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FOR GRADE

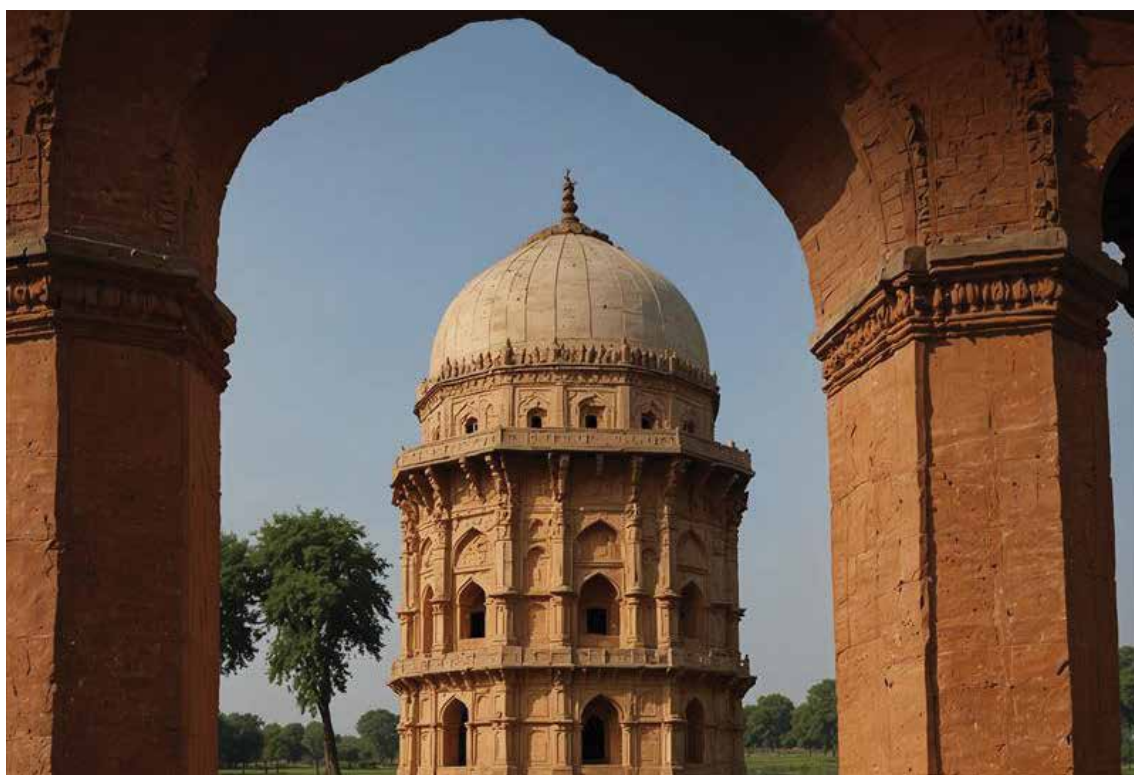
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KNOW YOUR WORLD

SECOND EDITION



ANSWER KEY



OXFORD
UNIVERSITY PRESS

ANSWER KEY

CHAPTER 1.1 Goods and services

QUICK RECALL

Needs: water, plain pencil box, school bag

Wants: toys, cola drink, fancy pencil box, video games, rubber, tablet

LEARNING CHECK

1. Goods: storybooks, toys, chocolates Services: haircut, laundry, newspaper subscription, electricity, gas, water
2. Goods are things that can be touched, bought or sold. some examples include, clothes, toys, cars, etc.
3. Services are things that cannot be bought or purchased, e.g. visiting a doctor, getting a hair cut from a salon, watching a movie in the cinema, etc.
4. Internet service, watching TV channels at home.
5. A consumer is a person who buys and uses things while a seller is a person who sells things.
6. teacher, doctor, cleaner, plumber, shopkeeper, lawyer, etc.

GOING FURTHER

1. Visit a market and list five items.
2. Help the students build a role-play script between a buyer and a seller. Assign them lines to remember and then enact the role play in class. Different groups can act on different variations of the script.
3. Discuss why buying everything is not possible.
4. Ask students to do this activity as homework. They should discuss it with their parents or guardians and then share their observations in class discussion.
5. Ask students to do this activity as homework. They should discuss it with their parents or guardians and then share their observations in class discussion.

CHAPTER 1.2 Markets

QUICK RECALL

goods, handicraft, prune, irrigate, weed

LEARNING CHECK

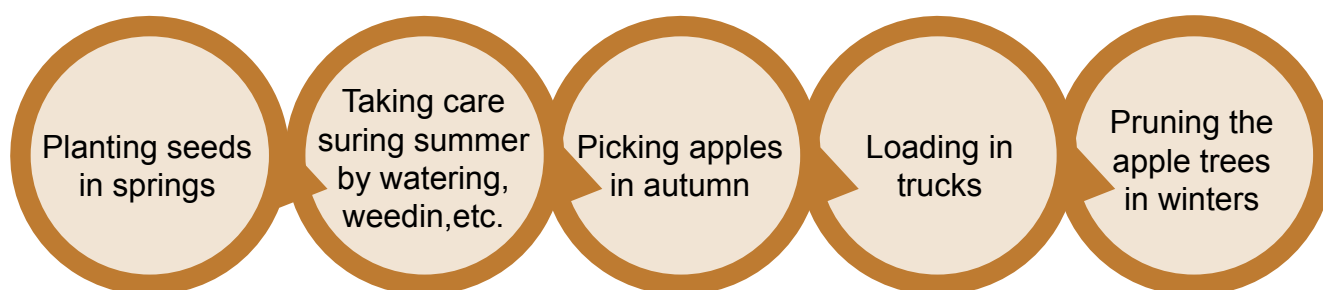
1. Buying and selling goods.



2. From factories and farms.
3. Made at home or in small factories.
4. Spring: weed and spray; Summer: irrigate; Autumn: pick and pack; Winter: prune.

GOING FURTHER

1. List markets in your area and their products.
2. Discuss the uniqueness of homemade goods.
3. Create a flow chart of apple growing stages.



CHAPTER 1.3 Job opportunities

QUICK RECALL

1.
 - i. small business
 - ii. professionals
 - iii. farms, animals
 - iv. salary

LEARNING CHECK

1. Examples: doctors, teachers, lawyers.
2. Jobs: aircraft technicians, laboratory technicians, X-ray machine operators, car mechanics.
3. Volunteers work without a salary.
4. A public servant is a person who works for the government doing work which supports the community.
5. A skilled worker is a person who has a special skill which has been acquired through training. They use special tools to do the work for example, a plumber, a tailor. An unskilled worker has no special training and performs simple, mostly manual, work.

GOING FURTHER

1. Discussion and brainstorming. It would be interesting to list student choices on the board and see which ones are most common and which are unusual.

2. Students will need an adult's help to do this activity at home. The volunteer could be any person in the student's family or neighbourhood who participate in voluntary work, e.g. plants trees for the community, takes sick people to the doctors, helps clean the neighbourhood and parks, etc.

CHAPTER 1.4 Fishing—one way to make a living

QUICK RECALL

1.
 - i. T
 - ii. F (Pakistan has two main fishing harbours)
 - iii. T
 - iv. T
 - v. F (Overfishing decreases the number of fish)

LEARNING CHECK

1. Fishing is catching fish for income. It is an occupation for people living by the sea or a river.
2. Karachi and Gwadar.
3. boat builders and repairers
 - porters, workers in cleaning and packing in the factories
 - truck drivers
 - net makers
 - ice makers
 - factory workers who prepare canned fish, fertilizers, fish food, and fish oil
 - people who work in restaurants to cook and serve fish
4. Fishermen use nets to catch fish.
5. Fishing is restricted to allow fish populations to recover.

GOING FURTHER

1. Watch a documentary about fishermen and share learnings. This documentary screening can also be arranged at school.
2. Explain to students that discharge of waste from chemical factories, tanneries, and domestic sewage harms marine life in the rivers and seas. Waste should be treated to remove poisonous matter before it is released. Help them create a poster on protecting fish and their habitats.



CHAPTER 2.1 Solving the problems of others

QUICK RECALL

1.
 - i. State the problem.
 - ii. Gather information.
 - iii. List possible solutions.
 - iv. Discuss pros and cons.
 - v. Choose the best option.

LEARNING CHECK

1. They wanted to help because the other school did not have a library.
2. The children felt happy and satisfied after solving the problem.

GOING FURTHER

For these exercises, brainstorming should be done first. Students should be asked to collect ideas from home as well. Afterwards, they should be divided into groups and the task given. Once the solution is decided, ask them to write the steps for problem-solving.

CHAPTER 2.2 Resolving Conflicts

QUICK RECALL

1.
 - i. angry
 - ii. unfair

LEARNING CHECK

1. A conflict is a situation where people do not agree with each other.
2. Conflicts can be resolved by discussing the problem and finding a solution.
3. Help must be taken from an adult when the conflict cannot be resolved by talking.

GOING FURTHER

1. Role-play to resolve conflict situations.
2. Draw face expressions showing different feelings.

CHAPTER 2.3 Getting along with others

QUICK RECALL

1.
 - i. relationship
 - ii. fair chance
 - iii. view

LEARNING CHECK

1. Sharing things with others at home and school is best done by taking turns and being fair.
2. Listening to others is important to understand their points of view.

GOING FURTHER

1. Brainstorm and discuss ways to be happy in school and prepare a speech for the school assembly.

CHAPTER 2.4 Rules Keep us safe

QUICK RECALL

1.
 - i. safe
 - ii. stranger
 - iii. matchsticks
 - iv. grown-up
 - v. objects

LEARNING CHECK

1. Rules are made to protect us and keep us safe.
2. School rules help students by making learning easy and ensuring fair play.
3. Good citizens are responsible, trustworthy, and honest.

GOING FURTHER

1. Suggest ways to stay safe from hazards in various places.
2. Draw a road sign reminding you of a rule of the road.
3. Design a sign for a rule you follow at home or school.



CHAPTER 2.5 Local government and a pledge

QUICK RECALL

1.
 - i. community
 - ii. public spaces
 - iii. common goals
 - iv. rights

LEARNING CHECK

1. A community is a group of people living in the same area.
2. Individuals perform activities like organizing projects for the welfare of the community.
3. Services provided by local government include building roads, supplying clean water, disposing of waste, providing health and education services, drainage, and recreational facilities.
4. The pledge made by the children was to value and take care of the services provided by the local government.

GOING FURTHER

1. Think of ways to support your local government in its work in places like parks and hospitals.
2. Find out key problems in your local area from your parents.
3. Group activity: Inquire about a community problem, identify its causes, suggest solutions, and take responsible action to solve the issue.

CHAPTER 3.1 WHERE IN THE WORLD IS MY COUNTRY?

QUICK RECALL

1.
 - i. land
 - ii. water
 - iii. Asia
 - iv. Islamabad
 - v. Arabian Sea

LEARNING CHECK

1. There are seven continents: North America, South America, Europe, Asia, Africa, Oceania, and Antarctica.
2. Karachi is the largest city of Pakistan.
3. Different towns and cities are linked by road, rail, or air routes.

GOING FURTHER

1. Provide students with a blank world map and ask them to color and label the continents and oceans. This will help them visualize the geographical locations.
2. Encourage students to create a model of Pakistan using mashed paper and glue, painting the lowland green and the highland brown.
3. Ask students to find pictures of three cities in Pakistan, paste them in their notebooks, and write captions for each picture. This will enhance their research and presentation skills.

CHAPTER 3.2 THE RIVERS OF PAKISTAN**QUICK RECALL**

1. i. T
ii. T
iii. T
iv. F
v. T
vi. Indus
vii. Arabian Sea
viii. agriculture
ix. transport

LEARNING CHECK

1. A tributary is a river or stream that joins a main river.
2. The tributaries of the Indus River are Sutlej, Chenab, Ravi, and Jhelum.
3. The mouth of a river is the place where it reaches the sea.
4. The water from the Indus and its tributaries is used for domestic use, agriculture, industry, and transportation.

GOING FURTHER

1. Have students draw pictures showing how water from the rivers is used, such as for agriculture, domestic use, and transportation.
2. Facilitate a discussion on the importance of rivers and their tributaries, and how they support various industries and tourism.
3. If possible, organize a field trip to a nearby river or water body to observe its use and significance firsthand.



CHAPTER 3.3 OUR QUAID

QUICK RECALL

1.
 - i. 25 December 1876
 - ii. 11 September 1948
 - iii. 1892
 - iv. Lincoln's Inn
 - v. 1896

LEARNING CHECK

1. Quaid means leader.
2. Quaid-e-Azam Muhammad Ali Jinnah was born on 25 December 1876 in Karachi. He studied law in England and returned to India in 1896 to practice law.
3. Quaid-e-Azam was intelligent, honest, fair, trustworthy, hard-working, punctual, well-mannered, and respectful.

GOING FURTHER

1. Organize a role-play activity where students enact different phases of Quaid-e-Azam's life. This will help them understand his contributions and qualities.
2. Guide students to make a chart with basic information about Quaid-e-Azam, including his birth, education, and achievements.
3. Encourage students to share stories they have heard about Quaid-e-Azam from their parents or grandparents.

CHAPTER 3.4 ALLAMA IQBAL

QUICK RECALL

1.
 - i. 1877
 - ii. 1938
 - iii. Lahore
 - iv. poet
 - v. Shaer-e-Mashriq

LEARNING CHECK

1. Allama Iqbal was born on 9 November 1877 in Sialkot. He received his early education in Sialkot and later went to Europe for higher studies.
2. His dream was for an independent state for the Muslims of India.

3. He encouraged Muslims through his inspiring poetry.
4. Some of his famous poems are "Lab pay aati hai dua" and "Aik pahar aur gulehri".

GOING FURTHER

1. Ask students to learn and recite one of Allama Iqbal's poems for children in class. This will help them appreciate his literary contributions.
2. Have students interview their parents or grandparents to learn more about Allama Iqbal's life and work.
3. Guide students to create posters showing Allama Iqbal's dream for the Muslims of India and how he inspired them through his poetry.

CHAPTER 4.1 The weather and its effects**QUICK RECALL**

1.
 - i. Weather
 - ii. sky
 - iii. rains
 - iv. rain
 - v. heaters
 - vi. Wind

LEARNING CHECK

1. Broken glass: Can cause cuts and injuries. Lighter: Can cause fire hazards. Toaster: Can cause electric shocks.
2. Cyclone: Stay indoors. Flood: Move to a safer place.

GOING FURTHER

1. Encourage students to keep a daily weather diary for a week, noting the temperature, cloud cover, and any precipitation. This will help them understand weather patterns. Organize a role-play where students act out different weather conditions and their effects on daily activities. Both these activities could help students in accessing their weather preferences.
2. Have students create posters on how to stay safe during natural disasters like earthquakes, cyclones, and floods.



CHAPTER 4.2 Habitats

QUICK RECALL

1.
 - i. polar
 - ii. desert
 - iii. ocean
 - iv. forests
 - v. polar bears
 - vi. Cacti
 - vii. Camel
 - viii. deforestation

LEARNING CHECK

1. A habitat is the home of an animal or a plant.
2. Forests, polar regions, deserts.
3. Freshwater habitats are found in rivers and lakes.
4. Saltwater habitats are found in oceans and seas.
5. Adaptation is the process by which animals adjust to their environment to survive.
6. Examples: Polar bears have thick fur; camels store water in their bodies.
7. Humans destroy habitats through deforestation, pollution, and urbanization.

GOING FURTHER

1. Guide students to create dioramas of different habitats (forest, desert, polar regions) using shoeboxes and craft materials. Facilitate a discussion on how animals adapt to their habitats, using examples like polar bears and camels.
2. Have students conduct the experiment with plants in different conditions and compare observations.
3. Create an aquarium or another habitat and present it in class.

CHAPTER 4.3 Our Natural Environment

QUICK RECALL

1.
 - i. habitats
 - ii. Air
 - iii. endangered

LEARNING CHECK

1. Pollution is the contamination of the environment by harmful substances.
2. Types of pollution: Air pollution (caused by smoke and gases), water pollution (caused by waste discharge), land pollution (caused by dumping waste).
3. Maintaining a clean environment is important for health and the survival of living organisms.

GOING FURTHER

1. Discuss the impact of the absence of water, gas, or electricity at school or home.
2. Ask students to research and present on endangered animals, including reasons for their endangerment and ways to protect them.

CHAPTER 4.4 Resources and Their Types**QUICK RECALL**

1.
 - i. natural
 - ii. reuse, recycle
 - iii. people
 - iv. Capital

LEARNING CHECK

1. A natural resource is a useful thing that comes from nature, e.g., water.
2. The Three Rs are Reduce, Reuse, Recycle.
3. Ways to save paper: Use both sides of paper, reuse envelopes, recycle paper.
4. A resource is something that people use to meet their needs.
5. Natural resources (e.g., water), human resources (e.g., teachers), capital resources (e.g., machines).
6. Baker: oven, flour; Farmer: tractor, seeds; Painter: brushes, paint; Builder: bricks, cement; Chef: stove, ingredients.
7. Natural resources provide raw materials, human resources provide labor, and capital resources provide tools.

The 3 Rs help conserve resources and reduce waste.

GOING FURTHER

1. Create a recycling bin at home and label it.
2. Research recycling schemes and how materials are reused.
3. Guide students to create projects on the Three Rs (Reduce, Reuse, Recycle), including posters and presentations.



CHAPTER 4.5 Fertile soil—a natural resource

QUICK RECALL

1.
 - i. nutrients
 - ii. rivers
 - iii. rice
 - iv. rocky
 - v. fertilisers
 - vi. chemical
 - vii. nutrients
 - viii. productive

LEARNING CHECK

1. Fertile soil is needed for growing healthy crops.
2. Farmer Rafiq saved his soil by mixing manure with chemical fertilizers.
3. A fertiliser is a substance added to soil to improve its fertility.
4. Inorganic fertiliser is also called chemical fertiliser.
5. Farmer Latif is using the best farming method by leaving the land fallow.

GOING FURTHER

1. Present a play based on the experiences of farmers Latif, Rafiq, Sabir, and Mustafa.

CHAPTER 4.6 The water we use

QUICK RECALL

1.
 - i. streams, rivers
 - ii. ground
 - iii. Sea water
 - iv. 2.5
 - v. transport

LEARNING CHECK

1. Most of the Earth's fresh water is stored in ice caps and glaciers.
2. Desalination is the process of removing salt from sea water.
3. Uses of water: drinking, cooking, cleaning, farming, recreation, transportation.

GOING FURTHER

1. Make a poster about saving water.

CHAPTER 4.7 Solid waste disposal

QUICK RECALL

1.
 - i. decompose
 - ii. compost
 - iii. animals
 - iv. drains
2. Recyclable: Glass bottles, metal cans, paper and cardboard, plastic bottles. Non-recyclable: Leftover food, old toys, plastic bags.

LEARNING CHECK

1. Solid waste is anything we throw away that we do not need anymore.
2. Examples of solid waste: leftover food, paper, plastic bottles, metal cans, glass bottles.
3. Sorting rubbish helps in recycling and proper disposal.
4. Flow chart: Collection → Sorting → Recycling/Landfill.

GOING FURTHER

1. List plastic items thrown away at home or school.
2. Ask students to work in groups to think of ways to reuse plastic items. Groups should present their ideas to the class or in a school assembly or they could create a wall display in a school corridor to pass on their ideas to other students.

CHAPTER 4.8 Directions and Keys

QUICK RECALL

1.
 - i. True
 - ii. False
 - iii. True
 - iv. False
 - v. False

LEARNING CHECK

1. Asad went north first from his house.
2. Asad followed the east direction to go from the bookshop to the shoe shop.
3. Asad's house is south of the milk shop.
4. Draw symbols for a hospital, road, house, and tree.

GOING FURTHER

1. Students can work individually or in pairs to complete these tasks.