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English

Based on 2017 Curriculum

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National Curriculum Council,
Ministry of Federal Education & Professional Training, Government of Pakistan

Textbook of

English

Grade 1



Approved by

Ministry of Federal Education and Professional Training
&
Federal Directorate of Education (FDE) Capital Administration and
Development Division Government of Pakistan



Preface

Present series of English Grade 1– 5 has been developed according to the Curriculum for the English Language 2017. The new curriculum has been developed, keeping in mind the demands of English language learning in 21st century. The Curriculum 2017 aims to provide holistic opportunities to the student for language development and to equip them with competencies in using the English language for communication in academic and social contexts. Thereby, enabling them to be autonomous and lifelong learners to better adapt to the ever-changing local and world society, and for knowledge enhancement.

The present series of textbooks has been developed in collaboration between the Ministry of Federal Education and Professional Training and Federal Directorate of Education, Capital Administration and Development Division (CADD). The main aim is to provide quality textbooks as per vision of the government to make Islamabad Capital Territory (ICT) a model education city. It is the result of detailed deliberations between the curriculum developers and the authors who worked in close collaboration to translate the soul of the curriculum into the textbooks. This set of English textbooks is a true reflection of internationally recognised principles, authentic guidelines and a well-thought-out procedure of designing and layout for textbook development.

English, as an international language, has become a global means of communication. So, these books have been specifically designed to improve language skills of young learners.

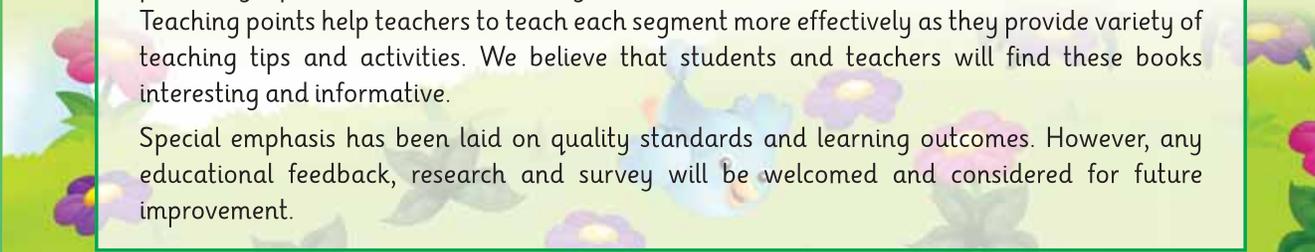
This series aims to bring themes and topics closer to the interests of children. These books comprise a collection of materials, exercises and activities. The content has been enriched with learning outcomes, which cover a wide range of skills within our cultural environment and values. There is an increased and systematic coverage of spelling, punctuation and grammar.

A uniform scheme of concepts in each unit has been introduced with the following segments:

1. Vocabulary
2. Comprehension
3. Listening and Speaking
4. Phonics
5. Reading
6. Grammar
7. Writing

The units are informative and interesting, and the activities are enjoyable and thought-provoking. Special attention has been given to make the units interactive and student-centred. Teaching points help teachers to teach each segment more effectively as they provide variety of teaching tips and activities. We believe that students and teachers will find these books interesting and informative.

Special emphasis has been laid on quality standards and learning outcomes. However, any educational feedback, research and survey will be welcomed and considered for future improvement.



About the Book

We are Equal Unit 6

Learning Outcomes

After completing this lesson, students will be able to:

- Use pre-reading strategies to predict a story by looking at a picture in the text.
- Identify words that are used to describe things by looking carefully at an observation.
- Recognize and identify into different categories, some simple action and naming words from poems and the immediate surroundings, e.g. fruits and vegetables.
- Respond to the text (and reading) to express identification about the story.
- Recognize words that begin with the same sound.
- Identify words that end with the same sound.
- Read about fruits like words with accessible level of meaning in pronunciation.
- Draw the words pointing to make sentences.
- Recognize that poems and plays have particular names.
- Use particular words when writing.
- Phonically respond to, and use some common action words.
- Write numbers from 1 to 10 in words.

Learning outcomes provide key learning expectations.

Each unit is highlighted with a different colour scheme.

Each unit revolves around a theme based on ethical and social development.

The Shiny Peacock

Pre-reading

Look at the given picture and tell the names of the animals.

There was a shiny peacock. One day, a duck came to meet him and said, "Your feathers are so shiny and beautiful. Can I have one?" The peacock replied proudly, "Why should I give my feather to you? Go away!" The duck became sad and told the whole story to all the animals. They decided not to talk to the peacock. Many days passed. No one talked to the peacock. "Why is everyone not talking to me?" the peacock thought. The peacock went to the animals and asked for the reason.

"You are very proud and rude. If you want to make friends, be kind to everyone," they said. The peacock realized his mistake and said sorry to all the animals. They forgave him and became friends. The peacock learned that kindness is the key to success.

While reading

If you were the peacock, what would you do?

Teaching Point

Use the story to develop with the following strategies. Create interest and curiosity among students by asking them about the peacock. Observe them and ask them of the story and students to follow with interest and attention. Tell them that we should be kind and polite. We should be friendly to others. Tell them that peacock is beautiful and a good animal. Give a picture of any peacock if you like.

Text is organised around the theme of the unit. Pictures aid in better understanding of the text.

Review pages have been provided throughout the book to assess students' learning.

(iv) Think and fill in the following mind map.

Name _____ Number of members _____

Father's name _____ Mother's name _____

f) Grammar

Use of Am, Is, Are

(i) Read the given sentences. Notice the use of 'am', 'is' and 'are'.

- I am hungry.
- He is a good boy.
- They are playing.

(ii) Complete the sentences using 'is', 'am' and 'are'.

- I _____ Sadra.
- He _____ my class teacher.
- We _____ happy.
- She _____ reading a book.
- They _____ very kind.

Adjectives of Quality

(iii) Read the following sentences. Notice the use of adjectives of quality.

- He is a **nice** boy.
- Hassan is a **good** boy.
- Asma is an **intelligent** girl.
- The school is **nice** and **clean**.

Teaching Point

Use the words 'am', 'is' and 'are' for students. They can say the words 'I am a teacher and you are a student'. Use this to help the students to understand the use of 'is', 'am' and 'are'. Give a picture of a person and ask them to tell you any quality or word used.

It provides information about the concept being taught.

Each unit is divided into seven sections. These sections collectively develop four language skills: reading, writing, listening and speaking.

Teaching Points make teaching more effective and skillful.

Review-5

Vocabulary

Read the words and write their meanings.

reply _____

rule _____

kindness _____

wrinkle _____

Comprehension

Answer these questions.

- Who went to meet the peacock?
- What did the peacock learn?
- How many rabbits are there in the poem?
- Which unit theme did you like the most, and why?

Listening and Speaking

(i) Practise the dialogue given on page 85.

(ii) Practise the signs given on page 95.

Contents

Unit	Themes	Page	Vocabulary	Comprehension
1. Time to Recall	—	1	Three-letter words	—
2. Fun Time	Being grateful	8	Word meanings; Rhyming words	Questions and answers
3. My Family and I	Myself; My family	17	Word meanings; Number words	Questions and answers
Review-1	26			
4. Art Time	Respect for elders; Cleanliness; Doing small chores	27	Word meanings; Polite words	Questions and answers
5. Colours	Colours	35	Word meanings; Rhyming words; Colours and shapes	Questions and answers
Review-2	43			
6. We are Equal	Making friends; Fruits/ Vegetables; Healthy food; Listening to others	45	Word meanings; Fruit and vegetable names	Questions and answers
7. Classroom Rules	Following classroom rules; Making queues	53	Word meanings; Parts of the body; Directions (left and right)	Questions and answers
Review-3	62			
8. Rain	Being grateful	64	Word meanings; Rhyming words; Objects in the classroom and at home	Questions and answers
9. Greeting Card	Sharing; Keeping the classroom clean; Good habits	72	Word meanings; Ordinal numbers	Questions and answers
Review-4	80			
10. The Shiny Peacock	Making friends; Animals	82	Word meanings; Animal names	Questions and answers
11. Rabbit	Animals	90	Word meanings; Rhyming words; Common words in English and Urdu	Questions and answers
Review-5	97			

Listening and Speaking	Phonics	Reading	Grammar	Writing
Letter sounds	—	Alphabet	—	Pre-writing; Alphabet; Three-letter words
Introduce themselves	Match the initial sound	Common objects	Nouns; Pronouns	One-syllable words
Greetings and routine social courtesies	Consonant blends	Nouns; Action words	Nouns; Pronouns	Trace and copy sentences.
Respond to a few commands	Consonant digraphs	Consonant blends	Singular and plural nouns; This and that	Write naming and action words.
Express limited needs	Words and sounds	Consonant digraphs	Masculine and feminine; These and those	Write naming and action words.
Express basic emotions	Initial and ending sounds	Three-letter words; Make sentences	Proper nouns; Question words; Action words	Write numbers; Draw and write
Greetings and routine social courtesies	Rhyming words	Food labels	Question words; Is, am, are; Adjectives of size	Listing items
To participate in a conversation and take turns	One-syllable words	Alphabetical order; Brainstorming	Is, am, are; Adjectives of quality; Capitalisation	Write date and captions; Write sentences
Group oral interaction to express needs	Sight words	Book titles and the table of contents	Adjectives of colour; Full stop; Requests	Making Eid Cards; Write name and phone number
Group oral interaction to express enjoyment while playing	's' sound in plurals	Sight words	Words showing possession; Question mark; Command	Speech bubbles; Write sentences
Use body language for different communicative functions	's' sound in plurals	Calendar	Words showing possession; Exclamation mark	Rhyming words; Write sentences

Look and Learn

Unit 1



Time to Recall

Unit 2



Fun Time

Unit 3



My Family and I

Unit 4



Art Time

Unit 5



Colours

Unit 6



We are Equal

Unit 7



Classroom Rules

Unit 8



Rain

Unit 9



Greeting Card

Unit 10



The Shiny Peacock

Unit 11



Rabbit

Time to Recall

Unit 1

Learning Outcomes

After completing this unit, students will be able to:

- Pronounce the sounds of letters of the alphabet in series and in random order.
- Hold a pencil correctly.
- Trace and draw vertical, horizontal, slanted and curved lines.
- Trace and draw circles, curves and strokes.
- Colour within lines and create simple patterns.
- Understand that English is written from left to right.
- Trace and copy small and capital letters following appropriate writing models of regular shape and size.
- Write small and capital letters in series and in random order.
- Take dictation of the alphabet.
- Trace and copy three-letter words.



The Alphabet

(i) Read the given letters.



Teaching Point: Model reading of the letters needs to be done with correct pronunciation. **(Show and Tell)** Show picture-letter flash cards to students and encourage them to say the sounds and name the objects. Encourage students to pronounce the letters of the alphabet in series. In the end, make your students drill the complete alphabet in series with correct pronunciation. Give the concept of capital and small letters.

(ii) Say the sounds of letters.

x

e

g

o

l

n

k

p

j

s

w

r

y

v

b

d



Teaching Point: (Show and Tell) Pronounce the given letter sounds and encourage students to pronounce the sounds themselves. Have them follow you for correct pronunciation. Show random letter cards to them and ask them to say the sounds. Correct them if need be. Use multimedia if available to practise sounds of letters. You may use the web page http://www.abcya.com/alphabet_bubble_letter_match.htm or any other authentic website to reinforce students' learning.

(iii) Trace and colour the picture below.



Teaching Point: (Guided Practice) Guide students to hold the pencil correctly. Help them in tracing and colouring if need be. Encourage them to colour within the designated space. Share the names of different lines like standing (vertical), sleeping (horizontal) and slanting lines. Ask students to create more water waves to help the boat to sail.

(iv) Trace and copy capital and small letters.

Aa Bb Cc Dd Ee Ff

Blank handwriting lines for practice.

Gg Hh Ii Jj Kk Ll Mm

Blank handwriting lines for practice.

Nn Oo Pp Qq Rr Ss Tt

Blank handwriting lines for practice.

Uu Vv Ww Xx Yy Zz

Blank handwriting lines for practice.



Teaching Point: (Guided Practice) Encourage students to trace and copy letters. Guide them to write within the lines. Before this activity, use different tactile materials like sand paper, play dough and different tracing strategies like tracing in the air, finger tracing on letter cards.

(v) Write both capital and small letters in alphabetical order.



Aa

(vi) Write the missing letters.



Teaching Point: (Independent Writing) Encourage students to write the alphabet themselves. Make sure they write correctly. Make them understand that we always write from left to right in English.

Dictation

(vii) Write the letters of the alphabet.

Three-letter Words

(viii) Trace and copy the given words.



Teaching Point: (Independent Writing) Take dictation of the alphabet. **(Guided Practice)** Explain the concept of words. Tell them that letters combine to make words. Read each word first and ask them to trace and copy the words. Encourage them to write within lines.

Learning Outcomes

After completing this unit, students will be able to:

- Use pre-reading strategies to predict the names of the pictures.
- Recite short poems.
- Tell left from right.
- Pronounce simple rhyming words.
- Introduce themselves.
- Match the initial sounds of common words depicted in pictures with corresponding letters.
- Point out/name some common objects in a picture or a photograph. Say a word or two, or a sentence about them.
- Recall and match common naming words with pictures from the immediate environment.
- Use substitution words: I, you, he, she, we, they, it.
- Copy and write simple one-syllable words with correct spelling.
- Leave regular spaces between words.



Fun Time

Pre-reading

Look at the given pictures and tell their names.

a says a-a-a.

An apple is sweet.

Thank you Allah for such a nice treat!



b says b-b-b.

A tiny yellow bee
Sitting on a tree.



c says c-c-c.

A fat brown cat
Resting on a mat.



d says d-d-d.

I have a doll
And a red ball.



e says e-e-e.

Lots of animals come from eggs.

Some with fins and some with legs.



f says f-f-f.

Fishy fish in the sea,
Can you come and play with me?



g says g-g-g.

A little brown goat
Riding on a boat.



h says h-h-h.

A big wooden house,
One for me and one for the mouse.



Teaching Point: Model the poem by reading with correct pronunciation and intonation. Help students to recite poems. Make groups of students and encourage them to recite all poems aloud with proper rhythm. Allocate one day for four to five letter poems. Tell them that we can never count Allah's (ﷻ) blessings. We should be thankful for His blessings.

i says i-i-i.
i is for igloo, i is for ink.
Let me write what I think.



j says j-j-j.
Jelly beans are sweet.
Share when you meet.



k says k-k-k.
k is for kite I want to buy.
But I must be careful when I fly.



l says l-l-l.
Lady bug, lady bug sitting in the tree,
Come down, come down play with me.



m says m-m-m.
Five little monkeys jumping on a bed.
One fell down and broke his head.



n says n-n-n.
A bird sitting in her nest.
In the morning, she sings her best.



o says o-o-o.
A juicy orange is good for health.
You should know health is wealth.



p says p-p-p.
Mix a pancake, pop it in a pan;
Fry the pancake, catch it if you can!



Teaching Point: Help students to recite at least four to five letter poems in one day so they can memorise them.

q says q-q-q.

Write a letter with a **quill**,
Sitting down a hill.



r says r-r-r.

Rain, rain, go away.
Come again another day.



s says s-s-s.

Hot sun, hot sun shining in the sky,
The moon will come to say you goodbye!



t says t-t-t.

Tomato is red, tomato is sweet.
And it is so yummy to eat.



u says u-u-u.

Up, up, umbrella. Rain in the sky.
Up, up, umbrella. You keep me dry.



v says v-v-v.

V is for van, v is for vest.
Be a good child and do your best.



w says w-w-w.

Tiny worm, tiny **worm**, go to school.
Get up early and follow the rule.



x says x-x-x.

X-ray, x-ray, can you see
All my bones inside me?



y says y-y-y.
Yogurt is sweet, yogurt is yummy.
It goes down all to my tummy.



z says z-z-z.
Let's go to the zoo.
And play like the animals do.



a) Vocabulary

(i) Read the words with their meanings.

igloo	a small round house made from snow
quill	a feather of a bird, could be used for writing
worm	a long thin insect that lives in soil

Rhyming Words

(ii) Read the given rhyming words.

bee	tree	ink	think
best	vest	way	day

 **Read Me**
Rhyming words
have the same
ending sounds.

(iii) Match the rhyming words.

cat	boat	bed
goat	head	mat



Teaching Point: a (i) Ask students to learn the vocabulary words with their meanings and try to use them in their daily conversation. Tell students that English is read from left to right. Give an example from their English textbook. a (ii) Make five groups of students and ask each group to circle two pairs of rhyming words from at least three letter poems. Use multimedia if available to practise rhyming words. You may use the web page http://downloads.bbc.co.uk/bitesize/ks1/literacy/rhyming_words/worksheet_river_rhyming.pdf or any other authentic website to reinforce students' learning.



b) Comprehension

Answer these questions.

- Did you like the alphabet poems?
- Tell the names of two new objects starting with the letter 't'.
- Can you name a thing starting with the letter 'z'?



c) Listening and Speaking

Read and practise the given dialogue.

Assalaamu Alaikum!
I'm Amna. How are you?



Wa Alaikum Assalaam!
I'm Sara. I'm fine,
thank you!



d) Phonics

Match the pictures with the letter sounds.



o



o



o



o



o



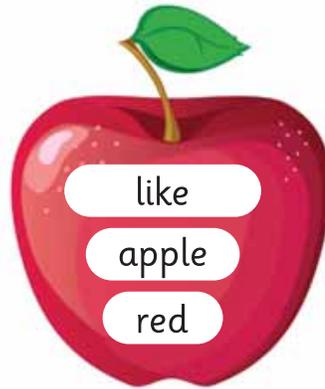
Teaching Point: (c) **(Role Play)** Divide students into pairs and ask them to greet and introduce each other. Select a pair of students and ask them to role play the dialogue above. (d) Tell students that the initial sound is the beginning sound of a word. **(Show and Tell)** Show each picture given above to students and ask them to tell what it is. Once they answer, ask them to say its initial sound. Encourage them to pronounce the sounds correctly.



e) Reading

Look, read and fill in the blanks using the given word bank.

- This is an _____ .
- It is _____ in colour.
- I _____ it.



f) Grammar

Nouns (Naming Words)

(i) Match the given nouns with their pictures.



Read Me

All people, animals, places and things have names. They are called **nouns**, for example boy, goat, ball, city.



Teaching Point: (e) Ask students if they like apples. Tell them that apples are very good for health. Ask them to tell the name of their favourite fruit. f (i) **(Pair Work)** Tell students that nouns are also called naming words. Divide them into pairs. Ask each pair to read the alphabet poems again and share two nouns.

Pronouns (Substitution Words)

(ii) Look at the pictures and read the given pronouns.



I am Iqra.
I am a girl.

Read Me

Words that take the place of nouns are called **pronouns**, e.g. I, you, he, she, we, they, it.



Hi, mother.
You cook tasty food.



Rocky is a cat.
It is brown.



Ali is my brother.
He is a boy.



Hira and Sana are friends.
They are girls.

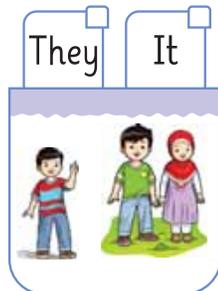
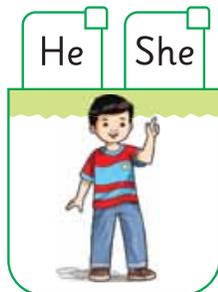


Amna is my friend.
She is a girl.



Ali and I are friends.
We are in class one.

(iii) Tick the right pronoun for each picture.

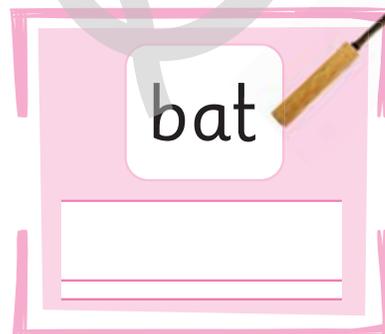
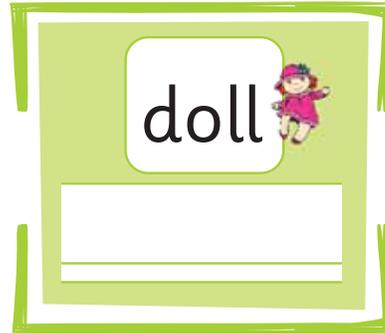
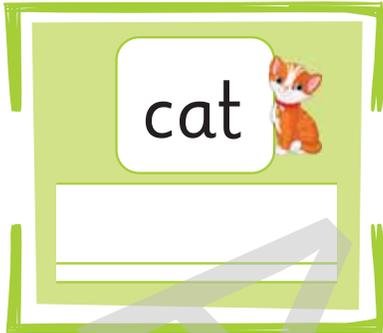


Teaching Point: f (ii) Tell students that pronouns are also called substitution words. Use multimedia if available to practise pronouns or substitution words. You may use any authentic website or these web pages: http://www.primaryresources.co.uk/english/PC_pro.htm and <http://www.bbc.co.uk/skillswise/factsheet/en27pron-e3-f-what-are-pronouns> or any other authentic website to reinforce students' learning.



g) Writing

Read and copy the given one-syllable words.



Teaching Point: (g) Tell students that a one-syllable word is a word that has a single vowel sound. Ask them to read the poem again and find five more one-syllable words and copy them in their notebooks. Instruct them to write correct spelling and space words evenly.

My Family and I

Unit 3

Learning Outcomes

After completing this unit, students will be able to:

- Use pre-reading strategies to predict a story by looking at a picture(s) in the text.
- Interact with text and use while-reading strategies using pictures in texts to increase understanding.
- Recognise and identify number words.
- Spell simple one/two-syllable words.
- Trace and copy familiar words learnt in the class.
- Provide the missing letters in simple one/two-syllable words.
- Offer and respond to basic routine greetings.
- Express and offer a few basic social courtesies.
- Recognise and identify consonant blends (cl and br).
- Identify naming and action words.
- Match naming and action words with pictures.
- Use naming words in speech and writing.
- Use substitution words.
- Trace/copy simple sentences spacing words evenly and using correct capitalisation, punctuation and spelling.



My Family and I

Pre-reading

- Look at the pictures and read the title of the lesson.
- Guess what you will study in this lesson.

I am Ali. I am six years old. I live with my parents, grandparents, a brother and two sisters. I **study** in class one. I go to school in the morning. I eat a sandwich or fruit bun during the lunch break.



While reading

- Ali eats a _____ .
- Ali has _____ .
- What would you like to eat during your lunch break?



I come back home at 1 o'clock. First, I **complete** my homework. Then, I play with my brother and sisters in the evening. I have three toy cars.

I **watch** cartoons at 8 o'clock. I love to have dinner with my family. Every night, my father tells me a bedtime story. Then, I go to sleep.



Teaching Point: Model the text by reading with correct pronunciation and intonation. Ask students to share about themselves and their families. Use while-reading box to increase students' understanding. Ask them to guess the answers by looking at the pictures. For example, Ali has three toy cars. He eats a sandwich or bun during the lunch break. Ask them if they like the story. Encourage them to share their likes/dislikes about the story and its characters.



a) Vocabulary

(i) Read the given words with their meanings.

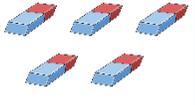
study to learn by reading or attending school

complete to finish a task

watch to look at something for a time

Number Words

(ii) Read the following numbers in words.

one 	two 	three 	four 	five 
six 	seven 	eight 	nine 	ten 

(iii) Read the text again on page 18. Tick the numbers you find in the text.

one

two

three

six

nine



Teaching Point: a (i) Ask students to learn the vocabulary words with their meanings and try to use them in their daily conversation. a (ii) Ask them to demonstrate the use of number words with the help of things present in the classroom.

(iv) Read the words below and learn their spellings. Also trace and copy them.

play	school	brush	sister	morning
play	school	brush	sister	morning

(v) Fill in the missing letters to complete the words.

st__dy	tee__h	broth__r
fri__nd	mot__er	

 **Read Me**

One-syllable words cannot be divided into parts, for example play, one, two. Two-syllable words are pronounced in two parts together, for example moth.er, fa.ther, morn.ing.



b) Comprehension

Answer these questions.

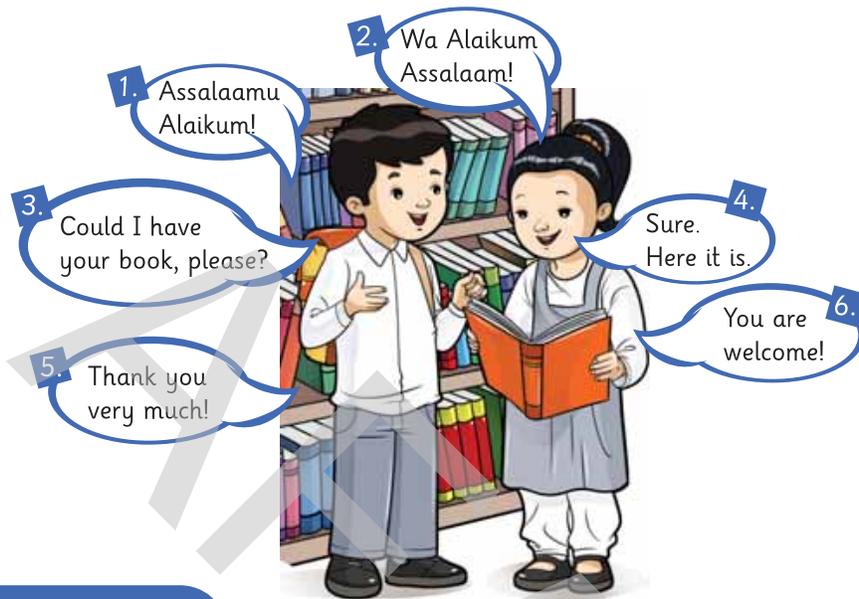
- In which class does Ali study?
- How many brothers does Ali have?
- What does Ali eat during the lunch break?
- Write two things that Ali does when he comes back home.
- Share three things that you do after school.



Teaching Point: a (iv) **(Guided Practice)** Read the words with correct pronunciation. Then make students repeat after you accurately. Help them to correct their pronunciation focusing on the syllables. For example, 'moth' is a stressed syllable in 'mother' and 'morn' in 'morning'. Ask them to find and pronounce more one or two-syllable words from the story. a (v) Ask students to complete the words and read them aloud with correct pronunciation.

c) Listening and Speaking

Read and practise the given dialogue.



d) Phonics

Consonant Blends

(i) Read and say these words with consonant blends.

cl

clip

clock

br

brown

bread

Read Me

A consonant blend is a group of two or three consonants in a word. Each consonant keeps its own sound in the word.

(ii) Circle the consonant blends in the given words.

brain

cloud

break

class

bran

clap



Teaching Point: (c) **(Role Play)** Help students to practise the dialogue in pairs in the classroom. Correct them where required. Ask students to use greetings and social courtesies in their routine conversation. d (i) Write any consonant blend such as 'c+l' = cl on the board and ask students to say the sounds of individual letters. Then instruct them to blend 'c' and 'l' together smoothly and read the whole word. Use multimedia if available to practise recognising consonant blends. You may use the web page <http://files.havefunteaching.com/free-worksheets/language-arts/beginning-blends-worksheet-1.pdf> or any other authentic website to reinforce students' learning.



e) Reading



Read Me

Nouns are the names of people, places, animals or things, for example Ali, school, cat, book.

(i) Read the given nouns.

People

Sara
brother
boy

Places

school
bedroom
park

Animals

cat
ant
cow

Things

pen
book
car

(ii) Look at the pictures and match them with their names.

school

book

boy

cat



(iii) Read the given action words aloud with actions.



drink



eat



sleep



Read Me

Action words express actions, for example eat, drink, read.



Teaching Point: e (i) Ask students to look at their surroundings for nouns (naming words) and use them in simple sentences. e (iii) **(Total Physical Response)** Instruct students to read the given action words and perform relevant actions. Encourage students to find more nouns (naming words) and action words in the text. Tell them that we should always wash our hands with soap before eating something and brush our teeth before going to sleep.



(iv) Match the action words with their pictures.

sit

kick

sleep



f) Grammar

Nouns (Naming Words)

(i) Write nouns in place of pictures.

• He is a _____.



• Ali has three _____.



• Iqra watches _____ at 8 o'clock.



Read Me
All people, animals, places and things have names. They are called **nouns**, for example girl, car, hen, city.

Pronouns (Substitution Words)

(ii) Read the following sentences.

Read Me

A pronoun is a word that can be used in place of a noun, for example me, him, her, us, them.



Give **us** an umbrella.



Give **me** an umbrella.



Give **him** an umbrella.



Give **her** an umbrella.



Give **them** an umbrella.



Teaching Point: f (ii) Ask students to practise the pronouns dialogue in the classroom setting. It will help them to use correct pronouns in their routine conversation. Use multimedia if available to practise pronouns or substitution words. You may use the web page <http://www.bbc.co.uk/skillswise/factsheet/en27pron-e3-f-what-are-pronouns> or any other authentic website to reinforce students' learning.

(iii) Fill in the blanks using the given words. Then read and say the sentences.

them

her

me

- I am standing at the gate. Look at _____.
- My mother is kind. I love _____.
- Ali and his sister are playing in the park. Mother is watching _____.



g) Writing

Trace the following sentences and copy them on the given lines.

I am a boy.

I am a boy.

I am six years old.

I am six years old.

I study in class one.

I study in class one.



Teaching Point: (g) Help students in tracing and copying the given sentences. Tell them that we start a sentence with a capital letter and put a full stop at the end. Ask them to space words evenly and pay special attention to their spelling while copying the sentences.

Review-1



Vocabulary

Read the words and write their meanings.



complete

igloo



Comprehension

Answer these questions.

- Tell the names of two new objects starting with the letter 'i'.
- At what time does Ali come back home?
- Which unit theme did you like the most, and why?



Listening and Speaking

Practise the dialogues given on pages 13 and 21.



Grammar

Underline the nouns and circle the pronouns in the given sentences.

- He is playing with a ball.
- They are good friends.

- It is my brown cat.
- Give her a glass of water.



Writing

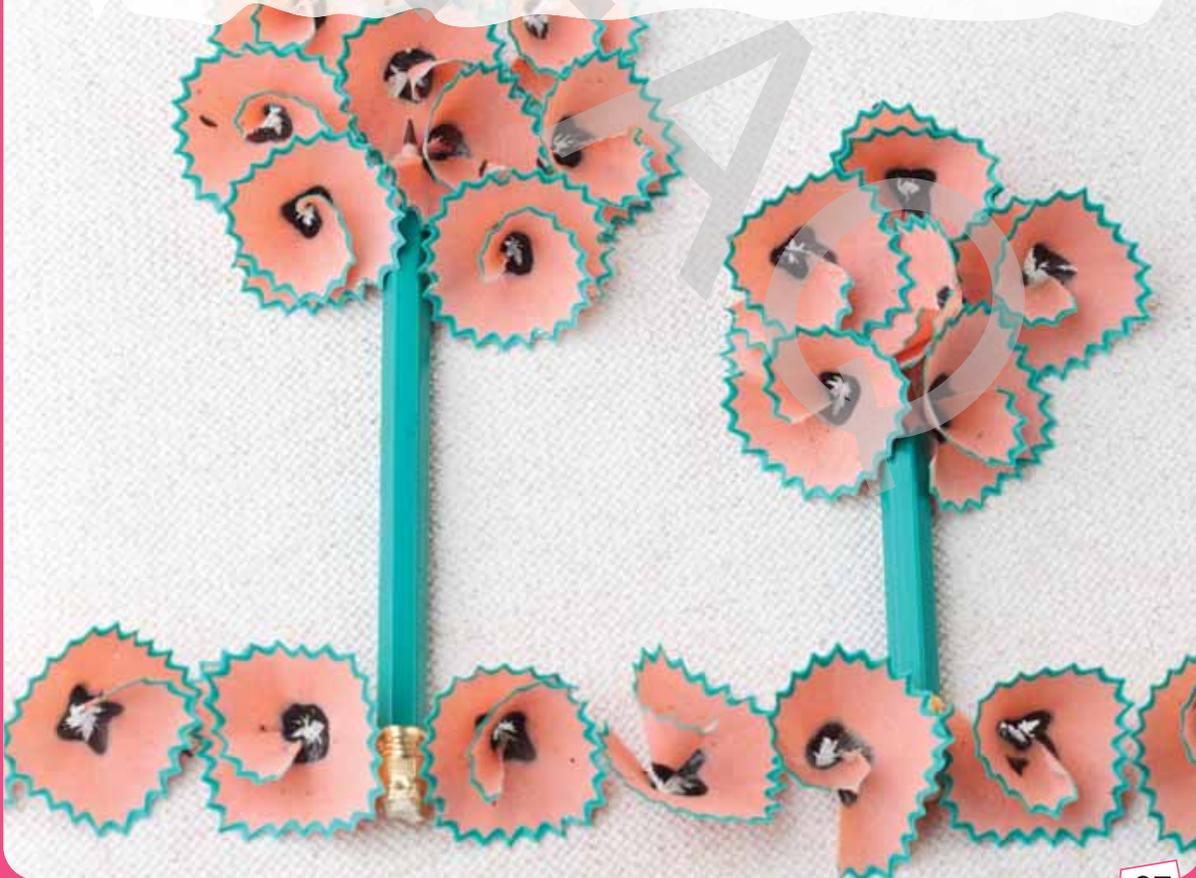
Write the following sentences on the given lines.

- I go to school in the morning. _____
- She has three toy cars. _____

Learning Outcomes

After completing this unit, students will be able to:

- Use pre-reading strategies to predict a story by looking at a picture(s) in the text.
- Interact with text and use while-reading strategies to guess what follows in a story.
- Use appropriately common phrases and formulaic expressions in the class and playground.
- Respond to the text (post-reading) to express likes/dislikes about a story.
- Listen and respond to a few commands.
- Pronounce some common consonant digraphs in initial position.
- Identify initial consonant blends.
- Recognise and change the number of simple naming words by adding or removing 's' (singular/plural).
- Use words that point to something: this, that.
- Write appropriate naming and action word(s) to identify an object or an action in a picture.
- Show a series of actions in a picture by writing action verbs.



Art Time



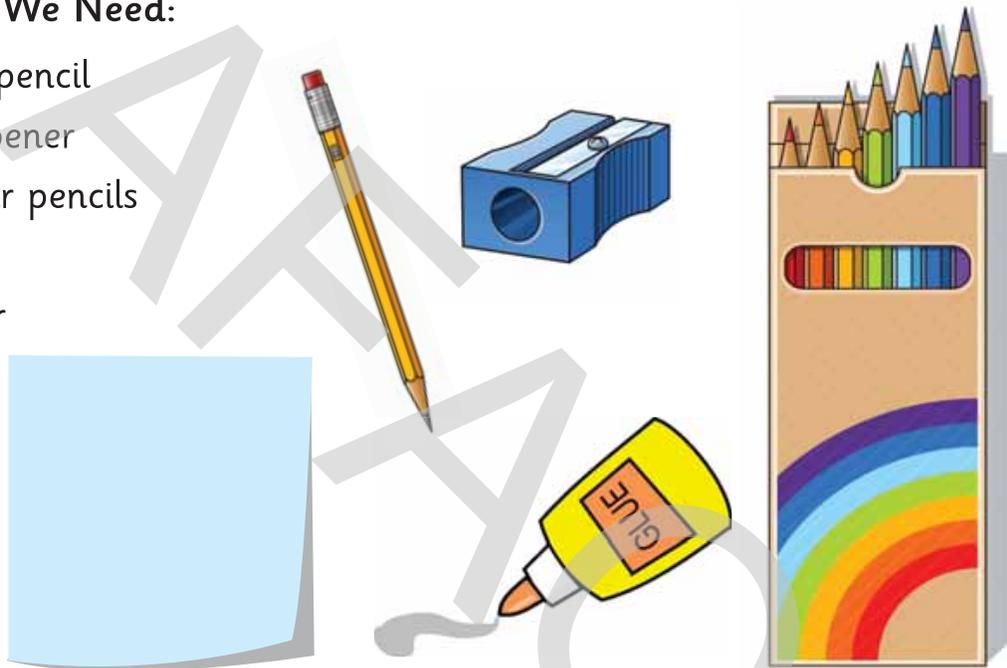
Pre-reading

Look at the given pictures and tell their names.

Nadia is a good girl. She respects her elders. She always helps others. Today, she is helping her sister to make pencil shaving art. They collect the following things.

Things We Need:

- lead pencil
- sharpener
- colour pencils
- glue
- paper



She asks her sister to follow the given steps.

Method:

1. Sharpen the colour pencils.
2. **Collect** the pencil shavings.
3. Take a piece of paper and **draw** small flowers on it with a lead pencil.

While reading

What will be the next step after step 3?



Teaching Point: Model the text by reading with correct pronunciation and intonation. Tell students that we should help others. Encourage them that we should always respect our elders. Tell them that it is a procedure. A procedure is a way to do something in sequence.

4. **Paste** the pencil shavings on the flowers with the help of glue.

The beautiful pencil shaving artwork is ready!



a) Vocabulary

- (i) Read the words with their meanings.

collect

to gather something

draw

to make pictures

paste

to stick something

Polite Words

- (ii) Read and practise the given dialogues.



Teaching Point: a (i) Ask students to learn the given vocabulary words with their meanings and try to use them in their daily conversation. a (ii) **(Role Play)** Divide students into pairs. Ask each pair to practise these polite words using the dialogues above. Tell them that we should always use polite words to talk to others.



b) Comprehension

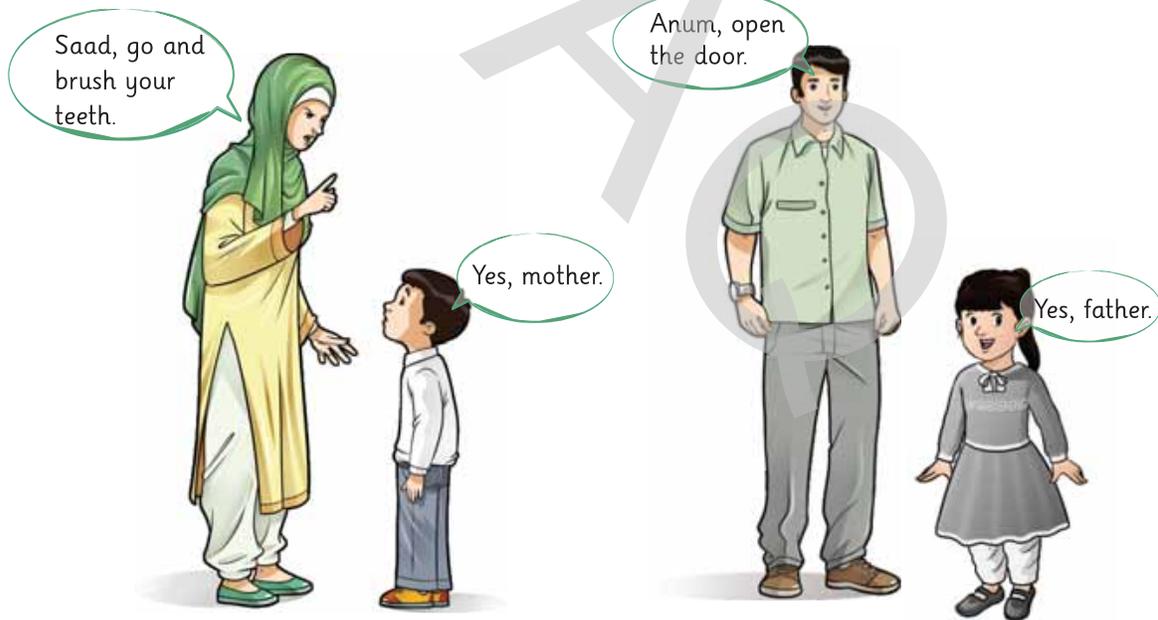
Answer these questions.

- How is Nadia a good girl?
- What does Nadia use to draw small flowers?
- List any two things we need to make pencil shaving artwork.
- Should we help others?
- Would you like to make your own artwork? What things will you use?



c) Listening and Speaking

Read and practise the given dialogues.



Teaching Point: (c) **(Pair Work)** Divide students into pairs and ask them to give commands to each other using the dialogues above. Tell them that we should listen carefully if someone tells us to do something. We should respond politely. Tell them that we should keep ourselves clean. We should brush our teeth daily.



d) Phonics

Consonant Digraphs

Read and say these words with digraphs in initial position.

th thumb three thin

ch chain chair chips

sh she sharp shave

Read Me

In English, some pairs of letters make a single sound.



e) Reading

(i) Read these words with consonant blends.

bl black blue

cl clap clean

dr draw drop

br break brush

Read Me

Two consonants can blend together to make a particular sound.

(ii) Underline the consonant blends in the given words.

blank
book
brown

drink
table
bright

clear
drive
box



Teaching Point: (d) Explain to students that digraphs are groups of two letters that make a single sound. Explain the position of digraphs in words. Encourage them to share two examples of each digraph above. (e) Tell them that a consonant blend is a combination of two consonants making a particular sound, for example block, bless, drum, drip, cloud, clock, bread, bring. Ask them if they know more words beginning with bl, cl, br and dr blends.



f) Grammar

Singular and Plural Nouns

(i) Read the following.

Singular	Plural
pencil 	pencils 
ball 	balls 
flower 	flowers 
book 	books 



Read Me

A **singular noun** names one person, animal, place or thing.

A **plural noun** names more than one person, animal, place or thing. We add -s to form a plural noun.

(ii) Write the plurals of the given singular nouns.

Singular	Plural
bag	
girl	
colour	
sharpener	
cup	



Teaching Point: f (i) (**Show and Tell**) Show flash cards of some nouns and ask students to tell their names. Once they tell, ask them to tell their plurals. Also ask them to give you more examples of singular and plural nouns. Explain that most nouns are changed to plurals by adding -s.

'This' and 'That'

(iii) Use 'this' and 'that' according to the given pictures.



_____ is a banana.



_____ is a star.



_____ is a jug.



_____ is a tree.

Read Me

We use **this** to talk about people or things near us.
We use **that** to talk about people or things far from us.



g) Writing

(i) Write a naming and an action word each for the given pictures.



Naming word Action word

_____	_____
-------	-------



Naming word Action word

_____	_____
-------	-------



Teaching Point: f (iii) Share some more examples of 'this' and 'that' within the classroom environment. g (i) Tell students that all people, animals, places and things have names. They are called nouns. Nouns are also called naming words, for example boy, goat, ball.

(ii) Look at the given picture. How many actions do you see in it? Write any three action words below.



Action Words



Teaching Point: g (ii) Tell students that a word that expresses an action is called an action word, for example eat, drink, run. Tell them that action words are also called verbs.

Learning Outcomes

After completing this unit, students will be able to:

- Use pre-reading strategies to predict a theme by looking at a picture(s) in the text.
- Recite short poems.
- Pronounce simple rhyming words.
- Recognise and classify into different categories some simple action and naming words from pictures and the immediate surroundings e.g. colours and shapes.
- Respond to the text (post-reading) to express understanding of a poem.
- Express limited needs.
- Match spoken words with the written words.
- Recognise that as letters of words change, so do the sounds.
- Identify digraphs in initial and final position in a word.
- Identify gender of naming words from the immediate environment (masculine/feminine).
- Use words that point to something: these, those.
- Write appropriate naming and action word(s) to identify an object or an action in a picture.
- Show a series of actions in a picture by writing action verbs.



Colours



Pre-reading

Look at the given picture and tell what the poem is about.

Red, blue, yellow, and green.
Four **bright** colours to be seen.

Red is the colour of the rose,
that I smell with my nose.

Blue is the colour of the sky,
with **fluffy** clouds, way up **high**.

Yellow and green can be found,
on grass and flowers **all** around.

Rebecca T. Besser



Teaching Point: Model the poem by reading with correct pronunciation and intonation. Encourage students to recite the poem with you. Tell them that colours make our life beautiful, and Allah (ﷻ) has given us senses to see, smell, touch and feel the beauty of nature.



a) Vocabulary

(i) Read the words with their meanings.

bright full of light

fluffy soft and light

high above ground level

Rhyming Words

(ii) Read the given rhyming words.

green

seen

nose

rose

sky

high

Read Me

Rhyming words have the same ending sounds.

(iii) Circle the words that rhyme with the given words.

train

grass

red

rain

found

dove

around

high

hair

fair

smell

right

Colours

(iv) Look and read the names of the colours.



red



green



blue



yellow



brown



Teaching Point: a (i) Ask students to learn the vocabulary words with their meanings and try to use them in their daily conversation. a (ii) Tell them that the sounds should rhyme, not the spelling, e.g. 'sky' and 'high'. Make five groups of students and ask each group to share two pairs of rhyming words. a (iv) Encourage them to find different coloured objects in their classroom to memorise the colours.

Shapes

(v) Look and read the names of the shapes.



rectangle



circle



triangle



square

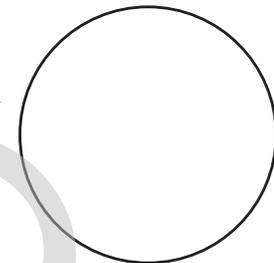
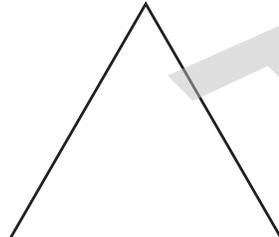
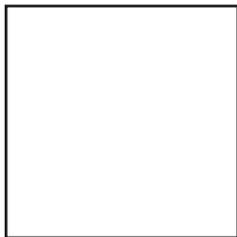


star



oval

(vi) Colour the square red, triangle yellow, circle green and star blue.



b) Comprehension

Answer these questions.

- How many colours are mentioned in the poem?
- What is your favourite colour?
- How do you see different colours?

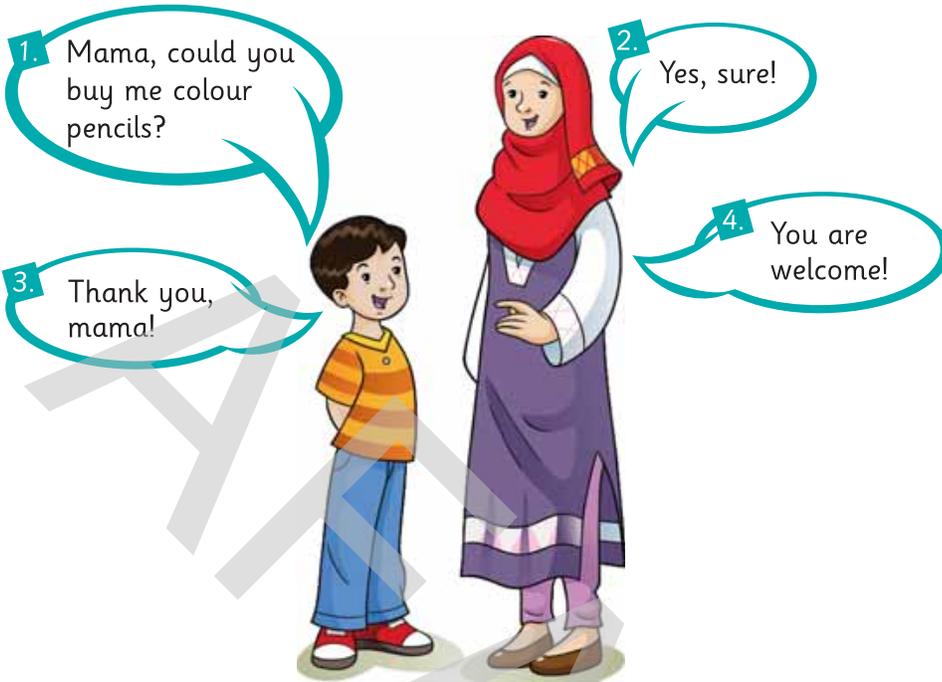


Teaching Point: a (v) Tell students the names of the given shapes. Ask them to point out some of the shapes in their classroom, e.g. the door is rectangle. Then show some object and ask them what shape it is. What is this shape called?



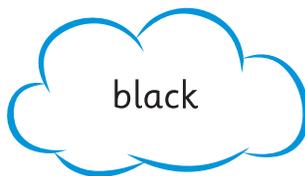
c) Listening and Speaking

Read and practise the given dialogue.



d) Phonics

(i) Read the poem again. Colour the clouds with the colour names you read in the poem.



Teaching Point: (c) **(Role Play)** Divide students into pairs and ask them to express their needs with each other. Select a pair of students and ask them to role play the dialogue above.

(ii) Read and say the given words.

's' to 'b'
sun
bun

's' to 'w'
say
way

'b' to 'r'
bed
red

Read Me
We can make new words by changing the first letter of some words. A new word begins with a new sound.

Read Me
In English, some pairs of letters make a single sound.



e) Reading

(i) Read these words with digraphs in initial and final positions.

ch		sh	
Initial	Final	Initial	Final
chin	much	ship	fish
chick	each	shape	wish

th	
Initial	Final
thick	bath
thank	math

(ii) Make two words using each digraph above in your notebook.



Teaching Point: d (ii) Use multimedia if available to practise making new words by changing the letter. You may use the web page <https://www.education.com/game/switch-the-letter/> or any other authentic website to reinforce students' learning. e (i) Explain to students that digraphs are groups of two letters that make a single sound. Explain the positions of digraphs in words, as in chair, peach, shark, dish, thumb, tooth. Encourage them to share two more examples with each digraph above.



f) Grammar

Masculine and Feminine

(i) Read the following.

Masculine	Feminine
boy 	girl 
bull 	cow 

Masculine	Feminine
man 	woman 
horse 	mare 

Read Me

Masculine nouns are words for male persons or animals.
Feminine nouns are words for female persons or animals.

(ii) Match the masculine nouns to the feminine nouns.

Masculine
father
uncle
lion
brother

Feminine
lioness
sister
mother
aunt

'These' and 'Those'

(iii) Use 'these' and 'those' according to the given pictures.



_____ are flowers.



_____ are stars.

Read Me

We use *these* to talk about people or things near us.
We use *those* to talk about people or things that are away from us.



Teaching Point: f (i) Explain to students that masculine and feminine are called gender nouns. Encourage them to point to themselves and tell their gender. Once they have understood the concept, ask them to match each masculine noun to its correct feminine noun. Help them if need be. f (iii) Share some more examples of 'these' and 'those' within the classroom environment.



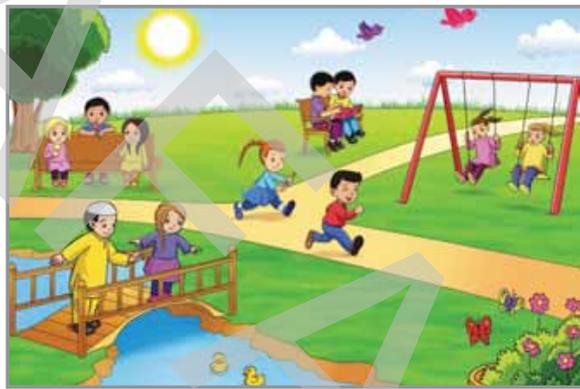
_____ are fish.

_____ are cars.



g) Writing

Write any four naming and action words by looking at the picture.



Naming Words

Action Words



Teaching Point: (g) Tell students that all people, animals, places and things have names. They are called nouns. Nouns are also called naming words, e.g. boy, bird, table. Explain to them that a word that expresses an action is called an action word or verb, e.g. play, read, jump. Now, encourage them to find out and write a few examples expressing 'these' and 'those' in their notebooks.



Review-2



Vocabulary

Read the words and write their meanings.



draw	
collect	
bright	
high	



Comprehension

Answer these questions.

- Who helps her sister to make pencil shavings?
- Write the names of the colours mentioned in the poem 'Colours'.
- How does Nadia paste the pencil shavings on paper?
- Which unit theme did you like the most, and why?



Listening and Speaking

(i) Practise the dialogues on page 30 about responding to commands politely.

(ii) Practise the dialogue on page 39 about expressing needs.





Grammar

(i) Fill in the blanks using 'this', 'that', 'these' and 'those'.

• _____ are colourful flowers.



• _____ is a building.



• _____ are computers.



• _____ is a book.



(ii) Write the feminine gender of the following nouns.

Masculine	Feminine
lion	
bull	
horse	
brother	

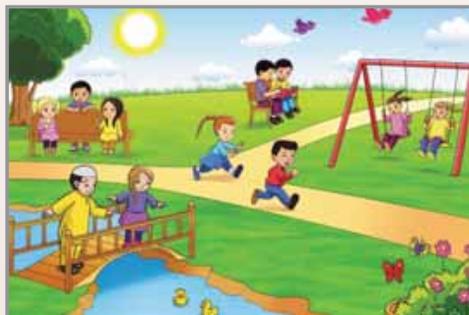


Writing

Look at the picture. Write any three naming and action words in the given boxes.



Naming Words



Action Words

Approved by National Curriculum Council,
Ministry of Federal Education & Professional Training,
Government of Pakistan vide Letter No. F. No 1(1) 17-NCC,
dated 2nd December 2019

قومی ترانہ

پاک سر زمین شاد باد کِشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!
مرکزِ یقین شاد باد
پاک سر زمین کا نظام قُوْتِ اُخُوْتِ عوام
قوم، ملک، سلطنت پائندہ، تابندہ باد
شاد باد منزلِ مراد
پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
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