

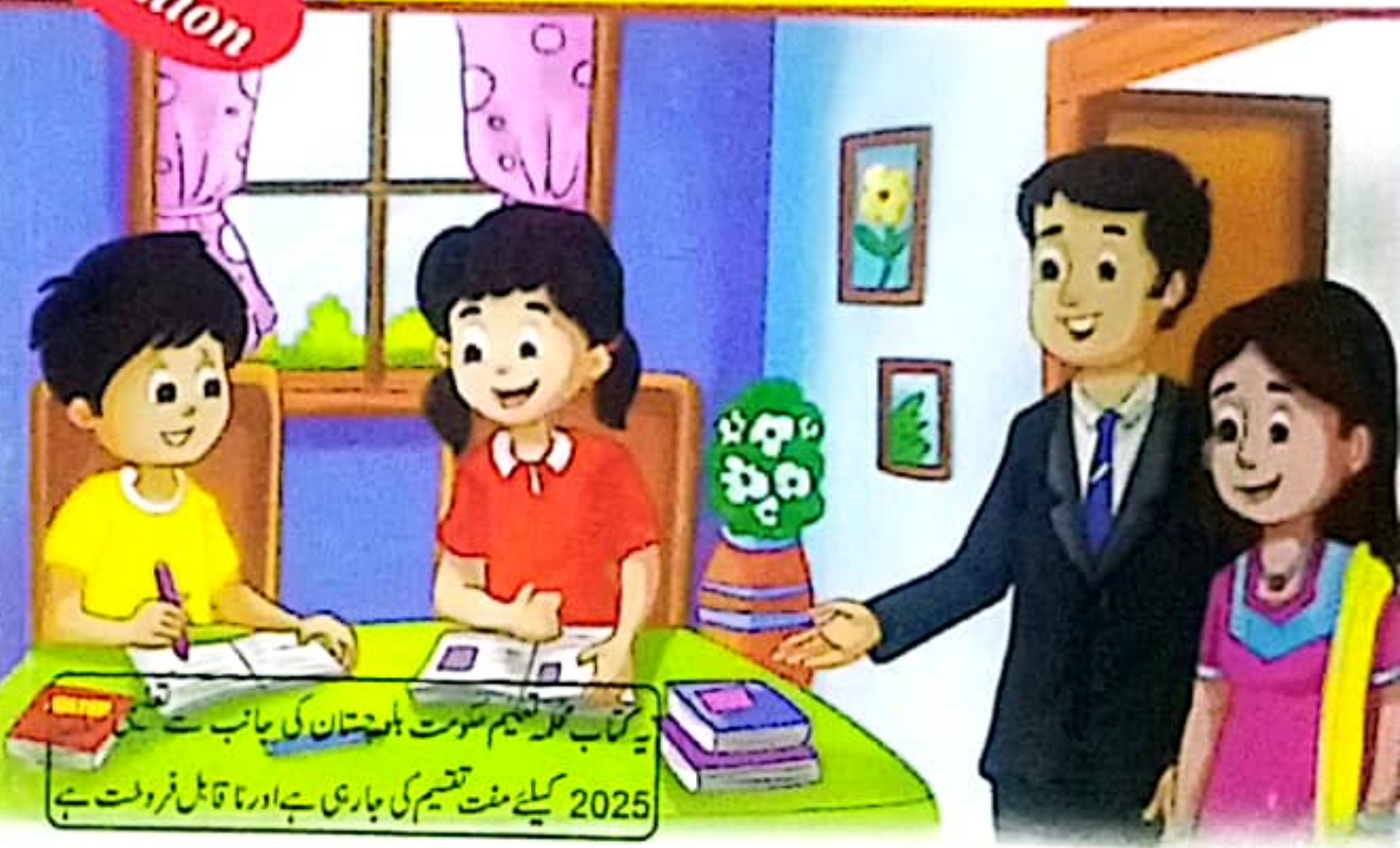
Textbook

English

3

Test
Edition

Based on Single National Curriculum 2020



یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے تعلیم
2025 کیلئے مفت تقسیم کی جارہی ہے اور ناقابل فروخت ہے

حکومت بلوچستان کا پروگرام "معیاری تعلیم سب کے لیے"



Balochistan Textbook Board, Quetta

Textbook

English

Grade 3

Based on Single National Curriculum

One Nation, One Curriculum

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APPEAL

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
شروع اللہ کے نام سے جو بڑا مہربان نہایت رحم والا ہے۔

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About the Book

Unit 4 Bee on my Nose

Learning Outcomes

After completing this unit, you will be able to:

- use pre-writing strategies to predict a poem by looking at pictures in the text
- respond to the text (poem) readings to express understanding of a story through paragraphs and a simple line plot
- comprehend and respond to simple questions
- comprehend simple poems read aloud in class
- identify and pronounce with reasonable accuracy common consonant clusters in oral poems
- articulate, recognise and use some familiar expressions to listen and respond to more commands, express limited needs and feelings, make poems
- identify recognise and articulate three or more lettered eight words
- read more naming, action and describing words and make with pictures
- read and make short poems or rhymes with actions
- reproduce common phrases and familiar expressions used in class and school
- identify initial and final consonant sounds
- articulate and use simple rhyming words in writing
- recognise that some words substitute particular and general naming words
- use with a, use with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am
- recognise and use substitution words as objects like me, us, you, him, her, them, it
- write 3-5 simple meaningful sentences of their own on a given topic with different sentence beginnings.



Learning outcomes provide key learning expectations.

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

An Ant and a Dove

Look at the given pictures and guess what the story is all about.

On a hot summer day, a thirsty ant was looking for water to drink. She searched for water and finally reached a river. She climbed up on a stone to drink the water. She slipped and fell into the river.

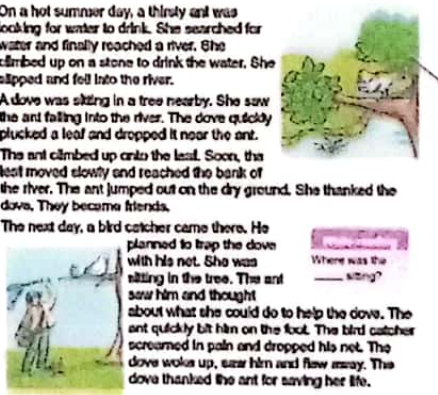
A dove was sitting in a tree nearby. She saw the ant falling into the river. The dove quickly plucked a leaf and dropped it near the ant. The ant climbed up onto the leaf. Soon, the leaf moved slowly and reached the bank of the river. The ant jumped out on the dry ground. She thanked the dove. They became friends.

The next day, a bird catcher came there. He planned to trap the dove with his net. She was sitting in the tree. The ant saw him and thought about what she could do to help the dove. The ant quickly bit him on the foot. The bird catcher screamed in pain and dropped his net. The dove woke up, saw him and flew away. The dove thanked the ant for saving her life.

Where was the ant sitting?

How did the ant save the dove's life?

What lesson did you learn from the story?



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

3 Grammar

Singular Plural

i. Read the following.

| Singular | Plural |
|----------|---------|
| flower | flowers |
| tree | trees |
| box | boxes |
| glass | glasses |

Read the following.

Change the number of these nouns by adding 's' or 'es'.

| Singular | Plural | Singular | Plural |
|----------|--------|----------|--------|
| tree | | hero | |
| watch | | boy | |
| fox | | bird | |

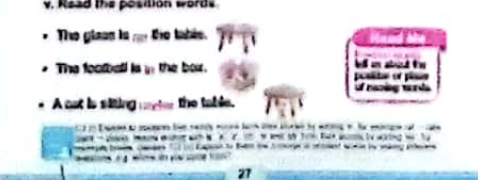
Position words

ii. Read the position words.

- The glass is **on** the table.
- The football is **in** the box.
- A cat is sitting **under** the table.

Read the following.

Put an object in the position or place of missing words.



Teaching points make teaching more effective and skillful.

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.

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

Review 4


A) Oral Communication

1 Learning the Sounds

Read the given words and write them in the columns.

| ants | birds | boxes | books | watches | friends |
|------|-------|-------|-------|---------|---------|
| /a/ | /a/ | /a/ | | | |
| | | | | | |

Look at the given pictures and write what they say.



Make pairs of students and ask them to describe their school and classroom.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

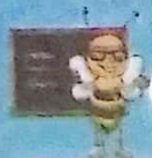
- How did the ant fall into the river?
- What is your favourite season?
- What things do we need to make a greeting card?

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.
- practice 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 group to exchange courtesies to show respect.
- use appropriate expressions in conventions to articulate, recognize 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 guided paragraph from 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 room for you. What do you like?

Students: (*many answers*) charts, flowers, posters, a 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 reason.

"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 sing these with my friends.

I come to school every day to learn new things. It's fun to learn and play in the school. There are boys and girls in my classroom. We listen to our teachers. There are few rules for the classroom. My

teacher has made a poster for us to follow the rules.

A very important rule is to keep our classroom clean. The things we need are: brush, 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.



CLASS RULES

- 1 Listen when others are talking.
- 2 Follow directions.
- 3 Keep hands, feet & objects to yourself.
- 4 Work quietly & do not disturb others.
- 5 Show respect for school & personal property.
- 6 Work & play in a safe manner.

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 read after some practice. This will help in pronunciation as well as intonation and stress pattern. Encourage the students to read in a louder voice.

Stay happy and follow rules!"

While-reading

Do you want to add something to your speech?



A) Oral Communication

1. Learning the Sounds

Phonics – soft sounds of 'c' and 'g'

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

Soft sound 'c'

city, pencil, face

Soft sound '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 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 in 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 |





Consonant clusters or blends are the names given to two or three consonants that appear together in a word. The term *cluster* refers to the written form and the term *blend* refers to the spoken form.

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

2. Learning to Speak


i. Five symbols tell you how you can show respect to someone. Practice 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 and why? You may take help from the given rules.

Hello everybody!
I hope you're fine.

Yes, we are!
Thank you.



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

The class rule I like the most is
because



Ali

OUR CLASS RULES

- USE -
MANNERS AND
BE POLITE

HELP
OTHERS

BE KIND
- TO -
OTHERS

BE READY
TO LEARN
EVERYDAY

LOOK AFTER
- OUR -
SCHOOL

FOLLOW
INSTRUCTIONS

3. Read Aloud

- i. Read 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!)



'Read 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.

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 new class?
- Is it important to listen to your teachers? Give a 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.

2. Analytical Reading

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

| Rules | Class I | Class II |
|----------------------------------|---------|----------|
| Raise your hand before you speak | | |
| Use polite words | | |
| Help others | | |
| Listen when others are speaking | | |
| Have fun | | |
| Work together | | |



D) Writing

1. Learning to Write

Syllable Division

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

| Multi-syllable Words | Number of syllables | Syllable division in colours |
|----------------------|---------------------|------------------------------|
| classroom | | |
| consonants | | |
| clusters | | |
| playground | | |
| correct | | |
| happy | | |

Capitalization and Punctuation

- ii. Punctuate the lines 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 letter

Punctuation

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



Teaching children to divide words into syllables is an important part of improving spellings for better reading.

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 are a lot of fun when recited together in a group.

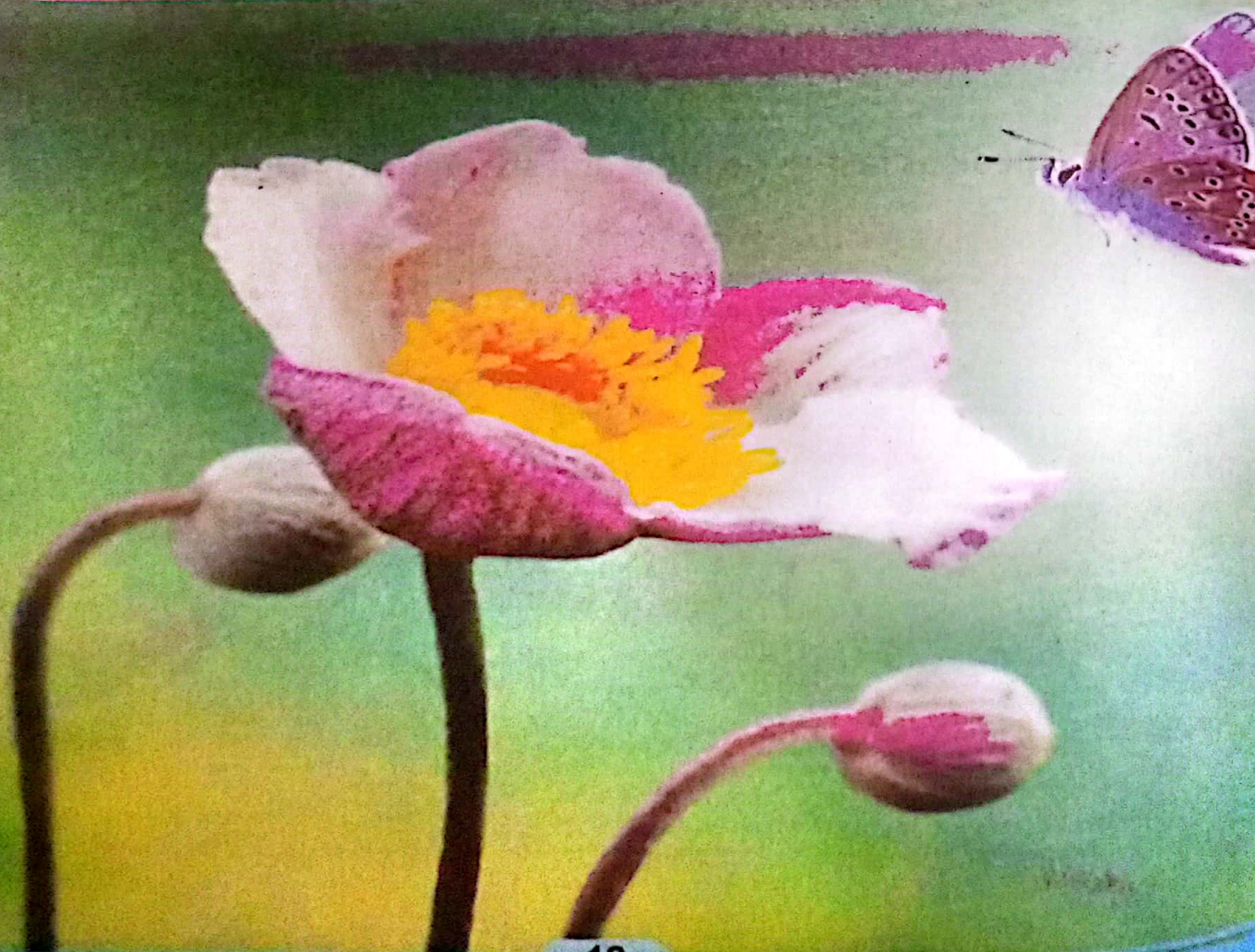
Unit 2

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 reading text as model for their own writing.
- write ordinal numbers from 50-100 in words.
- write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.





Getting Started

Which picture do you like the most?



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 field work.
- 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
bird and 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.



A) Oral Communication

Read Me

The letters a, e, i, o, u are vowels. All other letters except vowels are consonants.

1. Learning the Sounds

Long and Short vowel sounds

I. Notice the difference in the sounds of these words and practise

Examples: hit, heat, cat, card

| | |
|---|-----------|
| a | hat, hard |
| e | bed, bee |
| i | ink, ice |
| o | box, boat |
| u | cut, cute |

Now practise the above given vowel words in groups.

2. Learning to Speak

Read Me

Intonation is the rise and fall of voice while speaking. Yes/No answers give rise to Intonation.

Intonation

I. Importance given to a syllable or word is called **Stress**. It helps us to create rhythm of speech. Practise the given lines:

Can you ²swim? Do you ²work? Are you a ²student? Is she ²happy?

1 1 1 1

Now practise the above given questions.

ii. Sight words: Learn to speak the given words fluently!

golden

shine

earth

good

bye

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



Read Me

You may focus on the following points.

- The colours of the advertisement?
- Types/colours of pencils
- Action of the children

STABILO

SWANS 36 LONG

3. Read Aloud

Phonics - Long and Short vowels

iv. Pronounce the vowels given under.

bell, red, heat, fell, seat, bin, sit, lid, kite, bike

Read Me

A vowel is short if it gives only half voice. For example apple, elephant.

Read Me

A vowel is long if it gives full voice. For example announce, equal.



3(iii) 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).



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?

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.



Discuss the difference between sun and moon. Tell them the color and time of appearance.



C) Language Focus

1. Vocabulary Building

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

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

2. Learning to Spell

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

E_RTH

MAGI_

DE_END

HEALT_

ENER_Y

_HINE

F_OWER

WELCO_E

W_OLE

H C A

G M P

L S H

3. Grammar

Conjunctions

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

Read Me
A Conjunction is a word used for joining together nouns, pronouns, phrases, sentences. For Example: 'but', 'and', 'or', 'because'.

Sidra 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 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, _____.

Umar did not agree

Anagrams

- iii. Form new words from the given words.

i) ear _____

ii) act _____

iii) pat _____

iv) dam _____

v) mug _____

vi) now _____

Read Me
An Anagram is a form of word or phrase in which letters of a word or phrase are rearranged in such a way that a new word or phrase is formed.

Read Me
Examples:
i) Break, baker
ii) Flow, wolf
iii) How, who
iv) Ate, eat



Encourage students to find conjunction from the unit 1.

Sentence making

Read Me

A sentence has a subject and a verb to complete 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.

Word Bank: 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 number from 50 to 100 in words. Some words are 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 narrative paragraph about your city. A sample paragraph is given for help. When we join sentences, it makes 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 sceneries.

- ii. Each box shows the next part of the 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 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 placard, pictures and title of the text.
- apply critical thinking to interact with the text using while & post reading strategies.
- recognize and pronounce the weak form of has, have and negative to develop fluency of speech.
- identify and use appropriate tone and non-verbal cues for different communicative functions.
- introduce self and talk about 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, have with their negative form and corresponding pronouns.
- use appropriate expressions in conversation to articulate, recognize 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 placards. 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 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?

My name is Bano. I live in a small house. I call it a 'Happy Home'. I have one elder sister and a 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 each other. 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.

While-reading

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

I also keep 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 few things we should never do as family rules.



A1 (i) 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 meet strangers
- Do not accept eatables or gifts from them
- Do not go outside your home without permission

Post-reading

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

While-reading

Strangers are those people whom we don't know.



A) Oral Communication

1. Learning the Sounds

i. Pronounce and practise the weak and strong forms of “has, have and negative” 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 with students about contractions with some examples for the clarity of the concept.

Exclamation sign!

Read Me

Exclamation marks show the mood and emotions.

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

- Bano's toy is 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 from the points given under

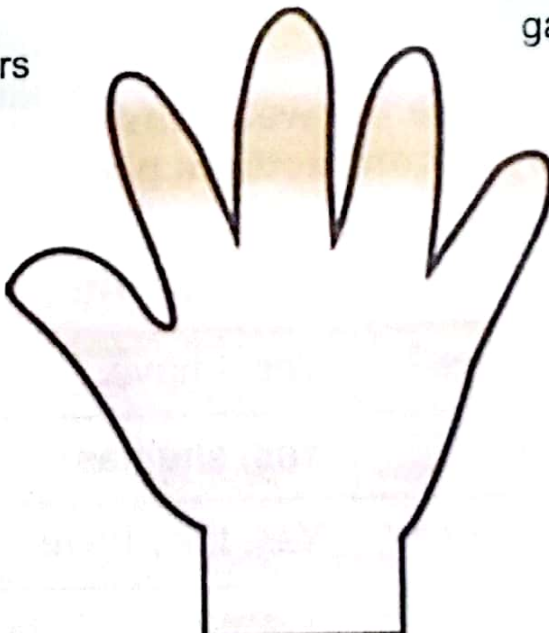
1. Your name

2. Names of family members

3. Favourite book, food.

4. Pet / toy / game

5. Family rules



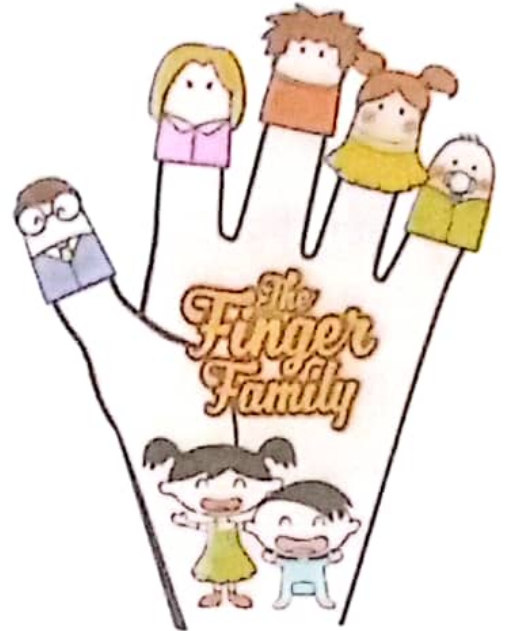
A1 (ii) Exclamation expression need to show mood and emotions. Students may practice to improve their spoken English. A2 Give confidence to the students to speak simple sentences. They may share their likes and dislikes. They may refer to the Do's and Don'ts mentioned in the text.

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. Learn to speak 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 question and answer of the poem with intonation. As these are used for greetings, the students will attain fluency. B1 Divide the class in groups to discuss the comprehension questions. This will help them to understand some analytical and notional questions.



C) Language Focus

1. Vocabulary Building

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

| Words | Syllabic division | Meaning |
|-------------|-------------------|---------------------------|
| vacation | va-ca-tion | official 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. Given below are two boxes with matching syllables. Join the syllables to complete the words. Write these in the given box.

Read Me

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

| | |
|------|------|
| moun | ter |
| dark | ness |
| let | son |
| gram | tain |
| per | mar |

Words



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

3. Grammar

Contractions

Read Me

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

i. Write the following statements using contractions. An example is 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 the following statements using negative contractions. An example is 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 a light green.
- Draw a blue circle around your favourite food.

Classify the gender

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

Read Me

When a word does not show male or female gender, it is 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 Relations

B.
Feminine Relations

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 / gali
- Turn left / right / from 2nd ,3rd etc street /gali
- 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 discussed the topics:

- a. topic 1 - her family and the place she lives in.
- b. topic 2 - description of rooms and her duties
- c. topics 3 - Dos and don'ts she has to follow as per 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 for the birthdays of your family members in the table given below. A calendar is shown for information.

| Names | Relation | Calendar month and dates |
|-------|----------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| |
|-----------|
| January |
| February |
| March |
| April |
| May |
| June |
| July |
| August |
| September |
| October |
| November |
| December |

Tongue Twisters

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

A big black bug bit a big black dog on his big black nose.



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

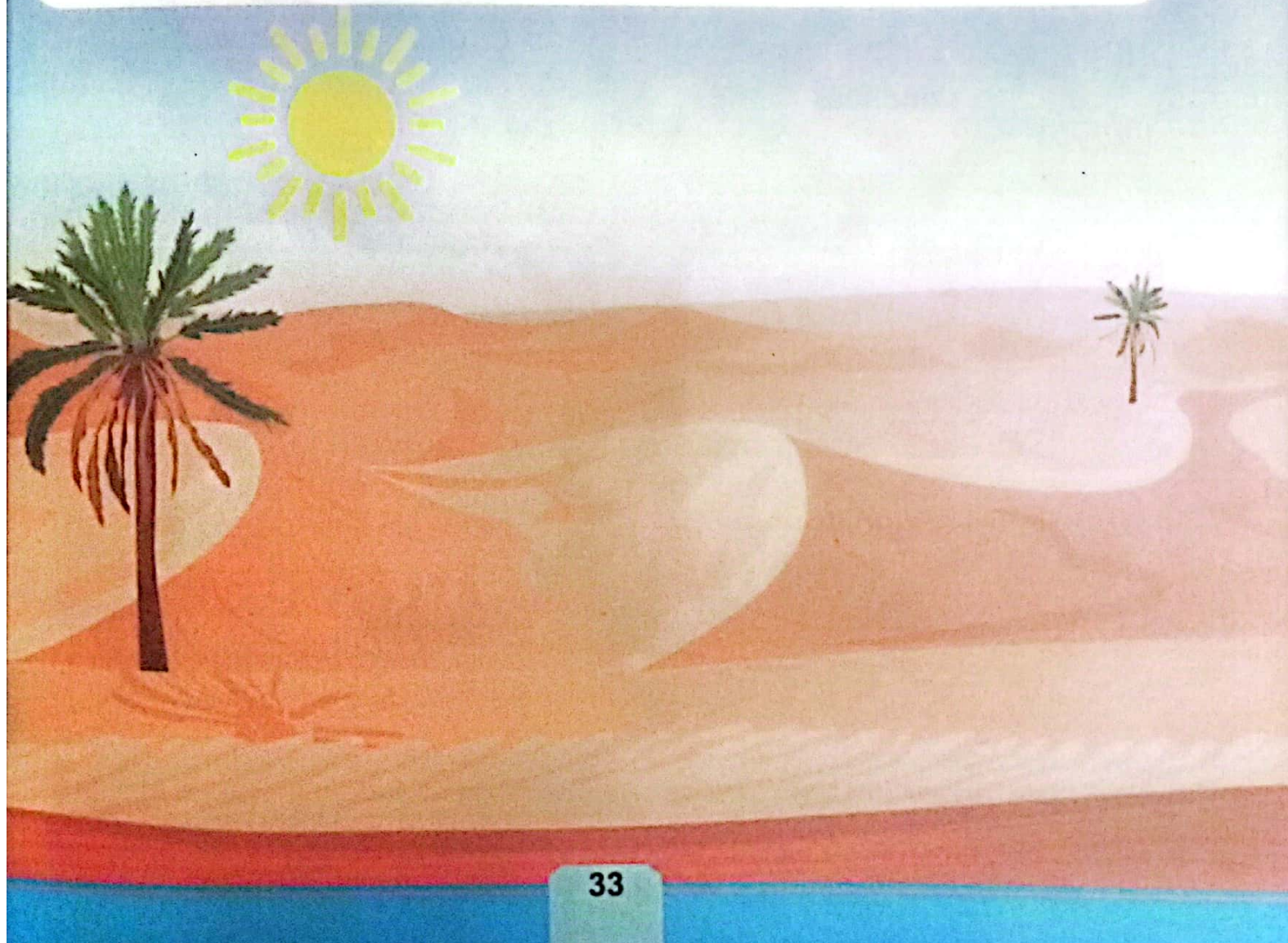
Unit 4

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 title.
- apply critical thinking 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 through instructions.
- talk about daily routine information in a (by half and full hour).
- 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 and for actions 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 storybeginning, middle and end, characters, place and time.
- write a guided story on a zoo animal.
- relate what is read to their own experiences.





A) Oral Communication

Read Me

A *Naat* is a poem that specifically praises the Rasool ﷺ
 رَسُوْلُ اللهِ ﷺ عَلَيْهِ وَسَلَّمَ

i. Recite the *Naat*

He 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, mercy upon Mankind
 He was Muhammad ﷺ
 Muhammad, mercy upon Mankind
 Teacher of all Mankind

ii. Pronounce the Sounds '-ch'



bench



torch



watch

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



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

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 us all?

Hazrat Muhammad (ﷺ) is the last Rasool (ﷺ). He (ﷺ) is a blessing for mankind. His life is a perfect example for everyone. His kindness to children is well known. The children also loved him very much.

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

Once he (ﷺ) was giving the Friday sermon and 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 anyone brought the first fruit of the season, he (ﷺ) would give it to the youngest child present there. Whenever he came back from journey, he would let the children ride with him.

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

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 of the Rasool (ﷺ) are a guidance for all of us.

While-reading

Why would the Rasool (ﷺ) shorten the prayer?

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 religious minority.



A) Oral Communication

Read Me

A Naat is a poem that specifically praises the Rasool ﷺ
رسول الله ﷺ

i. Recite the Naat

He 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
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Muhammad, mercy upon Mankind
Teacher of all Mankind

ii. Pronounce the Sounds '-ch'



bench



torch



watch

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



Recite the Naat by Sami Yousaf and then let the students practice.

2. Learning to Speak

Daily Routine

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

My day

Name: _____



I have breakfast.



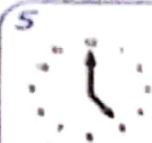
I go to school.



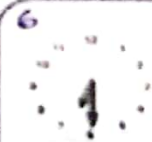
I come back from school.



I have lunch.



I play in the garden.



I do my homework.



I go to sleep after dinner.



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 grand children of the Rasool (رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَآلِهِ وَسَلَّمَ).

- To whom would the Rasool (ﷺ) give the first fruit of the season?
- According to Hazrat Muhammad's (ﷺ) command how were 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 the syllabic division.

| Words | Number of Syllables | Meanings |
|-----------|---------------------|--------------------------------|
| treat | | to act or behave with 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 & t+c+h=tch as in watch. These sounds can be in the beginning, middle and end position.

Read Me

In English, two letters and three letters sometimes join to give one sound. This is called digraph.



Tell them that 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

- Read the following words.

| Believe | Bright | Please | |
|---------------|---------------|---------------|---------------|
| 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

Adjectives

Read Me

An Adjective is a word that describes a Noun or Pronoun. Read the examples. The green grass looks pretty. (green is the adjective)

i. Read the examples and notice the use of adjectives

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

Filling the blanks with possessive adjectives given in the box.

- _____ dog is small.
- _____ book is new.
- _____ car is slow.

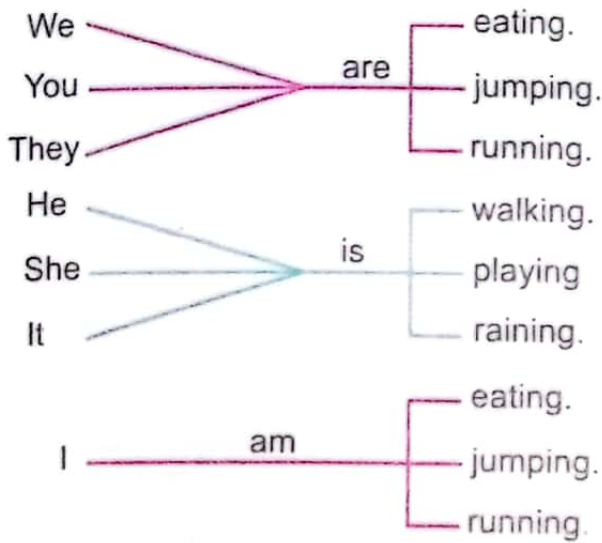
Possessive adjectives

her your our

3(i) Explain that adjectives describe other words in a sentence. These can be used before a noun. A word between a possessive pronoun or noun and another noun is an adjective. Explain with examples the difference between possessive adjectives and possessive pronoun.

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. (running, watering are present continuous tense)

v. Underline the present continuous tense verbs.

- He is sitting in the last row.
- I am seeing the old pictures.
- She was playing games.
- People are eating mangoes.
- You are walking fast.
- They are running on the road.



He is walking



They are reading

Conjunction

vi. Fill in the blanks with the 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

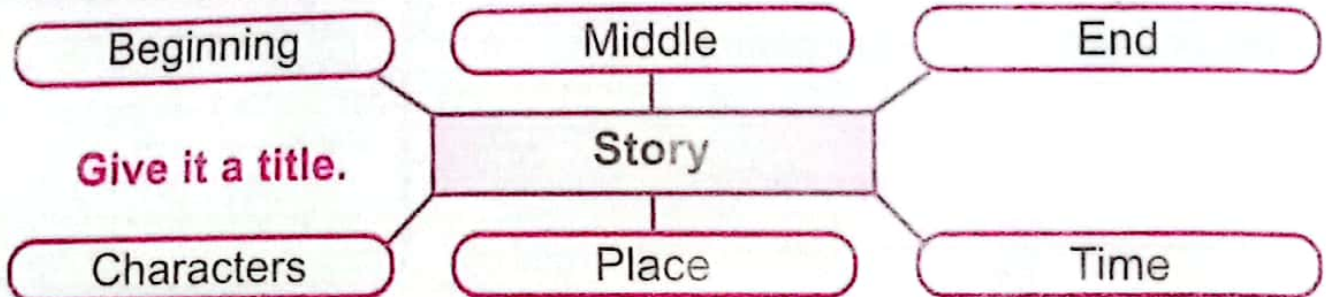
Read Me

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

1. Learning to Write

Story Writing

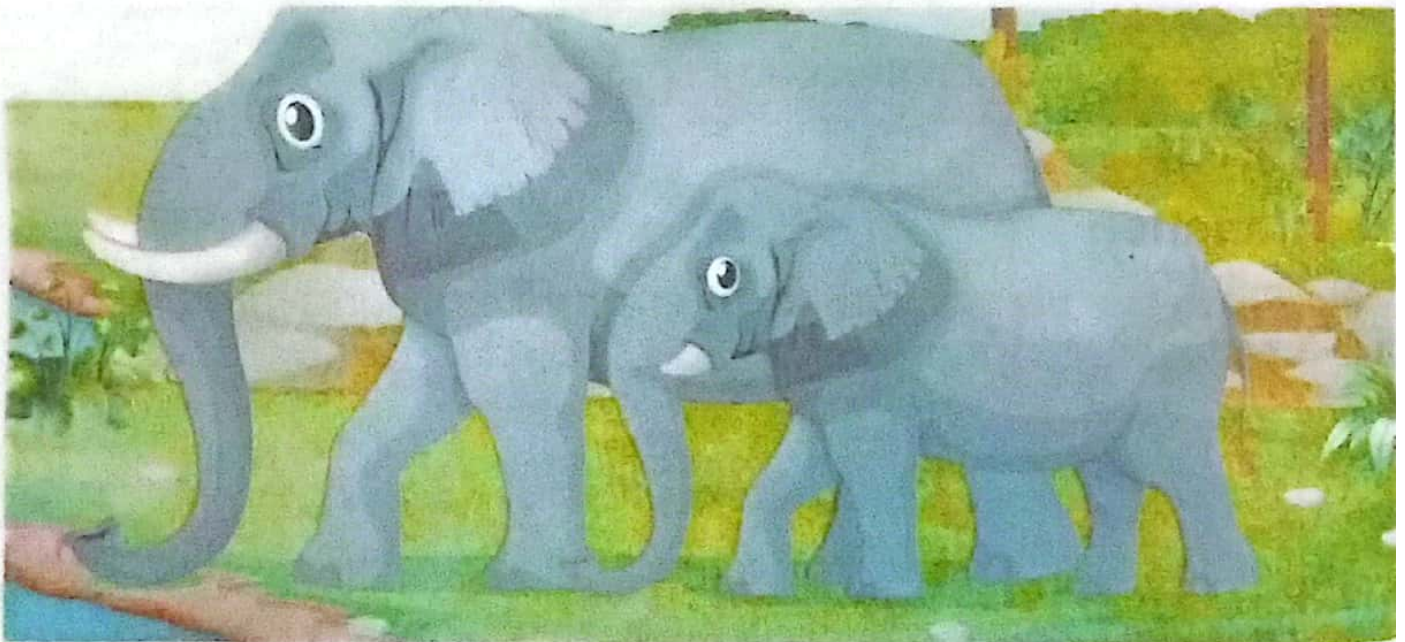
I. Re-tell the story by writing one sentence each of the mind map.



2. Creative Writing

I. Write a story on a zoo elephant with the given points.

- 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

یہ کتاب شری تعلیم حکومت بلوچستان کی جانب سے تعلیمی سال 2025 کیلئے مفت تقسیم کی جارہی ہے اور ناقابل فروخت ہے

1. Learning the Sounds

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

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

2. Learning to Speak

i. 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.



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

- My Classroom Rules
- My Family
- My Hero

3. Read aloud

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

ii. Read sight words: Learn shine home read



B) Reading and Critical Thinking

1. 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 chilli, guava 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

1. Vocabulary Building

i. Write the meanings of the given words. Also show the syllable division.

| Words | Number of Syllables | Meanings |
|----------|---------------------|----------|
| fun | | |
| great | | |
| vacation | | |
| active | | |

Alphabetical Order

ii. Put the words given below in alphabetical order.

happy
magic

learn
narrate

fun
strangers

| | |
|---|-------|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |
| 5 | _____ |
| 6 | _____ |

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

- cle__n
- sm__rt
- go__d
- clas__

2. Grammar

Anagrams

i. What other words can you make from the following words.

- i) pat_____ ii) dam_____
- iii) mug_____ iv) now_____

ii. Underline the verb in the given sentences.

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

Fill in the blanks with the objective pronouns given in the box.

you, them, me, him, us, her

I _____, we _____, you _____,

he _____, she _____, they _____,



D) Writing

1. Learning to Write

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



| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

ii. Make meaningful sentences of any four words.

sun, moon, happy, family, hero, brave

iii. Punctuate and capitalize the following sentences.

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

2. Creative Writing

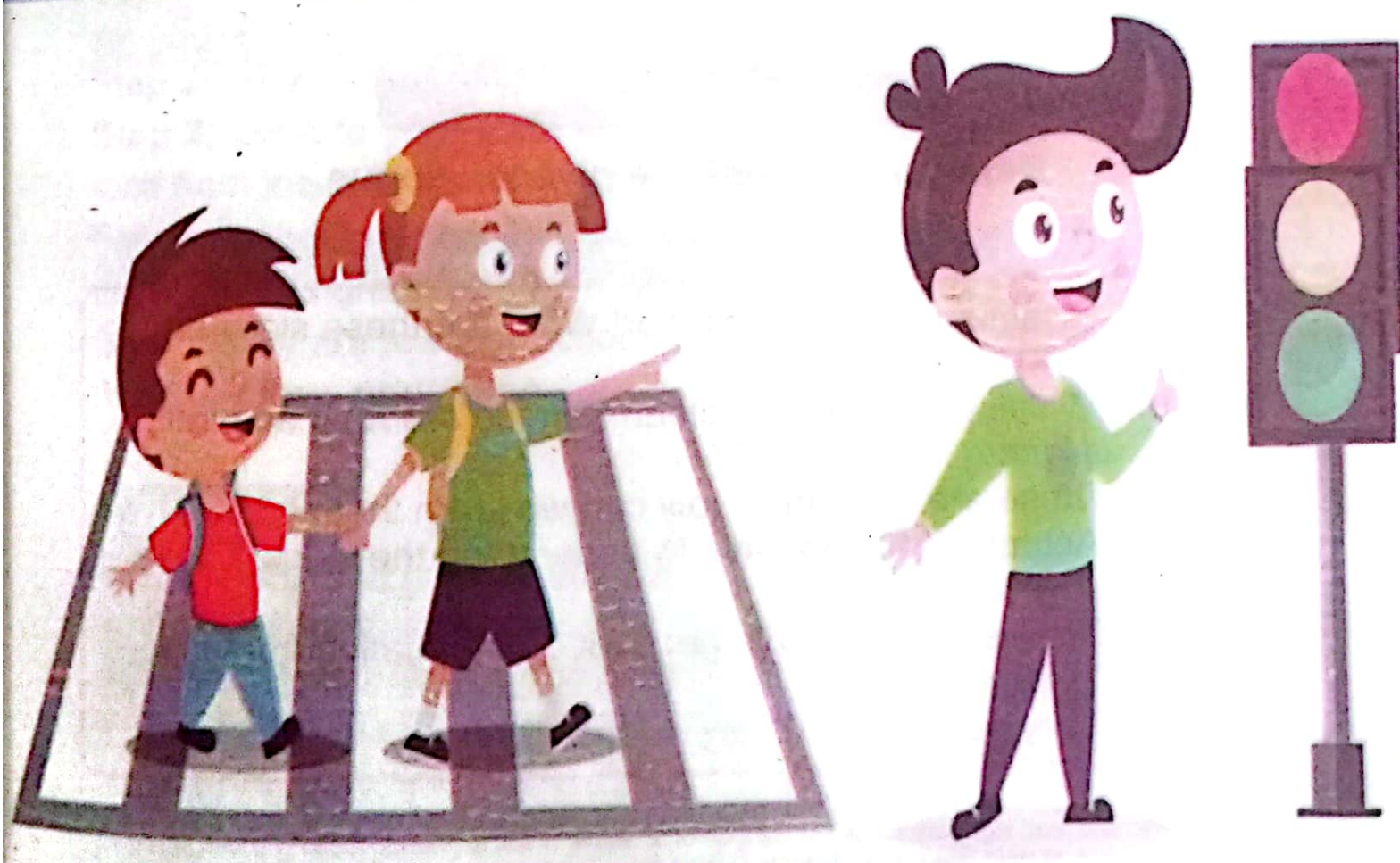
i. Write two sentences on "My Best Friend".

| |
|-------|
| _____ |
| _____ |

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.
- use appropriate expressions in conversation to articulate, recognize 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



Let's Talk

Read and practise the given dialogue.

Saleem: Assalam o alaikum teacher! What are these signs on the poster?

Teacher: Walaikum assalam Saleem! These are road and traffic signs.

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

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

Saleem: Oh yes, Teacher! We get a lot of information from the pictures.

Teacher: Very good. You're very smart.



Teaching Point 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.

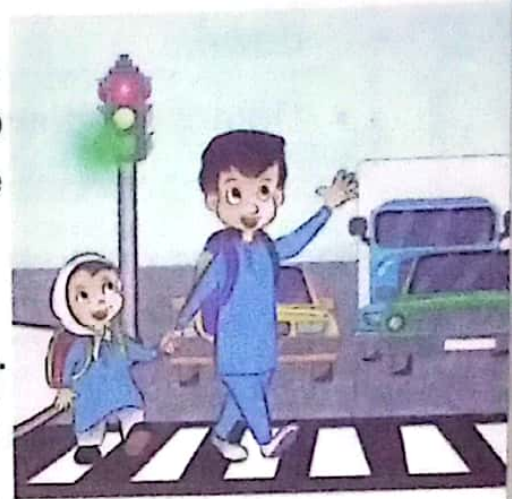
Road Safety Rules

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 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 signal and cross the road when the light turns green and stop when it is red.

Given below are few instructions that you always need to follow and some you should never do:



ALWAYS

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

While-reading

Why are the black and white lines for crossing the road are 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 and wait for your turn to ride the bus or get down.
- Do not get down from a moving bus / van.

Roads are made to help us 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 him 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

Practise saying the following contractions.

- i. do not / don't
dose not / does n'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, example; eat, like, walk.

- ii. Speak the underlined words using contractions. An example is 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 Karachi.
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 stating "yes" and "No" and the contraction.

Do I like a banana?
Do we enjoy this game?
Do you run fast?
Do they live in Karachi?
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 picture.



I like to

.....

I don't like to

.....

| s. 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

'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. This will prepare them for fluency in speech.

Sight words: Say and spell 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 jump from a moving bus or a van?
- What do the red and green traffic signals mean?
- 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 | Number of Syllables | Meaning |
|------------|---------------------|----------------------------------|
| safety | safe-ty | safe from injury or accident |
| cross | | to go from one side to the other |
| image | | mental picture |
| vehicle | | a machine with wheels and engine |
| carelessly | | to ignore rules |

2. Learning to Spell

i. Join the syllables to complete the words. Write these in the given box.

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

Read Me

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

Words

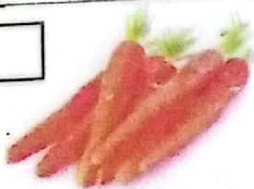

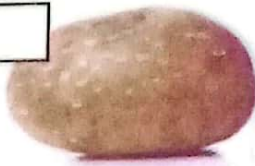





3. Grammar

Countable and Uncountable Nouns

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

Read Me

Some of the things can be counted and some cannot. For example, you can count a glass but cannot count water.

| | | | |
|--|--|---|--|
| <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 verb can / cannot

Read Me

The 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 sign given below.



Messages

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

2. Creative Writing

1. Look at the three pictures. Write the 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 with permission.



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.
- pronounce and spell silent letters.
- 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.





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 to cross the road.

Teacher: Oh, he would be blind. There are people who can't hear or have no legs or arms. We should be grateful for our gifts.

Ali: Yes, and we should help such people.



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

The Day of Silence

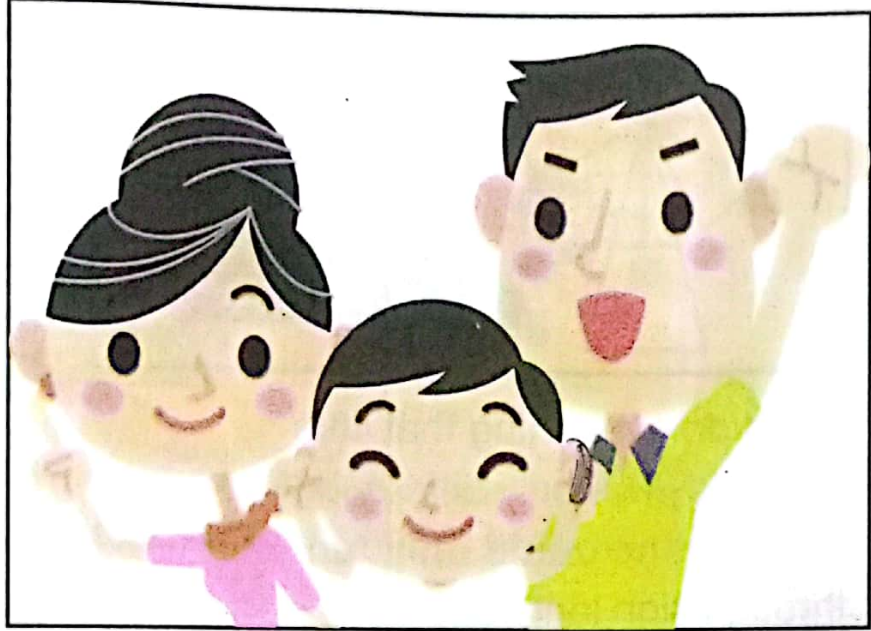
Pre-reading

یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے طبیعی سال 2025 کیلئے صحت تعلیم کی جاری ہے اور ناقابل فروخت ہے

- 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 by birth. When he turned three, a doctor advised his parents to help Rizwan learn sign language. Thus, Rizwan learnt sign language in few weeks. Now, he was very happy because he was able to communicate with his parents.

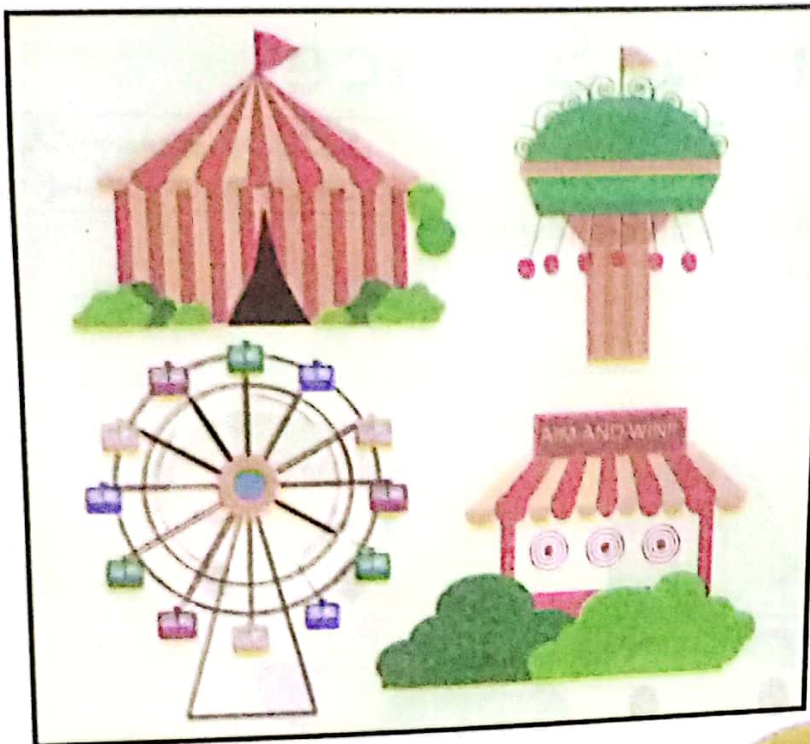


His parents took extra care of their only child. They always held on to his hand whenever they went out. Other villagers also treated him as a special child. This made Rizwan feel unhappy.

His close friend Mumtaz noticed Rizwan's unrest. He decided to set the things right. He requested his father to arrange a festival in the 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 stuck plugs in their ears. That day was filled with fun, games and laughter. As the hours passed, people became aware of how different life was when they could not hear anything. Yet Rizwan

could do everything that little boys did. The only difference was that he could only 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 an equal chance.



While-reading

What did the people do on The Day of Silence?

Post-reading

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



Ask sample questions about the understanding of the main idea of the text.



A) Oral Communication

1. Learning the Sounds

i. Practise the silent letter "b" in the given words.

Crumbs!



thumb

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: 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 the following questions:
- Why was Rizwan liked by the villagers?
 - What was the reason of Rizwan's unhappiness?
 - Who arranged the festival?
 - Was The Day of Silence a special day for everyone?



C) Language Focus

1. Vocabulary Building

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

| Words | Number of Syllables | Meaning |
|-------------|---------------------|---|
| communicate | | tell, inform |
| festival | | fair, gala |
| gestures | | movement of the body, action, expression |
| valuable | | expensive |
| aware | | to know, inform |

2. Learning to Spell

1. 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

a. Singular and Plural Nouns

A singular noun names one person, place or thing eg.
a boy, a hat, a cat



A plural noun names more than one person, place or thing eg.
boys, hats, cats.



Plural of nouns are formed in many different ways.

Add 's' to form the plural of nouns.

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

Add 'es' to form the plural of nouns.

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

I. Change the following singular nouns into plural nouns.

| Word | Plural |
|-------|--------|
| fox | |
| bench | |
| dress | |
| glass | |
| tax | |

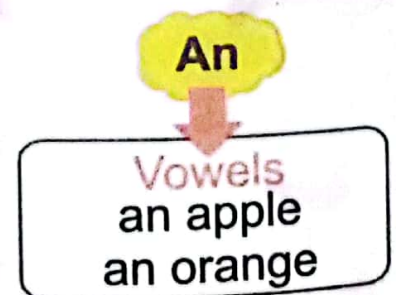
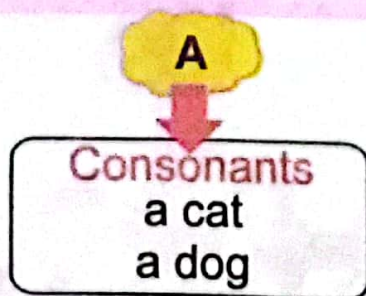
| Word | Plural |
|--------|--------|
| brush | |
| church | |
| class | |
| catch | |
| lunch | |

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 _____. (earplug)
- iv) Who is going to the _____? (festival)

b. Articles

'a', 'an' and 'the' 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 singular or plural nouns.

A or an are used for the general groups of people, places and things eg. a boy, a book, a fruit, an ant, an umbrella, an orange.

The is used to refer to a particular person, place or thing eg. 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.
- Everyone should be given _____ equal chance.

ii. Use articles a, an, the to fill in the blank spaces:

- 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 of my class.
- I saw _____ lion in the zoo.



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' eg. an hour, an honest man.

iii. Read the instructions and circle the correct article. The first one is done for you.

Invisible Ink

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



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'.

| | | |
|---------------|-----------|--------------|
| Name _____ | My Friend | Age _____ |
| _____ | | _____ |



Guide them to write about a friend. How he looks like and his habits. Encourage them to come up with different ideas.

2. Creative Writing

Character sketch – Read the text of the unit again and collect information about Rizwan. Write about him in 6-7 lines, taking help from the questions below:

- 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

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

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



Unit 7

What I like to Play

Learning Outcomes

After completing this unit, students will be able to:

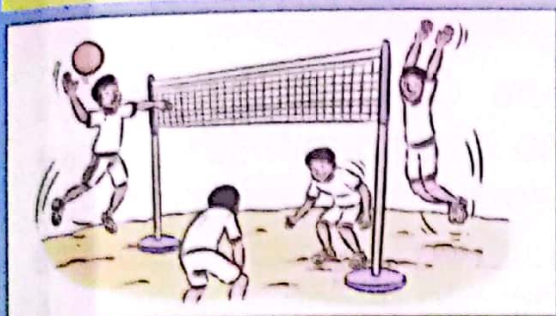
- use pre-reading strategies to predict some words of the text by looking at pictures and title.
- apply critical thinking to interact with the text using while & post reading strategies.
- recognize and pronounce with reasonable accuracy, common two-consonant clusters in initial and final position sp and cr.
- use appropriate expressions in conversation to articulate, recognize and express opinions in simple sentences.
- demonstrate conventions and dynamics of 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 fill them to complete 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 to demonstrate the use of convention.





Getting Started

Do you play the games shown in the pictures?



Volley ball



Gulli 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.

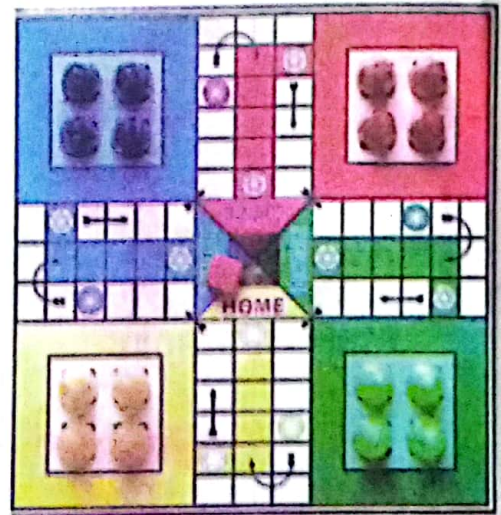
Sports and Games

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 friends for 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 feeling of victory and defeat. Sports help them to become leaders. It teaches them the value of time as well.

There are games played in the ground like cricket, hockey, *kabbadi*, 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 our children to play. There are many grounds near homes



where children gather after school in the evening to play local games. Girls and boys run around to play the games they like. Girls enjoy swings more whereas the boys love to go round and round with the hanging tyre. Skipping rope is also very popular which gives energy and strength to the body.

While-reading

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



Discuss different local games with the students and give them the confidence to take pride in such activities. They may write rules for these games.

Children learn to interact with each other through games. It adds confidence and helps to develop leadership qualities.



Lattu



Wonderful! Our team has won.

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 under which begin with consonant clusters 'Sp' and 'Cr'. Practice 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, crust |

2. Learning to Speak

SYNONYMS FOR SPORTS

Game, fun, activity, entertainment, adventure

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

| 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 popular than cricket. | |
| Local games should be played in school more often. | |

ii. Tug of war - Lead and follow to arrange a game among the students of your class. Some expressions 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.
- Take permission for the rope to play during your sports time.



2(ii) Encourage students to plan games with their friends. A lot of language will be generated by them for experiencing functional English.

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:
- Rope
- A match during sports period



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



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

play

share

ground

sports



B) Reading and Critical Thinking

Reading Comprehension

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

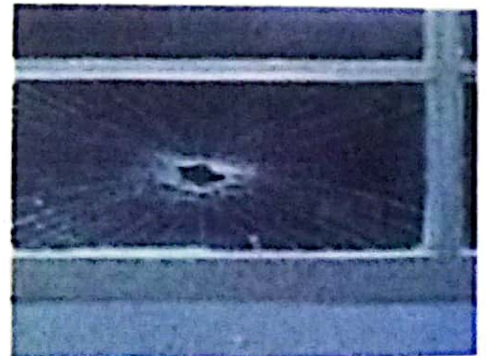
- What is the passage type: a poem, a drama, a story, piece of information?
- There are four paragraphs in the text. Give a title to each one.
- What is the team celebrating at the end?
- Should we play games with the family members? Agree/disagree.

Analytical Reading

I. Read the following situation. 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 of neighbour's house. 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 | Syllabic form | Meanings |
|--|---------------|--|
| victory defeat struggle sibling cheerful interact | vic-to-ry | to win to lose to make a lot of effort a brother or a sister very happy to talk to some one |

2. Learning to Spell

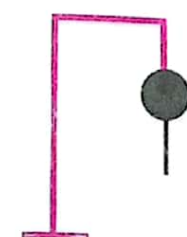
1. Select a word from the unit. Make a dash for each letter of the word. For each error, draw one step of the hangman; the head, arms, legs.



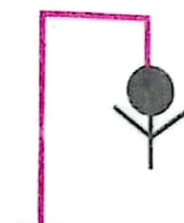
Start



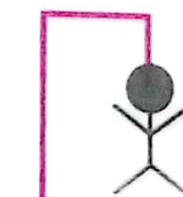
Step 1



Step 2



Step 3



Game Over.
Try again.

Guess the word.

_____ a _____ e _____

3. Grammar

Doing Words or action verbs are what you can "do" and "perform".



2(1) the game 'hangman' is an interactive way of learning spellings. Encourage students to play this game with their friends. Answer: Game.

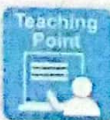
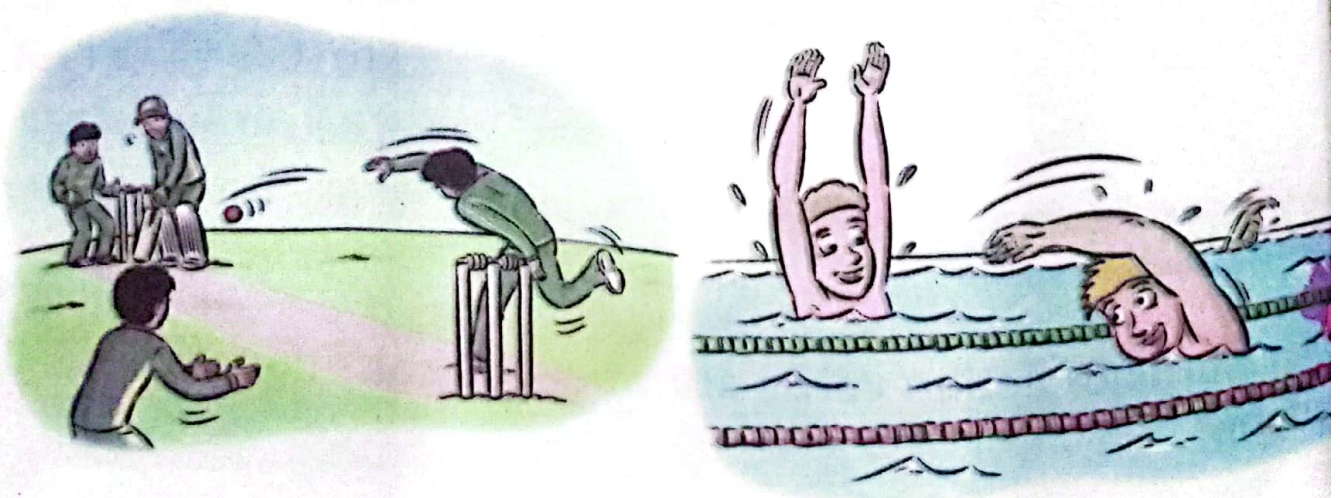
i. Look at the pictures and read the action verbs. Choose five that you can do in the classroom.



ii. Describe what is happening in the pictures. Choose one picture and write:

First para – Write sentences with “describing words”

Second Para – Write sentences using “action words”



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

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

Read Me

Homophones are words with the same sound but have different spellings and different meanings.

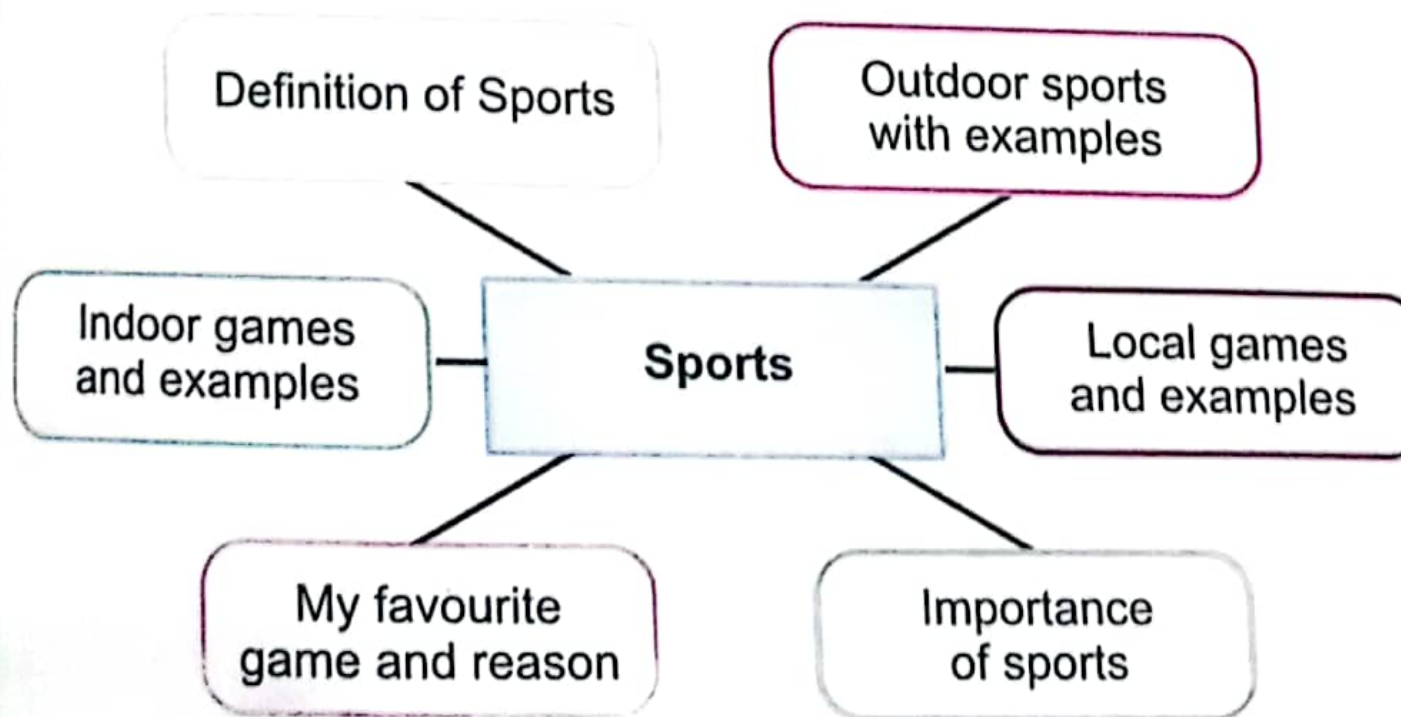
- | | |
|--|---------------|
| i. I will <u>write</u> my name. | right / write |
| ii. She ate a _____ for lunch. | pear / pair |
| iii. The cat _____ the race. | won / one |
| iv. She threw the _____ ball in the air. | blew / blue |
| v. There is an ant in the _____. | whole / hole |
| vi. We _____ 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.



2. Creative Writing

پاکستان کی تعلیم کو ترقی دینے کی خاطر
2023 سال کے لیے تعلیم کی ہمارے لیے اور ناکامی اور ہمت ہے

i. Write four lines on given hints to analyse the pictures A & 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 the following information

For: Sports Day Activities

Where: Name of the place

Date: _____

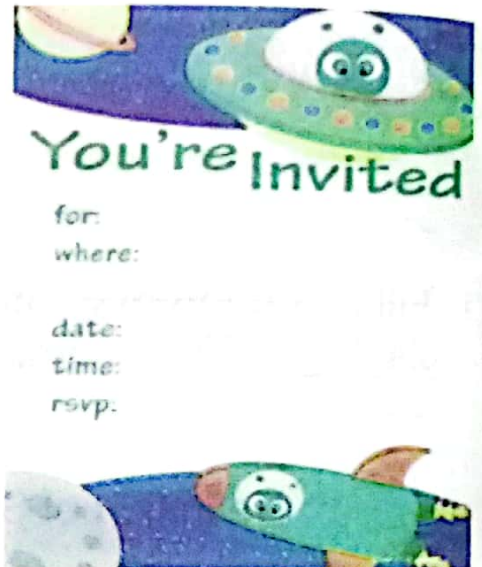
Time: _____

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!

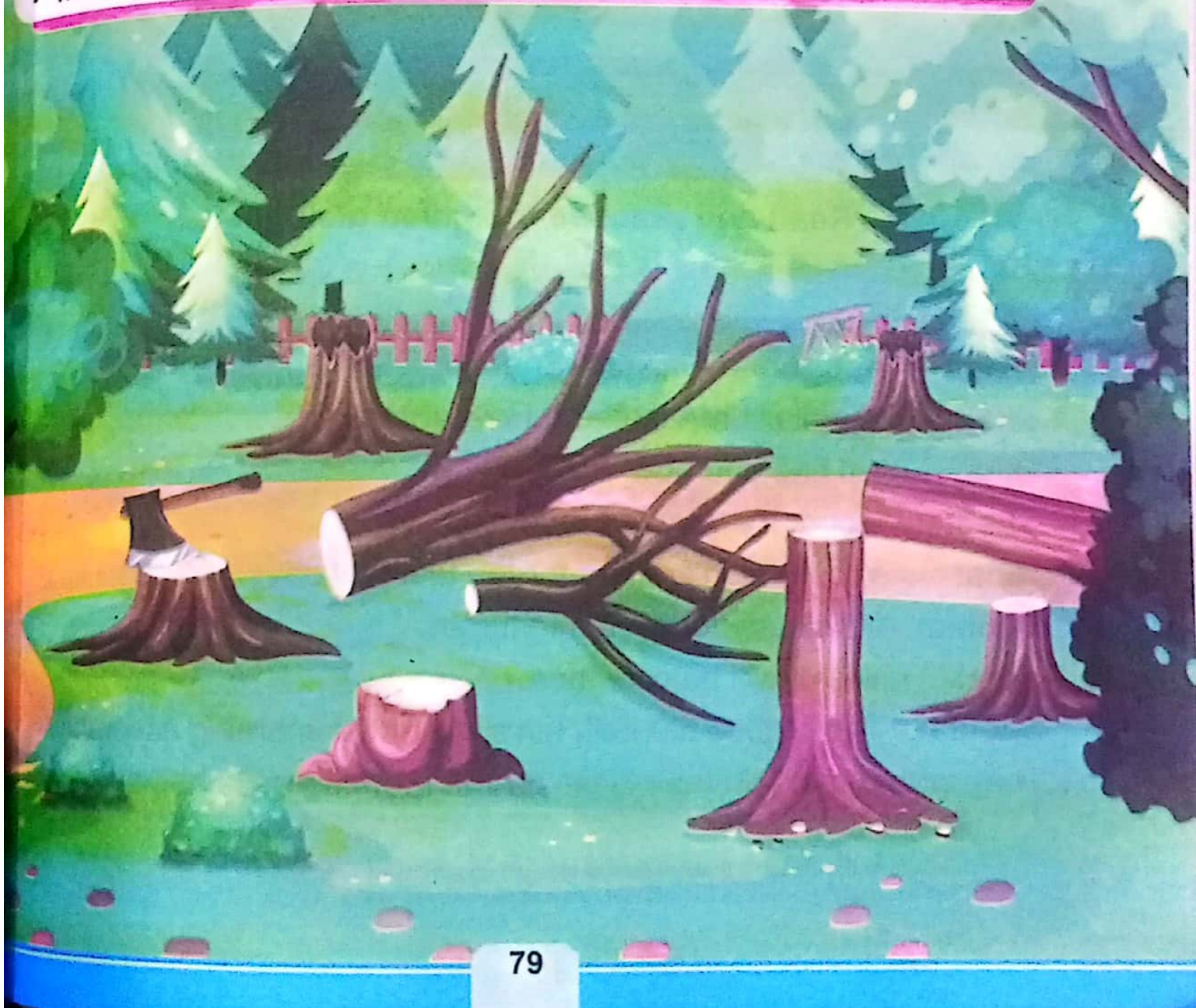


Saving Resources

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 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.
- use appropriate expressions in conversation to articulate, recognize 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-alaikumAssalam! 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.

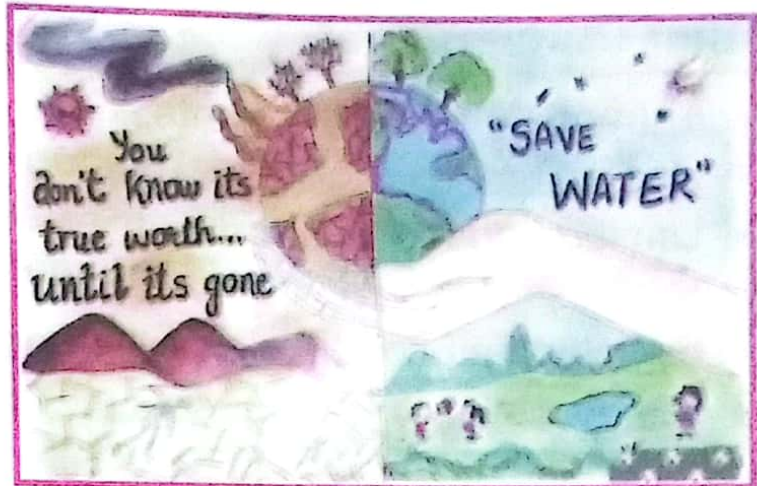
Saving Resources

Pre-reading

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

Saving Resources

Nature 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 more than the quantity of production. The need 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 a bucket of water.

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 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 home?

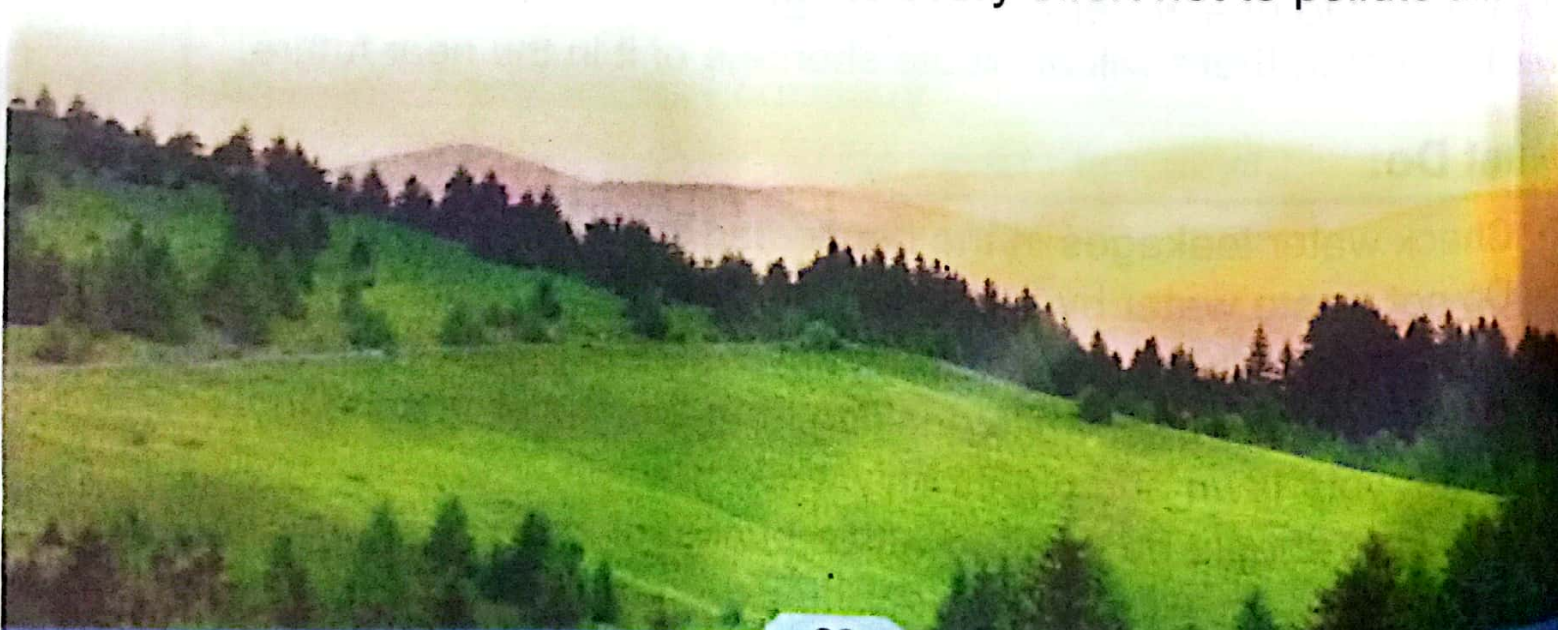
Must Do:

- Turn off unnecessary lights.
- Use natural light.
- Unplug unused electronics.
- Stop using desktop computers.
- Switch off air conditioners when not at home.
- Dry your wet clothes in the sun.

Paper

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

We all must spread awareness about the 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 plant more trees. We should make every effort not to pollute air.



Postreading

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



A) Oral Communication

1. Learning the Sounds

- Respond to 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).
- Speak two sentences using 'do' and 'have' in the weak form.**

Read Me

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

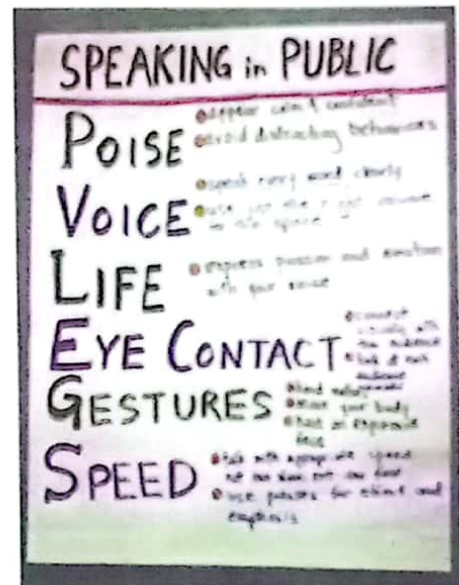
2. Learning to Speak

- Divide the students into 3 equal groups.**
Naming them as Water, Electricity and Paper (environmental resources).
- The groups prepare speech. You may take help from the given tips.**

Topic: If you change one thing in the world what will you change?

- Sight words: Say and spell the given words.**

warm clean grow light



Encourage students to brain storm ideas about environmental resources.



B) Reading and Critical Thinking

Reading Comprehension

i. Answer the following questions.

- How can we avoid wasting water?
- Write two points to save electricity?
- What is paper made of?
- How is environmental pollution caused?



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 | Syllabic form | Meanings |
|-------------|---------------|--------------------------------|
| conserve | con_serve | save |
| resources | | 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

peopal,

people,

peeple

rivars,

rivers,

rivirs

shawer,

shower,

shouer

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

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



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

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

his

hers

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

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

iii. Underline the verbs in the following sentences:

- The flowers are beautiful.
- My brother goes to school on time.
- My friends are coming to my birthday party at 5 p.m.
- Sameer has two storybooks.
- We went to see a movie yesterday.

Read Me

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



Explain that pronouns can be used correctly in oral and written work. Write on the board and underline the noun to be changed and make them practice.

Use of different forms of verb do, and have, e.g.

The Verb have

I have books.

He has books.

They have computer games.

The Verb do

I exercise.

I do not exercise.

iv. Fill in the blanks with the verbs *do* and *have*.

- i) I _____ a red shirt.
- ii) He can _____ his homework at night.
- iii) Hammad did not _____ new books.
- iv) My mother cannot _____ exercise daily.
- v) They _____ many friends.



D) Writing

1. Learning to Write

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

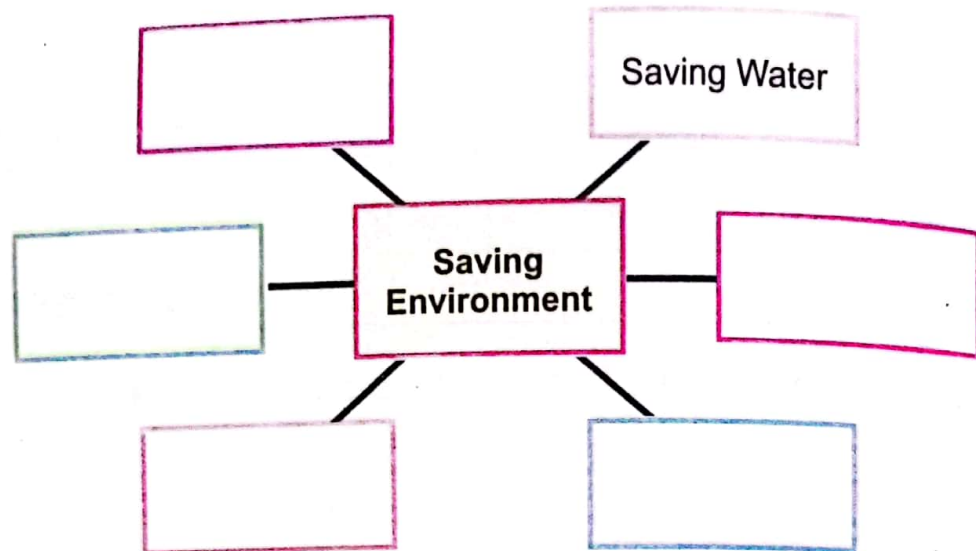
Calendar 2021

| January | February | March | April |
|--|--|--|--|
| Wk S M T W T F S 53 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 | Wk S M T W T F S 5 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 | Wk S M T W T F S 9 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 | Wk S M T W T F S 13 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 |
| May | June | July | August |
| Wk S M T W T F S 17 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 | Wk S M T W T F S 22 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 | Wk S M T W T F S 26 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 | Wk S M T W T F S 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 |
| September | October | November | December |
| Wk S M T W T F S 35 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 | Wk S M T W T F S 39 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 | Wk S M T W T F S 44 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 | Wk S M T W T F S 48 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 |



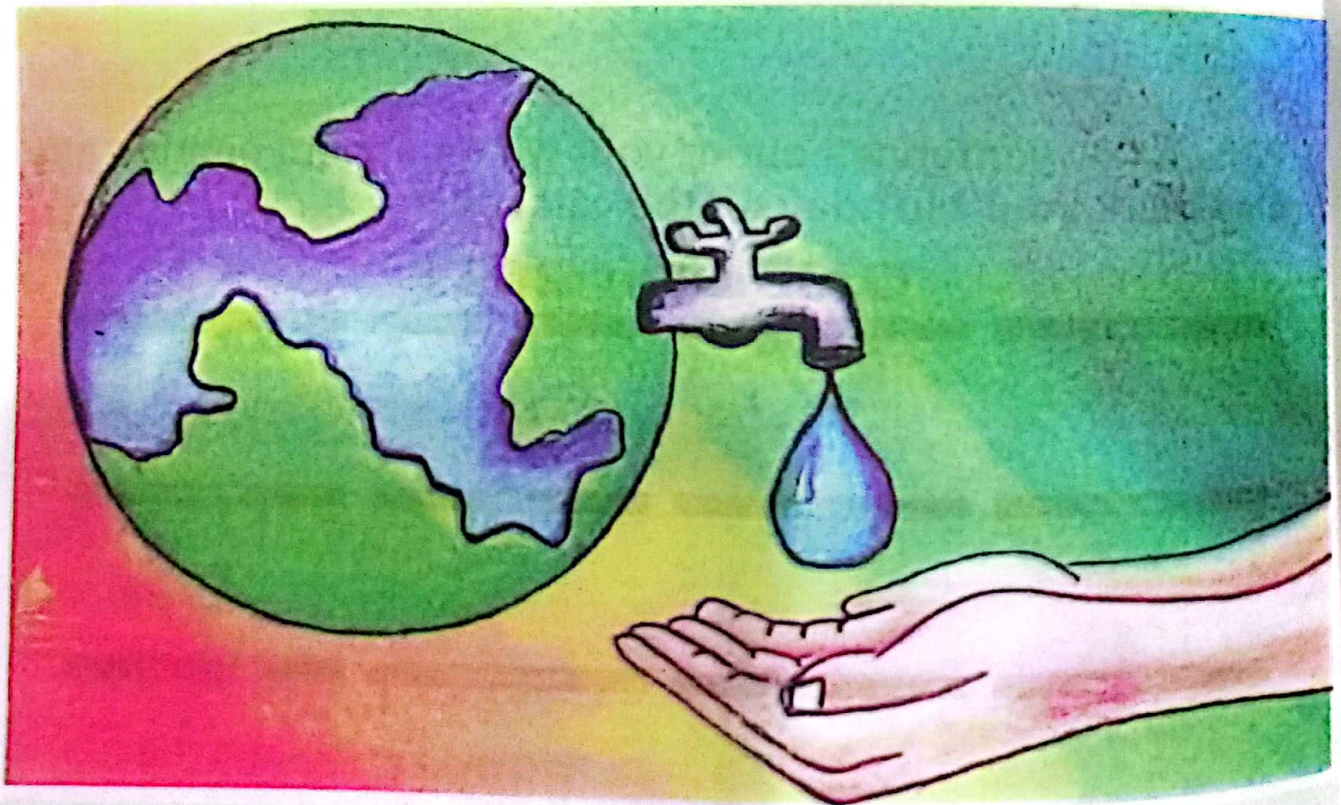
Guide the students to locate dates and events on a calendar. Help them to read the months to circle their birthday.
Encourage the students to make creative and colorful posters.

ii. Write a short paragraph with the help of the given mind map.



2. Creative Writing

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



Encourage the students to make creative and colourful posters.

Review - 2



A) Oral Communication

1. Listening the Sounds

i. Speak 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 every day? Yes I do / No, I don't.
- Do you have a pencil? Yes, I have / No, I haven't

ii. Why do we wash hands before eating our 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



3) Reading and Critical Thinking

Reading Comprehension

i. 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 such a nice taste. After use, she places it back on the glass shelf. She turns on the tap in the sink and washes her face. She uses some water and does not waste much. 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

1. Vocabulary Building

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

| Words | Number of Syllables | Meanings |
|----------|---------------------|----------|
| safety | | |
| helmet | | |
| victory | | |
| cheerful | | |

3. Learning to Spell

یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے تعلیمی سال 2025 کیلئے مفت تقسیم کی جارہی ہے اور ناقابل فروخت ہے

i. Circle the correct spelling.

rane

rain

raen

gaim

gaem

game

children

childran

childarn

please

plees

plaese

4. Grammar

i. Separate nouns and adjectives from the given phrases.

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

| Nouns | Ajjective |
|-------|-----------|
| | |

ii. Underline the prepositions in the given sentences.

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

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

iv. Complete the given table of singular and plural noun.

| Singular | Plural | Singular | Plural |
|----------|--------|----------|---------|
| Fox | | | friends |
| Baby | | brush | |
| | toys | | echoes |



D) Writing

1. Learning to Write

i. Fill in the blanks with the correct form of the verb.

- 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)

2. Creative Writing

I. Write a story with a beginning, middle and end on the given prompt in your notebooks.

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



Encourage students to brain storm ideas about the given prompt.

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 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'.
- use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to express respect and gratitude.
- use appropriate expressions in conversation to articulate, recognize 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.





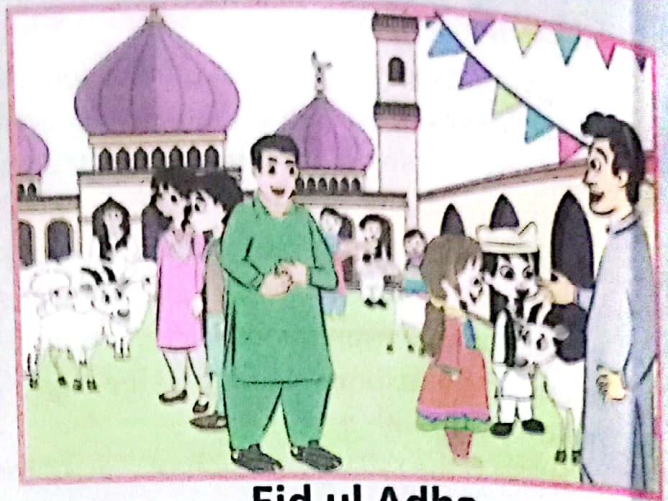
Getting Started

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

Religious Festivals:



Eid ul Fitr



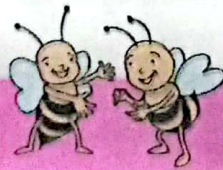
Eid ul Adha



Holi



Christmas



Let's Talk

Read and practise the given dialogue.

- Teacher:** Assalam o alaikum dear Children!
Students: Walaikum assalam teacher!
Teacher: How many children go to their grandparents to celebrate Eid.
Students: We all go and visit them.
Teacher: Do you get new dresses and gifts as well?
Students: Yes, from uncles and aunts also.

My Culture – My Pride

Pre-reading

- Which 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 each other. A number of festivals and events are celebrated throughout the year. Pakistanis are hospitable people. We always take care of our guests. We cook many delicious dishes and invite our relatives. We wear colourful dresses. Local games and other events are arranged where young and old take active part 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 needy people to solve their problems.

Our children show respect to elders and

they in return love the children. A senior citizen in a village or a city is respected by all in the neighborhood as a personal relation. We live as a family with our parents and grandparents. We are proud of our culture.



Post -reading

- Which is your favourite festival?
- What type of a dress do you wear on your religious festivals?

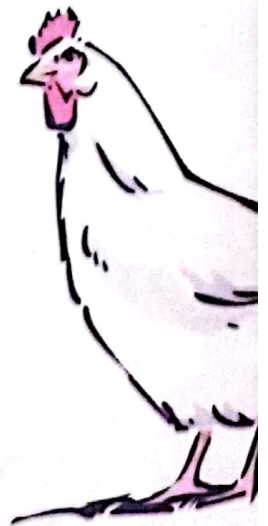


A) Oral Communication

1. Learning the Sounds

Underline Short "e" sound 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' /ɛ/ 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 of the mouth. The lips and jaw are loose and relaxed.

2. Learning to Speak

showing Gratitude and Respect

Manners are a way of treating others with respect and showing gratitude. Some basic manners can make life much pleasant.



Thank you for bringing a glass of water for me.

You're welcome



1. Practise the given magic words with their functions.

Magic Words



| 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 in 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. Give details



C) Language Focus

1. Vocabulary Building

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

| Word | Number of Syllables | Meaning |
|-----------|---------------------|--|
| 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 | | display, to perform |
| celebrate | | a feeling of happiness |

2. Learning to Spell

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

| Mixed up word | Correct Word |
|---------------|--------------|
| belerceta | celebrate |
| dofo | |
| koco | |
| meho | |
| tereg | |

3. Grammar

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

| Example | Example | Example |
|--|---|--|
| I am a teacher He is a teacher They are teachers He teaches English They teach English | I was a teacher He was a teacher They were teachers He taught English They taught English | I will be a teacher He will be a teacher They will be teachers He will teach English They will teach English |

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

i. Read the sentences and mark which tense each one shows.

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 the truth.

Present / past / future

We went to our village last Sunday.

Present / past / future



C3(I, ii) 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 / are / was / were'.

- _____ he your friend now?
- Yesterday, _____ they playing cricket in the park?
- _____ they working very hard to finish the work today.
- _____ i going to the market when he called me.
- she _____ afraid of the dark.
- _____ he calling me last night?



D) Writing

1. Learning to Write

I. Add 2-4 more festivals of your choice in the given table from your own surroundings.

| Day | Month | Festival / 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 and 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 Jesus Christ / Muhammad Ali Jinnah |

2. Creative Writing

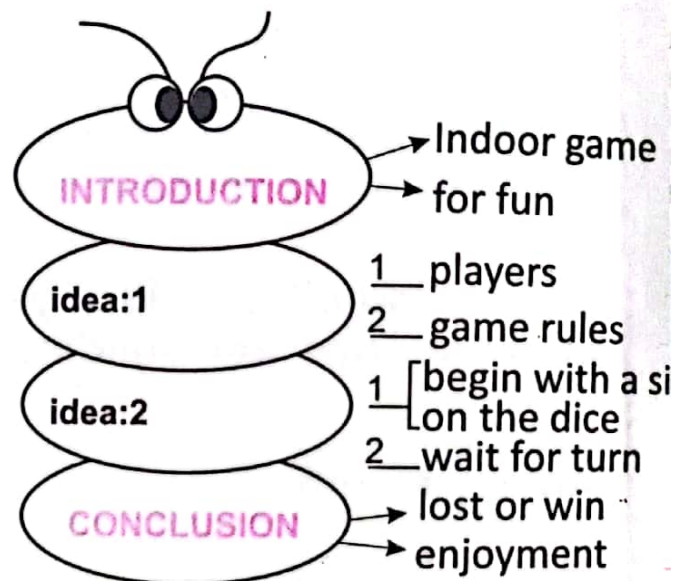
Write and complete the lines given in the table as your first effort of expository writing.

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 reader 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.

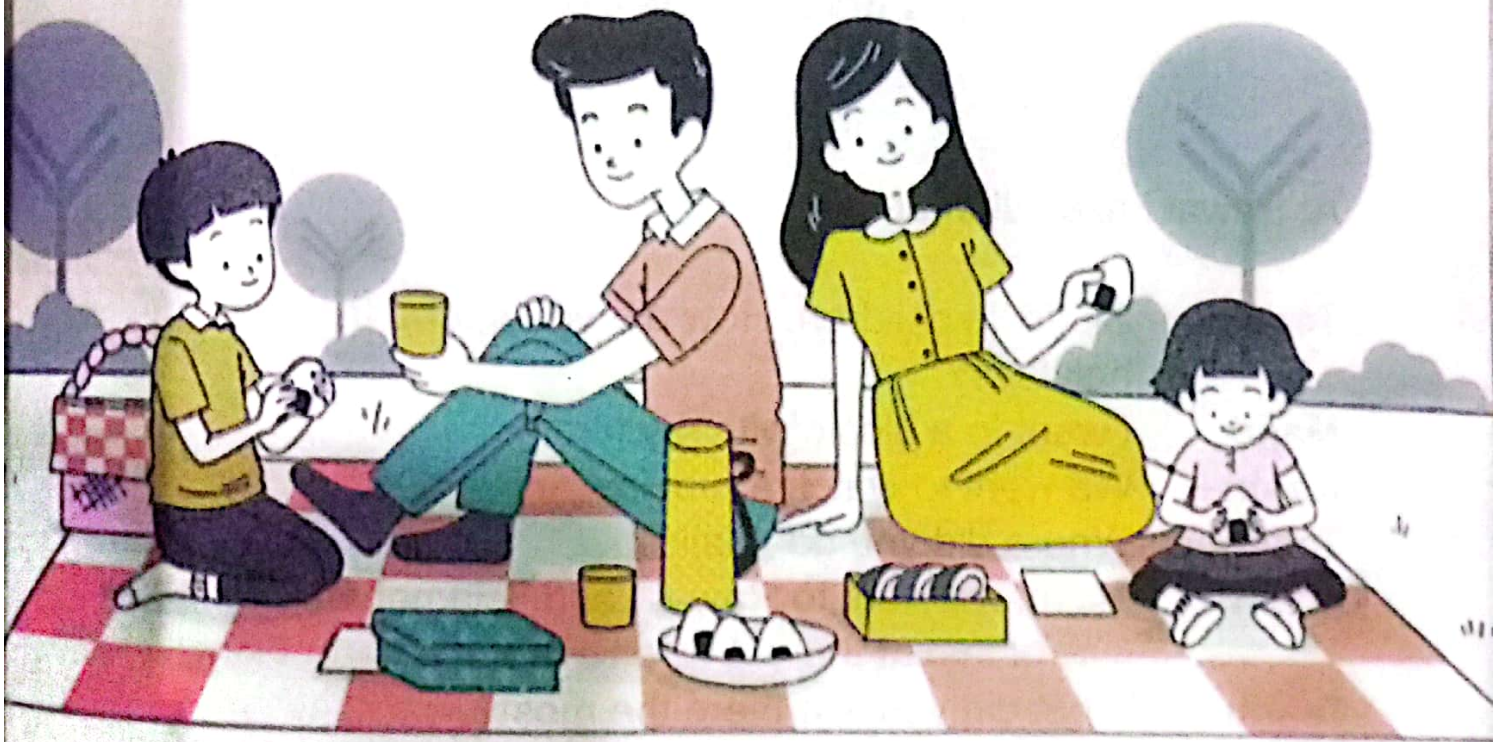


D2(I) Encourage students to discuss simple topics already discussed in different units. For example, Class Rules, Blessings of Nature, Happy Home, Sports. This will help them to understand how information is added for expository paragraph writing.

Learning Outcomes

After completing this unit, students will be able to:

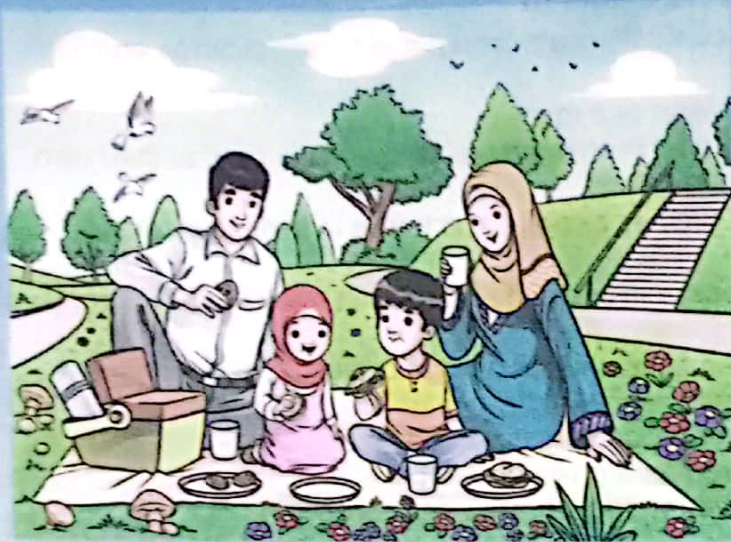
- use pre-reading strategies to predict the content/vocabulary of a text from pictures and title by using prior knowledge.
- explain simple position on a picture, illustration or a map.
- use critical thinking to respond to the text (post reading) by relating what is read to their own experiences.
- skim through common graphical features such as pictures and tables in texts to increase understanding.
- recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- 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-vocabulary) 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



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. The weather was pleasant there. We enjoyed 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

Post-reading

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

While-reading

Did you ever
have the same
experience?



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

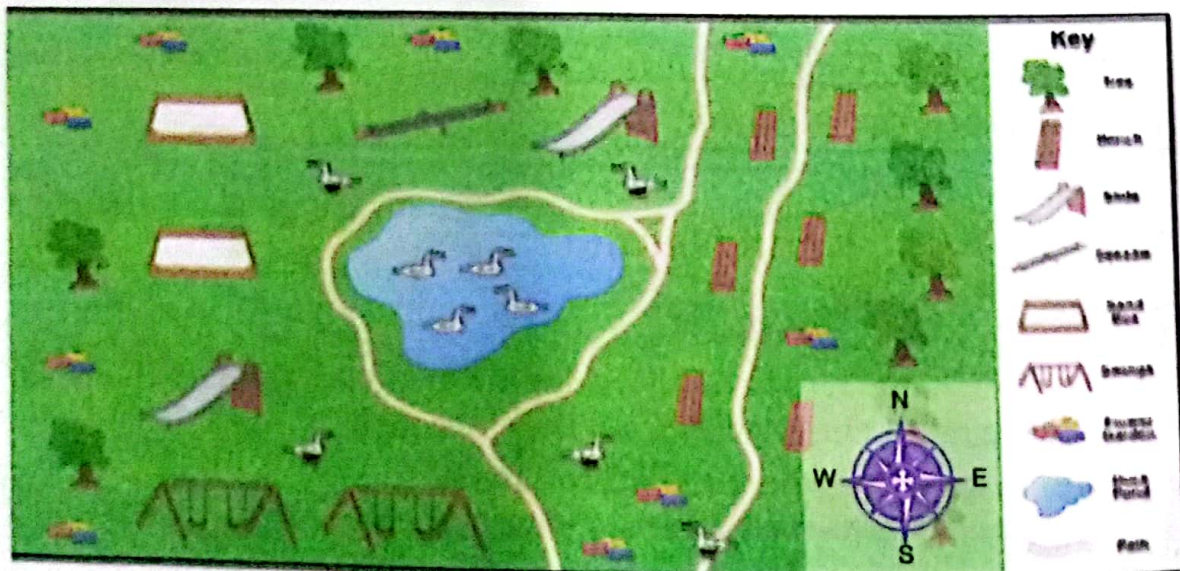
I. Underline the consonant blends in the given sentences.

- 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 do 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 direction on a map. Explain them how to read a map. Explain the directions (East, West, North, South) in the class room or in any area of the school.

ii. 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 in 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 to 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 | Syllabic form | 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 the food to eat there |

2. Learning to Spell

i. In groups, 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 | d | s | v | | n | | | | |
| | r | | | | e | | | | |
| | r | | | | w | | | | |
| b | r | e | a | k | i | d | s | | |
| | r | | | | d | | | | |
| n | | | | | d | | | | |
| b | o | x | e | s | d | | | | |
| | o | | | | e | | | | |
| | o | 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 contraction 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

Read the apostrophe of the underlined words, eg. 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, eg. 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.

THE Prepositions



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 the following sentences and notice the use of 'may' and 'can'.

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

Read Me

May is used to discuss possibility or happening in the future. eg: May I ride your bike?

iv. Complete the sentences by filling in the blanks with may/ can appropriately.

- (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 only be used in expression to do with ability or permission. eg Can you ride the bike?

Use of 'Synonyms' and 'Antonyms'

Antonyms

Antonyms are words opposite in meaning: eg. More-----less / Big-----small / Tall-----short / High-----low.

Synonyms

Synonyms are the words similar in meaning. Round-----circular / Begin-----start / End-----finish.

v. 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

Make a list of things you need to carry while going on a picnic. 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

Paragraph Writing

I. Write a paragraph using the words/phrases in the box. The first line is given. Give it a title also.

Word Bank

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 the 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.

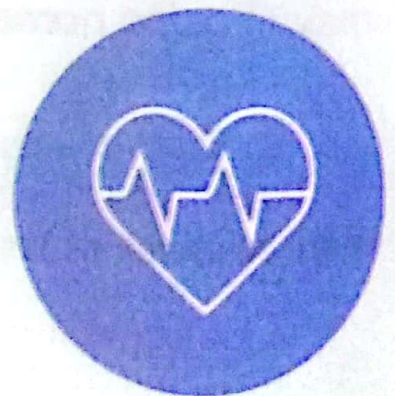
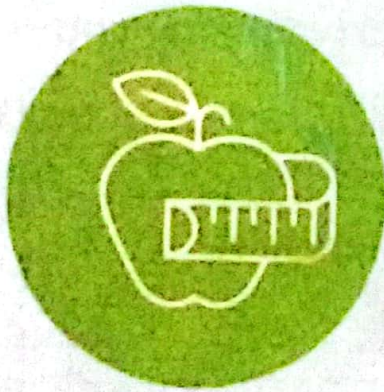


Ask the students to elaborate the points given in the word bank. Encourage them to write in correct sequence and with correct punctuation.

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 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.
- practice 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/, /ɪd/ 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.

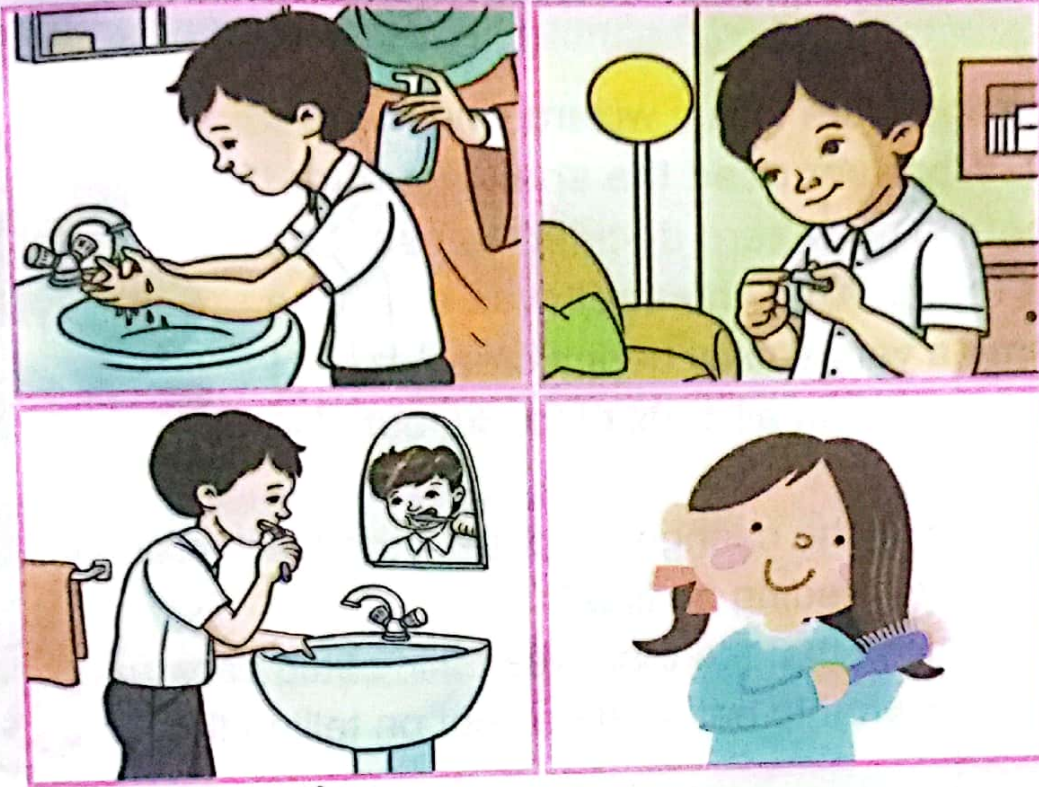


HEALTHY HABITS



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 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 to have to brush them. 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 having to go back to eating bugs.



Post-reading

- Why should we eat less candies?
- Will we remain healthy by taking care of our teeth?



A) Oral Communication

1. Learning the Sounds

i. Break the given words into syllables and share it 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. Eg.
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.



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

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

know

bridge

honest

hour

answer



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!



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

read

write

tell

ten



B) Reading and Critical Thinking

1. Reading Comprehension

i. Read the text again in 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

i. Read the passage and answer the questions.

One sunny morning, Ayla decided to go to the 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 option

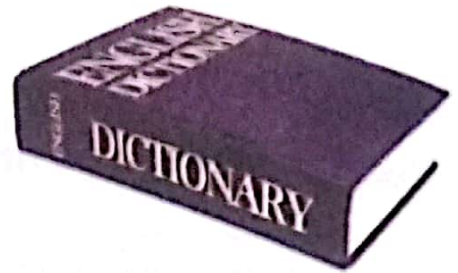
- **The morning was:**
a) windy b) dusty c) sunny d) rainy
- **The name of Ayla's brother was:**
a) Ahmad b) Fahad c) Omar d) Zeeshan
- **The colour of Ayla's shoes was:**
a) Brown b) Black c) Yellow d) Red
- **Ayla found a:**
a) Swan b) Duck c) Hen d) Cat
- **The total number of animals were:**
a) One 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 safe



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.



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. Break the words in syllables. Consult the dictionary and fill up the missing meanings.

| Words | Syllabic form | Meanings |
|-------------|---------------|--------------------------------|
| perfect | | exact, correct in every detail |
| filthy | | dirty |
| spell | | |
| decay | | |
| distasteful | | bad taste |
| delight | | |



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

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.

delighted

decided

liked

tried

enjoyed

'wh' Words

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.



ii. Change the given statements into "wh" question forms and practice.

- 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



iii. Below is a list of actions. Sometimes we wash hands before the actions and sometimes after doing them. Put a circle (O) around the actions for 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



iv. Write the opposite words of underlined words in the blanks.

- 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 good and do not play with _____ boys.





D) Writing

1. Learning to Write

i. 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

i. Explain in few lines how do you keep your room clean.



Review 3



A) Oral Communication

1. Learning the Sounds

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

finished

filled

needed

brushed

missed

stopped

ii. Pronounce the words with the cluster blends.

brake

quick

strike

straight

brick

stretch

2. Oral Communication

i. Talk about two ways of saving water and electricity.

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

iii. Say and spell the sight words.

drink

cold

pride

food

show



B) Reading and Critical Thinking

یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے تعلیمی سال 2025 کیلئے مفت تقسیم کی جارہی ہے اور ناقابل فروخت ہے

Reading Comprehension

i. Answer the given questions.

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

2. Analytical Reading

i. 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

1. Vocabulary Building

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

| Words | Number of Syllables | Meanings |
|--------|---------------------|----------|
| event | | |
| please | | |
| picnic | | |
| wizard | | |
| effort | | |

ii. Put the vocabulary words given above in alphabetical order.

2. Learning to Spell

i. Fill in the blanks.

swe__t

catc__

com__ands

fr__end

3. Grammar

i. Fill in the blanks with 'wh' words.

- _____ are you doing?
- _____ is she playing now?
- _____ will the school open?

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

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

1. _____
2. _____
3. _____
4. _____



iv. 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

1. Learning to Write

i. Write the following numbers in words.

51

82

60

99

77

100

ii. 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 _____

2. Creative Writing

Sequence writing

i. Complete the story of the picture in four lines using the given words.

Sequence Stories

| First | Next | Then | After that | Last |
|---|---|--|---|---|
|  |  |  |  |  |

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- بدعنوانی ملکی ترقی کی راہ میں سب سے بڑی رکاوٹ ہے۔
- بدعنوانی اور رشوت ستانی ضمیر کی موت ہے۔
- بدعنوانی اخلاقی دیوالیہ پن کو ختم دیتی ہے۔
- قومی احتساب بیورو بلوچستان
- بدعنوانی سے خود بھی بچیں اور دوسروں کو بھی روکیں۔

قومی ترانہ

پاک سرزمین شادباد کشورِ حسین شادباد
تو نشانِ عزمِ عالی شان ارضِ پاکستان
مرکزِ یقین شادباد
پاک سرزمین کا نظام قوتِ اخوتِ عوام
قوم، ملک، سلطنت پابندہ تابندہ باد
شادباد منزلِ مراد
پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
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