray mammals. Gray paint can be made by mixing black and white paint.</p>	 <p><u>Green</u> Grass, broccoli, and many other plants are green. You can make green paint by mixing blue and yellow paint.</p>	 <p><u>Happy</u> People usually smile when they're happy.</p>
 <p><u>Healthy</u> When you are healthy, you are not sick.</p>	 <p><u>Hot</u> Fire is very hot.</p>	 <p><u>Large</u> When someone or something is large, it is above average size.</p>	 <p><u>Last</u> The last item or person is the one at the end.</p>	 <p><u>Little</u> When someone or something is little, it is below average in size.</p>
 <p><u>Littler</u> The boy in the middle is littler than the boy on the right.</p>	 <p><u>Littlest</u> The boy on the left is the littlest of the three.</p>	 <p><u>Long</u> When something is long, it is not short.</p>	 <p><u>Loud</u> The opposite of loud is quiet.</p>	 <p><u>Mad</u> When you are mad at someone, you are angry with them.</p>

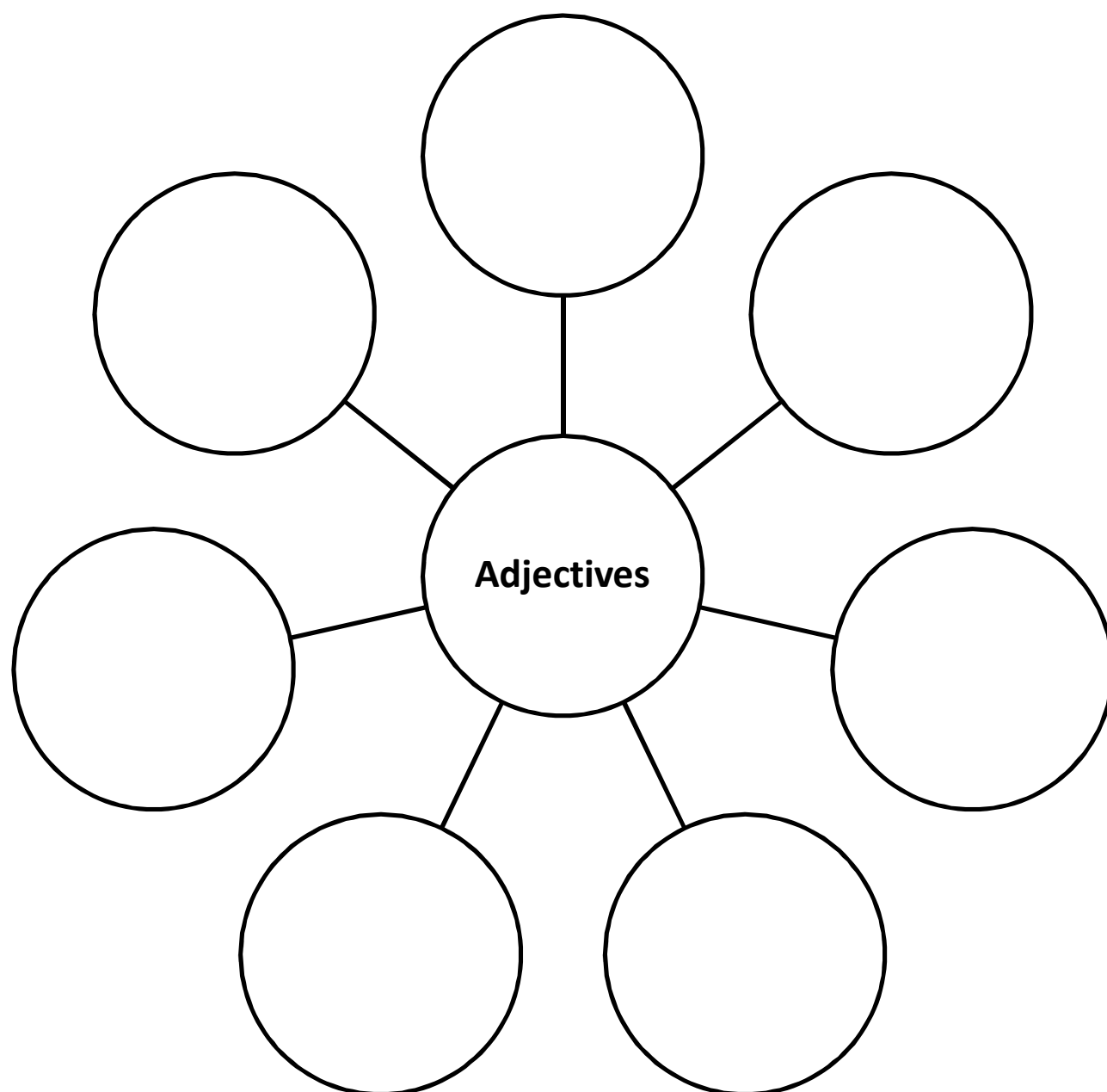
 <p><u>Many</u> There are many apples above.</p>	 <p><u>Multicolored</u> Multi colored means having many colors.</p>	 <p><u>Narrow</u> When something is narrow, it doesn't take up a lot of space from side to side.</p>	 <p><u>New</u> When something is new, it hasn't been used before</p>	 <p><u>Old</u> When someone or something is old, it has been around for a long, long time.</p>
 <p><u>Open</u> Something that is open is not shut. The door is open.</p>	 <p><u>Orange</u> Orange is a color. You can mix red and yellow paint to get orange.</p>	 <p><u>Pink</u> Pink is the color you get when you mix red and white paint</p>	 <p><u>Purple</u> The color purple is made by mixing red and blue paint.</p>	 <p><u>Quiet</u> When it is quiet there is no noise</p>
 <p><u>Red</u> Red is the first color in the rainbow.</p>	 <p><u>Sad</u> Sometimes people cry when they're sad.</p>	 <p><u>Scared</u> When you're scared, you are afraid.</p>	 <p><u>Short</u> When someone or something is short, it is below average height</p>	 <p><u>Shorter</u> The girl in the middle is shorter than the boy on the right.</p>
 <p><u>Shortest</u> The girl on the left is the shortest of the three.</p>	 <p><u>Shut</u> When something is shut, it is not open The door is shut.</p>	 <p><u>Sick</u> When you are sick, you are not healthy.</p>	 <p><u>Slow</u> When something is slow it does not move quickly.</p>	 <p><u>Small</u> When someone or something is small, it is below average size.</p>

 <p><u>Smaller</u> The boy in the middle is smaller than the boy on the right.</p>	 <p><u>Smallest</u> The boy on the left is the smallest of the three.</p>	 <p><u>Smart</u> Someone who is smart can think well.</p>	 <p><u>Splendid</u> When something is splendid, it is very, very good.</p>	 <p><u>Straight</u> Something straight is not curvy or bent.</p>
 <p><u>Tall</u> When someone or something is tall, it is above average height.</p>	 <p><u>Taller</u> The boy in the middle is taller than the boy on the left.</p>	 <p><u>Tallest</u> The boy on the right is the tallest of the three.</p>	 <p><u>Tiny</u> When someone or something is tiny, it is very small.</p>	 <p><u>Tinier</u> The girl in the middle is tinier than the boy on the right.</p>
 <p><u>Tiniest</u> The girl on the left is the tiniest of the three.</p>	 <p><u>Ugly</u> Something that is ugly is not nice to look at.</p>	 <p><u>Unhappy</u> Sometimes people cry when they're unhappy.</p>	 <p><u>Upside-down</u> When something is upside down, its top is where its bottom used to be.</p>	 <p><u>Violet</u> Purple color.</p>
 <p><u>White</u> Snow is white.</p>	 <p><u>Wide</u> When something is wide, it takes up a lot space from side to side.</p>	 <p><u>Wiggly</u> When something or someone is wiggly, it twists and moves all over.</p>	 <p><u>Yellow</u> Yellow is a color. The sun is yellow. Lemons are yellow.</p>	 <p><u>Young</u> When someone or something is young, it has only been around for a short time. A baby is young.</p>

Vocabulary list of Adjectives

A	B	C
Afraid, aged, aggressive.	Bad, beneficial, bitter	Careful, cloudy, colorful,
D	E	F
Difficult, delicious	Early, excited, expensive.	Fabulous, familiar, frequent.
G	H	I
Graceful, greedy, gorgeous.	Handsome, harmful, huge.	Innocent, intelligent.
J	K	L
Jealous, junior, joyful	Kind, knowledgeable.	Long-term, liquid, large.
M	N	O
Messy, mature, major.	Narrow, naughty, nice.	Obedient, original
P	Q	R
Pretty, peaceful, polite.	Qualified, quick.	Realistic, respectful, rough.
S	T	U
Sad, safe, sleepy.	Tall, thick, thirsty.	Ugly, untidy, upset.
V	W	X
Vacant, valid, visible.	Wavy, wealthy, wrong.	-
Y	Z	
Yellow, young, yummy.	Zigzag.	

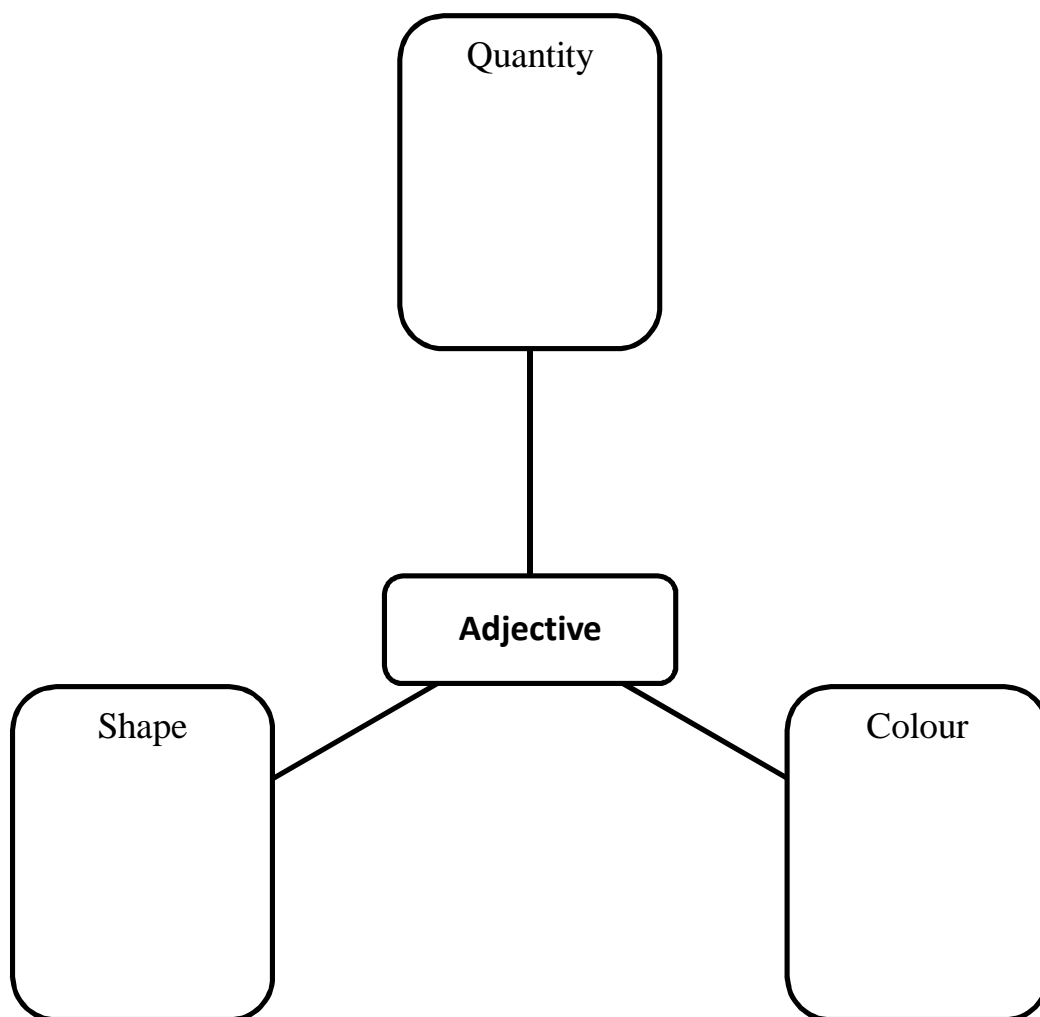
Worksheet number # 1: Write down eight adjectives.



Worksheet number # 2: Circle the adjectives in each sentence. Underline the noun that it describes.

1. Natasha and Hassan are walking towards the old castle.
2. Hassan put a golden key in the lock.
3. Today is the fifth day of January.
4. The baby birds live in the nest.
5. Hassan's truck has a flat tire.
6. Natasha likes to play beautiful music on her guitar.
7. The jacket has deep pockets.
8. How do my new glasses look?

Worksheet number # 3: Write adjectives by category.



Worksheet number # 4: Write as many adjectives as you can.

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

DO YOU KNOW?

There are **three degrees of comparison** of adjectives.

1. The **positive degree** is used when simply describing persons or things.
2. The **comparative degree** is used when comparing two persons or things to identify the thing higher than the other.

Rule: The *Comparative degree* of adjectives with single syllable is formed by adding 'er'

Examples: brighter, louder, nearer, narrower, funnier

* The **comparative degree** of adjective with two or more syllables is formed by adding **more** before the adjective.

Examples: more obedient, more comfortable, more responsible, more studious, and more industrious.

Note that the word **than** follows the comparative form.

3. The **superlative degree** is used when comparing three or more persons or things to identify the thing with highest degree.

Rule: The **superlative degree** of single syllable adjectives is formed by adding 'est' to the adjective.

Examples: longest, thinnest, loudest, highest, darkest

The **superlative degree** of adjective with two or more syllables is formed by adding **most** before the adjective.

صفتن (adjectives) جي ٽن درجن ۾ پيٽ ڪئي ويندي آهي.

1. مثبت درجو The positive degree

positive degree ان وقت استعمال ڪئي ويندي آهي جڏهن اسان صرف ڪنهن شيءِ يا ماڻهوءَ جي صفت بيان ڪندا آهيون.

2. پيٽ/مقابلي وارو درجو The comparative degree

هي درجو/Degree ٻن ماڻهن يا شين ۾ پيٽ ڪرڻ لاءِ استعمال ڪيو ويندو آهي.
اصول:

Comparative degree واري صفت جيڪا هڪ syllable تي مشتمل هجي انهي جي آخر ۾ 'er' جو اضافو ڪيو ويندو آهي. جيئن brighter, louder, nearer, narrower, funnier ۽ ٻن يا ٽن کان وڌيڪ syllable تي مشتمل صفتن لاءِ صفت کان پهريان More جو اضافو ڪيو ويندو آهي. more obedient, more comfortable, more responsible, more studious, more industrious.

نوٽ: comparative degree جي لاءِ لفظ than استعمال ڪيو ويندو آهي.

3. اعليٰ ترين درجو The Superlative degree

Superlative degree ٽن يا ٽن کان وڌيڪ ماڻهن يا شين ۾ پيٽ ڪرڻ لاءِ استعمال ڪيو ويندو آهي.
اصول:













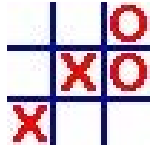







Superlative degree جيڪا هڪ syllable تي مشتمل هجي انهي ۾ syllable جي اهڙي صفت جيڪا هڪ Superlative degree جو اضافو ڪيو ويندو 'est' جيڪا هڪ Superlative degree سان syllable ٽن يا ٽن کان وڌيڪ Longest, thinnest, loudest, highest, darkest آهي. most واري صفتن سان syllable ٽن يا ٽن کان وڌيڪ most courteous, most beautiful, most intelligent جو اضافو ڪيو ويندو آهي.












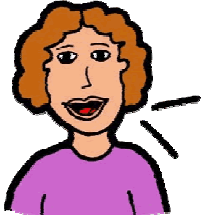



iv. Verb





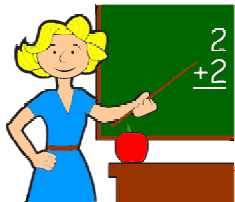


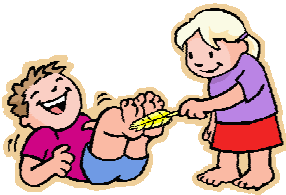


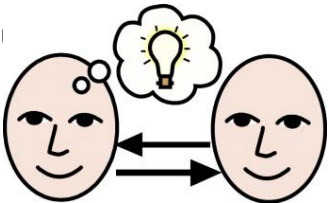




A **verb** is a type of word that describes an action or a state of being like walk, run, jump, be, do, have, or think

Pictorial dictionary of Verbs: Action Words

 <p><u>Act</u> When you act, you do something or perform a role.</p>	 <p><u>Bake</u> You bake food in the oven, making breads, cakes, and cookies.</p>	 <p><u>Break</u> When you break something, it is separated into two or more pieces or is cracked. Broken things are often unusable.</p>	 <p><u>Chop</u> When something is chopped it is cut into smaller pieces.</p>	 <p><u>Clap</u> When you clap your hands together they make a noise.</p>
 <p><u>Crawl</u> Babies crawl to move around.</p>	 <p><u>Cry</u> Sometimes people cry when they're sad or upset.</p>	 <p><u>Dance</u> When you move your body rhythmically, you are dancing.</p>	 <p><u>Dash</u> To dash is to move very quickly.</p>	 <p><u>Dig</u> You can dig a hole using a shovel.</p>
 <p><u>Drink</u> People need to drink water every day.</p>	 <p><u>Earn</u> You can earn money by working.</p>	 <p><u>Eat</u> We eat when we are hungry.</p>	 <p><u>Fall</u> If you lose your balance, you can slip and fall.</p>	 <p><u>Fly</u> When something flies, it goes through the air without falling. Many animals, like flies, butterflies and birds, can fly. People can fly in airplanes and helicopters</p>

 <p><u>Give</u> When you let someone have something, you are giving it to them.</p>	 <p><u>Go</u> When you go, you are moving.</p>	 <p><u>Have</u> If you have something, you are in possession of it or it is a characteristic of yours.</p>	 <p><u>Hear</u> We hear things with our ears. Our ears give us a sense of hearing.</p>	 <p><u>Juggle</u> It takes good coordination to juggle.</p>
 <p><u>Jump</u> When you jump, you go up and down.</p>	 <p><u>Kneel</u> When you kneel, your knees are on the floor.</p>	 <p><u>Knit</u> Sweaters and socks are made by knitting.</p>	 <p><u>Laugh</u> People laugh at funny things, like jokes.</p>	 <p><u>Learn</u> When you learn, you find out something new.</p>
 <p><u>Move</u> When you move, you are not still.</p>	 <p><u>Nod</u> When you nod your head, you move it up and down.</p>	 <p><u>Play</u> When you play, you are having fun.</p>	 <p><u>Point</u> When you point at something, you call attention to it using your pointer finger.</p>	 <p><u>Pull</u> When you pull something, you make it move by tugging at it.</p>
 <p><u>Push</u> When you push something, you make it move by pressing against it.</p>	 <p><u>Read</u> People read newspapers, books, magazines, the Internet, and other things.</p>	 <p><u>Ride</u> When you take a ride, you travel on something else, like a bicycle, a horse, or other means of transportation.</p>	 <p><u>Run</u> Running is faster than walking.</p>	 <p><u>Scream</u> When you scream, you talk in a very loud, emotional voice.</p>

 <p><u>See</u> We see with our eyes. Our eyes give us a sense of sight.</p>	 <p><u>Sew</u> You can sew using a needle and thread. Clothes are made by sewing.</p>	 <p><u>Shower</u> When you shower, you wash your body in a stream of falling water.</p>	 <p><u>Shrug</u> When you shrug, you raise your shoulders in order to show that you don't know, aren't interested in, or have doubts about something.</p>	 <p><u>Sit</u> When you sit you rest your legs.</p>
 <p><u>Ski</u> When you ski, you glide over snow or water.</p>	 <p><u>Sleep</u> We need to sleep every night.</p>	 <p><u>Slip</u> If you lose your balance, you can slip.</p>	 <p><u>Smell</u> We smell odors with our nose.</p>	 <p><u>Smile</u> People usually smile when they're happy.</p>
 <p><u>Snap</u> To break with a sharp sound.</p>	 <p><u>Speak</u> People speak in many different languages.</p>	 <p><u>Splash</u> When a liquid splashes, parts of it scatter around. Children like to splash around in a pool.</p>	 <p><u>Splatter</u> When you splatter something, parts of it are scattered around. Paint can splatter when you are doing art work.</p>	 <p><u>Split</u> When something is split, it is divided into two pieces.</p>

 <p><u>Stand</u> When you stand, you are on your feet.</p>	 <p><u>Sweep</u> You can sweep the floor with a broom.</p>	 <p><u>Swim</u> When you swim, you move around in the water.</p>	 <p><u>Talk</u> People talk in many different languages.</p>	 <p><u>Teach</u> When you teach someone, they learn something.</p>
 <p><u>Think</u> You can think of amazing things.</p>	 <p><u>Throw</u> When you throw something, you use your arm to send it through the air.</p>	 <p><u>Tickle</u> Tickling someone can make them laugh.</p>	 <p><u>Touch</u> When two things touch, they are in physical contact with each other.</p>	 <p><u>Twist</u> When you twist you pivot your body.</p>
 <p><u>Understand</u> When you understand something, you know it very well or you know how it works.</p>	 <p><u>Unzip</u> When you unzip something, you open a zipper.</p>	 <p><u>Use</u> When you use something you do something with it.</p>	 <p><u>Vote</u> When you vote, you are expressing your choice for something or someone, along with other people as part of a group decision.</p>	 <p><u>Walk</u> To walk is to move on foot. Walking is slower than running.</p>



Wave

This girl is waving to her friends.



Weep

Sometimes people weep when they're sad.



Wiggle

When you wiggle you twist and move all over.



Work

When you work, you do a task.



Write

When you write you put words on paper.



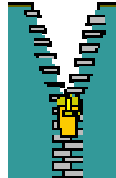
Yawn

Sometimes people yawn when they're tired.



Yell

When you yell, you shout in a very loud voice.



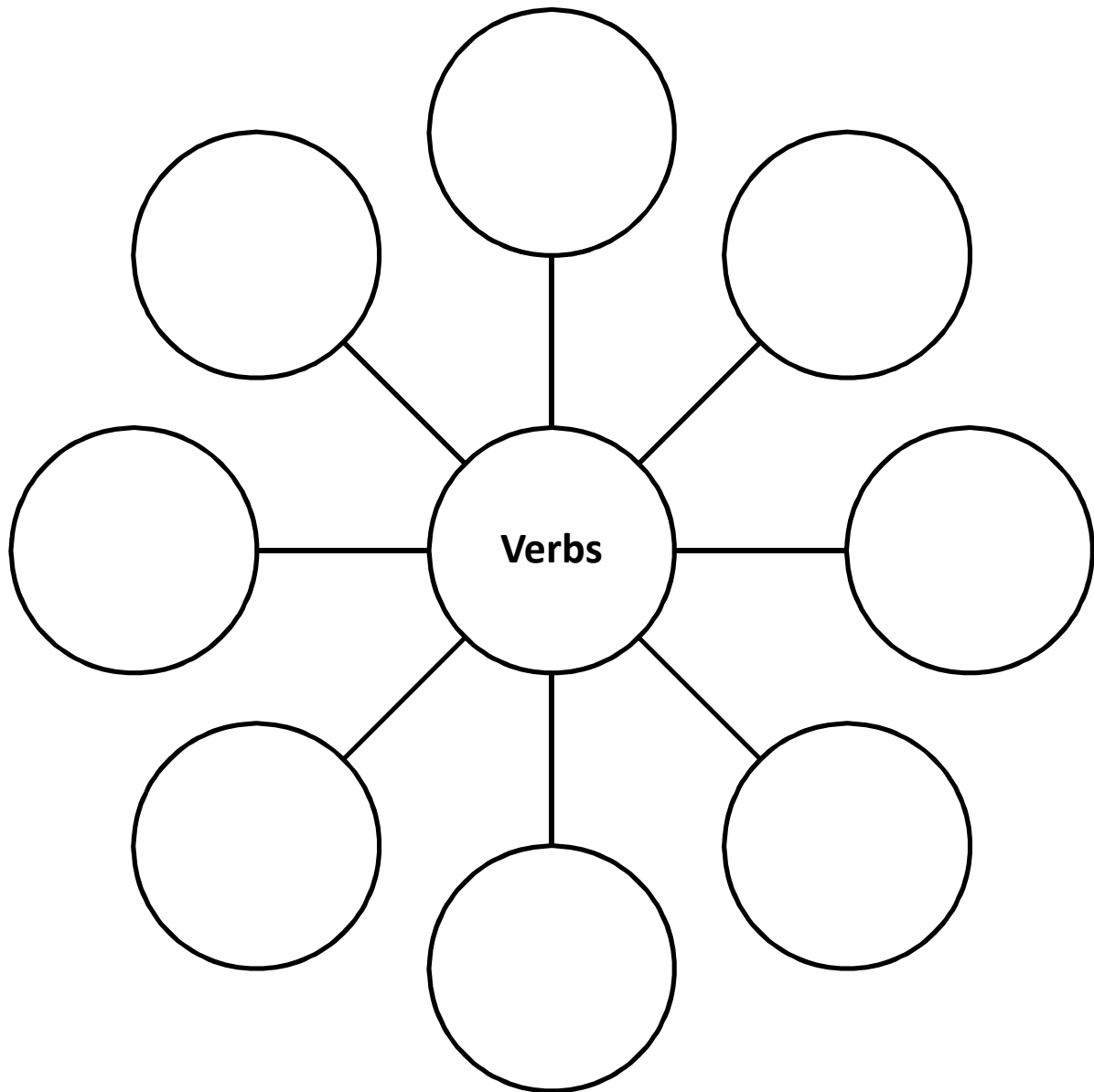
Zip

When you zip something up, you close a zipper.

Vocabulary list of Verbs

A	B	C
Accept, add.	Bring, breathing, blow, boil, burning.	Create, crawl, choose, close, cut, carry, combed, call, come, cook, and cover.
D	E	F
Do, draw, dry,	Enter, eat, explain.	Fill, fly, follow, fond, flow, feel, facing.
G	H	I
Grow, going, get, give.	Have, has, hop, hold, help.	Is, identify, include.
J	K	L
Joke, join, jump.	Keep, kick, and knock, Know.	Look, light up, leave, listen.
M	N	O
Move, make, made, match.	Need, notice, nod.	Object, offer, order.
P	Q	R
Put, protect, play, produce,	Question, quiz, quit.	Raise, rubbing, read, roll (roll a ball) rotates, divided, rises, sets (sun sets)
S	T	U
Shake, squeeze, sit down, stand up, see, shine	Touch, take up, and teach.	Use
V	W	X
Value, visit, vote.	Walk, write, wash, wear, will,	X-ray
Y	Z	
Yawn,	Zip, zoom.	

Worksheet number #1: Write down eight verbs.



Worksheet number #2: Circle the verb in each sentence. Underline the noun that is describes.

1. We get light from the sun.
2. Wash and comb your hair regularly.
3. Grandpa and grandma cook dinner together.
4. The basketball rolls across the court.
5. How do my new glasses look?

Worksheet number #3: Write down as many verbs as you can.

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

DO YOU KNOW?**Auxiliaries**

Auxiliaries are helping verbs and they show the position of another verb in sentence.

ڇا توهان ڄاڻو ٿا؟
مددگاري فعل ان کي چئبو آهي جيڪو ڪنهن
ٻه فعل جي مدد ڪندو آهي ۽ اهو ڪنهن ٻئي
فعل جي جملي ۾ جڳهه کي واضح ڪندو آهي.

Auxiliaries

Have Had Has Did

Is Am Are

Do Does

Will

DO YOU KNOW?

Regular verbs are those, the past tense of which (for example, I "looked," and past participle (for example, I had "looked,") are formed by the standard rules: adding a "d" or an "ed" to the end of the word.

ڇا توهان کي خبر آهي؟
باقاعده فعل اهڙا لفظ آهن، جيڪي جڏهن
Past Tense يا Past Participle ۾ جڏهن
استعمال ٿيندا آهن ته انهن لفظن جي آخر ۾
طءَ ٿيل قاتنن مطابق d يا 'ed' لڳندو آهي.
مثال طور:

I "looked"

I had "Looked"

Regular Verbs		
Verb	Past Tense	Past Participle
Accept	Accepted	Accepted
Appreciate	Appreciated	Appreciated
Apologize	Apologized	Apologized
Crash	Crashed	Crashed
Color	Colored	Colored
Encourage	Encouraged	Encouraged
Fill	Filled	Filled
Inform	Informed	Informed
Receive	Received	Received
Satisfy	Satisfied	Satisfied
Use	Used	Used
Worry	Worried	Worried

DO YOU KNOW?

Irregular verbs are those, the past tense of which (for example I "rode") and past participle (for example, I had "ridden") have forms that do not follow the standard rules. There are many irregular verbs (over 250) in English.

ڇا توهان کي خبر آهي؟
بيقاعدہ فعل اهڙا لفظ آهن، جيڪي جڏهن
Past Tense يا Past Participle ۾
استعمال ٿيندا آهن ته انهن لفظن تي طء ٿيل
قائدا لاڳو ناهن ٿيندا.

I "rode"

I had "ridden"

انگريزي ٻولي ۾ 250 کان مٿي اهڙا بي قاعدہ
فعل موجود آهن.

Irregular verbs		
Verb	Past tense	Past participle
Awake	Awoke	Awoken
Be	Was/were	Been
Become	Became	Become
Build	Built	Built
Choose	Chose	Chosen
Leave	Left	Left
Make	Made	Made
Put	Put	Put
Ring	Rang	Rung
Ride	Rode	Ridden
Fall	Fell	Fallen

v. Adverb

An adverb is a modifying part of speech. It describes verbs, other adverbs, adjectives, and phrases. They are used to describe how, where, when, how often and why something happens.











Types of Adverb:

- I. **Adverbs of Manner** describe how something happens.
(eg: carefully, correctly, eagerly, easily, fast, loudly, patiently, quickly, quietly and well)
- II. **Adverb of Place** describe where something happens (**e.g.:** abroad, anywhere, downstairs, here, home, in, nowhere, out, outside, somewhere, there, underground, upstairs)
- III. **Adverbs of purpose** describe why something happens. (**e.g.:** so, that, to, in order to, because, since, accidentally, intentionally, and purposely).
- IV. **Adverbs of Frequency** describe how often something happens. (**e.g.:** always, every, never, often, rarely, seldom, sometimes and usually).
- V. **Adverbs Of Time** describe when something happens (**e.g.** after, already, during, finally, just, last, later, now, recently, soon, then, tomorrow, when while and yesterday)

Pictorial dictionary of Adverb

Adverbs

An adverb is a word that describes an action, telling "how," "when" or "where" the action took place.

 <p>angrily When you act angrily, your actions indicate that you are very mad.</p>	 <p>bravely When you act bravely, you face danger and act without fear or despite your fear. Firefighters bravely face danger.</p>	 <p>daily When something is done daily, it is done each day. Some people exercise daily</p>	 <p>early When something is done early, it happens in the beginning of the day or before the expected time. The sun rises early in the day</p>	 <p>fast When something or someone moves fast, they change position very rapidly. The sprinter ran fast.</p>
 <p>fiery When something acts in an intense or hot way, it is fiery. The fire burned hotly.</p>	 <p>gracefully When you do something gracefully, you do it with elegance and beauty. A ballerina dances gracefully.</p>	 <p>happily When you do something with pleasure or joy, you do it happily. She happily helped her brother.</p>	 <p>harmoniously When people, countries, or other groups behave in a friendly manner, they are acting harmoniously.</p>	 <p>horizontally When something moves horizontally, it moves left and right. Trains travel horizontally along their</p>



joyfully
When you do something with great pleasure or happiness, you do it joyfully. She joyfully went on vacation.



late
When something happens late, it is done after the expected time or is done towards the end of the day.



magically
When something is done with magic and mystery, it is done magically. The rabbit appeared magically out of the magician's hat.



monthly
When something is done monthly, it is done each month. People pay their bills monthly.



quickly
When something or someone moves quickly, they change position very rapidly. An athlete runs quickly.



rapidly
When something or someone moves rapidly, they change position very quickly. A cheetah runs rapidly.



sadly
People behave sadly when they are sad or depressed. She cried sadly when she found out the bad news.



strenuously
When you do something strenuously, you put a lot of force and energy into it.



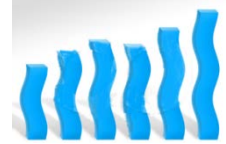
vertically
When something moves vertically, it moves up and down. Elevators move vertically in a building.



violently
When something acts violently, it uses great force. The wind in a tornado spins violently.



weekly
When something is done weekly, it is done each week. Sue shops weekly for groceries.



wiggly
When something moves in a twisty motion, it is a wiggly movement.

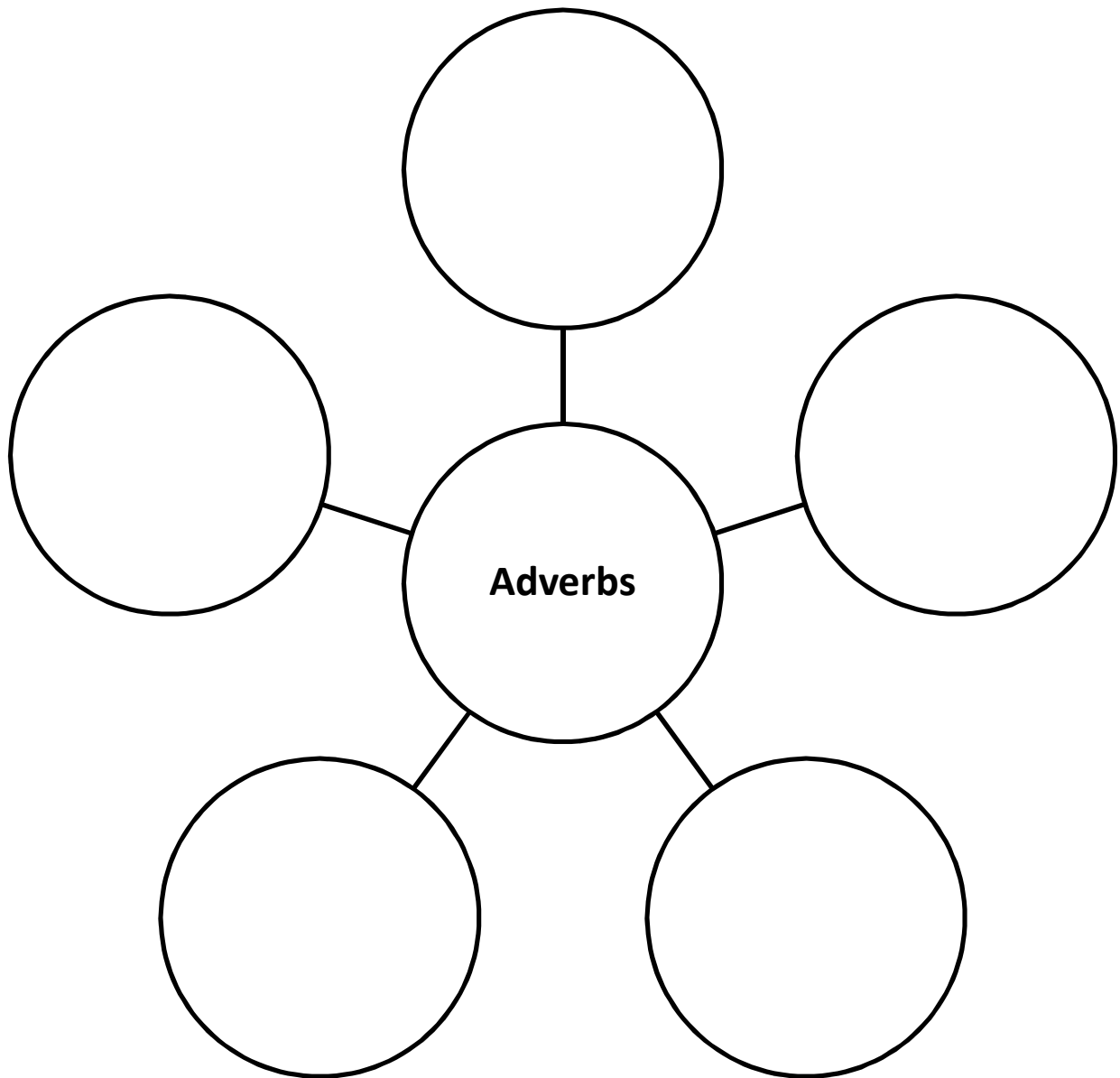


yearly
When something is done yearly, it is done each year. People celebrate their birthday yearly.

Vocabulary list of adverb

A	B	C
after, already, accurately	because	carefully, correctly, cleanly
D	E	F
during, delicately, dangerously	eagerly, easily, effectively	finally, fast, formally
G	H	I
gently, generously, generally	honestly, happily, here	immediately, innocently, interestingly
J	K	L
joyfully, jealously, judgmentally	keenly, kindly, knowledgeably	lazily, less, lightly, likely
M	N	O
madly, monthly, more	naturally, nearly, neatly	often, only, openly
P	Q	R
painfully, partially, patiently	quickly, questionably, quietly	rapidly, rarely, readily, really
S	T	U
sadly, safely, scarcely, scarily	tightly, tomorrow, too	upward, urgently, usefully
V	W	X
voluntarily, verbally, very	well, wisely, wrongly	-
Y	Z	
yearly, yesterday, youthfully	zealously	

Worksheet number # 1: Write down adverbs of each category



Worksheet number # 2: Circle the Adverbs in the following sentences.

1. Wanted to go upstairs.
2. Maria walks carefully to avoid falling.
3. Babar accidentally broke the vase.
4. The fish usually swims near the top of its tank
5. Aqsa left school early.
6. She quickly decided to write her paper.

Worksheet number # 3: Write down as many Adverbs as you can.

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

DO YOU KNOW?

Most of the adverbs are constructed by simply adding "ly" at the end of any adjective. But every word especially noun having "ly" is not adverb.

ڪيترائي ظرف adverbs فقط صفت جي آخر ۾ "ly" گڏ ٿيڻ سان ٺهي وڃن ٿا. پر هر هڪ لفظ خاص طور اسم سان "ly" هجڻ سان ظرف نه ٿو ٺهي.

e.g.:

clear + ly = clearly (Adverb)

happy + ly = happily (Adverb)

quick + ly = quickly (Adverb)

usual + ly = usually (Adverb)

friend + ly = friendly (Adjective)

DO YOU KNOW?

Some adverbs are same in form as the corresponding adjectives, that is, some words are used sometimes as adjective sometimes as adverbs.

ڪيترائي ظرف adverbs ۽ صفت هڪ
جهڙا هوندا آهن ان ڪري ڪي لفظ ڪڏهن
صفت ٿي استعمال ٿين ٿا ۽ ڪڏهن ظرف ٿي














e.g.:

1. The car is moving on the **fast** track. (Adjective)
- Roger is running **fast**. (Adverb)
2. He spoke in a **loud** voice. (Adjective)
- Do not talk so **loud**. (Adverb)

vi. Preposition

A preposition is a word that shows spatial (space), temporal (time), or logical relationship of its object to the rest of the sentence. The word above, after, against, as, at, between, behind, by, during, except, for, from, in, into, like, near, on, over, past, since, under, upon, and with are prepositions.

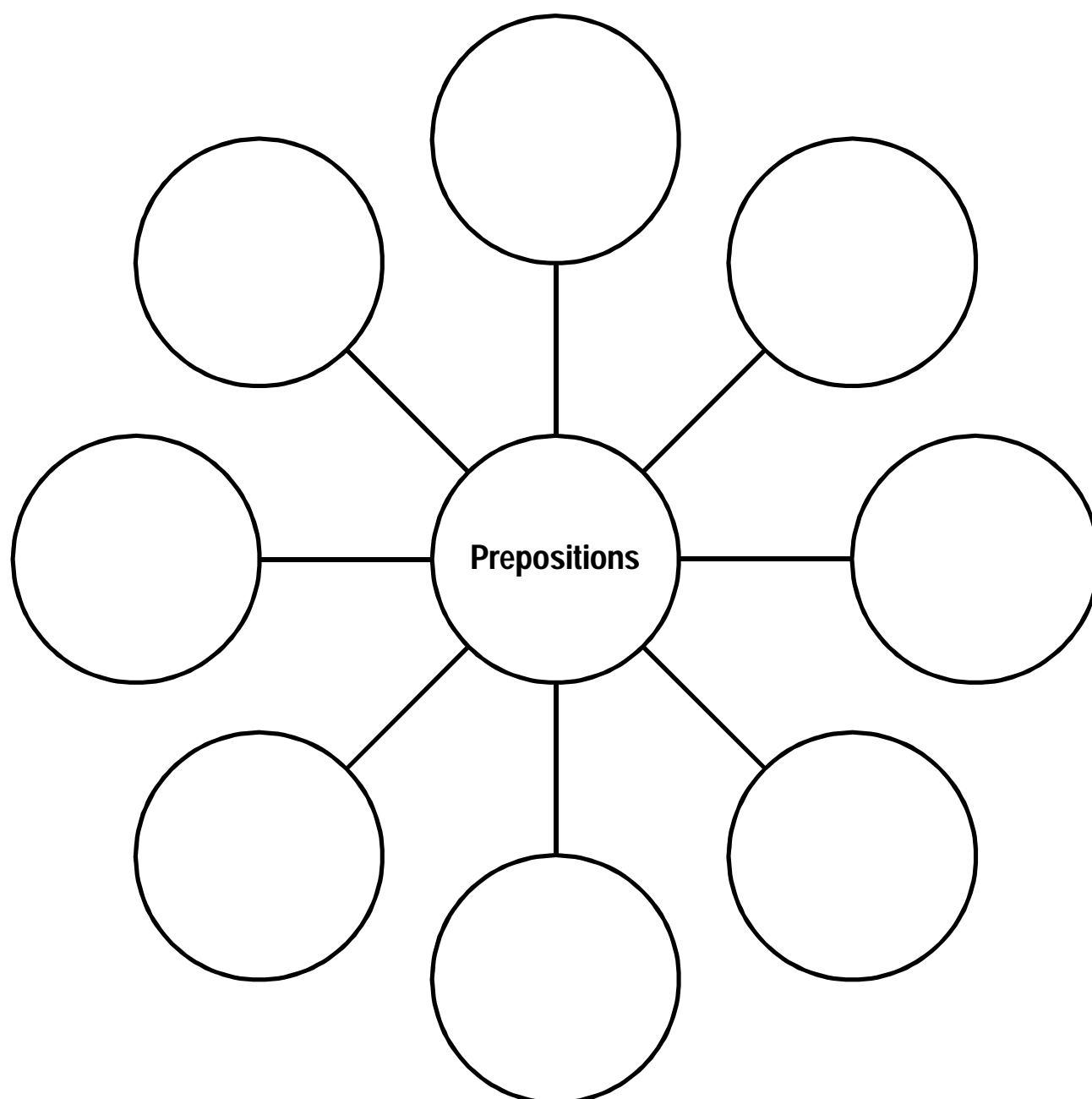
Pictorial dictionary of Prepositions

 <p><u>Above</u> Above means over or higher; e.g. the cloud is above the mountain.</p>	 <p><u>Around</u> When something is around something, it is near or close to it.</p>	 <p><u>Behind</u> When you are behind something, you are to the back of it.</p>	 <p><u>Between</u> When something is between, it is located in a position separating two other items.</p>	 <p><u>In</u> The bird is in the cage.</p>
 <p><u>In front of</u> The girl on the right is in front of the bricks.</p>	 <p><u>Inside</u> The bird is inside the cage.</p>	 <p><u>On</u> The vase is on the table.</p>	 <p><u>Out</u> He is going out the door.</p>	 <p><u>Outside</u> When you are outside, you are not in a building or other structure.</p>
 <p><u>Over</u> The cloud is over the mountain.</p>	 <p><u>Under</u> The cat is under the table.</p>	 <p><u>With</u> With means in the company of or having. The children above are with each other.</p>		

Vocabulary list of Prepositions

A	B	C
About, above, across, after,	Before, behind, below, beside, between, by.	Concerning, considering,
D	E	F
Down, during, despite.	Except, excluding.	Failing, following, for, from
G	H	I
-	-	In, including, inside, into.
J	K	L
-	-	Like
M	N	O
Minus	Near, nearby, next,	Of, off, on, onto, opposite, outside, over
P	Q	R
Past, per, plus	-	Regarding, round
S	T	U
Save, since	than, through, throughout, till, times, to, toward, towards	Under, underneath, unlike, until, unto, up, upon
V	W	X
Via, versus	With, within, without	-
Y	Z	
-	-	

Worksheet number #1: List down eight prepositions.



Worksheet number #2: Circle the preposition in each sentence. Underline the noun that is described.

1. Natasha was reading a book in the library.
2. Hassan climbed onto the boat.
3. The dogs are coming towards us.
4. There was silence during the test.
5. The store is just beyond the stop sign.
6. By midnight, we were all tired.
7. After training we went to the movies.
8. Place your color pencils on the desk.
9. The dog is between the dog houses.
10. The dog is behind the dog house.

Worksheet number #3: Write as many prepositions as you can.

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

vii. Conjunction:

Conjunction joins words, phrases and clauses, also known as linking words.



The Glue in Sentences

Types of conjunction:

1) **Coordinating conjunction:**

Coordinating conjunction joins multiple sentence elements of equal rank. (These are seven)
e.g. And, Or, But, nor, for, yet, so

2) **Subordinating conjunction:**

Subordinating conjunctions join words, phrases and clauses to other sentence elements linking ideas of lesser rank to higher rank.

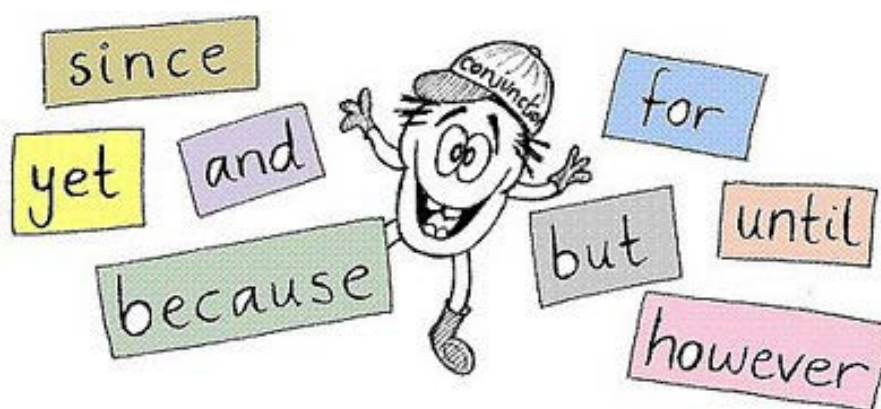
e.g. After, Although, As, If, As Long As, Because, Before, Even, Though, Once, since, So, That ,Though, Till, Unless, Until, What, When, Whenever, Wherever, Whether, While.

3) **Correlative conjunction:**

Correlative conjunction is used in pairs to join alternative or equal elements. The most common pairs are either/ or, neither /nor and not only/but.

4) **Conjunctive adverb**

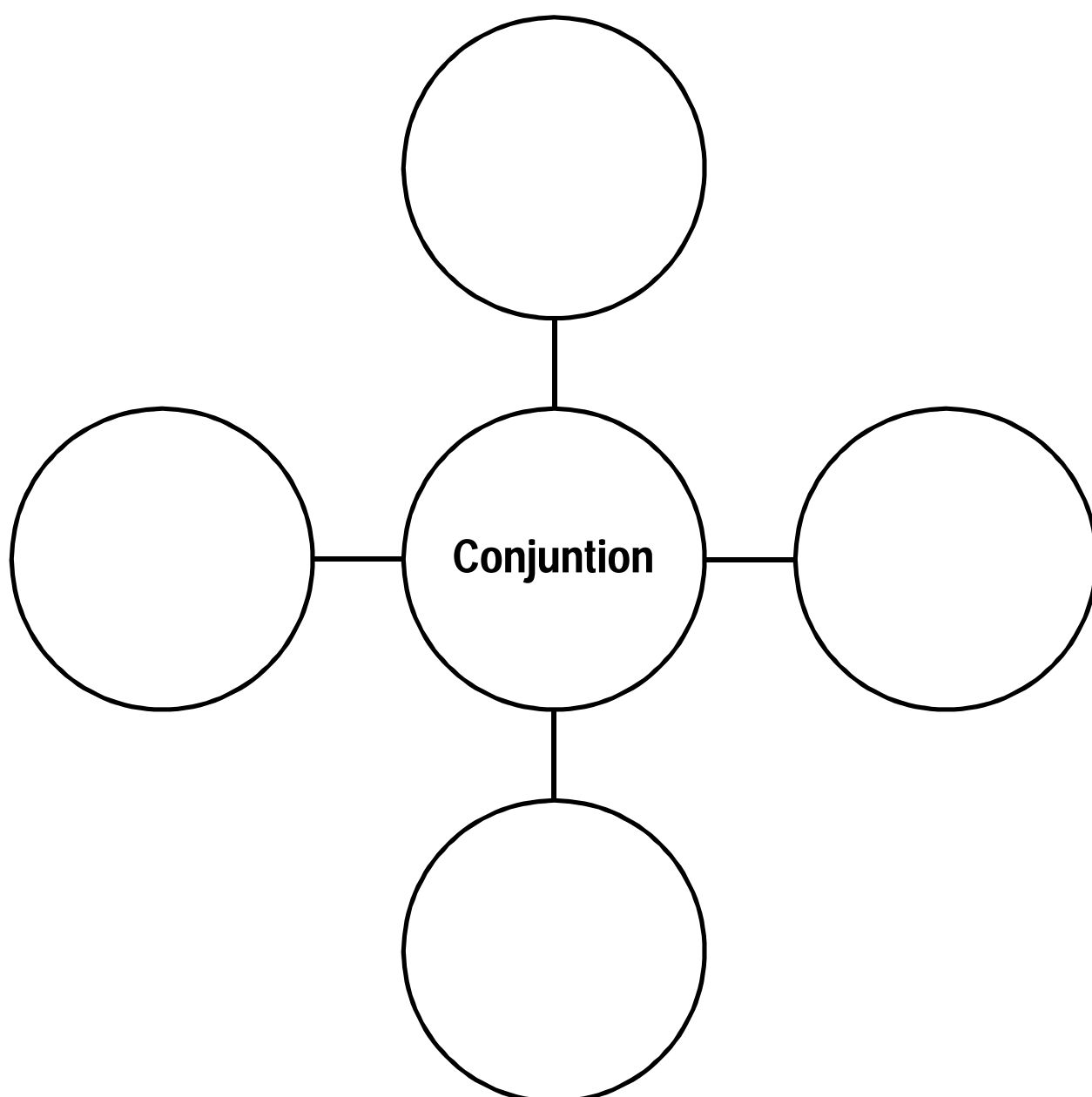
These are also used to make compound sentences. They are called adverbial conjunctions. They need to be used with a semicolon (;) and a comma (,). e.g. therefore, consequently, thus, furthermore, however, still, also, besides, moreover, nevertheless, otherwise, then,



Vocabulary list of Conjunction

A	B	C
After, Although, As	Because, Before. But	consequently
D	E	F
-	Even	for, furthermore
G	H	I
-	however,	if
J	K	L
-	-	-
M	N	O
moreover	nevertheless, nor	otherwise, once, or .
P	Q	R
-	-	-
S	T	U
since, so	the, thus ,therefore	until, unless
V	W	X
voluntarily, verbally, very	What, When, Whenever, Wherever, Whether, While	-
Y	Z	
yet	-	

Worksheet number #1: Write down conjunctions of each category



Worksheet number #2: Circle the conjunctions in the following sentences.

- 1) My brother drives a truck, and he smokes cigars.
- 2) You are a fool. Moreover, you dress badly. .
- 3) Even though you are my favorite brother, I am going to tell Mom.
- 4) Some people do not like Noman because he never listens.
- 5) We ate our meal; then we had dessert.
- 6) Never been robbed Bushra always sleeps on the subway. However, she has.

Worksheet number #3: Use the conjunction **and** or **but** to finish these sentences.

- 1) I like football _____ swimming.
- 2) I am tall _____ my sister is short.
- 3) I took a sweet _____ ate it.
- 4) I cleaned my teeth _____ got dressed.
- 5) She gave me red pencil _____ I needed green one.
- 6) I got the question right _____ Samina didn't.
- 7) I went home _____ watched television.
- 8) After breakfast I got my bag _____ went to school.
- 9) My cat is small _____ my dog is big
- 10) We had samosa _____ cake at the party.

Worksheet number #4: Write down as much conjunction as you can.

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

DO YOU KNOW?

Notice that often conjunctive adverbs, unlike conjunctions, often can move almost anywhere in a sentence.

ڇا توهان کي خبر آهي

ڏٺو وڃي ته ڳنڍندڙ طرف conjunctive

adverbs گهڻو ڪري حرف جملو

conjunctions جي ابتڙ جملي جي وچ ۾

ڪنهن به جڳهه تي حرڪت ڪندا آهن









e.g.:









1. I like French fries. **Also**, I like Burger.
2. I like French fries. I **also** like Burger.
3. I like French fries. I like Burger **also**

viii. Interjection:

Interjections are small words that bear no grammatical connection with the sentences in which they are used. They express the emotions or sentiments of the speaker or convey hesitation or protest.

e.g.: ah, oh, uuh, hurrah, alas, yuh-hu, hmmm, yoo-hoo, yay, wow

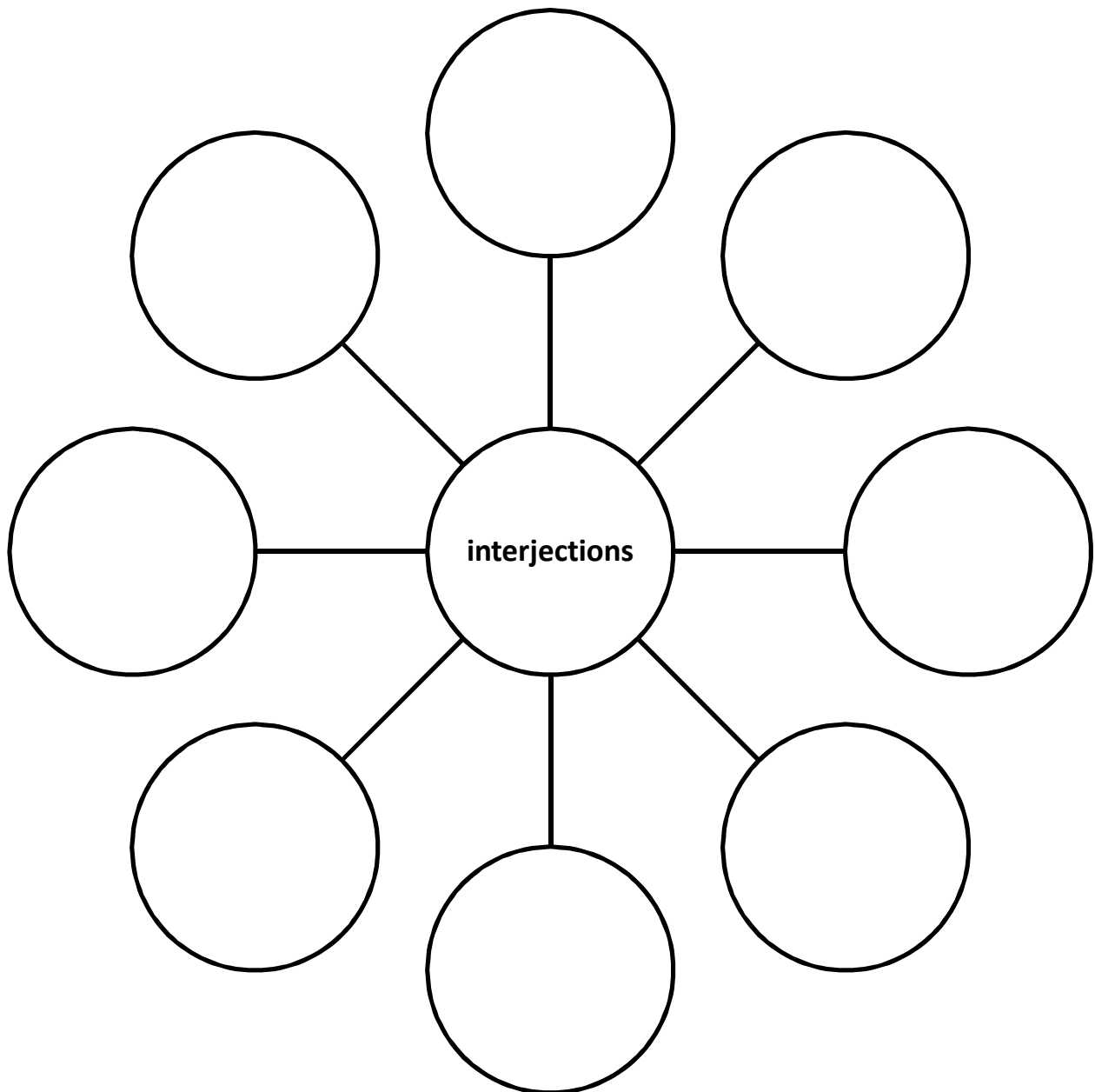
Interjection	Meaning	Use
Aah	Exclamation of fear	
Aww	Something sweet or cute	
Bingo	Acknowledge something as right	
Eh	Question something	
Eek	Something disgusting	
Hurray	To indicate pleasure	
Oh	I see/ I think	
Oops	Making a mistake	

Ouch	Exclamation of pain	
Shh	An indication for silence	
Uh oh	Showing dismay	
Whew	Amazement and/or relief	
Wow	Expressing surprise or admiration	
Yay/Yaay	Congratulatory exclamation	
Yeah	Variant of 'yes'	
Yippee	Exclamation of celebration	

Vocabulary list of Interjection

A	B	C
aah!, aha, ahem, ahh, aww	bah, boo, brr	-
D	E	F
d'oh, duh	eek, eep, eh?, eww	-
G	H	I
gah, gee, grr	hmm, humph, hurrah	ich
J	K	L
-	-	-
M	N	O
meh, mhm, mm, muahaha	nah, nuh-uh	oh, ooh-la-la, ooh, oomph, oops, ow, oy,
P	Q	R
pew, pff, phew, psst	-	-
S	T	U
sheesh, shh, shoo	tsk-tsk,	uh-hu, uh-oh, uh-uh, uhh
V	W	X
-	wee, whoa, wow	-
Y	Z	
yahoo, yay, yeah, yee-haw, yoo-hoo, yuh-uh, yuck	zing	

Worksheet number #1: Write down eight interjections



Worksheet number #2: Fill in the blanks with suitable interjection from the word box:

Hurray	oops	shh	oh	wow	bingo
---------------	-------------	------------	-----------	------------	--------------

- 1) _____ we won the Championship.
- 2) _____ what a wonderful house.
- 3) _____ I hurt myself.
- 4) _____ now I got the right job.
- 5) _____ that what are you saying.
- 6) _____ you are in the examination hall.

Worksheet number #3: Write down as many conjunction as you can.

A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

2.2 Vocabulary

English OUP Grade I

Singular, Plurals

Singular	Plural	Singular	Plural
Apple	Apples	Bat	Bats
Car	Cars	Dish	Dishes
Egg	Eggs	Fish	Fish
Gate	Gates	Hen	Hens
Ice-cream	Ice-creams	Jug	Jugs
Kite	Kites	Lamp	Lamp
Monkey	Monkeys	Nest	Nests
Orange	Oranges	Pencil	Pencils
Queen	Queens	Radio	Radio
Sun	Sun	Telephone	Telephone sets
Umbrella	Umbrellas	Van	Vans
Watch	Watches	X-Ray	X-Rays
Yolk	Yolks	Zebra	Zebras
Cat	Cats	Doll	Dolls
Hat	Hats	Cake	Cakes
Football	Footballs	Jeep	Jeeps
Rocket	Rockets	Glass	Glasses
Pen	Pens	Tin	Tins
Bow	Bows	Mango	Mangoes
Flag	Flags	Tree	Trees
Cock	Cocks	Cloud	Clouds
Bird	Birds	Banana	Bananas
Leaf	Leaves	Joker	Jokers
Elephant	Elephants	Dog	Dogs
Lion	Lions	Goat	Goats
Sparrow	Sparrows	Crow	Crows
Duck	Ducks	Peacock	Peacocks
Plum	Plums	Head	Heads
Hair	Hairs	Eye	Eyes
Ear	Ears	Arm	Arms
Hand	Hands	Finger	Fingers
Nose	Nose	Mouth	Mouths
Leg	Legs	Foot	Feet
Toe	Toes	Father	Fathers
Mother	Mothers	Sister	Sisters
Brother	Brothers	Fan	Fans
Door	Doors	Window	Windows
Bed	Beds	Vase	Vases
Table	Tables	Chair	Chairs
Mat	Mats	Blackboard	Blackboards
Desk	Desks	Book	Books

Rubber	Rubbers	Scale	Scales
Schoolbag	Schoolbags	Star	Stars
Moon	Moons	Flower	Flowers
Bee	Bees	Boy	Boys
Girl	Girls	Man	Men
Woman	Women	Shoe	Shoes
Shirt	Shirts	Frock	Frocks
Knife	Knives	Spoon	Spoons
Plate	Plates	Rat	Rats

Words, Opposites (Antonyms)

Words	Opposite	Words	Opposite
Sit	Stand	Laugh	Cry
Smile	Weep	Fat	Lean
Tall	Short	Fall	Rise
Sad	Happy	Glad	Sad
Call	Send	Like	Dislike

Words, Synonyms

Words	Synonyms	Words	Synonyms
Fat	Heavy, Thick, Obese	Tall	Big, High, Large
Fall	Drop, Go down	Call	Describe
Sad	Depressing	Glad	Happy, Pleased
Old	Aged	Like	Similar to, Resembling

Rhyming Words

Ball	Cat	Hen	Fin	Row	Sun
Tall	Mat	Pen	Tin	Bow	Fun
Call	Bat	Den	Pin	Low	Run
Fall	Fat				
	Rat				

CVC Words

Bat	Car	Hen	Jug
Sun	Van	Hat	Cat
Pen	Mat	Fat	Den
Tap	Fin	Tin	Pin
Bow	Row	Low	Six
Run	Man	Fun	Ten
Red	Has	Dog	Leg
Sit	How	Fan	Bed
Boy	Rat	Sad	

3. Sentence and Sentence Structure

Sentence:

The Sentence is a group of words which shows complete sense about any fact or occurrence. It states a complete idea.

For example:

1. Birds sings song in the morning.
2. Dogs barks at night.
3. Shah Faisal Mosque is the largest Mosque in Pakistan.



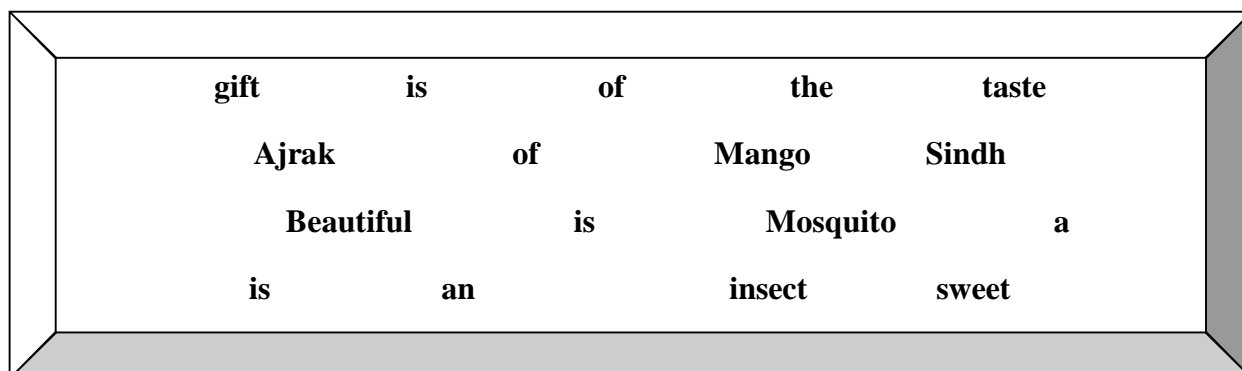
Tasks 1:

Write down three sentences of your choice, no word should be repeated:

1. _____
2. _____
3. _____

Task 2:

Use the words given in the box and try to form three meaningful sentence.



1. _____
2. _____
3. _____

Sentence Structure:

Every sentence has two parts:

1. The part which names the person or thing we are speaking about, is called the **subject** of the sentence. It is the performer or doer of action and from agreement point of view it is generally of two types, third person singular and other subjects.
2. The part which tells something about the subject and its performance, is called the **predicate** of the sentence.

For example:

1. Shahid Afridi(Subject) bears a world record of fastest century in ODIs (Predicate).
2. English(Subject)is the global language(predicate).

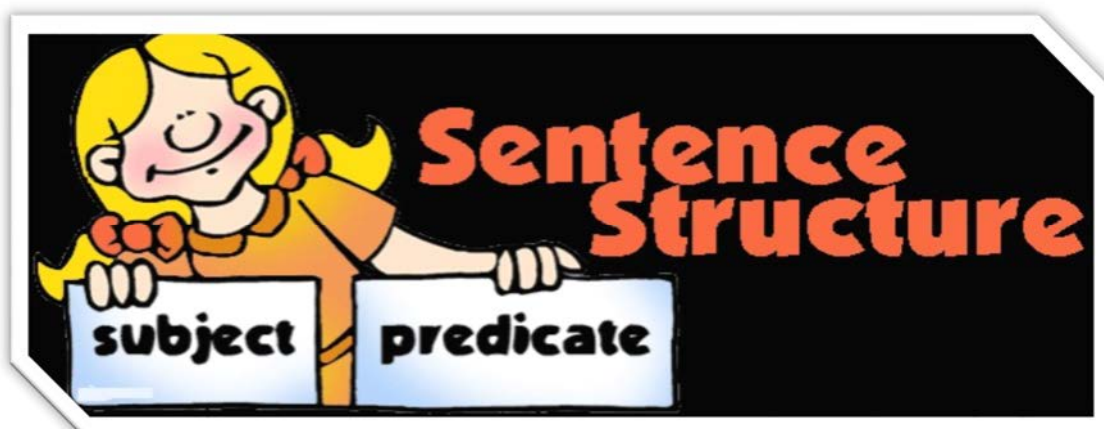
Predicate is mainly consist of two parts:

1. **Verb** is simply an action which depicts the happening.
2. The person who or the thing which receive the action or being treated is called **object**.

For example:

Police(subject) arrested(verb) the culprits(object).

Pakistan(subject) won(verb) cricket world cup(object) in 1992.



Task:


Underline the subjects, verbs and objects in the following sentences:

1. Anita answered many questions in class today.
2. The rain is hitting my window.
3. Dawood threw a paper airplane out the window!
4. My sister is writing a novel.
5. Oh no! I lost my cell phone.

Kinds of sentences:


There are four kinds of sentences:

1. **Declarative sentence:** it is the sentence used to make a statement of fact, wish, intent, or feeling. It is also known as affirmative or assertive sentence. **e.g.:**


Declarative	We get lots of snow in the winter .	
-------------	-------------------------------------	-------------------------------------------------------------------------------------

The negative sentence is the denial/opposite of a declarative sentence and specifically expressed by not.


2. **Imperative sentence:** it is the sentence is used to state a command, request, or direction. The subject refers in it is always "you". **e.g.:**

Imperative	Pick up the book Clean your room	
------------	-------------------------------------	---------------------------------------------------------------------------------------


3. **Interrogative sentence:** it is the sentence is used to ask a question. It is followed by a question mark.**e.g:**

Interrogative	May I borrow your pencil sharpener ? What time do you get up in the morning ?	
---------------	----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

4. **Exclamatory sentence:** it is the sentence used to express strong feeling. It is followed by an exclamation point. **e.g.:**

Exclamatory	It's a beautiful day! I won a million dollars!	
-------------	---------------------------------------------------	---------------------------------------------------------------------------------------

5. **Optative sentence:** An optative sentence is a sentence that express some wish. "May you live long"

Optative	May you live long	
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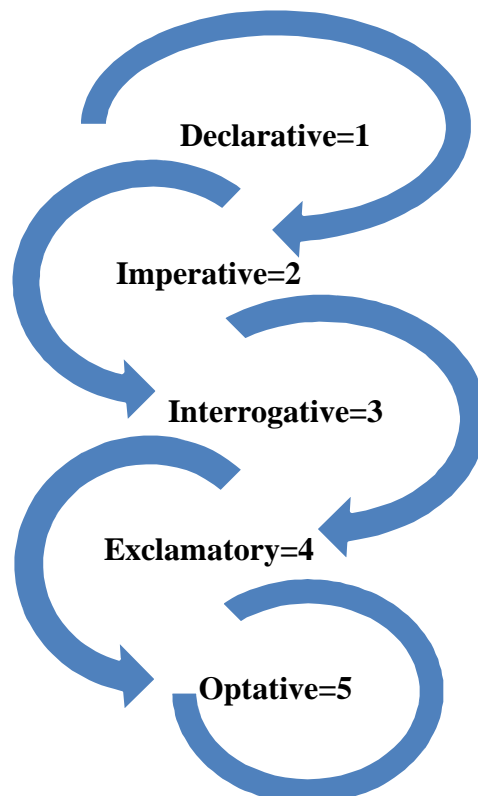
Sentence

Each kind of sentences ends with its own special punctuation mark. Let's look at each of these sentences.

Kinds of Sentences	Use	Punctuation Mark
Declarative	Makes a statement	Period (.)
Interrogative	Asks a question	Question Mark (?)
Imperative	Gives a command or makes a request	Period (.)
Exclamatory	Expresses strong feeling	Exclamation Mark (!)

Task:

Classify following sentences according to their kinds, Use the numbers of kinds to mark them from the box given below:



Example: Susan is a senior. I

1. I wish I could go to Colorado this summer. _____
2. Please set the table for lunch. _____
3. The vice-president will visit Egypt next week. _____
4. Don't you ever get tired of watching television? _____
5. We bought our car in April, 1975. _____
6. Didn't I meet you at Rainbow Lake last summer? _____
7. Have you ever roasted a turkey? _____
8. Ouch! I burned my finger! _____
9. Turn left from the second stop sign. _____
10. San Marino is the smallest republic in Europe.
11. Initial the top right-hand corner of each sheet of paper. _____
12. Have you ever read The Red Badge of Courage? _____
13. Happy Birthday to you. _____
14. Meet me at seven o'clock in front of the library. _____
15. Why are you so worried about the exam? _____
16. Nancy wants to be a doctor. _____
17. I can't believe it's all over! _____
18. Do you attend concerts given by the Chicago Symphony Orchestra? _____
19. May God bless you my son.
20. You can't be serious! _____

“Wh” Questions:

“Wh” question is a term in generative grammar for a question that is formed with an interrogative word (what, who, whom, whose, which, when, where, why, or how) and that expects an answer other than “yes” or “no.” Contrast with yes-no question.

Examples:

1. Who are you?
2. Where are you going?
3. What day today?

DO YOU KNOW?**Clause:**

A **clause** is a collection of words that has a subject that is actively doing a verb.

ڪلاز

Clause لفظن جو اهڙو ميڙ آهي جنهن ۾ فاعل ڪا سرگرمي يا برجستگي سان actively ڪم ڪري رهيو هجي.

چوڻي / محاورا**Phrase:**

A **phrase** is a collection of words that may have nouns or verbal's, but it does not have a subject doing verb.

Phrase لفظن جو اهڙو مجموعو آهي جنهن ۾ اسم ۽ فعلي اسم verbal's آهن پر ڪو فاعلي subject نه ڏيکارجي.

e.g.:

1. because she smiled at him. (verb exists - Clause)
2. when the saints go. (verb exists- Clause)

e.g.:

1. before the first test. (no subject doing verb - Phrase)
2. before of her glittering smile. (no subject doing verb - Phrase)

DO YOU KNOW?

An **independent** clause contains a subject, a verb and a complete thought, also known as main clause.

A **dependent** clause contains a subject, a verb but no complete thought, also known as subordinate clause.

هڪ آزاد ڪلاز **Clause** ۾ فاعل، فعل ۽ هڪ مڪمل خيال شامل آهي هڪ تابع جملو هڪ اهڙو جملو جيڪو ڪنهن جملي يا لفظ جي تابع هجي. هڪ فاعل ۽ فعل تي مشتمل هوندو آهي پر ڪو مڪمل خيال نه هلي سگهندو هي subordinate **Clause** به سڏبو آهي

e.g.:

I wrote my first novel last year. (Independent)

After I wrote my first novel last year. (Dependent)

4. Tenses

Time period:

There are three time periods used in English language to cover all time frames of speech.

These time periods are:

1. Present time period: It shows the going on time.
2. Past time period: It shows the time that has passed.
3. Future time period: It shows the time that will come.

Degrees of completeness:

Actions can be categorized into four basic degrees of completeness

1. Simple Degree: It shows facts; phenomenon and habits appear on routine basis.
2. Continuous Degree: It shows the continuity of or progressiveness in any action.
3. Perfect Degree: It shows accomplishment of any action.
4. Perfect continuous Degree: It shows the gradual accomplishment of any action with progressiveness in it.

Tenses:

Tenses may be defined as the form/state of any action/verb which indicates the time of its occurrence and the degree of its completeness. In simple words, both of these, time and the degree combine together and form a tense. Tenses are generally found in two different modes commonly known as **voices**. They are two in number and as follows:

1. Active voice
2. Passive voice

- 1) **Active voice:** The tense in which subject is active and its agreement with the verb is more focused.

e.g. Einstein calculated the velocity of light.

Here more focus is upon the subject, **Einstein** and its agreement with the verb, **calculated**.

Total tenses of active voice can be calculated as:

4 time periods x 4 degrees of completeness

= 4present tenses	+	4 past tenses	+	4 future tenses
present simple		past simple		future simple
present continuous		past continuous		future continuous
present perfect		past perfect		future perfect
present perfect continuous		past perfect continuous		future perfect continuous

= Total **12** tenses of active voice

- 2) **Passive voice:** The **tense** in which the subject is passive and the agreement of object and verb is more focused.

e.g. The **velocity of light** was **calculated** by Einstein.

Here more focus is upon the object, **velocity of light** and its agreement with the verb, **calculated**. The Subject Einstein is passive.

There are comparatively less tenses in passive voice than the active voice because perfect continuous tense of all the three time periods and the future continuous tense are not included in it.

8 total tenses of passive voice can be calculated as:

3 time periods x 3 degrees of completeness

= 9 - 1

= 3 present tense	+	3 past tense	+	3 future tense
present simple		past simple		future simple
present continuous		past continuous		future continuous
present perfect		past perfect		future perfect
present perfect continuous		past perfect continuous		future perfect continuous

= Total **8** tenses of passive voice

Subject - verb agreement in Active voice:

There are 12 tenses of active voice but as per the need and importance we will discuss 9 of them excluding, perfect continuous tense of all of the three time periods.

1. Present simple tense: It has 3 formulae.

Formula 1: (for third person singular)

subject + verb 1st form + s/es/ies + object

- Mubashir/he/she/it works in the field. (Positive sentence)
- She does not work in the field. (Negative sentence)
- Does she work in the field?(Interrogative sentence)

Formula 2: (for other subjects)

subject + verb 1st form + object

- I/You/We/They work in the field.(Positive sentence)
- They do not work in the field.(Negative sentence)
- Do they work in the field?(Interrogative sentence)

Formula 3: (verb to be, for all subjects)

Subjects + is /am/ are + noun/adjective.

- You are a good boy. (Positive sentence)
- You are not a good boy.(Negative sentence)
- Are you a good student?(Interrogative sentence)

2. Present continuous tense:

Formula 1: (for all subjects)

subject + is /am /are + verb-ing form + object

- They are working in the field. (Positive sentence)
- They are not working in the field. (Negative sentence)
- Are they working in the field? (Interrogative sentence)

3. Present perfect tense:

Formula 1: (third person singular)

subject + has + verb 3rd form + object.

- Mubashir/he/she/it has worked in the field.(Positive sentence)
- He has not worked in the field.(Negative sentence)
- Has he worked in the field?(Interrogative sentence)

Formula 2: (for other subjects)

subject+ have +verb 3rd form +object.

- I/We/You/They have worked in the field.(Positive sentence)
- You have not worked in the field.(Negative sentence)
- Have you worked in the field?(Interrogative sentence)

4. Past simple tense:

Formula 1: (for all subjects)

subject + verb 2nd form + object

- He worked in the field. (Positive sentence)
- We did not worked in the field. (Negative sentence)
- Did you work in the field? (Interrogative sentence)

Formula 2: (for all subjects)

subject + was/were + noun/adjective

- Huzaifa was a good boy. (Positive sentence)
- Huzaifa was not a good boy. (Negative sentence)
- Was Huzaifa a good boy?(Interrogative sentence)

5. Past continuous tense:

Formula: (all subjects)

subject + was/ were + verb-ing form + object

- We were working in the field.(Positive sentence)
- We were not working in the field. (Negative sentence)
- Were we working in the field? (Interrogative sentence)

6. Past perfect tense:

Formula: (for all subjects)

subject + had + verb 3rd form + object.

- Mubashir/he/she/it had worked in the field. (Positive sentence)
- He had not worked in the field. (Negative sentence)
- Had he worked in the field? (Interrogative sentence)

7. Future simple tense:

Formula 1: (for all subjects)

subject +will+ verb 1st form + object

- I will work in the field.(Positive sentence)
- I will not work in the field.(Negative sentence)
- Will I work in the field?(Interrogative sentence)

Formula 2: (for all subjects)

subject + will be + noun/adjective

- You will be a good boy.(Positive sentence)
- You not be a good boy.(Negative sentence)
- Will you be a good boy?(Interrogative sentence)

8. Future continuous tense:**Formula:** (all subjects)**subject + will be + verb-ing form object**

- Asif will be working in the field. (Positive sentence)
- Asif will not be working in the field. (Negative sentence)
- Will Asif be working in the field? (Interrogative sentence)

9. Future perfect tense:**Formula 1:** (for all subjects)**subject + will have + verb 3rd form + object.**

- I/We/You/They will have worked in the field. (Positive sentence)
- You will have not worked in the field. (Negative sentence)
- Will you have worked in the field? (Interrogative sentence)

Comparison of tenses:

Present	Past	Future
I eat mango.	I ate mango.	I will eat mango
I am eating mango.	I was eating mango.	I will eating mango.

Modal Structures:

Modal structure are based on moral verbs and these verbs are basically auxiliaries/helping verb like shall, should, can, could, will, would, may, might, must. However shall have been outdated. There are 10 modal structures of active and passive voice collectively including should have and could have as past form structures of should and could respectively.

We will discuss the three most commonly used modal sentence structures “**will, can and should**” in this manual. Will has already been discussed under the heading of tenses so here now we will proceed with can and should.

Present formula for all modal structure is the same that is as follows:

Following are modal structures: (can and should)**can:** used to show ability.**should:** used to give suggestion and suggestive permission**Subject + can/should + verb 1st form + object**

- * He **can** teach English. (Positive sentence)
- * He **cannot** teaches English. (Negative sentence)
- * **Can** he teach English? (Interrogative sentence)
- * We **should** learn English. (Positive sentence)
- * We **should not** learn English. (Negative sentence)
- * **Should** we learn English? (Interrogative sentence)

II. Functional Part



1. Listening Skill

Active listening: Listen to the text and identify the CVC words.

Abid and Salma are friends.

Salma brings a big bag.



Abid brings a small bag.

Salma brings a black hat.

Abid brings a pink hat.

Salma brings an old map.



Abid brings a big map.

Salma brings a net.

Abid brings a big net.

Abid and Salma bring many things.



Salma brings a jug.

Abid brings a mug.

Salma and Abid drink milk.

Story

Listen to the story carefully, catch the words and classify them into the given columns. by the end of the story check how many you missed.

[illegible]

(Story) The Wolf and the seven little kids

There was once upon a time an old goat that had seven little kids, and loved them with all the love of a mother for her children. One day she wanted to go into the forest and fetch some food. So she loudly called all seven to her and said, dear children, I have to go into the forest, be on your guard against the wolf, if he comes in, he will devour you all - skin, hair, and everything. The wretch often disguises himself, but you will know him at once by his rough voice and his black feet. The kids said, dear mother, we will definitely take good care of ourselves, you may go away without any anxiety. Then the old one bleated, and quickly went on her way with an easy mind.

It was not long before someone knocked at the house-door and humbly called, open the door, dear children, your mother is here, and has brought something back with her for each of you. But the little kids knew that it was the wolf, by the rough voice. We will not open the door, cried they, you are not our mother. She has a soft, pleasant voice, but your voice is rough, you are the wolf. Then the wolf went away to a shopkeeper and bought himself a great lump of chalk, ate this and made his voice soft with it. Then he came back, knocked at the door of the house, and called, open the door, dear children, your mother is here and has brought something back with her for each of you. But the wolf had laid his black paws against the window, and the children saw them and cried, we will not open the door, our mother has not black feet like you, you are the wolf. Then the wolf ran to a baker and said, I have hurt my feet, rub some dough over them for me. And when the baker had rubbed his feet over, he ran to the miller and said, kindly strew some white meal over my feet for me. The miller thought to himself, the wolf wants to deceive someone, and refused, but the wolf said, if you will not do it, I will devour you. Then the miller was afraid, and made his paws white for him. Truly, this the way of mankind.

So now the wretch went for the third time to the house-door, knocked at it and said, open the door for me, children, your dear little mother has come home, and has brought every one of you something back from the forest with her. The little kids fairly cried, first show us your paws that we may know if you are our dear little mother. Then he put his paws in through the window, and when the kids saw that they were white, they believed that all he said was true, and opened the door. But who should come in but the wolf they were terrified and wanted to hide themselves. One sprang under the table, the second into the bed, the third into the stove, the fourth into the kitchen, the fifth into the cupboard, the sixth under the washing-bowl, and the seventh

into the clock-case. But the wolf found them all, and used no great ceremony, one after the other he swallowed them down his throat. The youngest, who was in the clock-case, was the only one he did not find. When the wolf had satisfied his appetite he took himself off, laid himself down under a tree in the green meadow outside, and began to sleep. Soon afterwards the old goat came home again from the forest. Ah. What a sight she saw there. The house-door stood wide open. The table, chairs, and benches were thrown down, the washing-bowl lay broken to pieces, and the quilts and pillows were pulled off the bed. She sought her children, but they were nowhere to be found. She called them one after another by name, but no one answered. At last, when she came to the youngest, a soft voice cried, dear mother, I am in the clock-case. She took the kid out, and it told her that the wolf had come and had eaten all the others. Then you may imagine how she wept over her poor children.

At length in her grief she went out, and the youngest kid ran with her. When they came to the meadow, there lay the wolf by the tree and snored so loud that the branches shook. She looked at him on every side and saw that something was moving and struggling in his gorged belly.

Ah, heavens, she said, is it possible that my poor children whom he has swallowed down for his supper, can be still alive.

Then the kid had to run home quickly and fetch scissors, and a needle and thread and the goat cut open the monster's stomach, and hardly had she make one cut, than one little kid thrust its head out, and when she cut farther, all six sprang out one after another, and were all amazingly still alive, and had suffered no injury whatever, for in his greediness the monster had swallowed them down whole. What rejoicing there was. They embraced their dear mother, and jumped like a sailor at his wedding. The mother, however, said, now goes and looks for some big stones, and we will fill the wicked beast's stomach with them while he is still asleep. Then the seven kids dragged the stones from there with all speed, and put as many of them into his stomach as they could get in, and the mother sewed him neatly up again in the greatest haste, so that he was not aware of anything and never once stirred.

When the wolf at length had had his fill of sleep, he got on his legs, and as the stones in his stomach made him very thirsty, he wanted to go to a well to drink. But when he began to walk and move about, the stones in his stomach knocked against each other and rattled. Then cried he, what rumbles and tumbles against my poor bones. I thought 'twas six kids, but it feels like big stones. And when he got to the well and stooped over the water to drink, the heavy stones made him fall in, and he had to drown miserably. When the seven kids saw that, they came running to the spot and cried aloud, the wolf is dead. The wolf is dead, and danced for joy round about the well with their mother.

2. Speaking Skill

Dialogues

Complete the dialogues and practice them loudly



In a classroom

Teacher: Where is Book?

Student: I left at home.

Teacher: Where your note book?

Student: I forgot bring it.

Teacher: I am angry with you.

Student: I really sorry! I won't do it again.

Looking for Something

Student: I can't my pencil! Where could it be?

Teacher: look in your case.

Student: No it is there, Oh, where is my pencil?

Teacher: Look under chair.

Student: yes. Here it is! Thank God I found my

Dialogues

Read the dialogues on following situation in pair.

Situation 1:



Salma: What are you reading?

Ali: I am reading a Book?

Salma: Which book you are reading, Ali?

Ali: I am reading a story book?

Salma: You can read my book if you like?

Ali: Salma, which book you are reading?

Salma: I am reading a book of poems?

Ali: I will read your book.

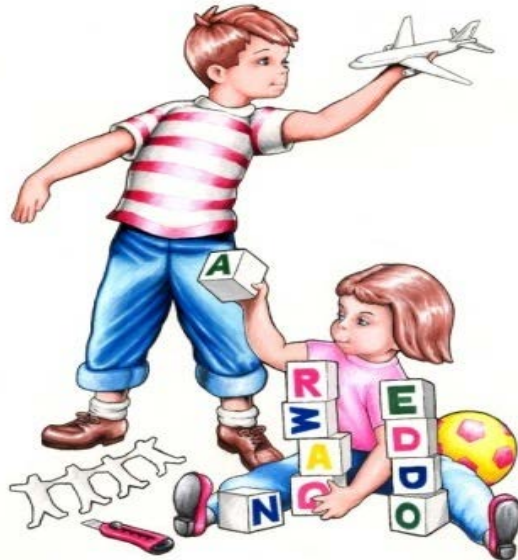
Salma: I will give you my book tomorrow.

Ali: Thanks Salma!

Dialogues

Read the dialogues on following situation in pair.

Situation 2:



Arif: Look Sara! I can fly my plane.

Sara: Your plane is nice who gave you.

Arif: I went to the market with Abba yesterday I bought it.

Sara: Bhai, see Ammi has given me these blocks.

Arif: Yes! They are nice too.

Sara: Look! I can learn Alphabets.

Arif: I like your blocks can I play with your blocks.

Sara: Sure, Bhai we can play together with our toys.

Dialogues

Read the dialogues on following situation in pair.

Situation 3:



Son: Ammi! Please play with me

Ammi: Okay bring your ball we will play.

Son: Let's go outside.

Ammi: Come on catch the ball.

Son: I can't, it's too fast.

Ammi: Okay I will throw it again.

Son: Yes, I can catch it now.

Ammi: Now you throw the ball to me.

Son: Okay, here catch it if you can.

Ammi: Good boy! You did it well.

Dialogues

Read the dialogues on following situation in pair.

Situation 4:



Hina: Beena! Can you hear me?

Beena: No, I can't hear you.

Hina: Can you hear me now.

Beena: Oh! Yes I can hear you.

Hina: Our telephone works.

Beena: Yes! It works.

Hina: Now we can talk every day.

Beena: Yes, it is fun to talk now.

Dialogues

These dialogues are to be performed by using props.

Apple and Banana (Role Play)

Objective:

- To tell the shape and colors
- To introduce social courtesies.
- To develop fruit eating habit.

Apple: Asalman o Alaikum Banana.

Banana: Wa Alaikum Assalam, Apple.

Apple: How are you?

Banana: I am fine thank you, I am yellow and long.

Banana: How are you?

Apple: I am red and round.

.

Apple: I am juicy and tasty

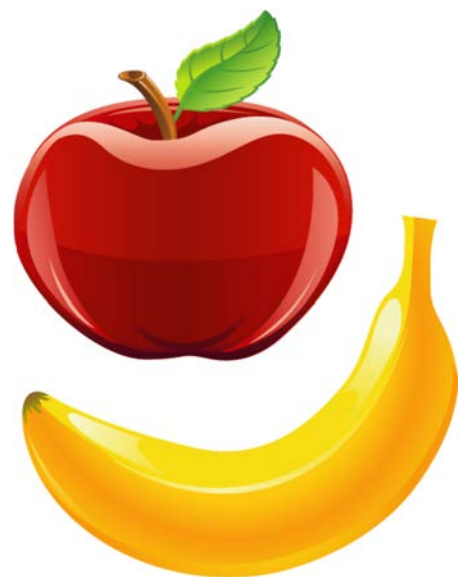
Banana: I am soft and sweet.

Apple: Will you play with me.

Banana: Yes, I will play with you

Apple: Where shall we play?

Banana: In the Garden of Allah Dino.



Dialogues

These dialogues are to be performed by using props.

Dog and Cat (Role play)

Objective:

- Identify the uniqueness of diversity among themselves
- Respect the differences. Accept the relations
- Give importance to the feelings of others

DOG: Go away, cat Go away

I don't want you here.

CAT: Why not?

DOG: You do not look like me.

You look funny I do not like you.

CAT: You look funny too.

I will go away.

I do not want to play with you.

(Cat went away)

DOG: That is good.

Now I can have fun.

I can run and play.

I can do what I want.

DOG: This is funny.

I can do what I want, but

I am not happy.

DOG: Where are you little cat?

I want you, Come here, come here.

CAT: Why, Dog?

Why do you want me?

DOG: I want to play with you.

You do not look funny.

You look like you, and

I like you that way.

CAT: That is good, Dog.

I like you, too.

I like to play with you.



Dialogues

These dialogues are to be performed by using props.

Guess, Guess (Role play)

Objective:

- Listen and identify the adjectives
- Use adjectives in conversation
- Guess by asking more questions to identify the hidden object
- Utilize more vocabulary for asking question

BOY: What do you have? I want to look at it.

GIRL: No, no, you cannot look.

Guess, Guess

BOY: Is it something little?

Is it something big?

GIRL: It is little.

Oh, yes .It is little.

Guess, guess.

BOY: Is it something red?

Is it something yellow?

GIRL: Yes, Yes

It is red and yellow.

Go on, Go on.

BOY: Can you eat it?

Is it good to eat?

GIRL: No, no

You cannot eat it.

BOY: Can you play with it?

Is it something to play with?

GIRL: Yes, you can play with it,
but what is it?

You have to guess?

BOY: Is it a car?

A little car to play with?

GIRL: No, that is not it.

BOY: What is it?

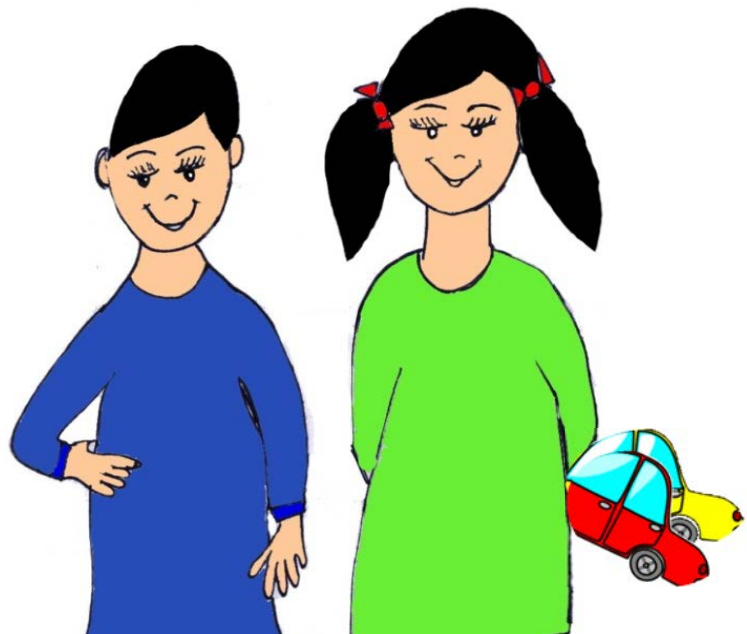
What is it?

I cannot guess.

GIRL: These are two little toy cars.

One for you and one for me.

Now we can play and have fun.



Dialogues

These dialogues are to be performed by using props.

Sunflower and Butterfly (Role play)

Objectives:

- To know about the value of friendship
- To care about each other.
- To develop questioning skills

Sunflower: Butterfly! Why do you like me so much?

Butterfly: Because you are so colorful.

Sunflower: Okay, tell me, what my color is?

Butterfly: Your color is yellow and brown.

Sunflower: Do you like my color?

Butterfly: Yes I like Yellow.

Sunflower: What is your color?

Butterfly: I am also yellow and brown.

Sunflower: Oh, really so we are friends now.

Butterfly: Yes! I will come daily to meet you.



Dialogues

These dialogues are to be performed by using props.

Big Animal (Role play)

Objectives:

- To know about names of different animal
- To know the difference between big and small
- To know how to play a guessing game.

Tahir: I am a big animal

Asif: Are you an elephant.

Tahir: NO, I am not.

Asif: Are you a giraffe?

Tahir: NO, I am not.

Asif: Are you a cat?

Tahir: A cat is not a big animal.

Asif: Sorry, are you a big bull?

Tahir: No, I am not.

Asif: Then what are you.

Tahir: I am a tiger, and I will eat you up!

Asif: Oh! I am afraid.



Dialogues

These dialogues are to be performed by using props.

The Missing Earring (Role play)

Objectives:

- To know about different relations
- To use adjectives in conversation
- To know the different properties of material

Sana: I found an earring, whose earring is it?

Hira: Is it my aunt's earring?

Sana: No, your aunt's earrings are silver. This earring is gold.

Hira: Is it my grandmother's earring?

Sana: No, your grandmother's earrings are square. This earring is round.

Hira: Is it my sister's earring?

Sana: No, your sister's earrings have feathers. This earring has beads.

Hira: Is it my mother's earring?

Sana: No, your mother's earrings are large. This earring is small.

Hira: Whose earring can it be?

Sana: Silly, it's your earring Hira. Put it back and let's go play.



Poem Recitation

Read and then sing the poem in rhyme. Answer the questions verbally.

Little Bo Peep



Little Bo Peep has lost her sheep,
and doesn't know where to find them.



Leave them alone



and they'll come home,



wagging their tails behind them

1. Why was the Girl sad?
2. What was the girl looking for?
3. Did the girl find her sheep?

Wheels on the Bus

The wheels on the bus go,
Round and round,
Round and round,
Round and round,

The wheels on the bus go,

Round and Round,
All through the town...

The wipers on the bus go,
Swish, swish, swish,
Swish, swish, swish,
Swish, swish, swish,

The wipers on the bus go,
Swish, swish, swish,
All through the town...

The horn on the bus goes,
Beep, beep, beep,
Beep, beep, beep,
Beep, beep, beep,

The horn on the bus goes,
Beep, beep, beep,
All through the town...

The lights on the bus go,
On and off, on and off
On and off...

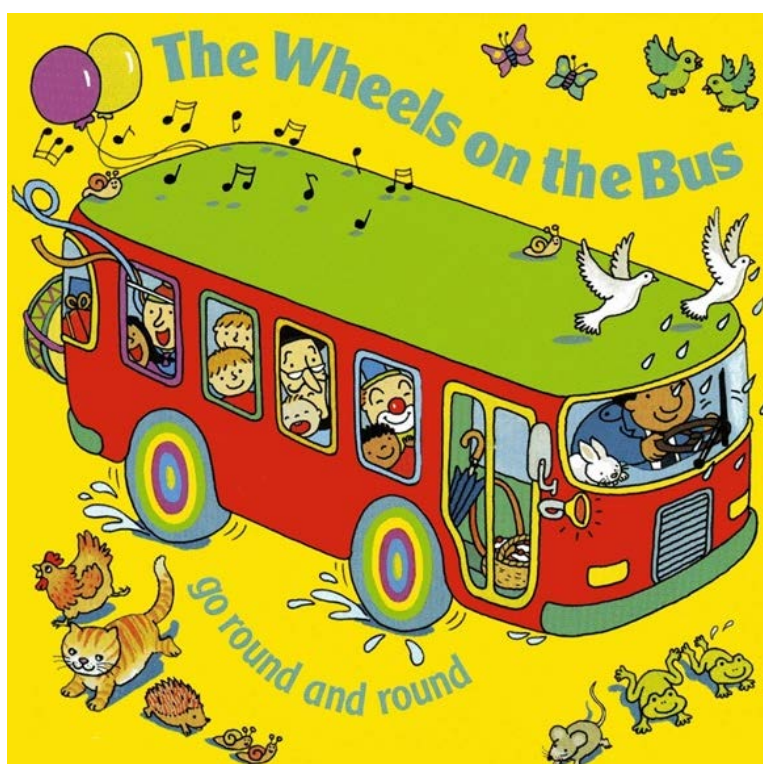
The lights on the bus go,
On and off,
All through the town...

The people in the bus go,
Up and down, up and down,
Up and down,

The people in the bus,
Up and down,
All through the town....

The children in the bus go,
Ha ha ha, ha ha ha,
Ha ha ha...

The children in the bus go,
Ha ha ha,
All through the town...



Hello & How Are You?

Look through the window, who do you see?
Its aunty, its aunty looking at me...
Hello hello hello & how are you?
I am fine; I am fine & hoping you are too...

Look through the window, who do you see?
Its uncle, its uncle looking at me...
Hello hello hello & how are you?
I am fine; I am fine & hoping you are too...

Look through the window, who do you see?
Its papa, its papa looking at me...
Hello hello hello & how are you?
I am fine; I am fine & hoping you are too...

Look through the window, who do you see?
Its mama, its mama looking at me...
Hello hello hello & how are you?
I am fine; I am fine & hoping you are too...



Riddles

Ask the riddles to your fellows, don't repeat more than 3 times:

1. There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of babies. What is it?
2. What is in seasons, seconds, centuries and minutes but not in decades, years or days?
3. Until I am measured
I am not known,
Yet how you miss me
When I have flown.
4. Each morning I appear
To lie at your feet,
All day I will follow
No matter how fast you run,
Yet I nearly perish
In the midday sun.
5. My life can be measured in hours,
I serve by being devoured.
Thin, I am quick
Fat, I am slow
Wind is my foe.
6. Two in a corner,
1 in a room,
0 in a house, but 1 in a shelter. What am I?
7. What starts with a T, ends with a T, and has T in it?
8. Say my name and I disappear. What am I?
9. What has a neck and no head, two arms but no hands?
10. If you drop me I'm sure to crack but give me a smile and I'll always smile back.

A watermelon
The letter 'h'
Time
Shadow
A candle
The letter 'r'
A teapot
Silence
Shirt /sweater/jacket
Mirror

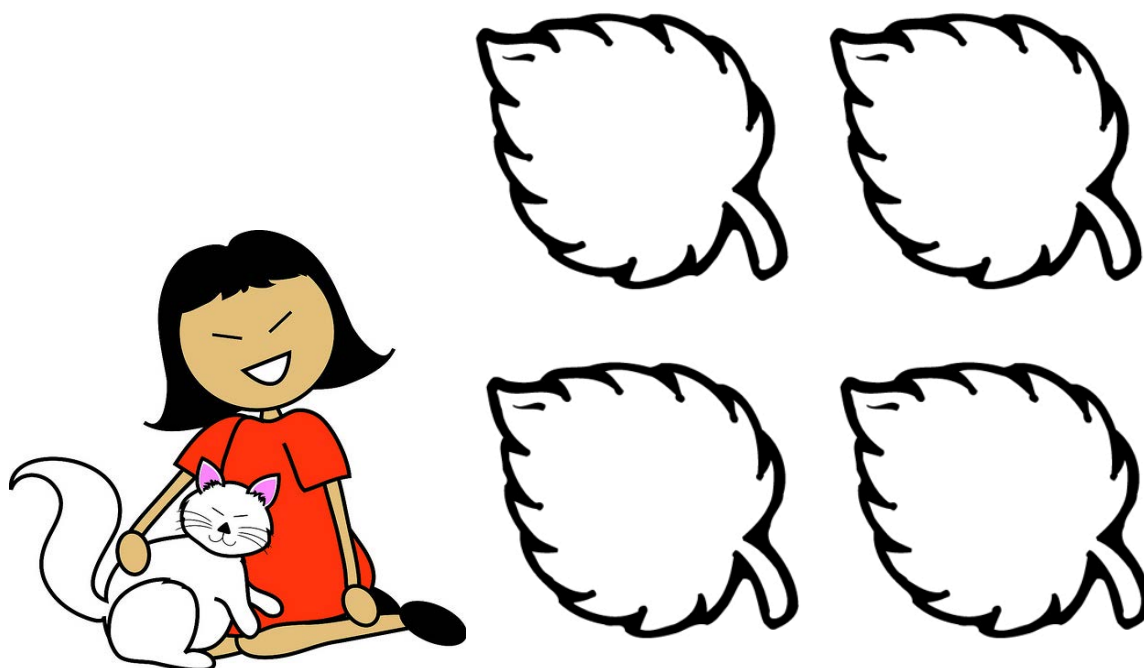
3. Reading

Read the story and identify four characters and write them in the leaves given:

The Injured Kitten

Ayesha and her friends were playing hide and seek. While trying to find her friends, Ayesha saw an injured kitten in the bush. She was sorry to see the kitten in pain, so she called all her friends. They all ran to her and started helping her.

Asma quickly brought some warm milk. Sara took the kitten in her lap and stoked it kindly. Amina brought some cotton, wool and medicine to clean the cut. The kitten felt better and purred as if it were saying “Thank you”. The children were happy to see the kitten walk away. They began their game again.

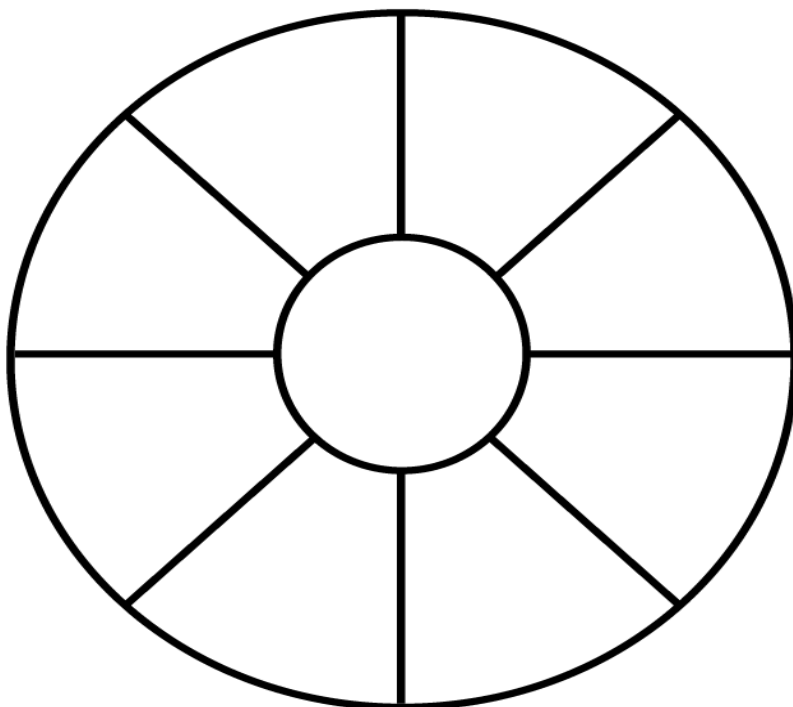


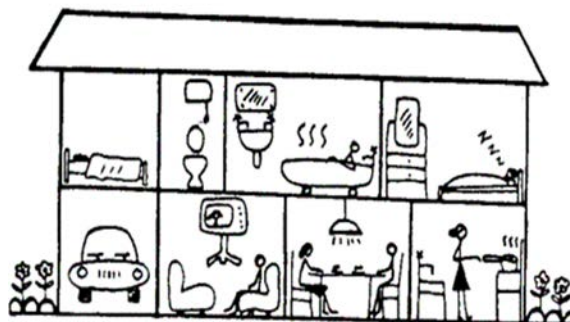
Read the passage given below and write the key words in the concept wheel.



Shahid wakes up in the morning. He goes for a long walk to the fields. There, he sees trees and flowers. He looks at the butterflies sitting on the flowers. He hears the birds singing in the branches of the trees. He enjoys the songs of the birds. He returns home in an hour. He walks every day to keep himself healthy and fresh.

Concept wheel





Read the following paragraph and check whether the statements given below are true or false.

There are four rooms in Mr. Salam's house. It has big garden and a small garage. The TV lounge has a sofa, TV, a video, a stereo and a book case. There aren't any carpets in the house. There are some curtains and rugs in the living room. It has got a table and some curtains and rugs in the living room. It has got a table and some chairs in the study room. There are some cupboards in the kitchen but there aren't any lamps. There is a big dining table but there aren't any closets in the dining room.

Now check;

There are five bed rooms.	T	F
There aren't any carpets.	T	F
There're some videos.	T	F
There are some lamps in the kitchen.	T	F
There aren't any curtains in the living room	T	F
There's a big dining table in the dining room.	T	F
There is a table in the study room.	T	F

Read the story and write the suitable words from the word box.

Ahmed's Work

work	office	very	morning	good
boss	Ahmed	his	happy	better

Ahmed goes to _____ every day. He works in an _____. He works _____ Hard, He starts at 7 o'clock in the _____ and finishes at 10 o'clock at night. He likes his work, and he wants to be a _____ worker, but he has one problem. His boss is not a very good _____ he always gets angry.

Today _____ decides to talk with him. He goes to _____ room and says: "I like to work. I work a lot of hours. I am a good worker. But I can't work like this. We have to work _____ you need to tell me what to do without getting angry.

Ahmed's _____ listens to him. He sees that he is right. He promises to listen to his advice.

Now Ahmed is _____. He comes to _____ every day. He starts at 7 o'clock and finishes at 4 o'clock, but he completes much more things than before! Ahmed and his boss are _____



Task:

Make four groups and give one text to each group and then ask the groups to read the text and comprehend it and narrate it while other groups will listen.

After narration each group will read the original text.

**Rilli**

It is made of small pieces of cloth of many colour, stitched in beautiful designs and patterns. It is made in many villages of Sindh. Women in the houses also make Rilli. People use the Rilli for many things. It is a beautiful gift of Sindh.

**Ajrak**

Ajrak is made of cotton. It has beautiful colour and designs. It is made mostly in Hyderabad and Hala. Men and women wear Ajrak and present it to others. People use Ajrak as a Culture of Sindh. It is a beautiful gift of Sindh.



Furniture

It is made in Hala. Hala furniture is made of wood and it has colorful design and patterns. People keep the Hala furniture in the house and it makes the house beautiful and colourful. It is a gift of Sindh.

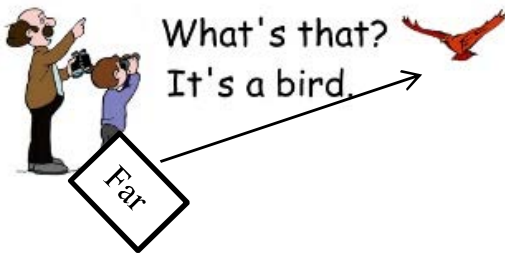


Baskets

Baskets are made in the villages of Sindh. Baskets are made from the date leaves. Baskets are used to keep roti and fruits. Many people decorate house with these colorful and beautiful baskets. They are made in Khairpur and Badin. It is a gift of Sindh.

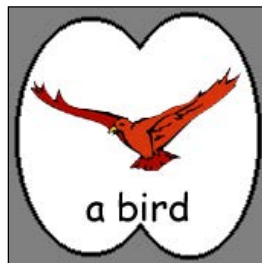
4. Writing skill

Trace and write.

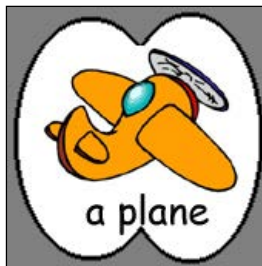


That That

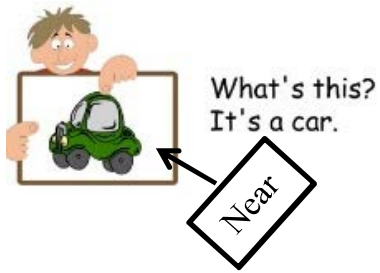
Observe the pictures and do writing practice. Follow the given example.



What's that?
It's a bird.



Trace and write.



This This

Observe the pictures and do writing practice. Follow the given example.




What's this?
It's a car.



Sentence making

Observe each picture and identify the object and make its sentence.

Task 1:

Choose the Wh question words from the box and complete the following Wh questions:

Whose	Which	Where	How	Who	What	When	Why
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1. _____ do you live?
2. _____ is your birthday?
3. _____ is your mother name?
4. _____ colour do you like most?
5. _____ is the day?
6. _____ is the founder of Pakistan?
7. _____ are you angry?
8. _____ pencils is this?

Task 2:

Make the Wh questions of the given statements:

Q. _____

A. This is my house.

Q. _____

A. They reach school at 8 O'clock.

Q. _____

A. She lives in the center of the city.

Q. _____

A. Tanveer is a professional hunter.

Q. _____

A. These two activities are really effective.

Q. _____

A. It's 10 O'clock.

Q. _____

A. Actually I am feeling cold.

Q. _____

A. I came by train.

Picture comprehension

Observe the picture and make short sentences.



List down the things you like and you don't like.

I like	I don't Like
I like apples	I don't like Bananas

Writing

Make a sentence of the each given word and include simple and continuous tense of all time periods.

Words	Sentences
Apple	
Bat	
Car	
Dish	
Egg	
Fish	
Gate	
Hen	
Ice-cream	
Jug	
Kite	
Lamp	
Monkey	
Nest	
Orange	
Pencil	
Queen	
Radio	
Sun	
Telephone	
Umbrella	
Van	
Watch	
X-ray	
Yolk	
Zebra	

III. Evaluation



Evaluate yourself by answering these questions and ask the facilitator if you forget something:

Q1: Write down the five basic components of English language?

Ans _____

Q2: Name the main parts of this manual and highlight their main headings?

Ans _____

Q3: Define Syllable, Diagraphs, vowels and CVC words?

Ans _____

Q4: What is a word?

Ans _____

Q5: Name all the types of Noun?

Ans _____

Q6: List down all Subjective, Possessive, objective pronouns?

Ans _____

Q7: What do you mean by the degree of adjective? Give one example of each.

Ans _____

Q8: Define verb?

Ans _____

Q9: List down the types of adverb?

Ans _____

Q10: List down ten common conjunctions?

Ans _____

Q11: What is a sentence?

Ans _____

Q12: Define subject and object?

Ans _____

Q13: Differentiate between Declarative and Exclamatory sentence?

Ans _____

Q14: Differentiate between Interrogative sentence and “Wh” question?

Ans _____

Q15: What do you mean by the degree of completeness?

Ans _____

Q16: How we calculate twelve tenses of active voice?

Ans _____

Q17: Differentiate between Active and Passive voice?

Ans _____

Q18: What is the sequence of language skills?

Ans _____

Q19: What do you mean by a dialogue?

Ans _____

Q20: Differentiate between poem and story?

Ans _____

Q21: What do you mean by reading comprehension?

Ans _____

Q22: List down main concepts you learn in this training?

Ans _____



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