

# ENGLISH

Grade 3



Punjab Curriculum and Textbook Board, Lahore

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

# English

## Grade 3

Based on Single National Curriculum 2020

One Nation, One Curriculum



**PUNJAB CURRICULUM AND  
TEXTBOOK BOARD, LAHORE**

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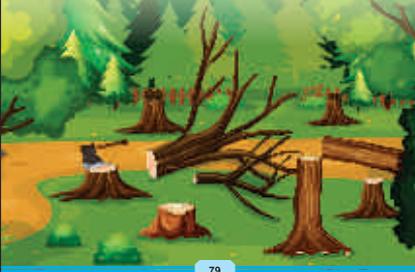
# About the Book

**Unit 8 Saving Resources**

**Learning Outcomes**

After completing this unit, students will be able to:

- use pre-reading strategies to predict the content/vocabulary of a text from pictures and the title by using prior knowledge.
- apply critical thinking to interact with text using intensive reading strategies to predict what follows in the text using context and prior knowledge.
- recognize and pronounce the weak forms of 'do' and 'have' in contractions.
- Recognize, articulate and use some formulaic expressions to express needs and feelings.
- Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).
- Write a few simple sentences to describe/show sequence in a picture.
- Write with reasonable accuracy, some sentences of their own on a given topic.



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Learning outcomes provide key learning expectations.

**Saving Resources**

**Pre-reading**

- Why is it necessary to save natural resources?
- Do you know drinking clean water is necessary for health?

**Saving Resources**

Nature has provided us many gifts such as air, water, land, sunlight, minerals, plants and animals. We need to conserve these resources. Existence on earth would not have been possible without any of these. These should be available to all in abundance. All these natural resources make life worth living on Earth. We cannot imagine life without any of these. Many of the resources are being used faster than they can be replaced. The use for these has increased because of over population.



**Water**

Humans, animals and plants, all need water to survive. It is significant for our daily life. It has numerous uses. We all must make every effort to use water carefully to avoid wastage. If we continue wasting water, there will be acute shortage of it in the near future.

**Must Do:**

- Check water leakages in the house and school.
- Do not waste water by taking long shower.
- Turn off tap while brushing teeth and washing hands.
- Do not waste water while drinking from the cooler at school.
- Water your lawn and plants only when needed.
- The cars should be washed with one bucket of water only.

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Each unit revolves around a social/ethical theme and content for the development of four language skills.

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

**Post-reading**

- What is likely to happen if we continue to waste water?
- Name some gifts of nature.

**A) Oral Communication**

**1. Learning the Sounds**

**Read Me**

Weak forms are syllable sounds that become unstressed in connected speech.

i. Practise weak forms of 'do' and 'have'. What do you want to do today? In this sentence the first 'do' is weak and the second is stressed.

- I have found my lost phone.
- I've found my lost phone. 'I've in the second sentence is weak.
- (It is weak here because we have used contraction in this sentence).

ii. Speak two sentences using 'do' and 'have' in the weak form.

**2. Learning to Speak**

i. Divide the students into 3 equal groups, naming them as Water, Electricity and Paper (environmental resources).

ii. The groups prepare a speech each. You may take help from the given tips.

**Topic:** If you can change one thing in the world what will it be?

iii. Sight words: Say and spell the given words.

warm clean grow light

**Teach Tip**

Encourage students to brainstorm ideas about environmental resources.

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It provides information about the concept being taught.

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

Teaching points make teaching more effective and skillful.

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

**Review - 2**

**A) Oral Communication**

**1. Listening the Sounds**

i. Pronounce the words given below and talk about short and long vowels.

mug, leaf, stop, egg, size, care, see, bus

ii. Talk about three things that you like and three things that you don't like.

- I like \_\_\_\_\_.
- I don't like \_\_\_\_\_.

**2. Learning to Speak**

i. Pronounce weak and strong forms of 'do' and 'have':

- Do you eat sweets everyday? Yes I do / No, I don't.
- Do you have a pencil? Yes, I have / No, I haven't

ii. Why do we wash our hands before eating food? Give one reason.

**3. Read aloud**

i. Read aloud any of the poems from the four units.

ii. Read the following sight words.

call here play yes clean

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# Contents

Unit	Page	Themes	Sub theme	Oral communication
1. <b>All are Welcome</b>	1	Education and Employment	My school Following school rules	Soft sounds of c and g Consonant cluster Courtesies to show respect Express greetings
2. <b>Gifts of Nature</b>	11	Nature (Taking care of animals/birds)	Taking care of animals/birds Seasons colours	Long and short vowels and trigraphs Recite a poem Describing events in a picture
3. <b>The People I Love</b>	20	Self, people, places and globe	My self My family My home	Weak form of has, have Mark of exclamation My self and my family
4. <b>Kindness to Children</b>	31	Role Models (national heroes/character building)	Heroic deeds Courage/honesty	Naat recitation Sounds of ch words Daily routine talk
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5. <b>Road Safety Rules</b>	45	Participatory Citizenship	Traffic rules, making queues Following rules	Weak/strong form of do, does and negative Express likes and dislikes
6. <b>The Day of Silence</b>	55	Ethics and Values (patience, tolerance)	Making friends, sharing/cooperating Collaboration	Silent b sounds Speech in bubbles about a place recently visited
7. <b>I Like to Play</b>	65	Sports	Game viewing Local Sports	Consonant cluster sounds Express opinions Lead and follow
8. <b>Saving Resources</b>	75	Environmental Education	Knowledge/awareness of resources Saving water/resources	Pronounce weak forms of 'do' and 'have' Public speaking
<b>Review-2</b>	<b>84</b>			
9. <b>My Culture – My Pride</b>	88	Festivals and cultural events	Enjoying festivals	Practise short e sound Respect and gratitude Magic word
10. <b>Our Family Picnic</b>	98	Adventure	Accepting a challenge for a field trip	Consonant blends Talk on a picture
11. <b>Healthy Habits</b>	107	Health, personal safety	Personal cleanliness and hygiene Use of water after using the bathroom	Pronouns simples words with silent letters. Pronouns syllables for stress of the word use of dictionary.
<b>Review-3</b>	<b>116</b>			

Reading and Critical Thinking	Language Focus	Grammar	Writing
Questions and answers Analytical reading	Vocabulary building Alphabetical order Spellings activity	Proper and common nouns Word – opposite Sentence making	Syllable division Capitalization and Punctuation Guided paragraph
Questions and answers Analytical reading	Vocabulary building Spellings activity	Conjunctions Anagrams Sentence making	Numbers in words Narrative paragraph Comic strip
Questions and answers	Vocabulary buildings Spellings activity	Has / have contractions Instructions and directions Classify gender	Writing instructions / directions Guided paragraph
Questions and answers Analytical reading Digraph /trigraph	Vocabulary building Spellings activity	Adjectives Present continuous Conjunctions	Story writing basic elements Story writing on zoo elephant
Questions and answers Analytical reading Traffic /road sings and messages	Vocabulary building Spellings activity	Countable / Uncountable nouns Use of can/ cannot Ability / disability	Match signs with messages Describe pictures in own sentences
Questions and answers Analytical reading Sign language	Vocabulary building Alphabetical order Spellings activity	Singular/ Plural nouns Articles a, an, the	Writing information Character sketch
Questions and answers Analytical reading	Vocabulary building Spellings activity	Action verbs Describe actions homophones	Mind map writing Analyzing pictures Invitation card
Questions and answers	Vocabulary building Spellings activity	Pronouns / Possessive pronouns Verb do, have, be	Calendar schedule Guided paragraph Writing posters
Questions and answers	Vocabulary building Spellings activity	Present-past-future Questions with verb to be	List festivals Expository paragraph
Questions and answers Analytical reading	Vocabulary building Spellings activity	Contractions Preposition Functions of can/may Antonyms /synonyms	List of things Paragraph with clues
Questions and answers Analytical reading	Vocabulary building Alphabetical order Dictionary use Spellings activity	/d/, /t/, /id/ sounds Wh- questions Identify actions Words opposites	Response writing Process writing

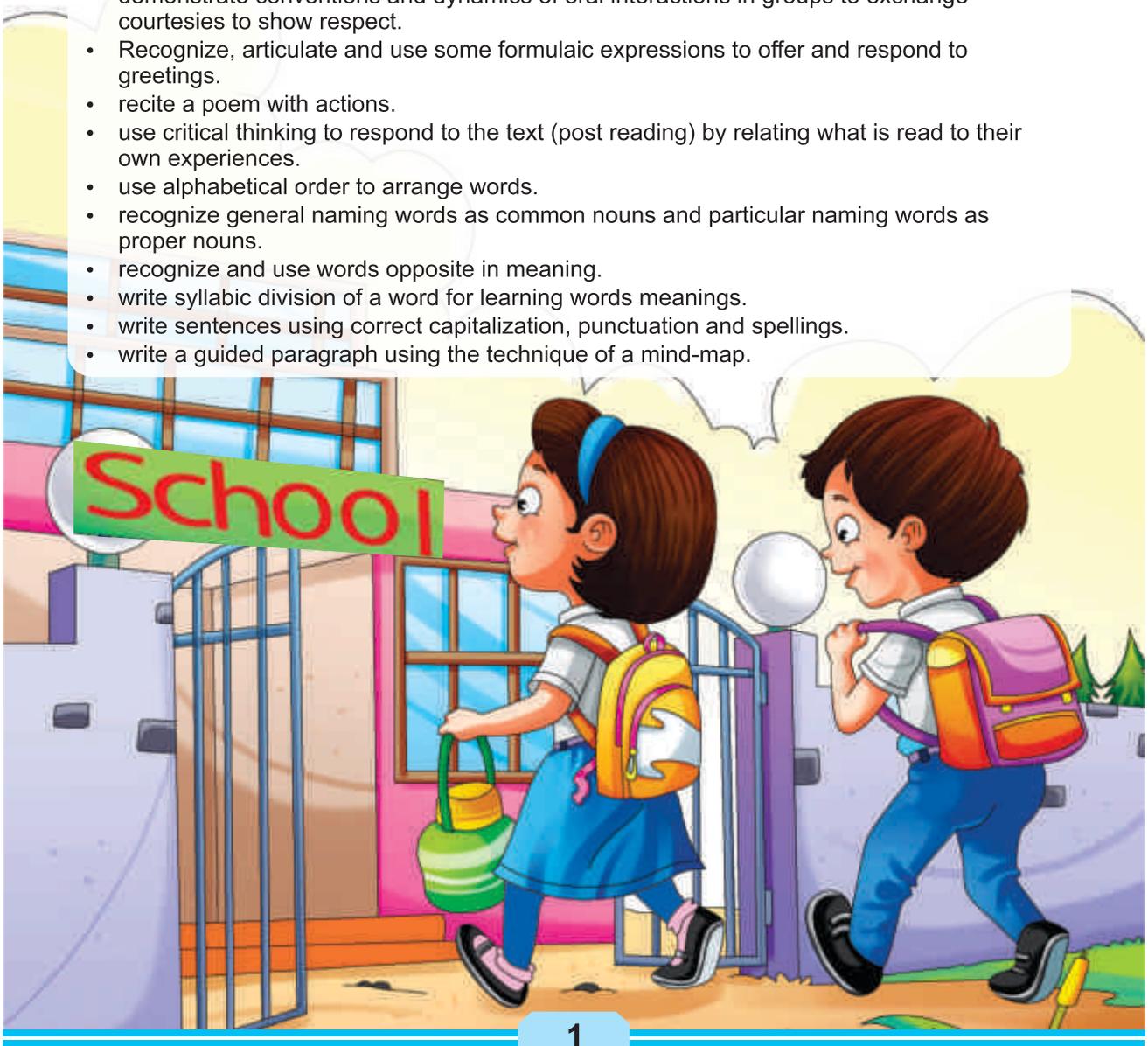
# Unit 1

# All are Welcome

## Learning Outcomes

After completing this unit, students will be able to:

- use pre-reading as a strategy to predict the text through the title and pictures.
- practise class talk to learn formulaic expressions for efficiency in speaking English.
- recognize and articulate soft sounds of the letters c and g.
- recognize and pronounce with reasonable accuracy common two-constant clusters sh and st in initial and final position.
- demonstrate conventions and dynamics of oral interactions in groups to exchange courtesies to show respect.
- Recognize, articulate and use some formulaic expressions to offer and respond to greetings.
- recite a poem with actions.
- use critical thinking to respond to the text (post reading) by relating what is read to their own experiences.
- use alphabetical order to arrange words.
- recognize general naming words as common nouns and particular naming words as proper nouns.
- recognize and use words opposite in meaning.
- write syllabic division of a word for learning words meanings.
- write sentences using correct capitalization, punctuation and spellings.
- write a guided paragraph using the technique of a mind-map.





# Getting Started

The pictures below show students studying in different classrooms.



## Let's Talk

Read and practise the given dialogue.

**Teacher:** Dear children! I welcome you to the new class!

**Students:** Thank you, teacher!

**Teacher:** I feel very happy to see you all! Are you ready to learn new things?

**Students:** Yes, teacher! We are.

**Teacher:** Look around, I have decorated the classroom with a variety of things for you. Which one do you like the most?

**Students:** *(many answers)* charts, flowers, posters, map, poems, timetable, plants, class rules. etc.



# First Day in Class III – My Speech

## Pre-reading

- What is your favourite subject?
- Do you like your school? Give reasons.

“Hello everyone! Today is my first day in class III. I am very happy. All my friends are also very happy. My name is \_\_\_\_\_. I like to speak with my friends in English. My teachers help me to learn through games and activities. I know some poems and I love to recite with my friends.

I come to school everyday to learn new things. It's fun to learn and play in school. There are boys and girls in my classroom. We listen to our teachers. There are a few rules for the classroom. My teacher has made a poster showing classroom rules so that we could follow them.



A very important rule is to keep our classroom clean. The things we need are: a brush, a mop, water bucket, duster, liquid soap and sign board to show if the floor is wet.

This habit will help us to keep our school and home clean. In this way, we will always be healthy and happy.

## While-reading

Do you want to add something to your speech?

**Follow rules to stay happy.**

## Post-reading

- There are three paragraphs in the speech, which one do you like the most?
- Name two rules for your classroom which you will always follow.



The speech may be delivered after some practice by students. This will help in improving pronunciation as well as intonation and stress pattern. Encourage the students to read it in a louder voice.



## A) Oral Communication

### 1. Learning the Sounds

#### Soft Sounds of 'c' and 'g'

i. Practise the soft sounds of 'c' and 'g' given in the table below.

##### Soft Sounds of 'c'

city, pencil, face

##### Soft Sounds of 'g'

giant, orange, pigeon

ii. Listen and circle words with soft sound of 'c'.

fence, cat, can, dice, cap, case, cow, cycle, cute, cake, mice, court

iii. Listen and circle words with soft sound of 'g'.

gold, germ, gram, pigeon, page,  
German, grass, giant, grant,  
grain, orange, ring, ginger

##### Read Me

In English, when two or three consonant letters are joined to make one sound, it is called a **consonant cluster**. For example: 'cl' in class and 'sch' in school. These clusters can be at the beginning or at the end of a word.

#### Consonant Clusters

i. Read the following words and notice the sound of consonant clusters.

Consonant Cluster	Initial Position	Final position
sh	ship, shirt, shrub	dish, fish, brush
st	stop, stamp, stick, study	dust, must, first, crust

ii. Make two more words with the consonant clusters 'sh' and 'st'.

### 2. Learning to Speak



Consonant clusters or blends are the names given to two or three consonants that appear together in a word.

**i. Five symbols tell you how you can show respect for someone. Practise these as your habits.**

- i. **Looking Eyes:** Look towards the person who is talking to you. 
- ii. **Listening Ears:** Listen with full attention. 
- iii. **Helping Hands:** Join hands to help. 
- iv. **Walking Feet:** Walk with the friend to help. 
- v. **Speaking Nicely:** An educated person always speaks nicely. 

**Read Me**

Respect is due regard for the feelings, wishes, or rights of others. It includes everyone junior and senior belonging to any position, country or religion.

**ii. Practise greetings and discuss a classroom rule which you like. Give reason also. You may take help from the given rules.**



The class rule I like the most is ..... because .....



Ali

**OUR CLASS RULES**

<b>- USE -</b> MANNERS AND BE POLITE	<b>HELP</b> OTHERS	<b>BE KIND</b> <b>- DO -</b> OTHERS
<b>BE READY</b> TO LEARN EVERYDAY	<b>LOOK AFTER</b> <b>-your-</b> SCHOOL	<b>FOLLOW</b> INSTRUCTIONS



Role play and practice will help the students speak fluently. Instruct them to greet each other every morning.

### 3. Read Aloud

- i. Recite the poem aloud with actions given in brackets. Apply punctuation rules: contraction – you're (read it together)  
Comma – (,) is a short pause.

#### “If You're Happy”

If you're happy and you know it, clap your hands (**clap clap**)  
If you're happy and you know it, clap your hands (**clap clap**)  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, clap your hands. (**clap clap**)



If you're happy and you know it, stomp your feet (**stomp stomp**)  
If you're happy and you know it, stomp your feet (**stomp stomp**)  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, stomp your feet. (**stomp stomp**)



If you're happy and you know it, shout "Hurray!" (**hoo-ray!**)  
If you're happy and you know it, shout "Hurray!" (**hoo-ray!**)  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, shout "Hurray!" (**hoo-ray!**)



#### Sight Words

- ii. Say the given words fluently.

learn

read

write

through



### B) Reading and Critical Thinking

#### Reading Comprehension

- i. Read the text of the unit and answer the following questions.
- What makes you happy on the first day of a new class?
  - Is it important to listen to your teachers? Give reason.
  - How will you keep your class clean?
  - Which rules help you to learn English language?
  - Write two important rules for your classroom and share these in the class.



Reading aloud activity prepares students for the appreciation of literature. By performing actions, the students will enhance their literacy skills and confidence level at the same time.

## 2. Analytical Reading

You were following some rules in classes I and II. Read the list and tick (✓) the rules which you have learnt and observed in your earlier classes.

Rules	Previous Classes
Raise your hand before you speak.	
Use polite words.	
Help others.	
Listen when others are speaking.	
Have fun.	
Work together.	



### C) Language Focus

#### 1. Vocabulary Building

i. Read the given words with their meanings and learn them. Write the syllabic division.

#### Read Me

Each word is formed with consonants and vowels. Some words have one sound. For example: learn, fun etc. Some words are divided into two, three or more sounds which are called multisyllabic. For example: ac-ti-vi-ty, to-night.

Words	Syllables	Meanings
learn	learn	gain knowledge or a skill by studying
through		from one side to another
activity	ac-ti-vi-ty	a thing that a person or a group does
poem		a piece of writing with rhythm
fun		enjoyment, amusement, or pleasure
poster		a large printed picture used for decoration



#### Alphabetical Order

ii. Write the above mentioned six words in alphabetical order.

iii. Use your dice and pick a colour for one of the six words given in the list on the last page. You can learn spellings through the use of colours. Prepare a list of words for dictation.



### 3. Grammar

#### Nouns

i. Underline the proper nouns and circle the common nouns in the given sentences.

- Pakistan is my country.
- My sister's name is Maryam.
- I like chocolate ice-cream.

#### Read Me

A **proper noun** is the name of a specific person, place or thing. It begins with a capital letter. For example: Allama Iqbal, Pakistan, Suzi.

ii. List five proper nouns and five common nouns from your surroundings.

#### Read Me

A **common noun** is the name of any person, place or thing. It does not begin with a capital letter. For example: girl, boy, classroom.

#### Word – Opposite

iii. Match words with their opposites. An example has been given to help you.

Words	Opposites
good	rude
clean	unhealthy
kind	sad
polite	bad
happy	dirty
healthy	unkind

#### Read Me

**Opposites** are words that have totally different meanings. For example. black – white, hot – cold.



Use of colours help children enhance both memory and cognition. You may choose more words from the text to add to the list for the class. Syllabic division will further help them know the spellings.

## Sentence Making

i. Make sentences using the following words.

learn / good / clean / English / classroom / poster



## D) Writing

### 1. Learning to Write

#### Syllabic Division

i. Write multisyllabic words in different colours. This will help you learn the spellings. Examples: children – child.ren (2 syllables) paragraph- pa.ra.graph (3 syllables).

Multisyllabic Words	Syllables	Syllabic Divisions in Colours
classroom		
consonants		
clusters		
playground		
correct		
happy		

#### Capitalization and Punctuation

ii. Punctuate the sentences given below by using capital letters, commas, inverted commas, and exclamation marks.

hello everyone today is my first day in class III i am very happy all my friends are also very happy

##### Capitalization

- Use capital letter at the beginning of a sentence.
- Proper nouns begin with capital letters.

##### Punctuation

Full stop (.) – It ends the sentence with a pause.  
Inverted commas (" ") – It shows the beginning and end of a speech.  
Exclamation mark (!) – It adds emotions to words.



Teach children to divide words into syllables. is an important strategy for improving spellings. Encourage students to practise division of syllables.

## 2. Creative Writing

i. Study the given mind-map. Add information where needed.

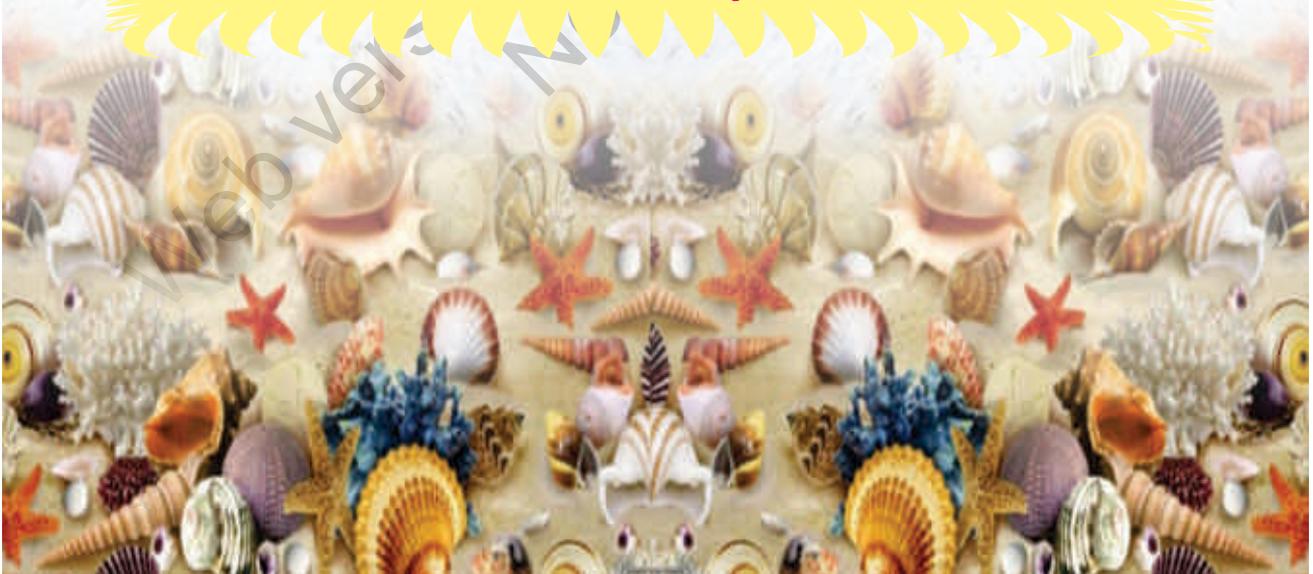


ii. Write six lines on 'My Classroom'. Remember to use correct capitalization, punctuation and spellings.

### Tongue Twisters

Learn to speak as fast as possible and share it with friends.

**She sells sea shells by the seashore.**



Tongue twisters are phrases, which have similar sounding words in a repetitive sequence. They aid language development, boost vocabulary and give a lot of fun when recited together in a group.

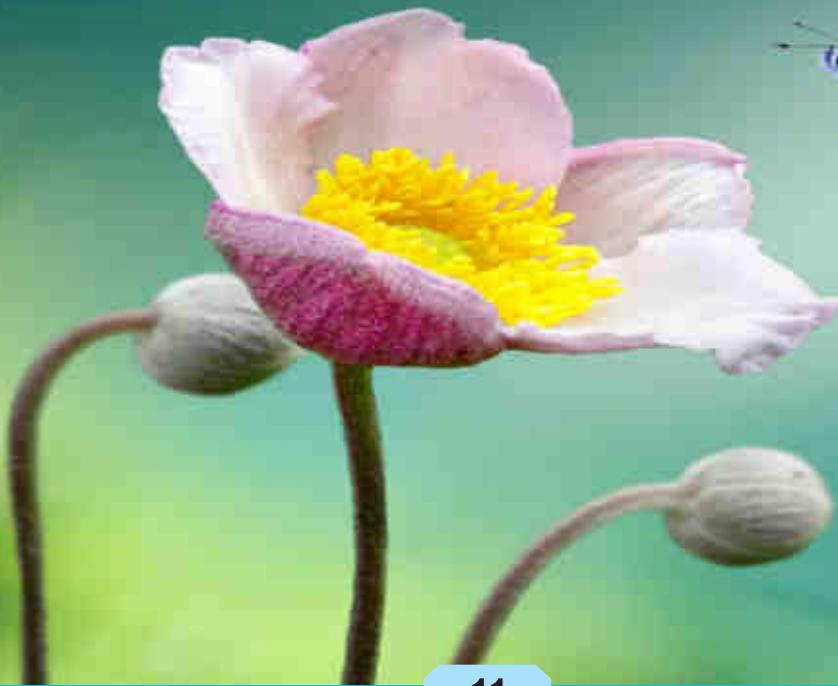
## Unit 2

# Gifts of Nature

### Learning Outcomes

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

- use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- apply critical thinking to interact with text using intensive reading strategies (while- reading) to predict what follows in the text using context.
- use critical thinking to respond to the text (post-reading) by relating what is read to their own experiences.
- pronounce long and short vowels.
- recite a poem aloud with actions.
- describe events in a picture or an illustration.
- recognize the function of joining words ( conjunctions).
- make anagrams from simple one syllable words.
- make simple sentences by using S V (subject and verb).
- use the text as a model for their own writing.
- write cardinal numbers from 50-100 in words.
- write guided sentences in speech bubbles and cartoon strips using vocabulary, tone and style of expression appropriate to the communicative purpose and context.





## Getting Started

Which picture do you like the most? why?



### Let's Talk

Read and practise the given dialogue.

**Teacher:** Sit down children! What is going on? Do you want to say something?

**Monitor:** Teacher, the weather is so nice! Can we have our class activities in the school ground?

**Teacher:** Okay, let's have attendance first and then go out to do some fieldwork.

**All students:** Thank you teacher! You're very kind!

# Golden Sun

## Pre-reading

- What objects of nature do you like the most?
- While coming to school which different things do you see?



Great, glorious, golden sun,  
Shine down on me today!  
You are the life of all this earth,  
You and your magic ray.  
You are the life of bird and plant,  
All must depend on you.  
Shine down, great sun, the whole  
day long!  
Shine from the heaven's blue.

**Lenore Hetrick**

## While-reading

What is important for a bird and a plant?

## Post-reading

- List the gifts we get from the sun.
- What does life on earth depend on?



Explain the word 'heaven's blue'. Students will enjoy the poem after understanding the meaning. Tell them the theme of the poem and talk a little bit more about it.



iii. Discussion: Given below is an advertisement of colour pencils. Note the colours and the messages written on them.



### Read Me

You may focus on the following points:

- the colours of the advertisement
- types/colours of pencils
- action of the children

## 3. Read Aloud

### Long and Short Vowels

iv. Pronounce the vowels given below.

bell, red, heat, fell, seat, bin, sit, lid, kit, bit



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- Which colour has been mentioned in the title of the poem and why?
- Sunlight is a blessing. How?
- What does the poet feel about the sun?



3(iv) Explain a vowel in the middle of the word (bat, wet) is a short vowel. Long vowel sounds are created when two vowels appear side by side (rain, toad).

## 2. Analytical Reading

- i. Read the poem 'Moon' and compare it with the unit poem 'Golden Sun'.



**Moon**  
I saw the moon,  
One windy night,  
Flying so fast-  
All silvery night.  
  
The frosty stars,  
Went racing past,  
Chasing her on,  
Ever so fast.



## C) Language Focus

### 1. Vocabulary Building

- i. Read the given words with their meanings. Write the number of the syllables of these words.

Words	Syllables	Meanings
great		grand, bigger, larger
glorious		very beautiful
magic		spell, illusion
whole		full, complete



Discuss difference between the sun and the moon. Tell students about their colours and time of their appearance.

## 2. Learning to Spell

ii. Choose the correct letter from the box on the right to complete the words below. Each letter can only be used once.

E\_RTH

MAGI\_

ENER\_Y

\_HINE

DE\_END

HEALT\_

F\_OWER

WELCO\_E

W\_OLE

H	C	A
G	M	P
L	S	H

## 3. Grammar

### Conjunction

i. Read the following sentences and notice the use of conjunctions.

**Read Me**  
A conjunction is a word used for joining together words phrases and sentences. For example: 'but', 'and', 'or', 'because'.

Ruby and Shehla went for shopping. Ruby wanted to buy a shirt and a scarf, but she could not buy these because she did not have enough money. So she could buy either a scarf or a shirt.

**All the underlined words are conjunctions.**

ii. Fill in the blanks with suitable conjunctions.

- He \_\_\_\_\_ his brother went to watch the cricket match.
- Do you want to buy a shirt \_\_\_\_\_ a pair of shoes?
- We believe in him, \_\_\_\_\_ he is honest.
- I wanted to watch a movie \_\_\_\_\_ match.

### Anagrams

iii. Form new words from the given words.

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

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

**Read Me**  
An anagram is a word or phrase that is made by re-arranging the letters of another word or phrase in a different order.

Examples:

- i) break, baker
- ii) ate, eat
- iii) flow, wolf
- iv) how, who



Encourage students to find conjunctions from the unit 1 and make them practise it.

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

iv) dam \_\_\_\_\_

v) mug \_\_\_\_\_

vi) now \_\_\_\_\_

## Sentence Making

### Read Me

A sentence has a subject and also a verb to complete its meaning.

iv. Read the following sentences and notice different parts of sentences.

- The pencil is on the table. ('pencil'--- subject and 'is'--- verb).

v. Underline the subject in the following sentences and fill in the blanks with correct verbs.

plays, is, asks, works

- She-----hard.
- The teacher-----a question.
- My brother-----cricket.
- She-----my class teacher.



## D) Writing

### 1. Learning to Write

i. Write numbers from 50 to 100 in words. Some words have been given for help.

50	Fifty	60	Sixty	70		80		90		100	Hundred
51	Fifty One	61		71		81		91			
52		62		72		82		92			
53		63		73		83		93			
54		64		74		84		94			
55		65		75		85		95			
56		66		76		86		96			
57		67		77		87		97			
58		68	Sixty Eight	78		88		98			
59		69		79		89		99	Ninety Nine		

## 2. Creative Writing

- i. Write a simple descriptive paragraph about your city. A sample paragraph has been given for help. When we join sentences, it becomes a paragraph.

### Neelum Valley

Neelum is a beautiful valley. There are almost 370 small and large villages. Nearly 2000 people live there. It is named after the Neelum for its clean water. The whole valley is full of beautiful scenery.

- i. Below is a series of pictures that tell a story. Look at the pictures and write what is happening.

### Read Me

A comic strip is a form of storytelling using pictures and word bubbles.



### Tongue Twisters

Learn to speak as fast as possible and share it with friends.

How much wood would a woodchuck chuck, if the woodchuck could chuck wood?



The pre-reading strategy learnt earlier can be practised here. Make the students write a few lines taking help from the given paragraph.

## Unit 3

# The People I Love

### Learning Outcomes

After completing this unit, students will be able to:

- use pre-reading strategies to predict by looking at placards, pictures and the title of the text.
- apply critical thinking to interact with the text using while and post reading strategies.
- recognize and pronounce the weak form of has and have and their negative forms.
- identify and use appropriate tone and non-verbal cues for different communicative functions.
- introduce self and talk about one's family.
- recite a poem aloud with actions.
- use critical thinking to respond to the text (post-reading) by relating what is read to their own experiences.
- illustrate use of different forms of the verb 'has' and 'have' with their negative forms and corresponding pronouns.
- recognize, articulate and use some formulaic expressions to respond to simple instructions and directions.
- classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter).
- write simple instructions and directions.
- analyze and use the organizing principles of paragraph writing to write a meaningful and guided paragraph.





## Getting Started

Read the word written on the playcards. How is this linked to the group photo?



### Let's Talk

Read and practise the given dialogue.

- Ali:** Teacher, my grandmother is coming home today from Karachi.
- Teacher:** This is a good news. You look so happy!
- Ali:** She is going to bring gifts for all of us. I can't wait anymore!
- Teacher:** It seems, she loves you a lot and takes good care of you.
- Ali:** Yes, teacher! she helps me with my work, tells me stories and takes me to slides and swings in the park.
- All students:** Oh, grandmothers are so full of love!



Encourage students to make placards for the message they want to convey. As paperboard signs, these can be displayed in the classroom.

# My Happy Home

## Pre-reading

- Name your family members who live in your home.
- Whom do you like the most?

## While-reading

Strangers are those people whom we don't know.

“My name is Bano. I live in a small house. I call it a 'Happy Home'. I have one elder sister and one brother who is younger to me. My parents take good care of us. My grandparents also live with us. We all feel very happy with one another. Our uncles, aunts and cousins come and meet us. We also go and visit them on the weekends or during vacation. It is all fun.

My house has three rooms, a kitchen and a family room. There is a small garden in front of the house. I love to water the plants in the evening. I also have a white kitten as a pet. I call it 'kitty'. My grandfather tells me that a happy home

protects children and helps them to grow in their abilities and skills. It is also very important to listen to our parents and grandparents when they tell us important things. This is what we should do and a few things we should never do as family rules.



## While-reading

- Do you have a pet?
- What is its name?



Students need to be told to wash hands after handling their pets. They may be encouraged to adopt healthy habits with sense of responsibility.

## ALWAYS

- Respect everyone at home.
- Help your parents to keep the house clean and tidy.
- Share your routine with your parents.

## NEVER

- Do not talk to strangers.
- Do not accept anything or gifts from them.
- Do not go outside your home without permission.

## While-reading

Strangers are those people whom we don't know.

## Post-reading

- Like Bano, tell us about your family.
- Describe your home in a few sentences.



## A) Oral Communication

### 1. Learning the Sounds

i. Pronounce and practise the weak and strong forms of 'has' and 'have' and the negative forms in contractions given under.

Statements	Strong Form	Weak Form
Have you got a good book?	Yes, I have.	No, I haven't.
Has she got two sisters?	Yes, she has.	No, she hasn't.
Have they eaten their lunch?	Yes, they have.	No, they haven't.



A1 (i) Briefly discuss contractions with students and give some examples for the clarity of the concept.

## Exclamation Sign (!)

ii. What expressions will you utter in the following three situations. Select and draw facial expressions to match your responses.

### Read Me

Exclamation marks show the mood and emotions.

- Bano's toy has been broken. \_\_\_\_\_
- Ali fell from the cycle and hurt his ankle. \_\_\_\_\_
- Pakistan has won the cricket match against England. \_\_\_\_\_



Wow!



Hurrah!



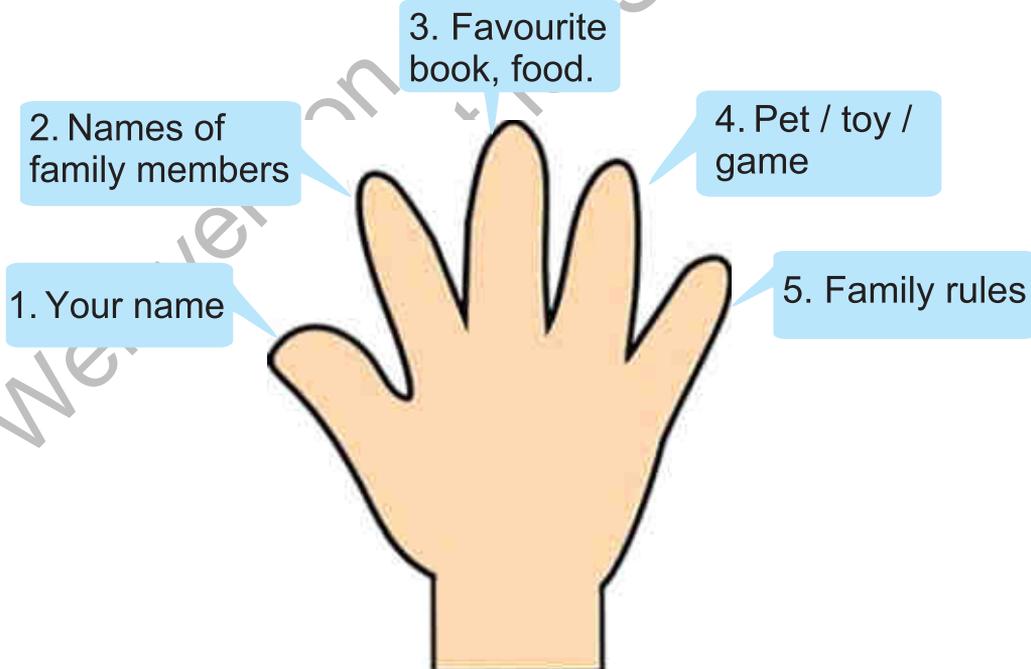
Oh!



Alas!

## 2. Learning to Speak

i. Introduce yourself and talk about your family with the help of the points given below.



A1 (ii) Exclamation expression show mood and emotions. Students may practise to improve their spoken English. A2 (i) Encourage the students to speak simple sentences. They may share their likes and dislikes. They may refer to the Do's and Don'ts mentioned in the text.

### 3. Read Aloud

#### i. Sing the poem.

#### Finger Family

Daddy finger, daddy finger, where are you?  
Here I am, here I am. How do you do?  
Mummy finger, mummy finger, where are you?  
Here I am, here I am. How do you do?  
Brother finger, brother finger, where are you?  
Here I am, here I am. How do you do?  
Sister finger, sister finger, where are you?  
Here I am, here I am. How do you do?  
Baby finger, Baby finger, where are you?  
Here I am, here I am. How do you do?



#### Sight Words

#### ii. Say the given words fluently.

happy

home

house

skill



### B) Reading and Critical Thinking

#### 1. Reading Comprehension

#### i. Answer these questions. Form groups to discuss the last question.

- What is a happy home?
- How can the family protect children?
- What will happen if we leave home without permission?



A3 (i) Recite questions and answers of the poem with intonation. These are used for greetings. B1 Divide the class in groups to discuss the comprehension questions.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings. Write syllables of the words.

Words	Syllables	Meanings
vacation	va-ca-tion	holidays
living room		sitting / drawing room
protection		to save someone from harm
important		necessary / great value
strangers		people whom we don't know

### 2. Learning to Spell

i. Match the syllables given in the boxes and join them to make the complete words.

moun	ter
dark	ness
let	son
gram	tain
per	mar

#### Read Me

The word "happy" has two syllables (hap.py).

#### Words

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C1 Students may be helped to handle syllabic division of a word separately.

## Read Me

“Have” is used with I, we, you, they. “Has” is used with he, she, it.

### 3. Grammar

#### Contractions

i. Write following statements using contractions. An example has been given to help you.

I have eaten an apple.

I've eaten an apple.

We have liked the game.

You have finished your work.

They have gone home.

He has written a letter.

ii. Write following statements using negative contractions. An example has been given to help you.

I have not eaten an apple.

I haven't eaten an apple.

We have not liked the game.

You have not finished your work.

They have not gone home.

He has not written a letter.

She has not taken part in a game.

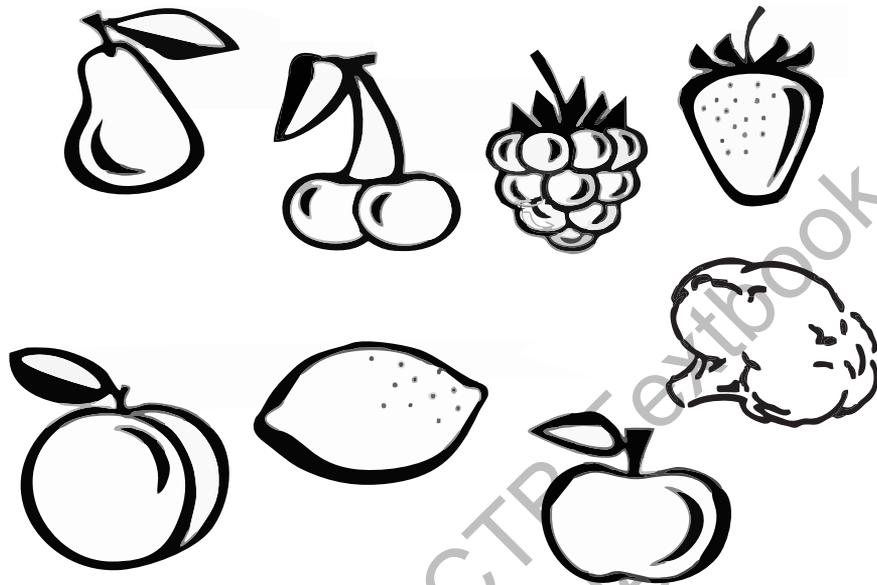
It has not flown away.



Practise contractions in the class and encourage students to answer simple questions. This will enable them to express themselves fluently.

### iii. Respond to simple instructions and directions.

Follow instructions and directions at the end of the picture and complete the task.



- Put a circle around the cherries and colour them red.
- Put a square around the apple and colour it green.
- Draw a line from the lemon to the strawberry.
- Colour four of the grapes purple and three of the grapes green.
- Draw a line from the pear to the peach.
- Colour the peach any colour you want.
- Colour the strawberry red.
- Colour the lemon yellow and broccoli green.
- Colour the pear light green.
- Draw a blue circle around your favourite food.

## Classify the Gender

### Read Me

iv. Given below are mixed nouns.  
Put them under the columns A, B, C.

When a word does not show male or female gender, it is a neuter gender. For example: doctor, chicken, ship, dishes.

### Word Bank

aunt, brother, nephew, niece, beds, books, father, daughter, uncle, cousin, prince, son, horse, chicken, mother, grandfather, sister, doctor, boat, hen, goose, mare

A. Masculine	B. Feminine	C. Objects/Neuter



## D) Writing

### 1. Learning to Write

#### Instructions

- Write the directions to your home from the school main gate.
- You may take help from some of the signs shown in the chart and vocabulary help. Share it with the class.

#### Vocabulary Help

- Turn left / right
- Walk straight
- Cross the road / don't cross the road
- Continue to walk
- Enter the street
- Turn left / right / from 2nd ,3rd,etc street
- Colour of the house / gate



Give examples to the students to see the difference of gender from their immediate surroundings.

## 2. Creative Writing

### Guided Paragraph Writing

i. Write a paragraph following the topics discussed by Bano.

Bano has described her happy home and family in the text of the unit. She has discussed following topics:

- topic 1 - Her family and the place she lives in.
- topic 2 - Description of rooms and her duties.
- topic 3 - Do's and don'ts, she has to follow the instructions of her parents and grandparents.

## 3. Project

### Collecting Birthday Dates of the Family Members

Find out and fill in the months and dates of the birthdays of your family members in the table given below. A calendar is shown for information.

Calendar	January	February	March	April	May	June
	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	July	August	September	October	November	December
	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun	Mon Tue Wed Thur Fri Sat Sun
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Names	Relations	Calendar Months and Dates



Project work adds fun and creativity in different activities. Students assume responsibility of self-learning and presentation making.

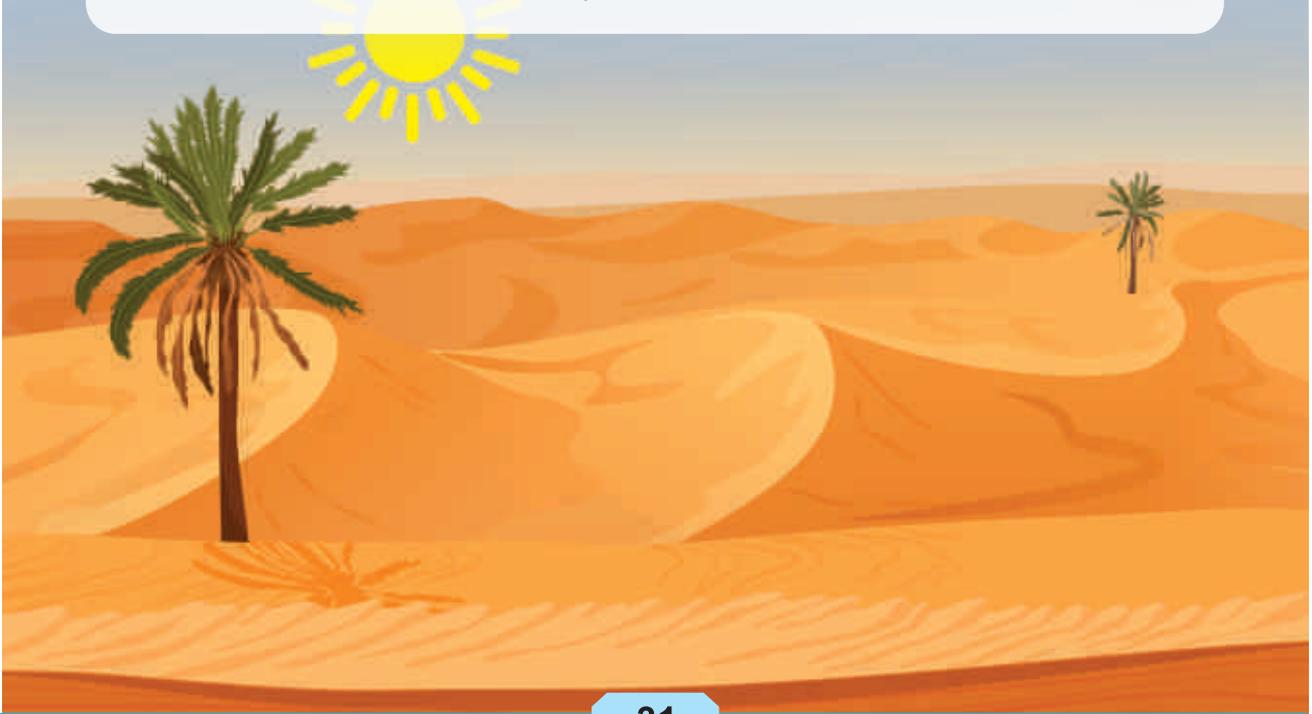
## Unit 4

# Kindness to Children

### Learning Outcomes

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

- use pre-reading strategies to predict the content/vocabulary of a text from pictures and the title.
- apply critical thinking to interact with text using intensive reading strategies(while reading) to predict what follows in the text using context and prior knowledge.
- recognize and pronounce the ch sound.
- talk about daily routine.
- identify and articulate words containing digraphs and trigraphs in initial, middle and final position.
- identify describing words as adjectives.
- recognize and use words showing possessions as possessive adjectives.
- identify and use the structure of present continuous tense for describing activities taking place at the time of speaking.
- use appropriate conjunctions e.g and, but, or and because to join sentences within a paragraph.
- identify the basic elements of a story; a beginning, a middle and an end, characters, place and time.
- write a guided story on a zoo animal.
- relate what is read to their own experiences.





## Getting Started

Look at the tree of good deeds. Can you add three more?



### Let's Talk

Read and practise the given dialogue.

**Teacher:** How are you class (all together)?

**Students:** We are fine teacher.

**Teacher:** Do you know that Hazrat Muhammad (رسول الله ﷺ) is the last Rasool (عازم النبوة ﷺ) of Allah Almighty?

**Students:** Yes, teacher.

**Teacher:** Do you know that he (رسول الله ﷺ) loved children and ordered his followers to love all children?

**Students:** Oh, that's very kind of the Rasool (عازم النبوة ﷺ).

# Kindness to Children

## Pre-reading

- Have you ever read about the kindness of the Rasool (ﷺ) towards children?
- Do you know that the Rasool (ﷺ) is a role model for all of us?

Hazrat Muhammad (ﷺ) is the last Rasool (ﷺ) of Allah.

He (ﷺ) is a blessing for mankind. His life is a perfect example for everyone. His kindness to children is well known. Children also loved him very much.

He (ﷺ) taught us how to treat children well and express our love and joy for them. A companion quoted Hazrat Anas (رضي الله تعالى عنه) saying, "I have never seen anyone acting more kindly towards children than Allah's Rasool (ﷺ)".

Once he (ﷺ) was delivering the Friday sermon when he (ﷺ) saw his grand children Hazrat Imam Hassan (رضي الله تعالى عنه) and Hazrat Imam Hussain (رضي الله تعالى عنه) coming towards him. Their shirts were too long and they fell. He (ﷺ) got up and rushed to pick them up.

When someone brought the first fruit of the season, he (ﷺ) would give it to the youngest child present there. Whenever he (ﷺ) came back from journey, he (ﷺ) would let the children ride with him.

## While-reading

What did the Rasool (ﷺ) order about children and women in battles?

His love and kindness was not only confined to the Muslim children only. Even in a battle, he (ﷺ) had ordered not to kill women and children of non-muslims.

He (ﷺ) forgave the little mistakes the children made. He (ﷺ) played with them, gave them rides on his camel and gave them dates.

The examples from the life of the Rasool (ﷺ) are a guidance for all of us.

## Post-reading

- Do you know any other qualities of the Rasool (ﷺ)?
- Why should every child be treated with love?



While designing any formative or summative assessment in case of questions from any Islamic topic, alternate be given for the students from the other religious minorities.



## A) Oral Communication

### Read Me

A *Naat* is a poem that specifically praises the

Rasool ﷺ .  
ﷺ

### i. Recite the *Naat*

He ﷺ taught us to be just and kind  
 And to feed the poor and hungry  
 Help the wayfarer and the orphan child  
 And to not be cruel and miserly  
 His speech was soft and gentle  
 Like a mother stroking her child  
 His mercy and compassion  
 Were most radiant when he smiled

He was Muhammad ﷺ

Muhammad ﷺ, mercy upon Mankind

He was Muhammad ﷺ

Muhammad ﷺ, mercy upon Mankind

Teacher of all Mankind

(Sami Yousaf)

### ii. Pronounce the sound '-ch'



**bench**



**torch**



**watch**

- Here are some more 'ch' words.  
inch, match, catch



Recite the *Naat* by Sami Yousaf and then let the students practise.

## 2. Learning to Speak

### Daily Routine

i. Given below is a poster which shows time on the clock and the routine of a child. You may take help from the poster and tell your routine.



### Sight Words

gentle      express      journey      during



## B) Reading and Critical Thinking

### Reading Comprehension

i. Read the text of the unit and answer the following questions.

- Name the grandchildren of the Rasool ﷺ.

- To whom would the Rasool ( ﷺ ) give the first fruit of the season?
- According to Hazrat Muhammad's ( ﷺ ) command how were the children to be treated in a battle?



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words from the unit with their meanings and learn them. Write their syllabic division.

Words	Syllables	Meanings
treat		to act or behave towards a person
express		to show
quote		cite, mention, tell
companion		friend

ii. Read the following digraphs and trigraphs in initial and final positions.

**For example:** c+h=ch as in chair and t+c+h=tch as in watch. These sounds can be in the beginning, in the middle and in the end of a word.

#### Read Me

In English, two consonant letters join to give one sound. This is called digraph but when three letters join together, it is called a trigraph.



Tell them that a digraph is a single sound produced by two letters. A trigraph is a single sound expressed by three letters. It can be of three vowels, three consonants or a combination of both.

- **Digraphs** – examples to practise

Initial Position	Final Position
why	fish
wheat	dish

- **Trigraphs** – examples to practise

Initial Position	Middle Position	Final Position
schedule	light	watch
scholar	flight	batch

### 3. Learning to Spell

i. Read the following words:

Believe	Bright	Please	Flight
B _ _ _ _ _	B _ _ _ _	P _ _ _ _	F _ _ _ _
_ E _ _ _ _	_ R _ _ _	_ L _ _ _	_ L _ _ _
_ _ L _ _ _	_ _ I _ _	_ _ E _ _	_ _ I _ _
_ _ _ I _ _	_ _ _ G _	_ _ _ A _	_ _ _ G _
_ _ _ E _	_ _ _ H _	_ _ _ S _	_ _ _ H _
_ _ _ _ V _	_ _ _ T	_ _ _ _ E	_ _ _ _ T
_ _ _ _ _ E			

### 3. Grammar

### Read Me

An adjective is a word that describes a noun or pronoun. For example: The **green** grass looks pretty. (In this sentence **green** is adjective)

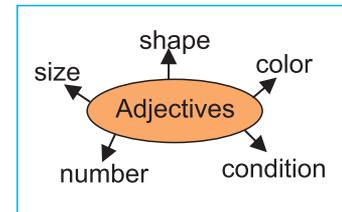
## Adjectives

### i. Read examples and notice the use of adjectives.

- My father bought a house.
- My father bought a **new** house. (**new** is an adjective)
- Did you see the car?
- Did you see the **black** car? (**black** is an adjective)

### ii. Underline the adjectives.

- My cousin bought a beautiful watch.
- A colourful painting was made by your sister.
- Ahmad likes to buy a big cake.
- I wanted to buy a red shirt.
- Omar wants to buy the best present for his friend.



### iii. Fill in the blanks with possessive adjective words given in the box.

#### Examples:

- My pillow is soft.      His bird is noisy.      Our house is new.

#### Possessive Adjective:

we use possessive adjective to express who owns something.

#### Fill in the blanks with possessive adjectives given in the box.

- \_\_\_\_\_ dog is small.  
\_\_\_\_\_ book is new.  
\_\_\_\_\_ car is slow.

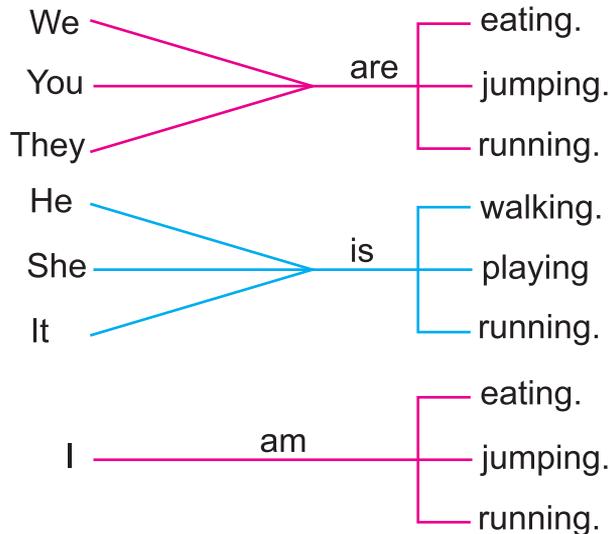
her      your      our



3 (i) Explain that adjectives describe other words in a sentence. These can be used before a noun.

## Present Continuous Tense

### iv. Read the given sentences.



### Read Me

The present continuous tense is used to describe an action that is presently going on. For example: The boy is running. Ahmad is watering the plants. ('is running', 'is watering' are present continuous tense).

### v. Underline the present continuous tense verbs.

- You are sitting in the last row.
- I am looking at the old pictures.
- She is playing games.
- People are eating mangoes.
- He is walking.
- They are reading.



He is walking.



They are reading.

## Conjunction

### vi. Fill in the blanks with appropriate conjunctions in the following paragraph.

and but or because

Sameer \_\_\_\_\_ his sister were standing outside the gate. They saw their uncle coming towards them. He was holding an umbrella in his hand \_\_\_\_\_ it was raining. I asked him if he would like to have tea \_\_\_\_\_ coffee. He thanked \_\_\_\_\_ went away.



## D) Writing

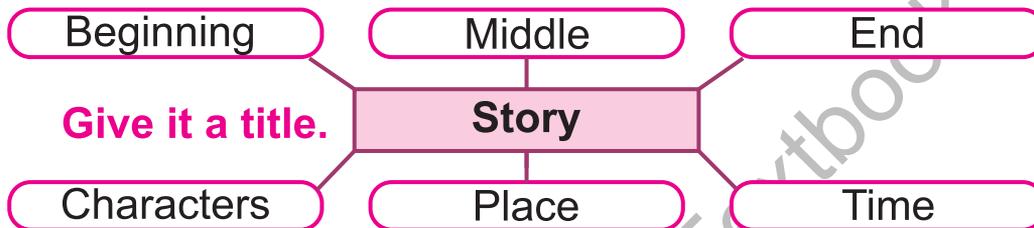
### Read Me

There are three basic elements of a story. It has a beginning, a middle and an end.

## 1. Learning to Write

### Story Elements

i. Narrate a story 'Hare and Tortoise' by using the mind map.



## 2. Creative Writing

i. Write a story on 'A Zoo Elephant' with the help of given sentences.

- Babloo, an elephant from Lahore zoo..... likes to eat peanuts, popcorns,..... feels happy to get food..... children love it for rides...fresh after taking bath.....



Encourage the students to find out that there are three basic element of a story. It has a beginning, middle and an end.

# Review - 1



## A) Oral Communication

### Learning the Sounds

Circle words with soft sound of 'c' and 'g'.

city, gum, cat, pencil, goat, cream, orange, gym

### Learning to Speak

Look at the picture and answer the following questions.

- Name the toys you see.
- Name the toys that have wheels.
- Which toy do you like the most?  
Give one reason.



Speak on a given topic for one minute. Begin with greetings.

- My Classroom Rules
- My Family
- My Hero

### Read aloud

Read aloud any of the poems from the four units.

Read aloud the sight words given below.

learn, shine, home, read



## B) Reading and Critical Thinking

### Reading Comprehension

i. Read the passage and answer the following questions.

I have a pet called Rosy. It is a small green parrot. It has a red beak. It is six months old. It was a gift from my uncle.

Rosy loves to eat green chillies, guavas and peanuts. It loves to eat seeds.

I take good care of it. I feed it on time. I teach it words to speak. It loves to whistle in the morning.

- What is the age of Rosy?
- What does Rosy like to eat?
- If you have a parrot as a pet, what words will you teach it?



## C) Language Focus

### Vocabulary Building

i. Write meanings of the given words and also their syllabic division.

Words	Syllables	Meanings
fun		
great		
vacation		
active		

## Alphabetical Order

ii. Put the words given below in alphabetical order.

happy                  learn                  fun  
magic                  narrate                  strangers

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

iii. Fill in the missing letters to complete the word.

- cle\_\_n
- go\_\_d
- sm\_\_rt
- clas\_\_

## Grammar

### Anagrams

What other words can you make from the following words by arranging their letters?

- i) pat \_\_\_\_\_
- ii) dam \_\_\_\_\_
- iii) mug \_\_\_\_\_
- iv) now \_\_\_\_\_

Underline the verbs in the given sentences.

- Danish likes blue colour.
- I respect my teachers.
- They play in the ground.



## D) Writing

### Learning to Write

Look at the picture and write four nouns and three verbs.



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Make meaningful sentences of the given words.

sun, moon, happy, family, hero, brave

Punctuate and capitalise the following sentences.

one day a boy was going to the market he fell down and hurt his leg

### Creative Writing

Write two sentences on "My Best Friend".

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## Unit 5

# Road Safety Rules

### Learning Outcomes

After completing this unit, students will be able to:

- use pre-reading strategies to predict some words of the text by looking at road and traffic signs with messages under the title.
- apply critical thinking to interact with the text using while & post reading strategies.
- recognize and pronounce weak form of do, does, don't and doesn't in contractions to develop fluency of speech.
- recognize, articulate and use some formulaic expressions to express likes and dislikes.
- recite a poem with actions.
- identify and differentiate between countable and uncountable nouns.
- demonstrate the use of the verb can /cannot to show ability and inability.
- match traffic signs with their messages.
- describe pictures from the immediate surroundings in sentences.





# Getting Started

Look at the road signs to read messages. How many do you know?

## ROAD SIGNS



Turn left ahead



No left turn



Stop & give way



Bend to left



No overtaking



Two way traffic



Road work



Turn right ahead



No right turn



Crossroads ahead



Hump



Roundabout



No cycling



Parking lot



## Let's Talk

Read and practise the given dialogue.

**Nora:** Assalam-o-Alaikum teacher! What are these signs on the poster?

**Teacher:** Wa-Alaikumassalam Nora! These are road and traffic signs.

**Nora:** These are so many! How can we learn them?

**Teacher:** Actually, you just have to understand the signs. These are very clear.

**Nora:** Oh yes, teacher! We get a lot of information from the pictures.

**Teacher:** Very good, you're very smart!



Traffic and road signs are placed at the side of or above roads to give instructions and to provide information to road users. Ask students to note down some signs which they see on their way to school.

# Road Safety Rules

## Pre-reading

- What do you see on the roads early in the morning?
- How do you travel to school?

## Steps for Road Safety

All human activities start in the morning. People rush to their work places. Children are in a hurry to reach their schools. Therefore, we have to be very careful and watch around to be safe.

As a child, you should know how to cross a road. It will keep you safe. There are three important steps to follow:

**Step 1:** Stand on the side of the road and look to your right.

**Step 2:** Look to your left.

**Step 3:** Look to your right again and cross the road from the zebra crossing.

Follow the traffic signals and cross the road when the light turns green, and stop when it is red.

Given below are a few instructions that you always need to follow.



## ALWAYS

- Stop, look and cross the road.
- Walk on the footpath.
- Use the lane for your cycle and wear a helmet.
- Make queue to get on your van / bus.
- Keep sitting till the bus/van stops.

## While-reading

Why are the black and white lines for crossing the road called zebra crossing?

## Never

- Do not rush or run on the road.
- Do not cross the road at turnings or bends.
- Do not push anyone. Wait for your turn to get into the bus or get down.
- Do not get down from a moving bus / van.

Roads are made to help us to go from one place to another. People, cycles, motorcycles, cars, trucks and other heavy vehicles use roads day and night. After school, we find children running carelessly to cross the roads. It may cause accidents. In villages, animals come out and block the roads. It is, therefore, very important for everyone to follow rules so that we are safe.

We see traffic police controlling hundreds of vehicles on the roads. It is our duty also to help them by obeying the traffic rules. It is very sad that many people get hurt in accidents. If we follow traffic rules and wait for our turn, there will be no loss.

This will help us to become good citizens.

### While-reading

Who runs carelessly on roads after school?



### Post-reading

- What are your duties on the road while travelling to school?
- How will you cross the road if there are no traffic signals?



Encourage discussion on police as a profession. Ask students questions about the duties of the policemen on the road.



## A) Oral Communication

### 1. Learning the Sounds

#### i. Practise saying following contractions.

do not / don't  
dose not / doesn't

The present form of the verb is used with do and does, e.g. eat, like, etc.

#### Read Me

Contractions are mostly weak sounds and are unstressed. For example: I do not – I don't, he does not – he doesn't. The present form of the verb is used with do and does, examples; eat, like, walk.

#### ii. Re-write and then speak the sentence by replacing underlined words with contractions. An example has been given to help you.

I do not like a banana.  
We do not enjoy this game.  
You do not run fast.  
They do not live in China.  
He does not play football.  
She does not go to her village.  
It does not fly high.

I don't like a banana.

#### iii. Answer the following questions by saying "yes or no" and also use contractions.

Do I like a banana?  
Do we enjoy this game?  
Do you run fast?  
Do they live in China?  
Does he play football?  
Does she go to her village?  
Does it fly high?

Yes, I do.      No, I don't.

iv. Tell about two things you don't want to do today.

## 2. Learning to Speak

i. Things I like to / don't like to do. Give reasons. You may take help from the given activities below.



I like to

.....

I don't like to

.....

Sr. No.	Activities
1	Come to school.
2	Sit on a mat or a chair.
3	Work on a white/green/black board.
4	Learn to speak English.
5	Take part in school activities.

## 3. Read Aloud

i. Recite the poem.

### 'Traffic Lights'

Red light, red light what do you say?  
I say, "stop, stop, right away"!

Yellow light, yellow light what do you say?  
I say, "start, start, right away"!

Green light, green light what do you say?  
I say, "go, go, right away"!

"Thank you, thank you, red, yellow, green,  
Now, I know what the traffic lights mean!"



Encourage students to talk freely about their likes and dislikes in the given situations.

## Sight Words

Say and learn spellings of the given words.

traffic

stop

green

rules



## B) Reading and Critical Thinking

### Reading Comprehension

i. Read the text of the unit and answer the following questions.

- What are the rules to cross a road?
- What will happen if we fall from a moving bus or a van?
- How can we guide people to stop at the red light?
- What should we do when the yellow light is on?



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings. Write syllables of the words.

Words	Syllables	Meanings
safety	safe-ty	safe from injury or accident, the condition of being safe
cross		to go from one side to the other
image		mental picture
vehicle		a travelling machine with wheels and engine
carelessly		in a casual way, inattentively

## 2. Learning to Spell

### Read Me

The word "cyclist" has two syllables (cyc-list).

i. Join the syllables and make words. Write them in the given box.

tra	-ren
fol	-ful
hea	-low
child	-ffic
care	-vy

Words

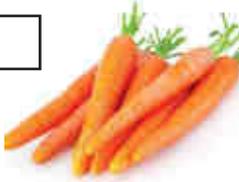
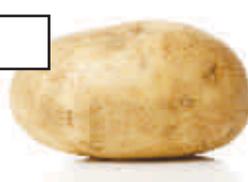
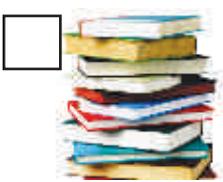
## 3. Grammar

### Read Me

Some of the things can be counted and some cannot. For example: You can count a jug but cannot count water.

### Countable and Uncountable Nouns

i. Write "C" in the box if it is countable and "U" if it is uncountable.

<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 



3(i) Encourage students to give examples from their immediate environment about different countable and uncountable objects.

# Use of the Modal Verbs **Can / Cannot**

## Read Me

The modal verb can is used for "ability" and cannot for "inability". One boy can swim and one boy cannot swim.

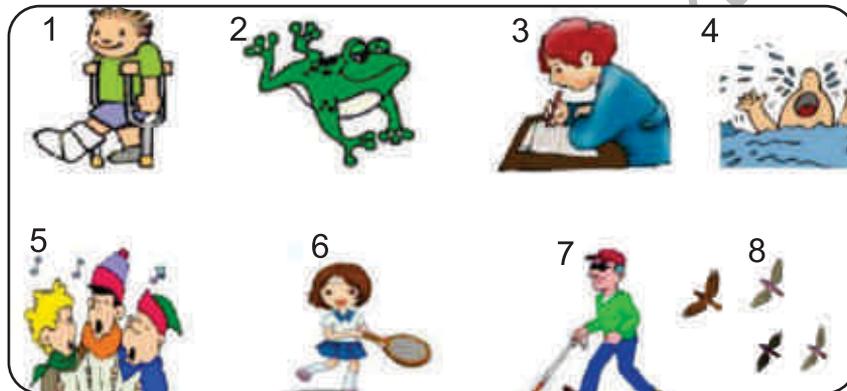


## Read Me

"Cannot" is the written form and for speech its contraction is "can't".

ii. Write three things that you can do and three things you cannot.

iii. Look at the given pictures and complete the sentences by using can / cannot. You may take help from choice of verbs.



1. He -----.
2. It -----.
3. He -----.
4. He -----.
5. They -----.
6. She -----.
7. He -----.
8. They -----.

**Choice of verbs**

1. jump
2. hop
3. write
4. swim
5. sing
6. play
7. see
8. fly

## D) Writing

### 1. Learning to Write

Write appropriate messages under the signs given below:



**Messages**

- No horn
- Crossing for senior citizens
- No parking
- No left turning
- Speed limit

## 2. Creative Writing

i. Look at the pictures. Write traffic rules that apply to them.



Do not \_\_\_\_\_



## 3. Project – Role Play (Police Officer)

You are a police officer. What signs do we need in different parts of the school; gate, canteen, playground, etc.

- Make a list and share it with friends.
- Prepare the signs.
- Display them at different places after getting permission from the teacher.



### Tongue Twisters

Learn to speak as fast as possible and share it with friends.

**I scream, you scream, we all scream for ice cream!**



A school is like a mini-Pakistan. It needs responsible and disciplined students to take care of its building, standards and norms. A sense of ownership will be inculcated among the students.

## Learning Outcomes

After completing this unit, students will be able to:

- use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- apply critical thinking to interact with text using intensive reading strategies (while reading) to predict what follows in the text using context.
- use critical thinking to respond to the text (post reading) by relating what is read.
- demonstrate conventions and dynamics of oral interactions in group to introduce self and others.
- engage in conversation and take turns.
- recognize and apply spelling change in plural forms of nouns.
- recall changing number of simple naming words by adding 's' and 'es'.
- identify 'a', or 'an' as articles. Identify and use the definite article 'the'.
- write with reasonable accuracy, some sentences of their own on a given topic.
- find out a character in the story and write briefly about him.





## Getting Started

Look at the picture and describe what is happening.



Let me help you.



### Let's Talk

Read and practise the given dialogue.

**Ali:** Teacher, there was a person who couldn't see.  
I helped him cross the road.

**Teacher:** Oh, he would be blind. There are people who can't hear who have no legs or arms. We should be grateful for natural abilities i.e. Allah's blessings, we have.

**Ali:** Yes, and we should help such people.



The teacher can begin the unit with simple / short phrases and sentences to teach language expressions.

# The Day of Silence

## Pre-reading

- Look at the title of the story and the pictures next to it.
- What do you think the story is about?

Rizwan lived in a small village. His parents loved him dearly. He actively took part in sports. Everyone in the village liked him for his good manners. Rizwan could not hear since birth. When he turned three, a doctor advised his parents to help Rizwan learn sign language. Thus, Rizwan learnt sign language within a few weeks. Now, he was very happy because he was able to communicate with his parents.



His parents took extra care of their only child. They always held on to his hand whenever they went out. Other villagers also treated him as a special child. This made Rizwan feel unhappy. His close friend Mumtaz noticed Rizwan's unrest. He decided to set the things right. He requested his father to arrange a festival in honour of people who could not hear. During that whole day, everyone in the town would have to wear earplugs.



Teacher to talk about hearing aid during the lesson. Cochlear implant is a device to help a person who cannot hear properly. One part of the device is fixed in the ear and the other is surgically placed under the skin.



People liked the idea. The day became known as 'The Day of Silence'. When it arrived everyone fixed ear plugs in his or her ears. That day was filled with fun, games and laughter. As the hours passed, people knew how different life was when they could not hear anything.

### While-reading

What did the people do on 'The Day of Silence'?

Even Rizwan could do everything that little boys did. The only difference was that he could talk through sign language.

On the day of silence, Rizwan won many games. That day, people realized that he should be treated just like any other little boy.

Everyone has some special talent and should be given equal chance.



### Post-reading

- Can you think of a different ending of this story?
- How should we treat the differently abled children at school or home?

## A) Oral Communication

### 1. Learning the Sounds

i. Articulate the words having a silent 'b'.

Crumbs!



thumb



Ask questions about the main idea of the text. Discuss the theme of the story with students.

## 2. Learning to Speak

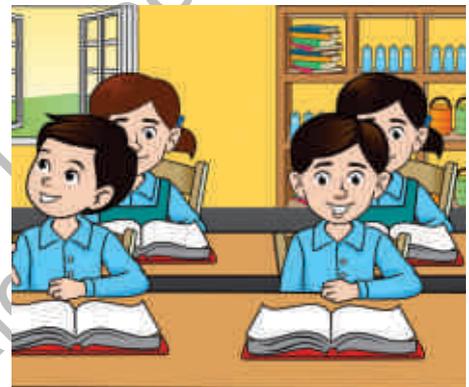
i. Practise the speech in the bubbles. The teacher may ask the students to talk about the place they have recently visited.



Has any student recently visited a place that he wants to talk about?

You may begin as follows:

- Hello, my name is \_\_\_\_\_.
- Yesterday, I visited \_\_\_\_\_.
- I liked the place because \_\_\_\_\_.



### Sight Words

ii. Learn to read the given words fluently.

always

care

arrange

chance



## B) Reading and Critical Thinking

### Reading Comprehension

i. Read the text of the unit and answer following questions.

- What was the reason for Rizwan's unhappiness?
- Who arranged the festival?
- Was 'The Day of Silence' a special day for everyone? why?



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words from the unit with their meanings and learn them. Write their syllabic division.

Words	Syllables	Meanings
communicate		tell, inform
festival		fair, gala
gestures		movement of the body, action, expression
valuable		expensive
aware		knowing about a fact

### 2. Learning to Spell

i. Fill in the missing letters to complete the words.

act\_vely

s\_gn

un\_est

e\_rpl\_gs

fe\_tiv\_l

a\_vised

### 3. Grammar

#### Singular and Plural Nouns

A singular noun names one person, place, animal or thing e.g. a boy, a hat, a cat.



**A plural noun names more than one person, place, animal or thing e.g. boys, hats, cats.**



**Plural of nouns is formed in many different ways.**

Plural of some nouns is made by adding 's' to them.

town ---- towns, girl ----- girls, visitor ----- visitors

Plural of some other nouns is made by adding 'es' to them.

dish ----- dishes, match ---- matches, box ---- boxes

**i. Change following singular nouns into plural nouns.**

Word	Plural
fox	
bench	
duck	
glass	
toy	

Word	Plural
brush	
church	
class	
catch	
lunch	

**ii. Fill in the blanks with the plural form of the nouns given in brackets.**

- i) He could solve the \_\_\_\_\_ easily. (problem)  
ii) The \_\_\_\_\_ learnt the \_\_\_\_\_ quickly. (boy, lesson)  
iii) They were told to wear \_\_\_\_\_. (earplugs)  
iv) Who is going to the \_\_\_\_\_? (festival)

**Articles**

**'a' and 'an' are called articles.**



**We use a or an with singular nouns. 'a' is used before consonants and 'an' before vowels sounds. We use the with both singular or plural nouns.**

A or an are used before nouns when you are not referring to a specific person or thing e.g. a boy, a book, a fruit, an ant, an umbrella, an orange.

The is used to refer to a particular person, place or thing e.g. The teacher, the station, the football.

**i. Fill in the blanks with correct articles. These lines have been taken from the text.**

- He decided one day that \_\_\_\_\_ things had to be changed.
- People saw \_\_\_\_\_ whole new side of him.
- All Rizwan needed was \_\_\_\_\_ little more time than others to talk.

- The Day of Silence was \_\_\_\_ day Rizwan's true nature became known.

**ii. Use articles a, an, the to fill in the blanks.**

- I saw \_\_\_\_ elephant yesterday.
- I am \_\_\_\_ student of class III.
- She stayed there for \_\_\_\_ hour.
- \_\_\_\_ boy in red shirt is my friend.
- Ahmad is \_\_\_\_ best boy from my classmates.
- I saw \_\_\_\_ lion in the zoo.

**iii. Read the instructions and circle the correct article. The first one has been done for you.**

**Invisible Ink**

Things we need	Instructions
4 drops onion juice 4 drops lemon juice 15 grains sugar small dish toothpick paper iron	First squeeze four drops from ( a /an) lemon. Do the same to (a/ an) onion. Mix both of (the/a) juices with (a/ the) grains of sugar in (a/ an) empty dish. Dip (a/ an) toothpick in (a/ the) ink. Write your message on (a/ an) piece of paper. After (the/ a) ink is dry, iron the paper. You will see a/the hidden message.



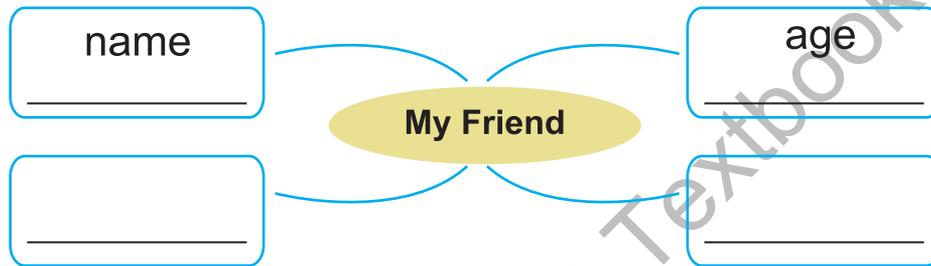
Explain the concept of articles, a, an, the. Encourage students to make short sentences using the articles, 'a' and 'the'. We also use 'an' with words that begin with a silent 'h' e.g. *an* hour, *an* honest man.



## D) Writing

### 1. Learning to Write

i. Writing information; fill in the mind-map with information about your friend. Make sentences about your friend using the articles, 'a', 'an' and 'the'.



### 2. Creative Writing

**Character sketch – Read the text of the unit again and collect information about Rizwan. Write about him in 6-7 lines.**

- What does he look like?
- Is he a happy boy? Give reasons.
- Did he have a problem? Discuss.
- Was he liked by the people? Your opinion.

#### Tongue Twisters

**Fuzzy Wuzzy was a bear,  
 Fuzzy Wuzzy had no hair,  
 Fuzzy Wuzzy wasn't very fuzzy, was he?**



Guide them to write about a friend. They should tell how he looks and what are his habits. Encourage them to come up with different ideas.

# Unit 7

# I Like to Play

## Learning Outcomes

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

- use pre-reading strategies to predict some words of the text by looking at pictures and the title.
- apply critical thinking to interact with the text using while & post reading strategies.
- recognize and pronounce with reasonable accuracy, common two-consonant clusters in initial and final position 'sp' and 'cr'.
- use appropriate expressions in conversation to articulate, recognize and express opinions in simple sentences.
- demonstrate conventions and dynamics of group oral interactions to lead and follow.
- recite a poem with actions.
- use critical thinking to respond to the text (post reading) by relating what is read to their own experiences.
- recognize doing verbs by using them in speech and writing.
- locate, identify, differentiate between and use some simple pair of words including homophones.
- make notes and develop a mind-map as a guided task.
- describe pictures for details linked to action verbs.
- write guided short informal invitations to friends and family members.





## Getting Started

Do you play the games shown in the pictures?



Volley ball



Gilli Danda



Pitthu Garam



Football



### Let's Talk

Read and practise the given dialogue.

**Teacher:** Today, I've chosen your favourite topic for discussion. Can you guess?

**Students:** (many voices) Games, food, activity, play, adventure, fun.

**Teacher:** Oh! I find you very excited already! Today's topic is about the games you play and watch.

**Students:** Oh Yeah!

**Teacher:** Okay, share the games you play in your area with your friends. I give you a minute to do this activity.

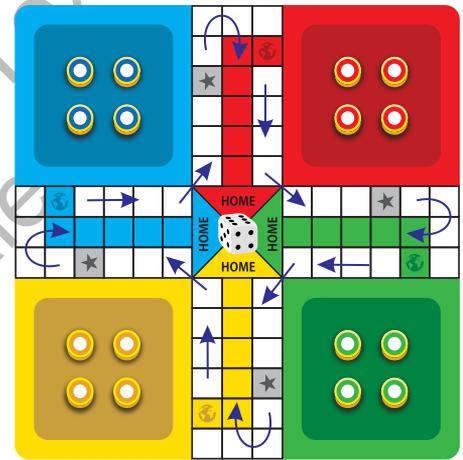
# Sports and Games

## Pre-reading

- What do you like to play with your friends?
- Why are games important for everyone?

Sports and games are full of fun for everyone. Children make new friends while playing different games. These develop good health and sense of sharing. They learn to participate and work in groups. This helps them to know the people around them. Children learn to accept the feelings of victory and defeat. Sports help them to become leaders. They teach them value of time as well.

There are games played in the playground like cricket, hockey, *kabaddi*, etc. which are called outdoor games. There are indoor games as well like ludo, carom, etc. which we play with our parents and siblings. Now-a-days, we also play many video and computer games. Through family games, a home becomes more cheerful. Children learn a lot when they play with their elders.



In our society, it is very important for children to play. There are many parks near homes where children gather after school, in the evening to play local games. Girls and boys run

## While-reading

Which game do you like to play with your mother / father?



around to play the games they like. Some children enjoy swings more whereas the boys love to go round and round with the hanging tyres. Skipping rope is also very popular which gives energy and strength to the body.



Discuss different local games with the students and give them confidence to take pride in such activities. Ask them to follow rules for their safety.

Children learn to interact with one another through games. It enhances to their confidence and helps to develop leadership qualities.



Lattu



Wonderful! Our team has won.

**SYNONYMS FOR SPORTS**

game, fun, activity, entertainment, adventure

**Post-reading**

- How do you celebrate when you win a game or a competition?
- As a captain of a team, how do you motivate your team members when you lose a match?



**A) Oral Communication**

**1. Learning the Sounds**

i. Some words are given below which begin with consonant clusters 'sp' and 'cr'. Practise them aloud for better pronunciation.

sp	cr
spa, space, spade, spaghetti, sparrow, special, speech, spell, spend, spice, spider	cross, crossing, crow, crowd, crown, crucial, cruel, crumb, cry, crisp, crowd

**2. Learning to Speak**

i. Some statements are given. Express your opinion in favour of or against them.

Statements	Opinions
Schools should make sports compulsory for primary section.	Yes, everybody wants to play. We need coaches to learn games.
Games are fun but a lot of time is wasted.	
Field games are better than video games.	
Hockey is more important than cricket.	
Local games should be played in schools more often.	

**ii. Tug of war - Lead and follow to arrange a game among the students of your class. Some instructions are given to help you.**

- Divide the class in two groups under the supervision of your teacher.
- Those who don't want to play can become the referee and the judges.
- Seek permission from the teacher for the use of rope to play during your sports time.

**Ask your class fellows:**

- Who wants to play tug of war?
- We need to choose captains for the two teams.
- Who wants to become a referee?
- We want three judges, raise up your hands.
- We take permission from the teacher for:
- A rope
- A match during sports period.



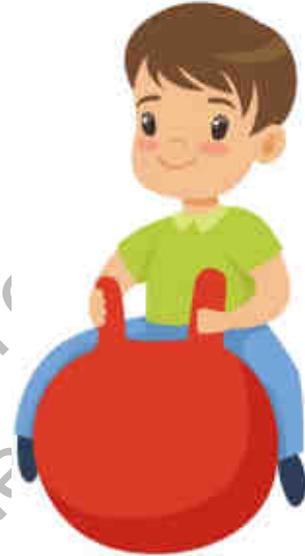
A2(ii) Encourage students to plan games with their friends.

### 3. Read Aloud



i. Sing the given song.

I'm Bouncing  
I'm bouncing, bouncing  
every where  
I bounce and I bounce  
into the air  
I'm bouncing, bouncing  
like a ball  
I bounce and I bounce  
and then I fall



Sight Words

Say and spell the given words.

play

share

ground

sports



## B) Reading and Critical Thinking

### Reading Comprehension

i. Read the text again and answer the following questions.

- What is the passage type: a poem, a drama, a story, a piece of information?
- There are four paragraphs in the text. Give a title to each one.
- What is the team celebrating at the end?
- Should we play games with the family members?

## Analytical Reading

i. Read following situations. Select one option out of the three. Give reasons to justify your answer.

While playing cricket in the street, you hit the ball for a six. It smashes glass of a window. What will you do?

- i) Run away and hide.
- ii) Go to that house to say “sorry”.
- iii) Make a new rule for playing in the street.



## C) Language Focus

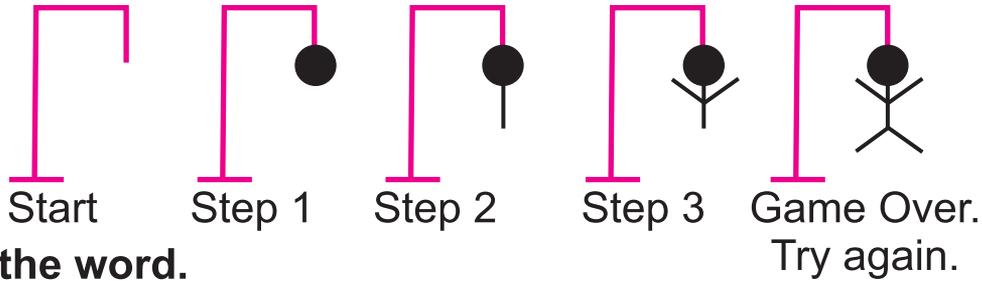
### 1. Vocabulary Building

i. Read the given words with their meanings and learn them. Break the words in syllables. An example is given to help you.

Words	Syllables	Meanings
victory	vic-to-ry	win, triumph
defeat		to lose
struggle		to make a lot of effort
sibling		a brother or a sister
cheerful		very happy
interact		to talk to someone

### 2. Learning to Spell

i. Select a word from the unit. Make a dash for each letter for the word. For each error, draw one step of the hangman; the head, arms, legs.



Guess the word.

\_\_\_\_\_ a \_\_\_\_\_ e \_\_\_\_\_

### Read Me

Doing words or action verbs are what you can “do” and “perform”.

## 3. Grammar

- i. Look at the pictures and read the action verbs. Choose five activities that you can do in the classroom.



- ii. Describe what is happening in the picture. Choose one picture and write two paragraphs.

**First Para** – Describe; how many players / uniform / mood / girls or boys / game, etc.

**Second Para** – Action verbs; what they are doing / guess who will win / if you want to play the game, etc.



The game 'hangman' is an interactive way of learning spellings. Encourage students to play this game with their friends.

## Read Me

Homophones are words with the same sound but different spellings and different meanings. For example: knew, new

### iii. Read the given examples and fill in the right answers.

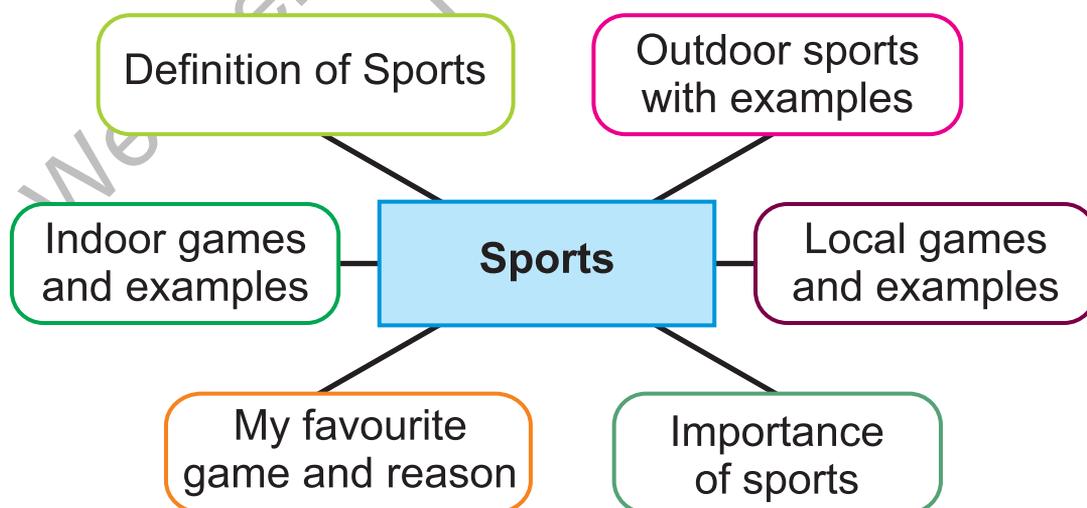
- |  |               |
|--|---------------|
| i. I will <u>write</u> my name.          | right / write |
| ii. She ate a _____ for lunch.           | pear / pair   |
| iii. The cat _____ the race.             | won / one     |
| iv. She threw the _____ ball in the air. | blew / blue   |
| v. There is an _____ in the hole.        | aunt / ant    |
| vi. We _____ the bell ringing.           | here / hear   |
| vii. I see a _____ buzzing around.       | be / bee      |



## D) Writing

### 1. Learning to Write

i. Fill in a mind-map on the topic “Sports and What I Learn From Playing”. Give examples of the given topics in your notebooks.



Children should be encouraged to participate regularly in organized school based team sports to improve their physical health, strengthen their emotional skills and acquire important social capabilities.

## 2. Creative Writing

i. Write four sentences using given hints to analyse the pictures A and B.

i. game

ii. players

iii. action

iv. your opinion

A



B



ii. Make a Sports Day Invitation Card. An example is given to help you. Invite your parents / relatives to see you playing games. Write following information

For: Sports Day Activities

Where: Name of the Place

Date: \_\_\_\_\_

Time: \_\_\_\_\_

RSVP: Write your own name here.

They will let

you know if they can come or not

{Choose what you like to draw.}



### Fun Reading - Tongue twisters

Learn to speak as fast as possible and share it with friends.

Swan swam over the sea,  
Swim, swan, swim!  
Swan swam back again  
Well swum, swan!



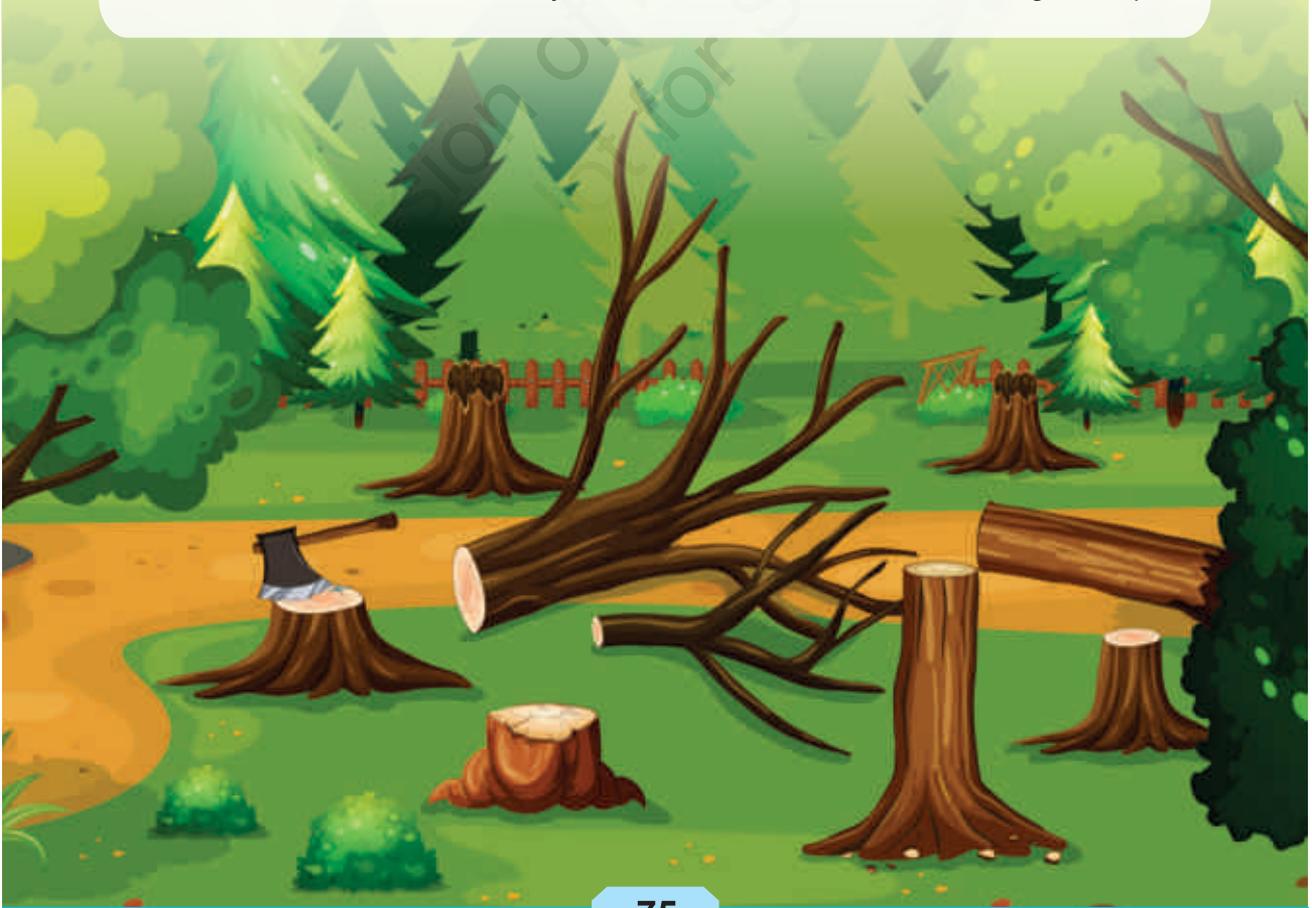
## Unit 8

# Saving Resources

### Learning Outcomes

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

- use pre-reading strategies to predict the content/vocabulary of a text from pictures and the title by using prior knowledge.
- apply critical thinking to interact with text using intensive reading strategies to predict what follows in the text using context and prior knowledge.
- recognize and pronounce the weak forms of 'do' and 'have' in contractions.
- recognize, articulate and use some formulaic expressions to express needs and feelings.
- illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).
- write a few simple sentences to describe/show sequence in a picture.
- write with reasonable accuracy, some sentences of their own on a given topic.





## Getting Started

Look at the given pictures and discuss the natural resources.



air



water



land



### Let's Talk

Read and practise the given dialogue.

- Hina:** Assalam-o-Alaikum, Shehla!
- Shehla:** Wa-Alaikumssalam! How are you?
- Hina:** I'm fine and how are you?
- Shehla:** Good. It's very hot today.
- Hina:** Yes, it hasn't rained for the last few days.
- Shehla:** It's cloudy today. It might rain.
- Hina:** Yes, it will be cool then.
- Shehla:** There goes the bell. Let's go for the morning assembly. They both run to join their class for the morning assembly.



Explain to the students that nature has blessed us with many resources. Tell them that we cannot live without these resources like water, air, etc.

# Saving Resources

## Pre-reading

- Why is it necessary to save natural resources?
- Do you know drinking clean water is necessary for health?

## Saving Resources

Nature provides us with many gifts such as air, water, land, sunlight, minerals, plants and animals. We need to conserve these resources. Existence on earth would not have been possible without any of these. These should be available to all in abundance. All these natural resources make life worth living on Earth. We cannot imagine life without any of these. Many of the resources are being used faster than they can be replaced. The use for these has increased because of over population.



## Water

Humans, animals and plants, all need water to survive. It is significant for our daily life. It has numerous uses. We all must make every effort to use water carefully to avoid wastage. If we continue wasting water, there will be acute shortage of it in the near future.

## Must Do:

- Check water leakages in the house and school.
- Turn off tap while brushing teeth, washing hands and taking shower.
- Save water while drinking from the cooler at school.
- Water your lawn and plants only when needed.
- The cars should be washed with one bucket of water only.

## Electricity

Switch off the extra lights and fans to save electricity. Switch over to energy saving methods and LEDs. These days solar energy is another method that can help us in saving electricity. Here are a few points to follow for saving electricity.

### While-reading

How do you save water and electricity at school and at home?

### Must Do:

- Turn off unnecessary lights.
- Use natural light.
- Unplug electronics not in use.
- Use laptops instead of desktop computers.
- Switch off air conditioners when not at home.
- Dry your wet clothes in the sun.

## Paper

Paper is made of wood. Increased use of paper means more trees will be cut down. Cutting down trees pollutes environment. We should use only as much paper as is needed.

We all must spread awareness about conservation of natural resources. It can be achieved only when people understand its importance. They should know the methods to conserve water, electricity and other natural resources. Besides, it is essential to grow more plants. We should make every effort not to pollute air.

### Post-reading

- What is likely to happen if we continue to waste water?
- Name some gifts of nature.

### Read Me

Weak forms are syllable sounds that become unstressed in connected speech.



## A) Oral Communication

### 1. Learning the Sounds

i. Practise weak forms of 'do' and 'have'. What do you want to do today? In this sentence the first 'do' is weak and the second is stressed.

- I have found my lost phone.
- I've found my lost phone. I've in the second sentence is weak.
- (It is weak here because we have used contraction in this sentence).

ii. Speak two sentences using 'do' and 'have' in the weak form.

## 2. Learning to Speak

i. Divide students into 3 equal groups, naming them as Water, Electricity and Paper (environmental resources). Each group will prepare a speech. You may take help from the given tips.

**Topic:** If you can change one thing in the world what will it be?

**Sight Words**

ii. Say and spell the given words.

warm      clean      grow      light



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer the following questions.

- How can we save wasting water?
- Write two points to save electricity.
- What is paper made of ?
- What causes environment pollution?



Encourage students to brain storm ideas about environmental resources.



## C) Language Focus

### 1. Vocabulary Building

Read the given words with their meanings and learn them by heart. Divide the words into syllables. An example is given to help you.

Words	Syllables	Meanings
conserve		save
resources	re.sour.ces	collective wealth of a country
abundance		plentiful, wealth
environment		surrounding
numerous		many, plentiful
effort		attempt
pollute		to make unclean

### 2. Learning to Spell

i. Fill in the blanks with missing letters.

gi\_\_\_\_ts

pl\_\_\_\_n\_\_\_\_s

ea\_\_\_\_th

an\_\_\_\_ma\_\_\_\_s

kit\_\_\_\_h\_\_\_\_n

s\_\_\_\_it\_\_\_\_h

ii. Circle the correct spellings.

true,	troo,	ture
peepel,	people,	peopal
rivars,	rivers,	rivirs
shawer,	shower,	shover

### 3. Grammar

Read sentences and notice the use of possessive pronouns.

- This cap is **mine**.  
That cap is **yours**.
- This bag belongs to Hina.  
It is **hers**.
- This is Ali's book. It is **his**.

#### Read Me

The Possessive Pronoun is a pronoun that shows who or what owns something e.g. The pencils are mine. These are yours. The possessive pronouns are hers, mine, ours, theirs and yours.

i. Use a possessive pronoun from the box to complete each sentence.

his      ours      mine      yours      ours

- My parents and I live in this house. The house is \_\_\_\_\_.
- The jacket belongs to Beena. It is \_\_\_\_\_.
- I bought a new bike. It is \_\_\_\_\_.
- The bag belongs to Amir. The bag is \_\_\_\_\_.

ii. Underline the pronouns in the sentences taken from the text.

- Water is most important for life on Earth. It is important for humans.
- We must switch off the extra lights and fans to save electricity. It will help us saving electricity.

#### Read Me

A pronoun is a word that is used in place of a noun. For example: Arif played a cricket match today. He enjoyed it. He is the pronoun, used for Arif.



Explain that possessive pronouns show ownership (The toy is mine.). Ask them to give some examples from the items they have.

Explain how pronouns can be used correctly in oral and written work.

### iii. Underline the verbs in the following sentences:

- The sun rises in the east.
- My brother goes to school on time.
- My friends are coming to my birthday party at 5 p.m.
- Sameer has read two storybooks.
- We went to watch a movie yesterday.

#### Read Me

A verb is a word that shows action or condition. It is the most important word in a sentence. No sentence can be made without it.

### Use of different forms of verbs do, and have, eg.

#### The Verb “Have” and “Has”

I have books.	He has books.	They have computer games.
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#### The Verb do

I exercise.	I do not exercise.
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### iv. Fill in the blanks with the verbs *do* and *have*.

- I \_\_\_\_\_ a red shirt.
- He can \_\_\_\_\_ his homework at night.
- Hammad did not \_\_\_\_\_ new books.
- My mother cannot \_\_\_\_\_ exercise daily.
- They \_\_\_\_\_ many friends.



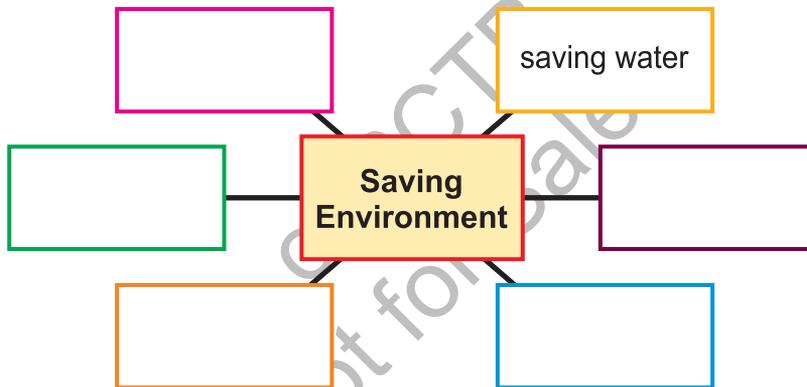
## D) Writing

### 1. Learning to Write

- Write a few sentences about your winter school timings and also mark your birthday on the calendar.

<b>Calendar</b>	<b>January</b> <table border="1"> <tr><th>Mon</th><th>Tue</th><th>Wed</th><th>Thur</th><th>Fri</th><th>Sat</th><th>Sun</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	Mon	Tue	Wed	Thur	Fri	Sat	Sun					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<b>February</b> <table border="1"> <tr><th>Mon</th><th>Tue</th><th>Wed</th><th>Thur</th><th>Fri</th><th>Sat</th><th>Sun</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </table>	Mon	Tue	Wed	Thur	Fri	Sat	Sun	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	<b>March</b> <table border="1"> <tr><th>Mon</th><th>Tue</th><th>Wed</th><th>Thur</th><th>Fri</th><th>Sat</th><th>Sun</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	Mon	Tue	Wed	Thur	Fri	Sat	Sun	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<b>April</b> <table border="1"> <tr><th>Mon</th><th>Tue</th><th>Wed</th><th>Thur</th><th>Fri</th><th>Sat</th><th>Sun</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>	Mon	Tue	Wed	Thur	Fri	Sat	Sun					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																					
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ii. Make a mind map with the help of main theme or idea.



## 2. Creative Writing

i. Create a poster with the idea how the school can bring about changes to conserve water, electricity, and paper.



Guide the students to locate dates and events on a calendar. Help them read the months to circle their birthday. Encourage the students to make creative and colourful posters.

# Review - 2



## A) Oral Communication

### Listening the Sounds

Pronounce the words given below and talk about short and long vowel sound.

mug, leaf, stop, egg, size, care, see, bus

Talk about three things that you like and three things that you don't like.

- I like \_\_\_\_\_.
- I don't like \_\_\_\_\_.

### Learning to Speak

Pronounce weak and strong forms of 'do' and 'have'.

- Do you eat sweets everyday? Yes, I do / No, I don't.
- Do you have a pencil? Yes, I have / No, I haven't

Why do we wash our hands before eating food?  
Give one reason.

### Read aloud

Read aloud any of the poems from the four units.

Read the following sight words.

call

here

play

yes

clean



## B) Reading and Critical Thinking

### Reading Comprehension

Read the passage and answer the questions given at the end.

#### Alina's Toothpaste

Alina has a smart tube of blue toothpaste. Its friend is a yellow toothbrush. Its home is on a nice glass shelf. Alina uses it twice a day. She stands near the mirror and puts the paste on the toothbrush. Then she brushes her nice white teeth until they shine. She likes it as it has a nice taste. After use, she places it back on the glass shelf. She turns on the tap in the washbasin and washes her face. She uses a little water and does not waste it. She knows water is important for everyone.

- What is the colour of Alina's toothbrush?
- Where is the home of Alina's toothpaste?
- How many times does Alina brush her teeth?
- Why do we brush our teeth?



## C) Language Focus

### Vocabulary Building

Write meanings of the given words and also the number of syllables in their columns.

Words	Syllables	Meanings
safety		
helmet		
victory		
cheerful		

## Learning to Spell

Circle the correct spellings.

rane	rain	raen
gaim	gaem	game
children	childran	childarn
pleese	please	plaese

## Grammar

Separate nouns and adjectives from the given phrases.

long shirt, black horse, sweet dish, clean room, nice dress

Nouns	Ajdectives

Underline the prepositions in the given sentences.

- Pour water into the bowl.
- We sit on the chair.
- A cat is under the table.
- The clouds are over the mountains.

Use the verb 'can' to show ability. Write three things you can do and two things you cannot do in your notebooks.

Complete the given table of singular and plural noun.

Singular	Plural	Singular	Plural
fox			friends
egg		brush	
	toys		echoes



## D) Writing

### Learning to Write

Fill in the blanks with the correct forms of the verbs.

- He \_\_\_\_\_ me to play the match. (want / wants)
- The teacher will \_\_\_\_\_ to the class monitor. (talk / talks)
- The teacher \_\_\_\_\_ the art work of the class. (like / likes)
- Rizwan \_\_\_\_\_ happy that day. (is / was)

### Creative Writing

Write a story with a beginning, a middle and an end on the given ideas/situation in your notebooks.

One day, Anas saw a sparrow whose wing was broken.

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Encourage students to brainstorm ideas about the given prompt.

# Unit 9

# My Culture – My Pride

## Learning Outcomes

After completing this unit, students will be able to:

- use pre-reading strategies to predict some words of the text by looking at pictures and the title.
- speak fluently in English through some formulaic expressions.
- apply critical thinking to interact with the text using while and post reading strategies.
- classify, pronounce and practice short vowel 'e'.
- articulate, recognize and use some formulaic expressions to express respect and gratitude.
- recognize, articulate and use some formulaic expressions to express needs and feelings.
- recite a poem with actions.
- understand the syllabic division of a word for learning words meanings.
- recognize that action takes place in time (present, past and future).
- ask questions with verbs to be.
- make a list of festivals and add to the existing information.
- write an expository paragraph explaining a process or procedure.





## Getting Started

Look at all the pictures. Choose any one and discuss it.

### Religious Festivals



Eid-ul-Fitr



Eid-ul-Adha



Holi



Christmas



### Let's Talk

Read and practise the given dialogue.

**Teacher:** Assalam-o-alaikum dear Children!

**Students:** Wa-Alaikumussalam teacher!

**Teacher:** How many children go to their grandparents to celebrate Eids?

**Students:** We all go and visit them.

**Teacher:** Do you get new dresses and gifts as well?

**Students:** Yes, from uncles and aunts!

# My Culture – My Pride

## Pre-reading

- What is your favourite dish?
- What dress do you like the most?

## Our Life Style

Our home Pakistan is a land of different cultures. From Khyber to Mehran, we all live happily with one another. A number of festivals and events are celebrated throughout the year. Pakistanis are very hospitable people. We always take care of our guests. We cook many delicious dishes and serve our relatives. We wear colourful dresses. Local games and other events are arranged in which the young and the old participate actively to spend memorable time.

## While-reading

Which dishes do you like the most?  
Share it with the class.



Encourage students to name their local dishes with which they entertain their guests.

Culture is the way we live, food we eat, dresses we wear, etc. The religion we follow reflects our manners and routine. In Pakistani culture, we help the needy to solve their problems.



Our children show respect to elders and they in return love children. A senior citizen in a village or a city is respected by all. We live as a family with our parents and grandparents. We are proud of our culture.

### Post-reading

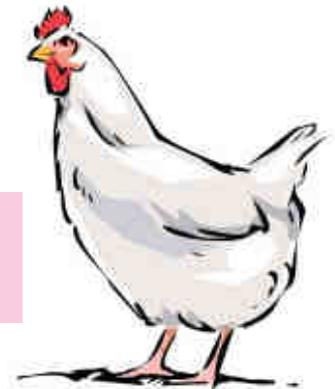
- What is land of different cultures?
- What is cultures?



## A) Oral Communication

### 1. Learning the Sounds

i. Underline Short 'e' in the given lines as in "festival" and 'event'.



It was a very **wet** day and Penny the **pet** **hen** was very hungry because she hadn't **yet** been **fed**.



A1(I) The 'short e' sound is a relatively relaxed vowel sound. The middle of the tongue rounds slightly upward and the sides of the tongue may lightly touch the top and bottom side teeth. The lips and jaw are loose and relaxed.

## 2. Learning to Speak

### Showing Gratitude and Respect

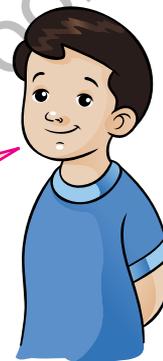
i. Good manners are ways of treating others with respect, showing gratitude. Some basic manners can make life much pleasant.



Thank you for bringing a glass of water for me.



You're welcome.



ii. Practise the given magic words with their functions.



Words	Functions
please	asking politely
I'm sorry.	apology
Excuse me.	to take turn to speak
Thank you	showing happiness
May I....	permission / request



Encourage students to speak in English and try not to correct them. This habit formation will make them speak English fluently.

### 3. Read Aloud

i. Read the poem with actions. Remember to stress the words with some message.

We say "thank you"  
We say "please"  
We cover our noses  
when we sneeze.



We wash our hands  
Before having a snack  
We always put  
The crayons back



We raise our hands  
And don't call out  
That way no one  
Has to shout



#### Sight Words

Say and spell the given words.

pride

show

fair

culture



## B) Reading and Critical Thinking

### Reading Comprehension

i. Read the text of the unit and answer the following questions.

- Give any two qualities of Pakistani culture.
- Why are events and festivals important for us?
- Name an event which is arranged in your area. Write three sentences about it.
- Which festival do you enjoy the most? Give two reasons.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings. Write syllables of the words.

Words	Syllables	Meanings
culture	cul-ture	a way of life
festival		important days celebrated every year
event		local functions arranged for a group of people of the area
shows		displays, to perform
celebrate		to feel happiness

### 2. Learning to Spell

i. The letters of the words are mixed-up. You have to guess the correct word.

Words with mixed-up Letters	Correct Word
belerceta	celebrate
dofu	
koco	
meho	
tereg	

### 3. Grammar

**Tenses – Present , Past, Future. Tenses show us time. Read the table below to see the use of verbs.**

Present	Past	Future
I am a teacher.	I was a teacher.	I will be a teacher.
He is a teacher.	He was a teacher.	He will be a teacher.
They are teachers.	They were teachers.	They will be teachers.
He teaches English.	He taught English.	He will teach English.
They teach English.	They taught English.	They will teach English.

The Simple Present Tense	The Simple Past Tense	The Simple Future Tense
We use the first form of the verb e.g. go, cook, show, etc.	We use the second form of the verb e.g. went, cooked, showed, etc.	We use will and shall with the first form of the verb. e.g. shall go, etc.

**i. Read the sentences and mark which tense they belong to.**

The students listened to the lesson with interest.

present / past / future

My father will cook food today.

present / past / future

Children play in the park.

present / past / future

I always speak truth.

present / past / future

We went to our village last Sunday.

present / past / future



C3 Verbs come in three **tenses**: **past**, **present**, and **future**. Encourage students to pick verbs from other units as well for practice.

**ii. Fill in the blanks with verbs, 'is / are / am / was / were'.**

- a. \_\_\_\_\_ he your friend now?
- b. Yesterday, \_\_\_\_\_ they playing cricket in the park?
- c. \_\_\_\_\_ they working very hard to finish the work today?
- d. \_\_\_\_\_ I going to the market when he called me?
- e. She \_\_\_\_\_ afraid of the dark.
- f. \_\_\_\_\_ he calling me last night?



**D) Writing**

**1. Learning to Write**

**i. Add 2-4 more festivals of your choice to the list given below from your own surroundings.**

Day	Month	Festivals / National Days	
23-26	February	Spring Season Flower Show	Flower Shows in all big cities
	February-March	Jashn-e-Baharaan	Week-long celebrations with the start of Spring season with many stalls of delicious food, games, etc.
23	March	Pakistan Day	Republic Day to commemorate the Lahore Resolution
14	August	Independence Day	Celebrated to commemorate the day when Pakistan gained Independence in 1947
9	November	Iqbal Day	Birthday of Allama Muhammad Iqbal
25	December	Quaid-e-Azam Day	Birthday of Muhammad Ali Jinnah / Jesus Christ

## 2. Creative Writing

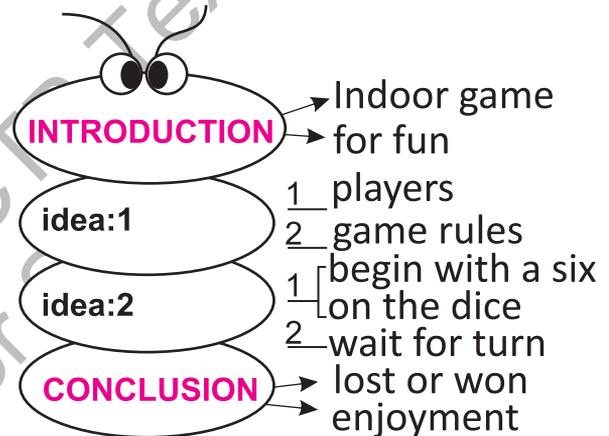
i. Write and complete the lines given below as your first effort of expository writing.

### Read Me

Expository writing is to give information. We explain a subject, give directions, or show how something happens. We use linking words like first, second, then, and finally, this helps the readers to follow ideas.

Title: **Playing Ludo**

Introduction 1 – 2 lines	Ludo is an indoor game. It is played.....
Idea 1 1 – 2 lines	First, ..... Second, .....
Idea 2 1 – 2 lines	Later, ..... Then, .....
Conclusion	Finally,



### Fun Reading - Tongue twisters

Learn to speak as fast as possible and share it with friends.

**A sailor went to sea to see,  
what he could see.  
And all he could see was  
sea, sea, sea.**



D2 Encourage students to discuss simple topics already discussed in different units. For example, Class Rules, Blessings of Nature, Happy Home, Sports. This will help them to understand how information is added for expository paragraph writing.

## Unit 10

# Our Family Picnic

### Learning Outcomes

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

- use pre- reading strategies to predict the content/vocabulary of a text from pictures and the title by using prior knowledge.
- explain simple position on a picture, illustration or a map.
- use critical thinking to respond to the text (post reading) by relating what is read to their own experiences.
- skim through common graphical features such as pictures and tables in texts to increase understanding.
- recognize and use apostrophes to show possessions.
- recognize and use words with, in, over, from, into and out of (prepositions).
- demonstrate the use of the verb can/cannot to show ability or inability.
- identify and use may/may not for seeking or giving permission and prohibition.
- make a list of items (e.g-vocabulay) required for a given task /topic.
- complete a simple paragraph using the given words, phrases and sentences.





## Getting Started

What do you see in the pictures? Discuss it in the class.



### Let's Talk

Read and practise the given dialogue.

#### *At Rawal Lake, Islamabad*

**Teacher:** Sit down children. How did you spend the three holidays?

**Majid:** I went to a picnic with my family.

**Nasir:** We went to watch a movie.

**Teacher:** Where did you go, Majid?

**Majid:** Ma'm, we went to Rawal Lake, Islamabad. Weather was pleasant there. We enjoyed ourselves a lot.

**Teacher:** What did you like there the most?

**Majid:** I liked boating the most.

# Our Family Picnic

## Pre-reading

- Why do you think it is important to go out for a picnic with the family?
- Will it be more fun if we go for picnic in spring?

My family went out on a picnic,  
We lugged all our stuff to the park.  
As soon as we'd spread out our blanket  
It promptly got rainy and dark.

And while we were watching our napkins  
And plates blow away in the breeze,  
We all got bit by mosquitoes  
And attacked by bees.

We couldn't hold any longer,  
We ran screaming madly away  
And left all our stuff to the insects  
And rain that had ruined our day.

So next time we'll go to the movies,  
Or maybe just go to the mall.  
That last time we went on a picnic  
Was really no picnic at all.

**Kenn Nesbitt**

## While-reading

Did you ever have the same experience?

## Post-reading

- Do you think that they could have checked the weather forecast?
- Why did they decide to go somewhere else next time?



Read the poem with correct pronunciation and intonation.  
Help and encourage the students to read the poem aloud.



## A) Oral Communication

### 1. Learning the Sounds

#### Consonant Blends

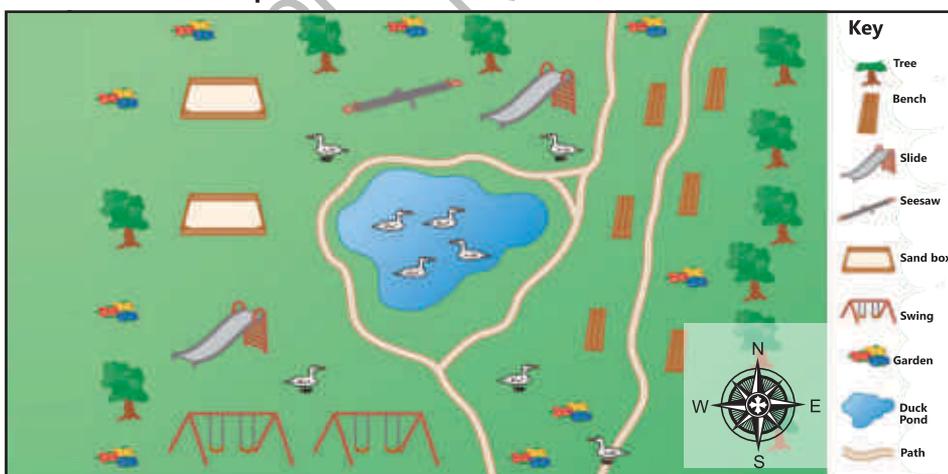
i. Underline the consonant blends in the given sentences.

- Be **quiet** in the library.
- I saw a **stream** of water in the park.
- My **street** is very narrow.
- You should be **quick** in doing your homework.

### 2. Learning to Speak

i. Some statements are given below. Talk about the picture.

- Explain, what you see on the map.
- How many flower gardens do you see?
- Look at the compass and identify where the swings are located.
- What is in the pond?



A compass rose is used to tell directions on a map. Explain to them how to read a map. Explain the directions (East, West, North, South) in the class-room in some area of the school.

**Read Me**

The letters 'qu' and 'st' are found at the beginning of many words. Each of these letter combination stands for a blend of consonant sounds. For example: quack, straight

## Sight Words

Say and spell the given words.

drink

once

never

cold



## B) Reading and Critical Thinking

### 1. Reading Comprehension

i. Read the text again given at the beginning of the unit and answer the following questions.

- Where did the family go on a picnic?
- What happened when they spread out the blanket?
- Where did they decide to go for their entertainment in future?
- How was their picnic ruined?

### 2. Analytical Reading

i. Read the questions and select one option out of three. Give reasons to justify your answer.

- What is the author's purpose in writing this poem?  
i. to amuse                      ii. to inform                      iii. to complain
- Do you think the author is:  
i. pleased                      ii. sad                      iii. funny



Guide the students to decide the correct option after reading the poem again. It will help them understand mood of the poet.



## C) Language Focus

### 1. Vocabulary Building

i. Look up the words in the dictionary and break them up in syllables.

Words	Syllables	Meanings
lugged		to pull or carry the luggage
stuff		belongings or things
promptly		quickly, without delay
screaming		shouting
napkin		a small soft paper to wipe face and hands
ruined		spoiled
picnic		outing in which people take food to eat there

### 2. Learning to Spell

i. Form groups and look at the two boxes. How many words can you read and write?

				g				
	c			r	y		b	t
								l
t		a		n			w	l
				d			n	k

	e	a	s	y			n		
		f					e		
		t					w		
	b	r	e	a	k	f	a	s	t
		r					p		
		n					a		
	b	o	x	e	s		p		
		o					e		
	a	n	y	w	h	e	r	e	



Clue words:

i) carry

ii) ground

iii) till

iv) train

v) brown

vi) drink

Help the students complete the words in the box.

### 3. Grammar

#### Contractions

##### i. Write contractions of the underlined words.

- I will say my prayer and then sleep. \_\_\_\_\_
- Did not you get my letter? \_\_\_\_\_
- I have given him a pencil. \_\_\_\_\_
- You are very rude. \_\_\_\_\_
- Who is shouting? \_\_\_\_\_

#### Read Me

Study the use of contraction (') in the words given below:  
it is → it's,  
we will → we'll / who is → who's.

##### ii. Read the following sentences and note the use of prepositions.

- The thief broke into the house.
- Can you jump over the rope?
- I saw him from a long distance.
- How will you come out of the deep water?
- The cat is under the table.

#### Read Me

A preposition shows a relationship of a noun or a pronoun to another word in the sentence, e.g. The bird is in the cage. Read the following sentences and note the use of prepositions.

##### iii. Fill in the blanks with appropriate prepositions.

- Last time we went out \_\_\_\_\_ a picnic.
- The plates blew away \_\_\_\_\_ the breeze.
- We left all our stuff \_\_\_\_\_ the insects.
- They were attacked \_\_\_\_\_ the bees.



Contractions are short forms. Guide them with examples to use contractions. Make them understand that these are short forms.

## Use of 'May' and Can'

### Read Me

May is used to state a possibility, a happening in the future, e.g. May I ride your bike?

### iv. Read the following sentences and notice the use of 'may' and 'can'.

<b>can</b>	_____	I can speak Spanish.	(ability)
<b>cannot</b>	_____	No, you can not go out in the lawn.	(prohibition)
		I can not speak Spanish.	(inability)
<b>may</b>	_____	May I come in?	(permission)
		It may rain tomorrow.	(probability)
<b>may not</b>	_____	No, you may not.	(prohibition)
		It may not rain tomorrow.	

### v. Complete the sentences by filling in the blanks with may/can appropriately in your notebook.

- (Can/May) you swim?
- (May/Can) I eat the last piece of the cake?
- I (May/Can) finish my work on time.
- (May/Can) I sit in the front row?
- (May/can) I get something to eat?
- She (can/may) cook a tasty meal.

### Read Me

Can should be used to express ability. e.g. Can you ride the bike?

## Use of 'Synonyms' and 'Antonyms'

### Antonyms

Antonyms are words opposite in meaning e.g. more-----less /big-----small / tall-----short / high-----low.

### Synonyms

Synonyms are words similar in meaning e.g. round-----circular / begin-----start / end-----finish

### vi. Write a synonym for each word from the box.

hard

select

injure

fast

error

quick \_\_\_\_\_

mistake \_\_\_\_\_

hurt \_\_\_\_\_

difficult \_\_\_\_\_

choose \_\_\_\_\_



## D) Writing

### 1. Learning to Write

i. Make a list of things you need to carry while going on a picnic. A few items are being mentioned here. Write all the other items that you can think of.

a mat, ice pack, food, umbrella, paper napkins \_\_\_\_\_  
\_\_\_\_\_

### 2. Creative Writing

#### Word Bank

#### Paragraph Writing

i. Write a paragraph using the words/phrases in the box. The first line has been given for you. Give it a title also.

hungry-----soup-----too  
hot-----tongue burnt-----  
freezer----- grabbed ice  
cubes----- put bread  
pieces in it----- cooled  
down----- could eat.

Title: \_\_\_\_\_

Humayun came home after playing a match.

#### Fun Reading - Tongue twisters

Learn to speak as fast as possible and share it with friends.

I thought a thought, But the thought I  
thought wasn't the thought I  
thought I thought.



Ask the students to elaborate the points given in the word bank. Encourage them to write in correct sequence and with correct punctuation.

## Unit 11

# Healthy Habits

### Learning Outcomes

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

- use pre-reading strategies to predict the content/vocabulary of a text from pictures and the title by using prior knowledge.
- apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions based on the text.
- practise class talk to learn formulaic expressions for efficiency in speaking English.
- read a poem with the application and understanding of punctuation rules.
- read aloud for accurate reproduction of sounds of letters and words.
- use critical thinking to respond to the text as post-reading strategy by relating what is read to their own experiences.
- pronounce syllables for stress of the word.
- pronounce and spell simple words with silent letters.
- recognize that 'ed' /d/, /t/, /id/ as in looked, danced and landed.
- reproduce in speech appropriate patterns of rhythm, stress, and intonation through listening to a story.
- recognize and use words opposite in meaning.
- recognize alphabetical arrangement of words as a preparation for glossary or dictionary use.
- recognize function of simple 'wh' forms used in questions.
- identify and use question words why, how, who, whose, which, where ,etc.
- recognize and use actions with prepositions 'before' and 'after'.
- describe pictures with a message linked to immediate surroundings.
- utter a tongue twister as a practice for fluency, tone and pitch.



# HEALTHY HABITS



## Getting Started

What do the pictures have in common?



### Let's Talk

Read and practise the given dialogue.

**Hammad:** Fahad, why didn't you come to school yesterday?

**Fahad:** I was not well.

**Hammad:** What happened?

**Fahad:** I had toothache.

**Hammad:** Did you go to the dentist?

**Fahad:** Yes, he gave me the medicine. I am feeling better now.

**Hammad:** OK. Let's go to the classroom now.

# Toothy Toad

## Pre-reading

- What do the above pictures have in common?
- Why is it important to brush our teeth daily?

A long time ago, there was a wizard who made a new spell. Whoever, used the spell would get perfect teeth. The wizard decided to use it on one of his toads. After the spell was cast, the toad became a very smiley happy creature. Not only could he now eat all sorts of foods, but also he started speaking.

"I'm delighted with the change", repeated the toad, proudly, "I prefer eating candies to feeding on flies."

The wizard noticed that the toad was taking little care about choosing what to eat, and he kept on telling the toad.

"Look after your teeth, Mr. Toad. Brush them so you don't get a toothache. Above all, don't eat so many sweets."

However, the toad didn't pay much attention. He thought his teeth were too strong for him. He liked and enjoyed sweets so much that he didn't even try to eat less.

One day, a tooth started decaying and slowly the decay spread throughout his mouth. Soon, the toad felt that there were holes in all his teeth, and they were starting to fall out. He decided to start looking after them, but by then it was too late. When his last tooth fell out, he lost the ability to talk and eat.



## While-reading

How many sweets do you eat in a day?



Poor Mr. Toad! If he hadn't lost that last tooth he could have told the wizard to give him new teeth and would promise to take care of the new ones better. Nothing could be done now. There's nothing more distasteful than eating bugs.



### Post-reading

- Why should we eat fewer candies?
- How will we remain healthy by taking care of our teeth?



## A) Oral Communication

### 1. Learning the Sounds

Break the given words into syllables and share them with the class.

- pineapple \_\_\_\_\_
- strawberry \_\_\_\_\_
- radishes \_\_\_\_\_
- cucumbers \_\_\_\_\_

#### Read Me

A syllable is a unit of pronunciation. Every word is made from syllables. Each word has one, two, three or more syllables. Every syllable has at least one vowel (a, e, i, o, u) or vowel sound e.g. family-----  
fa-mi-ly, banana-----ba-na-na

### 2. Learning to Speak

i. Pronounce simple words with silent letters.

- knife: **k** is silent in the word knife.
- listen: **t** is silent in listen.
- write: **w** is silent in write.
- high: **g** is silent in high.

ii. Speak and identify the silent letters in the following words.

know

bridge

honest

hour

answer



Ask simple questions about the understanding of the main idea and theme of the text.

### 3. Read Aloud

i. Read the poem aloud with actions.

#### WE WASH OUR HANDS

We wash our hands to keep them clean,  
The cleanest hands you've ever seen!  
Use soap and water,  
That's the way  
To chase those dirty germs away!



#### Sight Words

ii. Say and spell the given words.

read

write

tell

ten



### B) Reading and Critical Thinking

#### 1. Reading Comprehension

Read the text again given at the beginning of the unit and answer the following questions:

- Who would get perfect teeth?
- What made the toad a happy creature?
- Why didn't the toad eat less sweets?
- How do you think the toad's teeth fell?



#### 2. Analytical Reading

#### Story Reading

Read the passage and answer the questions.

One sunny morning, Ayla decided to go to a park with her elder brother, Fahad. She put on her favourite yellow shoes and left the house. On the way, they found a mother duck with three little ducklings walking along the road. Ayla and Fahad were very happy to see the baby ducks. She convinced her brother that they must follow the ducks. She wanted to make sure that the ducklings got home safely.

**Circle the correct options.**

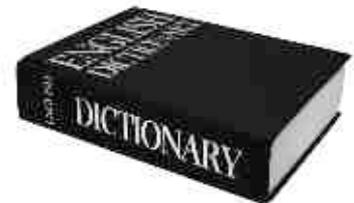
- **The morning was:**  
a) windy    b) dusty    c) sunny    d) rainy
- **The name of Ayla's brother was:**  
a) Ahmad    b) Fahad    c) Omar    d) Zeeshan
- **The colour of Ayla's shoes was:**  
a) brown    b) black    c) yellow    d) red
- **Ayla found a:**  
a) swan    b) duck    c) hen    d) cat
- **The total number of animals was:**  
a) one    b) two    c) three    d) four
- **Ayla wanted to follow those animals because:**  
a) She found them cute.  
b) She wanted to take them home.  
c) She wanted to play with them.  
d) She wanted them to go home safely.



## C) Language Focus

### What is a dictionary?

A dictionary is a book which has a list of words and their meanings. It is always in alphabetical order.



Show the dictionary to the students. Guide them how to look up words in a dictionary. Small pocket dictionaries will be helpful.

i. Put the following words in alphabetical order:

wash

brush

clean

decay

tooth

filthy

## 1. Vocabulary Building

i. Read the given words with their meanings and learn them by heart. Divide into the words in syllables. Consult the dictionary and look up the missing meanings.

Words	Syllables	Meanings
perfect		exact, correct in every detail
filthy		dirty
spell		
decay		
distasteful		bad taste
delight		

## 3. Grammar

Recognizing that sound of “ed” in the past form of verbs is pronounced in three different ways.

**Examples of id:** needed, wanted

**Examples of t:** asked, missed

**Examples of d:** buzzed, called

i. The following words are taken from the text. Try to recognize the sounds of these words as we pronounce them.

delighted

decided

liked

tried

enjoyed

### ‘Wh’ Words

ii. Notice the use of ‘wh’ words in the given questions.

### Read Me

Simple wh questions: wh questions start with “wh” words: what, when, where, who, whom, which, whose, why and how.

What is this?

This is an old camera.



When will you go to the zoo?

I will go on Sunday.

Where is my jacket?



It is in my bedroom.

Who is your friend?

Hammad is my friend.

Whom will you invite?

I will invite all my classmates.



Which colour do you like?

I like brown colour.

Whose watch is this?

This is mine.

Why are you so late?

I missed the morning bus.



How do you feel now?

I am much better now.

**iii. Change the given statements into “wh” questions and practise them.**

- Ellisa wants to buy a book.

Q .....

- My friend’s birthday is on 26th.

Q .....

- It’s 10 o’clock

Q .....

- My uncle’s house is in Satellite Town.

Q .....



**iv. Below is a list of actions. Sometimes we wash hands before these actions and sometimes after doing them. Put a circle (O) around the actions that we do before washing our hands before and a square (□) for actions after which you MUST wash your hands.**

using the bathroom

eating

touching your eyes

cooking dinner

touching animals

cleaning your room

touching garbage

blowing your nose

touching pet food



v. Opposite words are needed to fill in the blanks given below.

- Will you go up stairs and then come \_\_\_\_\_ to have lunch?
- The rich man was ready to help the \_\_\_\_\_.
- The night came and very soon it will be \_\_\_\_\_.
- Be good and do not play with \_\_\_\_\_ boys.



## D) Writing

### 1. Learning to Write

After reading the story "The Toothy Toad" why do you think it's important to brush your teeth? Write in 2-3 sentences.

### 2. Creative Writing

Explain in a few lines how you keep your room clean.




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# Review 3

## A) Oral Communication

### Learning the Sounds

Read the given words ending in 'ed', and find out if the sounds match with /t/ /d/ /id/

finished

filled

needed

brushed

missed

stopped

Pronounce the words with the cluster blends.

brake

quick

strike

straight

brick

quiet

### Learning to Speak

Talk about two ways of saving water and electricity.

Discuss your daily routine with the class. Begin with the time in the morning when you get up.

Say and spell the sight words.

drink

cold

pride

food

show



## B) Reading and Critical Thinking

### Reading Comprehension

Answer the given questions.

- Which is your favourite festival and why?
- Where would you like to go for a picnic? Give one reason.

### Analytical Reading

Read the passage and answer the questions at the end.

Seema loves to study in a school. She comes home and does her homework. After that she helps her father in the shop and mother at home. She feeds the goats and cows. She eats dinner and clears the table. After dinner, she brushes her teeth and watches TV for some time. Then, she goes to bed.

**Questions to answer:**

- Why does she keep herself busy the whole day?
- What work do you do after going home from school?  
Share it with the class.



**C) Language Focus**

**Vocabulary Building**

Write the meanings of the given words and the number of syllables in their respective columns.

Words	Syllables	Meanings
event		
please		
picnic		
wizard		
effort		

Put the vocabulary words given above in alphabetical order.

**Learning to Spell**

Fill in the blanks.

swe\_\_t

catc\_\_

com\_\_ands

fr\_\_end

**Grammar**

Fill in the blanks with 'wh' words.

- \_\_\_\_\_ are you going?
- \_\_\_\_\_ is she playing now?
- \_\_\_\_\_ will the school open?

Write three countable nouns and three uncountable nouns from immediate surroundings in your notebook.

You are a trainer of a parrot. Write four commands that you would give it in your notebook.

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



You are an instructor. The children are walking home from school. What two instructions will you give them so that they can reach home safely?



## D) Writing

### Learning to Write

Write the following numbers in words:

51

77

99

60

82

100

Complete the poem by using words given in the box.  
Give a title to the poem as well.

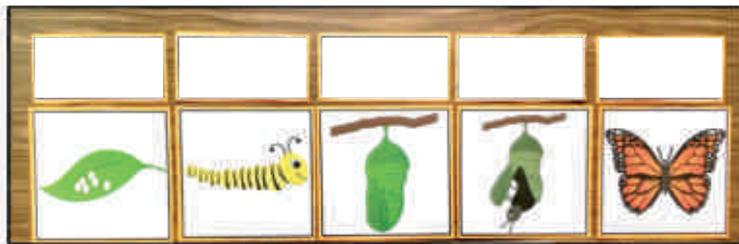
fly    cry    sky

Title \_\_\_\_\_  
Fly little sparrow fly  
Do not \_\_\_\_\_  
Look at the blue \_\_\_\_\_  
Come on! You can \_\_\_\_\_

## Creative Writing

### Sequence Writing

Complete the story told in the picture in four lines using the given words.

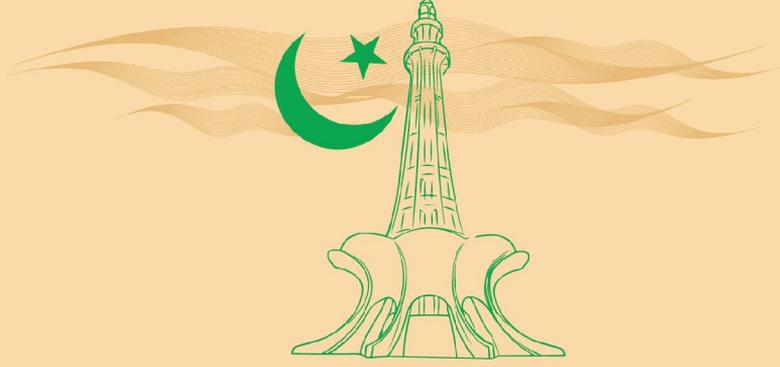


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## قومی ترانہ

پاک سرزمین شاد باد      کشورِ حسین شاد باد  
تُو نشانِ عزمِ عالی شان      ارضِ پاکستان  
مرکزِ یقین شاد باد  
پاک سرزمین کا نظام      قُوّتِ اُحُوّتِ عوام  
قوم ، ملک ، سلطنت      پایندہ تابندہ باد  
شاد باد منزلِ مُراد  
پرچمِ ستارہ و ہلال      رہبرِ ترقی و کمال  
ترجمانِ ماضی، شانِ حال      جانِ استقبال  
سایۂ خدائے ذوالجلال

