

Teaching  
Guide

1

ELEANOR WATTS

# WORLD WATCH

SOCIAL STUDIES FOR PRIMARY SCHOOLS

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# Introduction

## An outline of the course

*World Watch* is a Social Studies course for the 21<sup>st</sup> century. It is designed for Pakistani primary schools that want to stimulate curiosity, thinking skills, and a love of learning. The course comprises four components: Pupil's Books, Skills Books, interactive CDs, and Teaching Guides.

## Core features

- It draws its content and skills from international primary syllabuses while focusing on Pakistan for examples.
- Concepts are covered in a child-friendly way, in simple language with lots of fun and stories.
- At all levels, learning is built on children's experience, the teacher eliciting what they already know and building on this, not simply loading them with facts.
- The language, content, and tasks are progressively graded according to class levels.
- Each level consists of twelve units with approximately five geography-focused units, five history-focused units, and two with focus on civics.
- These three core subject areas are linked to each other where possible.
- At least one geography-based unit per level is focused on environmental issues.
- Values education and ethical thinking are embedded in every unit of the course.
- High priority is given to independent thinking skills and problem-solving activities.
- From the start, children are asked to express individual opinions and it is stressed that some questions have no easy answers.
- Writing frames are provided to help children express their own ideas in open-ended tasks.

## Geography

- Mapping skills are taught in a progressive way—from simple plans and icons in Grade 1 to political, physical, environmental, and historical maps by Grade 5.
- A variety of graphs, tables, diagrams, and timelines are used to vary the presentation of content.
- At each level, children are encouraged to make connections between the geographical environment and the way people live.
- The main focus is on the familiar world of Pakistan, starting with the home and moving on to the town, district, country, and the wider world beyond.
- A key element is responsibility towards other people and towards the environment.

## History

- An understanding of change over time begins in Grade 1 with recent history taught through older people's memories, artefacts, and photographs.
- Timelines and family trees are used to explain the concept of generational links.
- Stories of historical events and characters enliven history at lower levels.
- A sequenced approach begins in Grade 3 with the introduction of dates.
- The main focus is on the history of Pakistan, balanced with an introduction to key events, discoveries, and stories from world history. The series also highlights the legacy of our past: what we can still see as a result of historical events.
- By Grade 5, children are learning to recognize the connections between the histories of different cultures and the way people have learned from each other over time. They also learn about why people acted as they did in the past and how their actions affect the present.

## Civics

- At Grades 1 and 2, the idea of society is taught largely through stories. For example, notions of sharing, kindness, and fairness are taught through stories about Rafay and Hiba's adventures. Stories of Quaid-i-Azam's childhood inculcate the importance of following rules and respecting others.
- By Grades 4 and 5, children are expected to express their opinions on key social and ethical questions and to respect the opinions of those who differ from them.
- Children are frequently taught that there is no 'right answer' to complex, ethical problems and that each one has to be considered in context.

## Pupil's Books

- The Pupil's Books form the core of the course. They are lavishly illustrated with photographs to bring alive the familiar environment, distant places, and past times.
- Wherever possible, children learn new concepts through child-friendly stories, especially in Grades 1 and 2.
- The 'Contents' page details the learning outcomes for each unit.
- The twelve units of the Pupil's Book consist mainly of reading texts followed by questions and tasks.
- Children are usually expected to write in notebooks.
- At higher grades, units often end with a directed writing task such as a newspaper article, letter to the head teacher, or poster for the school corridor.
- From Grades 3 to 5, there are Key fact boxes with revision questions.

## Skills Books

- At each level, there is an accompanying Skills Book in single colour.
- Children are usually expected to write in the Skills Book.
- The tasks are varied and enjoyable, and include maps, wordsearches, crosswords, puzzles, multiple choice questions, fill-in-the-blanks, and matching exercises.
- Skills Book pages should be introduced in class and can be completed either in class or for homework.
- Every unit of the Skills Book includes a page entitled 'Values'.
- In Levels 2–5, there is a brief learning outcomes at the top of every page in simple, child-friendly language. For Level 1, the learning objective is given in the teacher's notes at the bottom of the page.

## Interactive CDs

An Interactive CD containing reinforcement exercises accompanies each PB.

## Teaching Guides

Teaching Guides are an invaluable resource for the teacher, detailing:

- background knowledge
- learning outcomes
- step-by-step lesson plans
- ideas for further activities and pupil research
- answers to closed questions and indications of what to look for in open questions

At the back of each Teaching Guide there are:

- six photocopiable tests (one for every two units) to help the teacher track how well the children are learning and give feedback to parents
- a photocopiable test record sheet for teachers to keep their records

# Contents

Page Nos / Units	Pupil's Book page title	Skills Book page title	Key learning outcomes	Key words and phrases
			The students should be able to...	
<b>Page 1</b> <b>Unit</b> <b>Rafay's family</b>	1.1 Birthday boy!	1.1 Rafay's family	<ul style="list-style-type: none"> <li>explain family relationships</li> <li>describe how we celebrate birthdays</li> </ul>	<i>family, mother, father, big/little sister, brother</i>
	1.2 Dada's present	1.2 A family tree	<ul style="list-style-type: none"> <li>explain the meaning of <i>explore</i></li> <li>interpret a family tree as a way of showing relationships</li> </ul>	<i>explore, grandfather, son, grandson, daughter, granddaughter, __ years old.</i>
	1.3 Exploring	1.3 Tidy the room!	<ul style="list-style-type: none"> <li>explain the location of objects</li> <li>explain the importance of tidiness</li> </ul>	<i>in, on, under</i>
	1.4 The secret	1.4 <b>Values:</b> Family love	<ul style="list-style-type: none"> <li>explain what a secret is</li> <li>discuss what our families do for us</li> </ul>	<i>love, secret</i>
<b>Page 8</b> <b>Unit</b> <b>Rafay's house</b>	2.1 The lounge	2.1 Things in the lounge	<ul style="list-style-type: none"> <li>relate a picture of a room to its plan</li> <li>identify commonly found objects in the lounge</li> </ul>	<i>lounge, TV, window, door, table, chair, fan, bird, black, green, blue, yellow, red</i>
	2.2 The kitchen	2.2 Things in the kitchen	<ul style="list-style-type: none"> <li>identify commonly found objects in the kitchen</li> <li>explain the importance of safety in the kitchen</li> <li>explain how we use the kitchen</li> </ul>	<i>kitchen, pan, stove, sink, fridge, knife, bin, spoon, food</i>
	2.3 The bathroom	2.3 Things in the bathroom and bedroom	<ul style="list-style-type: none"> <li>identify commonly found objects in the bedroom and bathroom</li> <li>differentiate between a side view and plan view</li> </ul>	<i>bathroom, shower, tap, basin, bed, dressing table, lamp</i>
	2.4 The bedroom	2.4 <b>Values:</b> Keeping clean	<ul style="list-style-type: none"> <li>discuss the function of each room</li> <li>explain the importance of keeping clean</li> </ul>	<i>bedroom, clean, sweep, comb, wash</i>

Page Nos / Units	Pupil's Book page title	Skills Book page title	Key learning outcomes	Key words and phrases
			The students should be able to...	
<b>Page 16 Unit</b> <b>At school</b>	<b>3</b> 3.1 Rafay's classroom 3.2 Right and left 3.3 Play time 3.4 Right and wrong	3.1 Things we use in the classroom	<ul style="list-style-type: none"> <li>explain the difference between a detailed picture and a simplified plan</li> </ul>	<i>map, pencil, pencil case, rubber, books, table, chair</i>
		3.2 A map of the classroom	<ul style="list-style-type: none"> <li>distinguish between right and left</li> <li>draw a map of a familiar space</li> </ul>	<i>left, right, door, window, board, pictures</i>
		3.3 The playground	<ul style="list-style-type: none"> <li>name the main objects in the playground</li> </ul>	<i>trees, see-saw, climbing frame, gate, balls, flowers</i>
		3.4 <b>Values:</b> Right and wrong	<ul style="list-style-type: none"> <li>explain the terms <i>right</i> and <i>wrong</i></li> <li>explain that we should try to understand the viewpoints of others</li> </ul>	<i>right, wrong, help, fight, sorry should/should not</i>
<b>Page 23 Unit</b> <b>At the seaside</b>	<b>4</b> 4.1 The sea 4.2 Tania's choice 4.3 Zain's choice 4.4 Rafay's choice	4.1 What we see at the beach	<ul style="list-style-type: none"> <li>name common sights at the seaside</li> </ul>	<i>sea, boat, ship, camel, horse, Sun, beach, bird</i>
		4.2 Animals at the beach	<ul style="list-style-type: none"> <li>explain that some choices have no right answers</li> <li>find differences between two similar pictures</li> <li>name some sea creatures</li> </ul>	<i>one more fish, whale, shellfish, shark</i>
		4.3 Tame and wild animals	<ul style="list-style-type: none"> <li>categorize animals in different ways: wild and tame animals, water and land animals</li> </ul>	<i>tame, wild, monkey, snake, tiger, shark, dog, camel, horse</i>
		4.4 <b>Values:</b> Caring for animals	<ul style="list-style-type: none"> <li>explain that tame animals must be cared for and that we can help wild animals by protecting their habitats and leaving them alone</li> </ul>	<i>care for, dirty, clean, eat, drink, help, home, protect, leave alone</i>
<b>Page 29 Unit</b> <b>Pakistan journey</b>	<b>5</b> 5.1 Rafay's cousin, Hiba 5.2 Islamabad from the air 5.3 Lahore from the air 5.4 Karachi from the air	5.1 Air, land, and sea	<ul style="list-style-type: none"> <li>identify geographical features of Islamabad</li> <li>explain that transport can be on land, on water, or by air</li> <li>find similarities between a bird and a plane</li> </ul>	<i>Pakistan, cousin, airport, land, water, air, transport, plane, helicopter, car, bus</i>
		5.2 A map of Pakistan	<ul style="list-style-type: none"> <li>explain basic facts about the geography and flag of Pakistan</li> </ul>	<i>Islamabad, River Indus, flag, moon, star</i>
		5.3 The River Indus	<ul style="list-style-type: none"> <li>explain that a river flows from the hills to the sea</li> </ul>	<i>Lahore, hill, plain, desert, sea, wet, dry, high, flat, huge, big, small, tiny</i>
		5.4 <b>Values:</b> Love of our country	<ul style="list-style-type: none"> <li>describe the major cities and their characteristics</li> </ul>	<i>Karachi, love of our country</i>

Page Nos / Units	Pupil's Book page title	Skills Book page title	Key learning outcomes	Key words and phrases
			The students should be able to...	
<b>Page 37</b> <b>Unit</b> <b>Shopping</b>	<b>6</b> 6.1 The toy shop  6.2 The fruit shop  6.3 The sweet shop  6.4 The woolly mammoth	6.1 Describing toys	<ul style="list-style-type: none"> <li>classify different types of shops</li> <li>describe toys</li> <li>reach a conclusion by eliminating possibilities</li> </ul>	<i>toy shop, bat, ball, bear, doll, orange, brown, woolly mammoth</i>
		6.2 The fruit shop	<ul style="list-style-type: none"> <li>differentiate between a 3D view and a 2D section</li> <li>classify different types of shops</li> </ul>	<i>pear, apple, banana, orange</i> <i>I like ... best</i>
		6.3 Play shopping	<ul style="list-style-type: none"> <li>use polite language for shopping</li> <li>explain that money is used to give value to objects</li> </ul>	<i>Would you like...?</i> <i>How much is...?</i> <i>please, rupees</i>
		6.4 <b>Values:</b> What does it cost?	<ul style="list-style-type: none"> <li>explain that different people value different things and that some things (like love) have no price</li> </ul>	<i>What does it cost?</i> <i>I would buy ...</i> <b>Money cannot buy ...</b>
<b>Page 44</b> <b>Unit</b> <b>Dada's photos</b>	<b>7</b> 7.1 Dada's best toy  7.2 Dada's family  7.3 How Dada had fun  7.4 How Dada travelled	7.1 Dada's life	<ul style="list-style-type: none"> <li>explain how people change over time</li> </ul>	<i>_ years old, baby, boy, man</i>
		7.2 How life has changed	<ul style="list-style-type: none"> <li>explain that some objects were not used 50 or 60 years ago</li> <li>explain that objects change over time</li> </ul>	<i>father, mother, sister, brother, aunt, uncle, computer, mobile phone, camera</i>
		7.3 Fun and games!	<ul style="list-style-type: none"> <li>describe what children used to do for fun</li> <li>describe what children do for fun nowadays</li> <li>explain that some (but not all) games change over time</li> </ul>	<b>fun, game, race,</b> <i>computer games, TV</i>
		7.4 <b>Values:</b> Looking after old things	<ul style="list-style-type: none"> <li>describe how people travelled 50 years ago</li> <li>explain that some things changed for the better and some for the worse</li> <li>explain the importance of looking after old things</li> </ul>	<b>old, new, rickshaw,</b> <i>carefully</i>

Page Nos / Units	Pupil's Book page title	Skills Book page title	Key learning outcomes	Key words and phrases	
			The students should be able to...		
<b>Page 52 Unit</b>  <b>The farm</b>	<b>8</b> 8.1 A day out from Karachi	8.1 A day out	<ul style="list-style-type: none"> <li>• discuss personal experiences of trips away from home</li> <li>• name different kinds of transport and understand that some have no engine</li> </ul>	<i>transport, car, bicycle, bullock cart, rickshaw, bus, plane, ship, boat</i>	
		8.2 The farm-house	8.2 Homes	<ul style="list-style-type: none"> <li>• explain that different kinds of houses are made of different materials</li> </ul>	<i>block of flats, tent, concrete, mud, brick, cloth</i>
		8.3 The farm	8.3 Food from the farm	<ul style="list-style-type: none"> <li>• explain that all plants need water and sunshine to grow</li> </ul>	<i>plant, water, grow, pick, sell, buy</i>
		8.4 The vegetable stall	8.4 <b>Values:</b> Understanding life in a village	<ul style="list-style-type: none"> <li>• explain how food comes from the farm to the table</li> <li>• explain the lives of poor people in villages and how lucky we are to have modern conveniences</li> </ul>	<i>oil lamp, electric lamp, tap, pump, car, cart</i>
<b>Page 60 Unit</b>  <b>Workers</b>	<b>9</b> 9.1 The farmer	9.1 Workers who bring us food	<ul style="list-style-type: none"> <li>• discuss which workers produce food for us</li> <li>• explain where food comes from</li> </ul>	<i>worker, clay, shepherd, farmer, fisherman, meat, vegetable, fish</i>	
		9.2 The builder and the electrician	9.2 Workers who make houses	<ul style="list-style-type: none"> <li>• identify workers who build and maintain houses</li> </ul>	<i>builder, electrician, electricity, electric wires</i>
		9.3 The farm becomes a town	9.3 Workers and their tools	<ul style="list-style-type: none"> <li>• identify workers who help us in a town</li> <li>• identify some tools that workers use</li> </ul>	<i>shopkeeper, shop, doctor, teacher, policeman, cleaner, till, hoe, brush, net, book</i>
		9.4 Workers who help us	9.4 <b>Values:</b> Needs and wants	<ul style="list-style-type: none"> <li>• explain that we should not allow towns to destroy nature</li> <li>• distinguish between wants and needs</li> <li>• discuss future ambitions of their friends</li> </ul>	<i>need, want</i>

Page Nos / Units	Pupil's Book page title	Skills Book page title	Key learning outcomes	Key words and phrases
			The students should be able to...	
<b>Page 68 Unit</b> <b>Our world: Ibn Batuta's story</b>	10.1 Ibn Batuta goes to Egypt	10.1 The Egyptian Sphinx	<ul style="list-style-type: none"> <li>narrate the story of a great explorer</li> <li>use the imagination to create an imaginary creature</li> </ul>	<i>explorer, globe, Sphinx, pyramid, Africa, Egypt, parts of animals' bodies</i>
	10.2 Ibn Batuta goes to Makkah and further	10.2 Ibn Batuta's travels	<ul style="list-style-type: none"> <li>discuss key facts about Makkah</li> <li>explain that coins tell us about a country</li> </ul>	<i>Makkah, Kaaba, India, coin</i>
	10.3 The ship-wreck	10.3 Make a weather chart	<ul style="list-style-type: none"> <li>make a simple recording of the weather</li> <li>predict the weather</li> </ul>	<i>sunny, rainy, cloudy, windy, days of the week</i>
	10.4 Ibn Batuta's travels	10.4 <b>Values:</b> Learning about the world	<ul style="list-style-type: none"> <li>explain how man's curious nature serves the world</li> <li>read a map</li> <li>explain that blue represents water on a globe</li> </ul>	<i>China, Spain, UK</i>
<b>Page 76 Unit</b> <b>Our environment: Woolly's story</b>	11.1 The park	11.1 The park	<ul style="list-style-type: none"> <li>explain the importance of having parks</li> <li>discuss ways that people can harm their parks and environment</li> </ul>	<i>park, swings, broken, seat, tree, flower, bird, shade, litter</i>
	11.2 Problems in the park	11.2 A story map	<ul style="list-style-type: none"> <li>draw a story map in sequence</li> </ul>	<i>story map, mend, clean, plant</i>
	11.3 Woolly's story	11.3 Animal homes	<ul style="list-style-type: none"> <li>explain that some animals become extinct</li> <li>explain the importance of preserving wild life habitats</li> </ul>	<i>dolphin, river, tiger, jungle, polar bear, ice</i>
	11.4 How we can look after the Earth	11.4 <b>Values:</b> Looking after our world	<ul style="list-style-type: none"> <li>explain that things we like (like cars!) may damage the environment</li> <li>demonstrate a sense of responsibility for the environment</li> </ul>	<i>wild animal, clean, dirty, should/should not</i>

Page Nos / Units	Pupil's Book page title	Skills Book page title	Key learning outcomes	Key words and phrases
			The students should be able to...	
Page 86 Unit <b>12</b> Celebrations: Eid	12.1 The end of Ramazan	12.1 Eid	<ul style="list-style-type: none"> <li>explain that Eid comes after Ramzan and begins when we see the new moon</li> <li>explain why people fast during Ramzan</li> <li>discuss the ways we celebrate Eid</li> </ul>	<i>Eid, fast, new moon, prayer, present, help</i>
	12.2 The day of Eid	12.2 Traffic rules	<ul style="list-style-type: none"> <li>discuss the importance of being patient and obeying rules</li> <li>explain the meaning of traffic light colours</li> <li>explain how to cross a road safely</li> </ul>	<i>patient, stop, wait, go, left, right</i>
	12.3 Eid Mubarak!	12.3 Helping others	<ul style="list-style-type: none"> <li>explain that we can help people in different ways</li> <li>express an opinion</li> </ul>	<i>Eid Mubarak!</i>
	12.4 Respecting others	12.4 <b>Values:</b> Respecting others	<ul style="list-style-type: none"> <li>show respect to people who are different from us</li> <li>identify the festivals and places of worship of different religions</li> </ul>	<i>Muslim, mosque, Hindu, Divali, temple, Christian, Christmas, church, Sikhs, Baisakhi, gurdwara</i>
Page 97	Check-up Tests			
Page 104	Answers to Check-up Tests			
Page 105	Record of Assessments			

# Unit 1 Rafay's family

## Note to the teacher

- Each lesson will usually take two Social Studies periods, one for the Pupil's Book, and one for the Skills Book, but please adapt it to your needs.
- If you use all the ideas in this book, some units will take longer to cover.
- If a Skills Book page is set for homework it should be introduced and explained in class first.

## Background knowledge for the unit

This unit focuses on family relationships. Children will bring their knowledge of their own families to the classroom. Teachers are encouraged to give them plenty of time to talk about their own families—whether they have no brothers and sisters or many, whether they live in a joint family with aunts, uncles, and cousins, or in a small, nuclear family. All types of family should be celebrated and children should feel free to talk about their different family situations.

This unit introduces ideas that are fundamental to the teaching of primary geography, history, and civics.

In terms of geography, children will meet the concept of exploration, which is key to the whole course and encourages them to start with the familiar, and look beyond to the world outside. Simple geographical vocabulary (e.g. *on, in, under*) will be used to describe where things are in the house.

In terms of history, children will bring their own experience of birthdays to the classroom, using their own experience of the past to make generalizations about the ways we celebrate. They will also learn to say how old they are—the first stage of thinking about time in years.

In terms of civics, they learn that families give us love—and that love is not only shown by material presents, but by hugs and all the different ways our families help us.

TALKING IS MORE IMPORTANT THAN WRITING AT THIS STAGE.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain family relationships, using the terms *mother, father, brother, sister, grandfather, grandmother, son, daughter*
- explain the importance of birthdays and how we celebrate them
- say how old they are
- explain that exploring is finding out about places
- interpret a simple family tree
- use simple vocabulary to describe the location of objects, using *in, on, and under*
- explain that when we are tidy, we put things in their right place
- describe what our families do for us

# Unit 1.1

## Learning outcomes

### Pupil's Book

- name the members of the family, using the terms *mother, father, big/little brother, big/little sister, grandfather, grandmother*
- tell others about our families and our experience of birthdays
- explain that we sometimes show love by giving presents, but that there are other ways of showing love

### Skills Book

- Explain family relationships

## Preparation and Resources

You will need:

- a packet of small biscuits (ideally, for every child in the class to have one); they should be wrapped in many layers of newspaper or wrapping paper for a game of Pass the Parcel
- a CD player or tape recorder to play music for Pass the Parcel; if this is difficult, simply sing a song.

## Pupil's Book steps

1. Welcome the children to the class. Explain that in social studies, we learn about our lives and the world around us. Introduce the main subject of families. Ask different children to tell you who lives at home, focusing on mother, father, brothers, and sisters.
2. Talk about the difference between big and little brothers or sisters. Ask a few children to tell you the names of their big/little brothers/sisters. Use the mother tongue if this helps the children to talk about their families more comfortably.
3. Talk about the people in the picture in PB 1.1 (Pupil's Book Unit 1, page 1). For example, ask, *What are these people doing? Is this a special day? What kind of special day? How do you know that it is a birthday? Whose birthday do you think it is? How old do you think he is?*
4. Read aloud the text on the page, stopping at each sentence to point to each character in the photo and ask the children to point to the same character in their own books. Check understanding by asking *What present does \_\_\_ give to Rafay?*
5.  TI (talk icon) Explain that the talk icon means that the children should tell a partner something. Pair work is important in this course and enables each child to talk in a lesson. Children should get used to working with a partner and should always sit in pairs (or threes if the numbers are not even). After the children have talked for about a minute, get the class together again by raising one hand and putting the other to your lips. Train the children to do the same and stop talking as soon as they see you with your hand up. In this way, you will be able to get silence without shouting! Ask one or two children to tell you what they have discussed.
6. Ask the children (in the mother tongue if necessary), *Have you had a birthday? What did you do? Did you get presents?* Then ask the children to tell a partner their answers to these questions. After about a minute, ask a few children to tell you what they said. Do the same with the question, *How old are you?*

7. After the pair work, ask the class, *Why do we give presents?* Elicit that we give presents to show people that we love them. Ask, *Which present does not cost any money?* Elicit that a hug from Rafay's little brother is just as good as a present that costs money because it shows **love**.
8. Ask the children to put up their hands if they have a grandfather or grandmother and discuss the relationship. Ask, *What do you call your grandfather/grandmother?* Ask the children to guess what Dada's present might be. Accept any ideas.

### Skills Book steps

1. Ask the children to tell you about the people in Rafay's family, comparing it to PB 1.1. Discuss what each person is doing.
2. A. Show the children how to complete the sentences, using the quadruple lines to place their letters correctly. Discuss the answers in class.
3. B. Ask the children to colour the pictures of the people in Rafay's family. To help them become secure about the relationships, you could ask them to colour each person's clothes in a different colour, e.g. *Colour the clothes of Rafay's sister green.*



### Further activities: Pass the parcel

1. Bring into class a packet of biscuits wrapped many times (at least 5 times) in newspaper. It will be extra special if you put wrapping paper on the outside—though this is not necessary! Ask the children, *What do you think is inside?* Accept a variety of different guesses. Explain that in social studies, you will often ask the children to guess things. There is no shame in being wrong!
2. Seat the children on the floor in a circle. Ask them to pass the parcel round the circle in a clockwise direction.
3. If possible, play some music on a CD player or tape recorder. If not, sing a song and stop unexpectedly every now and then. The child who has the parcel at the time the music stops is allowed to remove one layer of wrapping paper only.
4. Play the music (or sing the song) repeatedly, each time stopping to allow one child to remove one layer.
5. The child who unwraps the present inside is asked to share the biscuits with everyone. Explain that in social studies we learn how to share fairly with each other.

### Research

Ask the children to write the full names of their mother and father, grandfather and grandmother for the next lesson.

#### Answers to PB 1.1 (Pupil's Book Unit 1, page 1)

The talk icon shows that the children should talk to each other and you about their birthdays. No writing is required.

#### Answers to SB 1.1 (Skills Book Unit 1, page 1)

- A. The children should complete the names on the quadruple lines.  
 B. 2. sister    3. mother    4. father    5. brother

## Unit 1.2

### Learning outcomes

#### Pupil's Book

- explain that to *explore* is to find out about places
- use correctly the terms *mother, father, brother, sister, grandfather, grandmother*

#### Skills Book

- explain that a family tree is a way of showing relationships
- use correctly the terms *daughter, granddaughter, son, grandson*

### Preparation and Resources

You will need:

- a school bag
- a simple object (such as your handbag or pen) hidden somewhere in the classroom before the lesson (for example, under your table or in a cupboard)

### Pupil's Book steps

1. Before the lesson, hide a simple object somewhere in the room.
2. Ask the children if they did their research—to find out the full names of their mother, father, grandfather, and grandmother. Ask them to tell the names to their partners. Revise the names of all the members of the family in the photo in PB 1.1.
3. Read aloud PB 1.1 again and go over the relationships in the family. Continue reading the story in PB 1.2. Look at the children's school bags and ask them to explain the differences. If any of them have soft toys attached, discuss what the soft toys are. Ask, *How does the boy stay on the bag?* Elicit that it has been sewn on.
4. Explain that the word **explore** means that we find out about new places. Explain that in social studies, they will explore many places—the classroom, the home, the city, our country, and the world.



5. The Exploring Game: See Further Activities below.

6.  PI (Pen/Pencil icon) Explain that the pen icon means that the children need to write in their notebooks. When they see this, they should take out their notebooks and pencils. The children write the names of the characters below the pictures.

### Skills Book steps

1. Look at the family tree and elicit that Dada is Baba's father and Baba is Dada's son. Ask questions like, *Who is Rafay's father? Who is Baba's son? Who is Baba's daughter? Who is Dada's granddaughter?*
2. Complete Exercises A and B and mark them.
3. Choose a girl and boy and construct their family trees on the board. Use the same format as in the Skills Book, keeping only to grandparents, parents, brothers, and sisters. Don't worry too much about ages.
4. Do Exercise C together, step by step. First, ask the children to work in pairs. Say, *Tell your partner how old you are. Now write your age in the Skills Book.*

*Tell your partner how many brothers you have. Now write the number in the Skills Book. Tell your partner your brothers' names (if you have any). Write their names in the Skills Book. (Write spellings of names on the board.)*

*Tell your partner how many sisters you have.*

*Tell your partner your sisters' names (if you have any). Write their names in the Skills Book. (Write spellings of names on the board.)*

5. Note that everyone will write different answers in C.



### Further activities: The Exploring Game

1. Ask a child to come up to the front of the class and put a school bag on his/her back. This is the 'exploring bag'.
2. Ask him/her to explore the classroom, looking around it carefully, and find the object you hid before the lesson.
3. When the object is found, ask the child to tell you where it was.

### Research

1. Follow up the research set in the last lesson. Did the children find out the full names of their parents and grandparents?
2. Before the next lesson, ask them to construct a family tree like the one in SB 1.2 with the help of their parents.

#### Answers to PB 1.2

1. Children should copy the names below the pictures.

#### Answers to SB 1.2

A. 3. 4. 5. 6.

B. Rafay has 1 brother and 1 sister. He is 6 years old. Tania is 10 years old. Zain is 4 years old.

C. Open answers

## Unit 1.3

### Learning outcomes

#### Pupil's Book and Skills Book

- describe where things are, using in, on, under
- explain the importance of tidiness

### Preparation and Resources

You will need:

- to hide an object in the classroom before the lesson
- to put a few things out of place before the lesson, e.g. put the clock on the floor, a lunch box on the table, a school bag on your chair

## Pupil's Book steps

1. Remind the children that Rafay's present will help him explore. Ask the children, *What does explore mean?*
2.  Play The Exploring Game as you did in Unit 1.2. (Hide something and ask a child to put the 'exploring bag' on his/her back and find it.)
3. Read aloud PB 1.3. Discuss how all these things have got in the wrong place. Ask, *Where do you think they should be?* Talk about the importance of being tidy and putting them in the right places so that they don't get lost.
4.  Ask the children to tell a partner where Dada's glasses are. Discuss their answers.

## Skills Book steps

1. Talk about the room in the picture and laugh about all the things which are in the wrong place. Encourage the children to tell you about the picture before you ask them to complete the sentences. Then do A.
2. Ask the children where the things *should* be. Show them how to draw arrows connecting the objects to the places they should be.

## Further activities: Tidying the classroom

1. Ask the children to look about the classroom. *What is in the wrong place? Where should it be?*
2. Help the children to tidy the classroom and put all the objects back in the right places.

## Research

1. Follow up the research set in the last lesson. Did they draw family trees? Display the clearest family trees on the wall and talk about them.
2. Before the next lesson, ask the children to think about what their parents do for them.

### Answers to PB 1.3

Allow the children to wonder where the glasses might be until one spots the picture on the next page and realizes that they are on Dada's nose!

### Answers to SB 1.3

- A. 2. under      3. on      4. in      5. on      6. under
- B. Arrows should connect: the bear to the toy box, the bag to the peg where the other bags are hanging, the fish to the fish tank, the apple to the fruit bowl, and the book to the bookcase.

## Unit 1.4

### Learning outcomes

#### Pupil's Book

- explain what is meant by secrets

#### Skills Book

- identify what our families do for us

## Preparation and Resources

You will need:

- to tell one child where you have hidden something in the room before the lesson (or whisper it at the beginning of the lesson). Make sure it is in a very difficult place to find (e.g. inside your handbag). Tell the child: "DON'T TELL ANYONE—IT'S A SECRET!"

## Pupil's Book steps

1. Read aloud again the text of PB 1.3 and then finish the story in PB 1.4.
2. Ask, *Who helps Rafay find Dada's glasses? Why is Rafay surprised? Can bags usually talk?*
3. Discuss what a secret is. Explain that you have shared a secret with someone in the class (the child you told where you have hidden something).
4. Play The Exploring Game, but not for long. Say, *X knows but s/he won't tell because it's a secret! Shall we ask her/him to tell us the secret?* Eventually, reveal where the object is hidden.
5. Discuss which kinds of secrets can be fun (like keeping a present secret before a birthday) and which can be wrong (like not telling your mother if you have broken something).

## Skills Book steps

1. Look again at the picture of Rafay's family in SB 1.1. Ask the children to draw the people in their own family in the box. They can also draw their brothers and sisters and label them with the correct names if possible.
2. Discuss what families do for us. Elicit that mothers and fathers look after us in many different ways. Children will probably tick all four sentences. Encourage the children to tell you other ways their parents help them, e.g. *read to us, take us to the park, help us get dressed, comb our hair.*
3. Talk about the meaning of the word love. Explain that when someone loves us, they care for us, whatever happens. Discuss ways children can show love for their parents, e.g. by helping them, by giving hugs, by doing what they are asked, by being polite.



### Further activities: Making Thank You cards

1. Give each child a piece of clean paper and ask them to fold it in half.
2. Encourage them to draw and colour a beautiful picture of their mother and father on the front.
3. On the inside of the card, draw lines so that they can copy from the board:

*Dear Mama and Baba,  
Thank you for helping me  
Love,*

4. Be sensitive to the fact that some children may have only one parent or live with a guardian. Explain that it is fine to send a card to the person who looks after them.

## Research

Follow up the research set in the last lesson. Did they think of other things their parents do for them?

### Answers to PB 1.4

2. nose                      3. talk                      4. secret

### Answers to SB 1.4

- A. Accept any picture of a family, even if the drawings are not works of art!
- B. Children will probably tick all the sentences, though they may not tick Number 3.

# Unit 2 Rafay's house

## Background knowledge for the unit

This unit focuses on the home and teaches children the key contents and functions of each room in the house. Children should be encouraged to tell you about their own homes, using their existing knowledge of objects that we tend to use in each room. Their knowledge of the letters of the alphabet will help them to see that we can represent ideas by simple plans and icons—the foundation for map work.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- name the main rooms in a house and know their functions: *lounge, kitchen, bathroom, bedroom*
- identify objects commonly found in each room of the house
- relate a picture of a room to its plan
- relate a side view to a plan view
- explain the importance of keeping safe in the kitchen
- explain the importance of keeping clean

## Unit 2.1

### Learning outcomes

#### Pupil's Book

- explain how we use the **lounge** and name common objects to be found in it, e.g. *TV, table, showcase*

#### Skills Book

- recognize the terms *TV, window, table, chair, door, fan*
- recognize the colours: *red, blue, yellow, green, black*
- relate the picture of a room to a plan of a room

## Preparation and Resources

You will need:

- to hide a small object like a rubber or piece of chalk in an impossible place (!) e.g. in your sleeve or ear
- a few objects which look different from different angles, e.g. a ruler, a chair, and a cup.

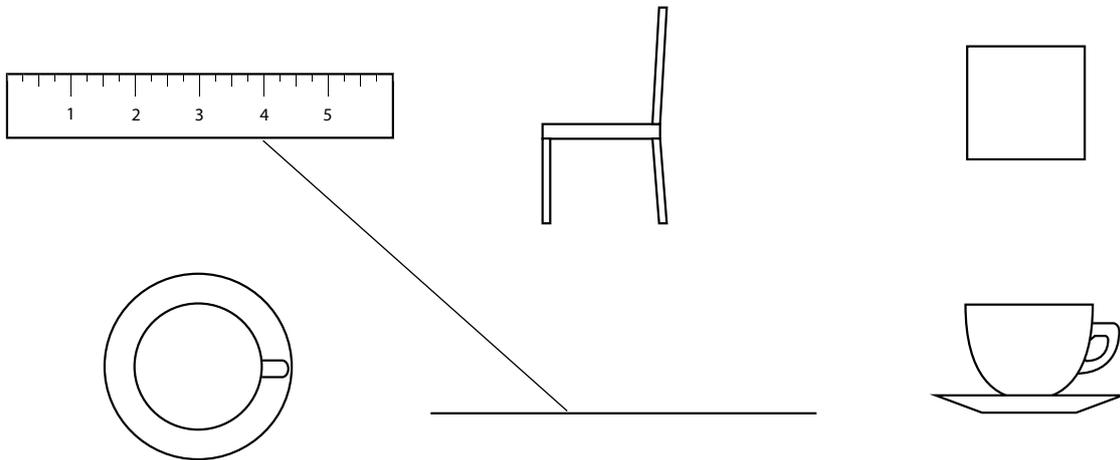
## Pupil's Book steps

1. Explain that for the next few weeks you are going to be thinking about the rooms of the house and what we do in them.
2. Read aloud Unit 2.1 to the children. Remind them about Dada's present, in Unit 1—a soft toy representing a boy sewn onto a bag. Revise the meaning of the word *explorer*.
3. Discuss what we do in the lounge as in the teacher's note at the bottom of the page. Ask the children what other things they have in their lounges at home and how each one is used.

4. Informally, discuss the colours in the picture and in the classroom.
5. Ask the children to find Zain in the picture. Establish that he is hiding behind the curtain and that nobody can see him except for the one who is pointing at Zain.

### Skills Book steps

1. Ask the children to point to each named object in the picture. Then read what colour it should be shaded, pointing to objects that are the same colour.
2. The children colour the objects in SB 2.1 A as directed.
3. Show the children a few objects which look different from different angles, e.g. a ruler, a chair, and a cup. Draw them on the board from above and from the side, e.g.



4. Ask different children to come up and match the objects you have drawn on the board.
5. Then ask them to point to an object in B with one finger and to the same object in A with a finger from the other hand. Go round the class quickly and check that they can all do this for each object.
6. Help them to see that in B, the bird sees the same room as in A, except that it is looking down from above. A plan is a bird's eye view from above. So is like a map.
7. The objects in the plan (B) should be coloured the same as the objects in the picture (A). For example, the TV should be black in both the picture and the plan. The children write the words from A in the spaces in B.



### Further activities: The Exploring Game

1. If you have time, play The Exploring Game with a school bag (see TG1, Unit 1.2)
2. Ask the children to guess where you hid the mystery object before the lesson, using the words *in*, *on*, or *under*.

### Research

Before the next lesson, ask the children to take special notice of the objects they see in the lounge and kitchen when they go home. Ask them to bring to school small objects from the lounge and kitchen for the museum table.

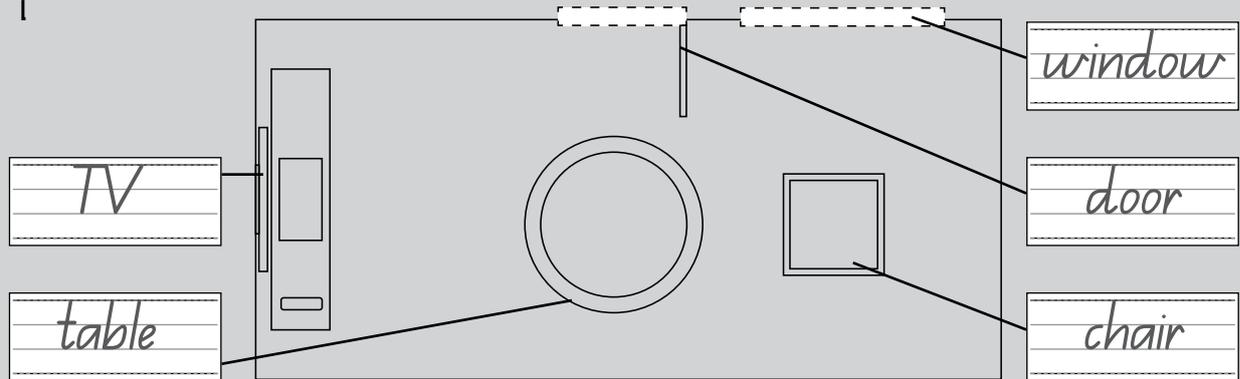
### Answers to PB 2.1

Ask the children to tell you what they can see in the picture of the lounge, e.g. the vase, lamp, sofa, and TV.

### Answers to SB 2.1

A. 1. The objects in A and B should be coloured as instructed in A.

B. 1



## Unit 2.2

### Learning outcomes

#### Pupil's Book

- explain how we use the kitchen and name objects commonly found in it, e.g. *fridge, sink, pan, stove*

#### Skills Book

- explain the importance of keeping the kitchen clean and safe

### Preparation and Resources

You will need:

- a few common household objects from the lounge (e.g. vase, showcase ornament), and kitchen (e.g. pan, spice box).
- two large flash cards for the museum table, labelled in large felt tip pen: **From the lounge** and **From the kitchen**
- a special table, labelled **The Museum Table** on which you can display the objects with their room labels; it will look more special if you put a beautiful cloth on it

### Pupil's Book steps

1. Show the children some objects that you would commonly find in the kitchen and in the lounge. Ask them to tell you whether each object comes from the lounge or from the kitchen.
2. Read aloud PB Unit 2.2 and discuss what we do in the kitchen, following the teacher's notes at the bottom of the page.

- Have fun spotting Zain in his hiding place behind the door and note that Ib is pointing to Zain!
- Extension:** After they have matched the words, the children can write sentences in their notebooks, e.g. *The fridge is in the kitchen.*

### Skills Book steps

- A: Look at the picture of the dangerous kitchen. Discuss why the kitchen can be a **dangerous** place. Elicit that:
  - hot pans on the stove can burn us
  - electrical gadgets can give us electric shocks, especially if the wire goes in water like the wire of the kettle in the picture
  - we can cut ourselves with knives
- Discuss why it is important to keep the kitchen **clean** because:
  - rats like dirt and carry diseases
  - flies like dirt and carry diseases
  - things lying on the floor can trip us up and cause accidents
- Ask the children to circle the dangers in the kitchen.
- Discuss the uses of the sink, stove, fridge, knife, spoon, and other objects from the kitchen. Then ask the children to complete the sentences.
- Extension:** Some children may write further sentences of their own, e.g. *We wash food and dishes in the sink. We get water from the tap over the sink.*



### Further activities: Making a museum table

- Show the children a special table at the side of the room. Explain that this is the museum table—a place for interesting or beautiful things.
- Place some familiar objects from the lounge and kitchen on the table. For example, you could display a saucepan, spice box, vase, and ornament.
- Prepare two labels: **From the kitchen**, and **From the lounge**.
- Ask different children to decide which objects should go in which rooms and to come up and put them beside the correct label. Discuss how some objects (e.g. cups and plates) can be found in both rooms.

### Research

- Follow up the research set in the last lesson. Did the children bring in some objects for the museum table? Talk about each object and put them under the room labels.
- Before the next lesson, ask the children to take special notice of the objects they see in the bathroom and bedroom when they go home. Ask them to bring small objects to school from the lounge, kitchen, bathroom, and bedroom for the museum table.

### Answers to PB 2.2

Initial letters should be completed in the book and lines should be drawn connecting

- |                      |   |
|----------------------|---|
| 1. fridge to kitchen | 2. table to lounge (accept kitchen too) |
| 3. sink to kitchen   | 4. kettle to kitchen                    |
| 5. stove to kitchen  | 6. TV to lounge                         |

### Answers to SB 2.2

- A. The children should circle the pan, stove, electric kettle, one more rat, knife, flies, and spoon.
- B. 2. cooking                      3. cooling                      4. cutting                      5. eating

## Unit 2.3

### Learning outcomes

#### Pupil's Book

- explain how we use the **bathroom** and name objects commonly found in it, e.g. *shower, tap, basin*
- match objects seen from different angles

#### Skills Book

- match objects viewed from the side and from above

### Preparation and Resources

You will need:

- a few objects from the bathroom (e.g. toothbrush, toothpaste, soap) and bedroom (e.g. comb, hairbrush, book) and all the other objects from the museum table
- a large piece of cloth that will cover the objects on the museum table
- flashcards with **From the bathroom** and **From the bedroom** for the museum table

### Pupil's Book steps

1. Read aloud PB Unit 2.3.
2. Talk about the way Mama is always too busy to listen to Rafay. Ask, *Does that happen to you sometimes? Tell me about a time when everyone was too busy to listen to you!*
3. Have fun spotting Zain in his hiding place behind the door!
4. Look at the pictures of the basin, the shower, and the tap. Talk about what they are used for. Ask, *What do we use the bathroom for?* Elicit that we use it to keep clean. Explain why it is important to keep our bodies clean. If we don't wash our bodies, we smell and we get sick. Remind them that it is especially important to wash our hands after we go to the toilet. If we don't clean our teeth, we get holes in our teeth and they become yellow.
5. On the board draw some objects as seen from above and from the side as in Unit 2.2 and call the children who did not understand earlier, to match them.
6. Ask the children to identify the pictures of a basin, shower, and tap seen from above. Then ask them to match these to pictures of the same objects viewed from the side, making it clear that they are the same objects seen from different viewpoints. Finally, ask the children to complete the words.

### Skills Book steps

1. Ask about each object: *What's this? In which room will you see it?* Elicit that you usually find a dressing table, bedside lamp, and bed in the bedroom, not the bathroom. Talk about the ways in which we use each object.

- As in PB 2.3, match the objects as seen from the side and from above. Ask the children to write the correct words below each object.



### Further activities: Can you remember?

- Cover the objects on the museum table with a large piece of cloth.
- Ask all the children in the class to stand up.
- Ask each one in turn to name an object that could be found in the house (and where it could be found), e.g. *a pan (in the kitchen)*.
- As each child mentions an object, write the word on the board. This will remind you and the children what has already been said.
- If a child cannot name a new object and an associated room, after 5 seconds he/she is out and must sit down.
- Continue giving every child in the class a chance to name a new object and room. The last child standing is the winner! Give everyone a clap!
- Take the cloth off the museum table and see if there are any objects the children forgot to name.

### Research

- Follow up the research set in the last lesson. Did they bring in some objects for the museum table? Talk about each one and put it under the correct label.
- Before the next lesson, ask the children to bring in more small objects from the lounge, kitchen, bathroom, and bedroom for the museum table.

#### Answers to PB 2.3

2. c 3. a

#### Answers to SB 2.3

A. 2. a                      3. e                      4. b                      5. f                      6. c  
B. The children should circle the shower, tap, and basin in the pictures above.

## Unit 2.4

### Learning outcomes

#### Pupil's Book

- explain how we use the bedroom and name objects commonly found in it, e.g. *bed, dressing table, lamp*
- explain that different things usually belong in different rooms
- discuss how to describe where a hiding place is

#### Skills Book

- list ways of keeping ourselves clean and cleaning our houses
- explain the importance of keeping clean

## Preparation and Resources

You will need:

- all the objects you have collected on the museum table
- some objects we use to keep clean, e.g. a toothbrush, comb, bar of soap, and a broom
- a large cloth
- a whistle or bell if you play Hide and Seek
- colour pencils for the Check-up Test

## Pupil's Book steps

1. Read the complete story from the beginning. Discuss what has happened. *Was Zain really in bed all the time or was he hiding in each room? Who really finds Zain?* Elicit that Ib knows all the time where Zain has been, but he does not tell anyone until Mama has said hello to him. More able children may discuss that it is important to be polite and say hello to people we know—and then they will help us!
2. Make some false and true statements, e.g. *The TV is in the bathroom. The TV is in the lounge.* Ask the children to put up their hands when you say something true and to cross their arms when you say something false—this can be a completely quiet activity!
3. Ask different children to read aloud the sentences in the exercise. Show the children how to tick those which are true and cross those which are false.



## 4. Hide and Seek

- 4.1 You may wish the children to play this in the playground at break time. Alternatively, you could take them outside for ten minutes of a lesson.
- 4.2 Make sure that you take a whistle or bell with you. Explain that as soon as they hear the whistle or bell, they must run to you.
- 4.3 Ask one child to count to ten while you cover his/her eyes and all the others hide somewhere in the playground. Make it very clear where they are NOT allowed to hide!
- 4.4 After ten, the seeker looks for the others and as soon as they are named they must come out of their hiding places and back to you. If they do not come at once, they cannot play the next time.
- 4.5 After three minutes, call all those who have not been named by ringing the bell or blowing the whistle.
- 4.6 The first three children to reach you are the winners if they can tell you where they were hiding (e.g. behind the tree, in the verandah). If they cannot name their hiding places, the winners are those who reach you next and can tell you where they hid.
- 4.7 If you have time, choose one of the winners to be the next seeker.

## Skills Book steps

1. Talk about the importance of keeping ourselves and our teeth clean. Show the children how to clean their teeth properly and how to wash their hands with soap.
2. Talk about the ways we can get ill if we are not clean, explaining that diseases are carried by tiny germs that are too small to see.
3. A: Ask the children to name each item shown in these pictures and how we use them. Help them to match the pictures to the words.
4. B: Discuss which word goes in each space. Then give the children time to write the words from A in the gaps in B.



### Further activities: Drawing from different angles

1. Give each child or pair of children an object from the museum table. Ask them to draw **two** pictures of the object—seen from two different angles. Demonstrate it on the board first and don't worry about accuracy!
2. Help them to label their object after they have finished.
3. Then display the best pictures on the classroom soft board.
4.  Play **Can you remember?** again (U 2.3). Ask the class to try to improve on the previous lesson and remember all the objects on the museum table.

### Check-up Test 1

1. Photocopy the check-up test for Units 1 and 2 on page 97—one for each child.
2. Explain that this test will help you to know what the children have understood and it does not matter if they get some things wrong.
3. The children should put their books in their bags so that they cannot refer to them.
4. Give each child a copy of the test, a pencil, and some colour pencils. Ask them to write their names at the top. Read the instructions aloud for each stage so that the children know what to do.
5. Ask the children to do the test on their own without helping each other. You may help them to read the words, but do not tell them the answers.
6. Do not press them to finish in a given time, and allow those children who finish early to draw a picture of their choice on the back (which you will not mark).
7. When the children have finished, take in their work and mark it out of ten.
8. Photocopy the record sheet on page 102. If there are more than thirty in the class, photocopy it twice.
9. Record each child's mark so that you can see which children are struggling and take steps to help them.
10. PLEASE DO NOT TELL THE CHILDREN THEIR MARKS. At this stage of their lives, children do not need to know since they will become demotivated if they have low marks.
11. If you wish, you may share the marks with parents at parent/teacher meetings, but emphasize that children who are slow to read may not be able to show their understanding in the test and that they develop rapidly at this age.

### Research

Follow up the research set in the last lesson. Talk about all the objects the children have brought in and how they are used. At the end of the lesson, see that all the objects go home in the right school bags!

#### Answers to PB 2.4

1. ✓                      2. ✗                      3. ✓                      4. ✓

#### Answers to SB 2.4

- A. 2. soap                      3. toothbrush                      4. comb  
B. 1. toothbrush                      2. broom                      3. comb                      4. soap

# Unit 3 At school

## Background knowledge for the unit

In this unit, the children need to bring their own knowledge of the school and what they do there. With your help, they will learn how to represent it on a plan and to explore the feelings they have at school. The classroom is the only space that all the children in the class share. It is a great place to begin map work because the children can relate a place they all know to symbols on a plan or map. They should already understand that school is a place where they come to learn, that they arrive at fixed times and leave at fixed times. All children will have experienced some disagreements with their friends. Learning how to resolve conflict is as important as all the academic learning we do at school.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- list things taken to school and seen at school
- identify the colours *red, blue, yellow, green, brown, black*
- explain the difference between a map and a simplified plan
- draw a map of a familiar space
- use the terms right and left correctly
- describe the main features of the playground
- explain the difference between right and wrong
- resolve conflict by understanding another point of view and saying sorry for mistakes

## Unit 3.1

### Learning outcomes

#### Pupil's Book

- list things taken to school and seen at school
- talk about the colours of objects

#### Skills Book

- identify the colours *red, blue, yellow, green, brown, black*
- explain the difference between a picture and a simplified map

## Preparation and Resources

You will need:

- a rectangular tray or a large, rigid book
- (for each child) a pencil case containing at least a pencil, a rubber, and colour pencils including red, green, blue, yellow, and brown

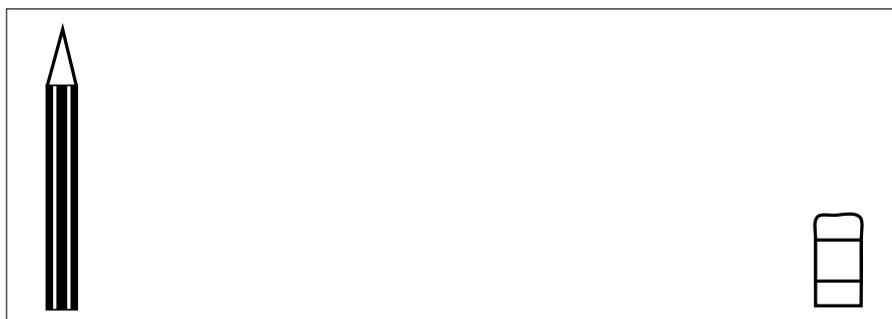
## Pupil's Book steps

1. Explain that for the next few weeks, they are going to be thinking about life at school.
2. Look at the picture of Rafay going into school on page 3.1. Talk about the features of Rafay's school and compare them to your own school. What can you see near the school gate? Trees? The school office? Classrooms? A playground?

3. Read aloud and discuss the text on page 3.1. Ask each child, *Who do you sit next to? What is on your desk?*
4. Look at the picture of Rafay and Omer's table. Name all the objects on it and talk about the colours. Count the pencils, books, pencil cases, and rubbers.
5.  All together, look around the room. Count the tables together and write *\_\_ tables* on the board. Count the chairs together. Write *\_\_ chairs* on the board. They can copy this into their books.
6. Play **Ho ho! What's missing?** (See Further activities below.)

### Skills Book steps

1. Put a pencil and a rubber on a rectangular tray or a large, rigid book. Put the pencil on the left and the rubber on the right. Hold it up vertically (keeping the pencil and rubber in place with each hand) so that the children can see it.
2. Then draw a plan of the tray on the board, like this:



3. Say, *Put up your right hand—the hand you eat with. What is on the right of the plan? Yes, the rubber! Put up your other hand—your left hand. What is on the left of the plan? Yes! The pencil. Now put a rubber on the right of your table and a pencil on the left of your table. It looks like the plan on the board!*
4. A. Once these concepts have been introduced, read SB 3.1. Talk about each object and colour them as directed.
5. B. Ask the children to point with one hand to an object in Picture A (e.g. the rubber). Then ask them to point with the other hand to the same object in the plan. Make it clear that the picture and the plan show the same table. The difference is that we are looking from above on the plan and the drawings are simpler.
6. Help the children to label all the objects on the plan, using the labels in the picture to guide them.



### Further activities: Ho ho! What's missing?

1. Bring an opaque pencil case into class containing at least a pencil, rubber, pen, and several colour pencils. Ask different children to guess what is in the pencil case. Every time a child guesses correctly, ask that child to come to the front and hold up the object for everyone to see.
2. Count all the objects in the pencil case, then put them back.
3. Turn your back to the class and put one object into your bag or pocket, but do not let the children see which one.

4. Ask different children to guess which object you have hidden. Each time they guess something that is in the pencil case, ask them to come to the front, find the object they named and hold it up for all to see.
5. As soon as a child knows which one you have hidden, s/he should say *Ho ho!* If the correct object is named, give the child a clap. If not, that child is out and cannot guess again.
6. Then start the game again, putting all the objects back into the pencil case again hiding just one.
7. This game teaches the children to think logically by using the process of elimination.

## Research

Before the next lesson, ask the children to practise telling the difference between their right and left hands with their parents.

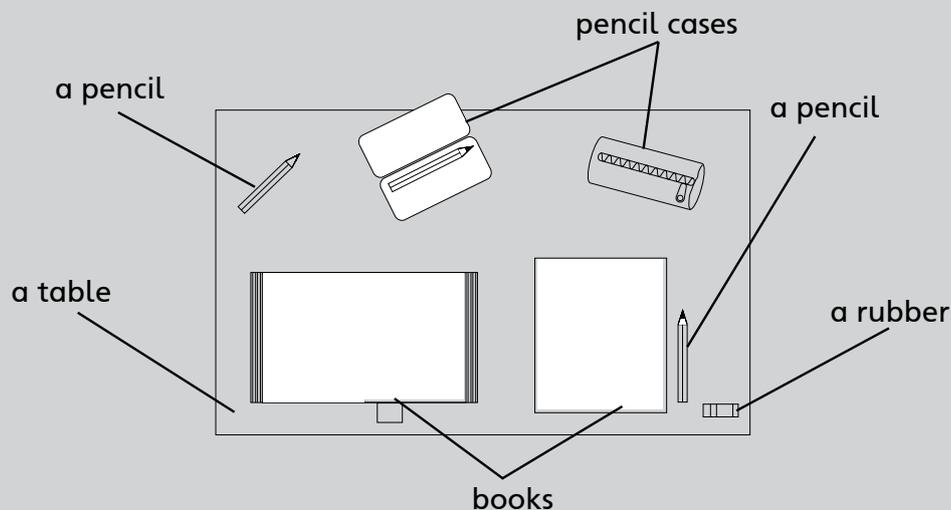
### Answers to PB 3.1

Open. Depends on your class.

### Answers to SB 3.1

A. The objects should be coloured as instructed.

B.



## Unit 3.2

### Learning outcomes

#### Pupil's Book

- identify the key features of a classroom, e.g. *board, window, door, pictures, books*
- differentiate between right and left

#### Skills Book

- draw a plan of a familiar space
- differentiate between right and left

## Preparation and Resources

You will need:

- a pencil case as in Unit 3.1

## Pupil's Book steps

1. Ask the children to raise their right hands (the hands they usually eat with). Check that they are all raising the correct hand. Then say, *Raise your other hand. Which hand is this? Is it your right hand or your left hand?* Ask them to point to their right and then to their left hands. If you demonstrate your own right or left hand, **be sure to turn your back to the class and face the same direction as the children so that you do not confuse them.**
2. Draw some easily recognizable pictures on either the right or the left of the board (e.g. a pencil, rubber, and cat on the right; a fish, flower, and house on the left). Each time you draw a new picture, ask the children to point to the picture with the correct hand. For example, if you draw a fish on the left of the board, they point to it with their left hands. Ask, *Where is the fish?* to get the response: *It is on the left.*
3. Read aloud PB Unit 3.2. Talk about the picture of Rafay's classroom. Ask the children whether the labelled pictures are on the left or right of the classroom. This is from the students' point of view, as they look at the picture.
4. Talk about your own classroom in the same way as in the teacher's note at the bottom of the page.
5. Help the children to read and complete the sentences.

## Skills Book steps

1. Revise the use of left and right repeating the mapping activity outlined above in SB 3.1 Steps 1–3.
2. Look again at PB 3.2, discussing the picture and plan of Rafay's classroom.
3. A. Talk about your own classroom and draw a similar VERY SIMPLE map on the board as in the teacher's note at the bottom of the page. It does not need to be perfect! Ask the children to draw their own plan of the classroom in the space provided in their Skills Book or to copy the one you have made on the board.
4. B. Help them to label the objects they have drawn on their plans. Do not expect them to label everything. This will not be an accurate plan, but a child's representation of the classroom.



## Further activities

1. Play Ho ho! What's missing? as you did in Further activities Unit 3.1.

## Research

Before the next lesson, ask the children to think of a time when they have quarrelled with a friend.

### Answers to PB 3.2

2. right                      3. left                      4. right

### Answers to SB 3.2

- A. Accept the children's interpretation of the classroom, even if it is more like a picture.  
B. Check that their labels seem reasonable.

## Unit 3.3

### Learning outcomes

#### Pupil's Book

- explain that fights can happen when we do not understand someone's point of view

#### Skills Book

- identify the main features of the school playground

### Preparation and Resources

- a small sheet of white paper for each child
- colour pencils or paint
- scissors
- glue or gum (soft, cooked white rice is a simple and easy gum)
- 2 or 3 very large sheets of chart paper stuck together to put on the wall as a background to the frieze of the playground

### Pupil's Book steps

1. Read aloud PB U3.3. Talk about the reasons why Rafay and Omer are angry: Rafay is angry because Omer has been rude about Ib and has snatched Ib from him. Omer is angry because Rafay is doing something strange (talking to a bag!) and does not explain why.
2.  Ask the children: *Who do you think is right?* Accept different points of view. Elicit that both boys have a reason for being angry. Discuss the questions in the teacher's note at the bottom of the page.
3. Ask the children if they thought about the question you asked in the last lesson: *Have you quarrelled with a friend? Why did it happen? How did you settle it?*

### Skills Book steps

1. Talk about the pictures of the playground in PB 3.3 and SB 3.3. Name the features of the playground in the Skills Book.
2. Help the children to insert the missing letters.
3. Ask about each thing: *Is this in our playground too? What else is in our playground?*



## Unit 3.4

### Learning outcomes

#### Pupil's Book

- discuss the difference between right and wrong
- explain the value of saying sorry and understanding the viewpoint of others
- name classroom objects

#### Skills Book

- express an opinion
- discuss the difference between right and wrong

### Preparation and Resources

You will need:

- no equipment

### Pupil's Book steps

1. Read aloud the whole story from 3.1 to 3.4. Talk about Rafay and Omer's quarrel. Ask, *Whose fault was it?* Elicit that Omer was to blame for taking Ib and Rafay was to blame for pushing Omer first.
2. Talk about the way they sort out their quarrel. Rafay sees that Omer is crying and says sorry. Omer says sorry for taking the bag. Rafay also explains why he talks to Ib. Sometimes we can settle quarrels by explaining our point of view—and listening to each other.
3. Talk about the meaning of *right* and *wrong*. *What is always wrong?* Elicit that it is always wrong to hurt other people—and we can hurt them by what we say as well as hurting their bodies. Elicit that it is always right to be kind and help people who are sad or in trouble.
4. Explain that this puzzle must be answered by filling in the letters from left to right. The only word that goes downwards is *right*. Point out that *right* has two meanings: It can be the opposite of left and also the opposite of wrong.
5. Help the children to complete the puzzle.

### Skills Book steps

1. A. Revise Step 3 of the previous lesson. Read and discuss the two sentences and ask the children to complete them. You might have differences of opinion. Some children may feel that Rafay *should* fight for Ib. Make it clear that there are no 'right answers' to this question, but if fighting involves hurting people, it is always wrong.
2. B. Take time to talk about each of these actions. There may be arguments for and against some of them. For example, you could get hurt if you step in to stop people fighting, but it is usually right to try to prevent a fight.



### Further activities: Drama

1. Drama: Ask the children to act out a quarrel in pairs. You could give them some sample situations, e.g. *Your brother has taken your toy without asking you, or you and your sister want to watch different programmes on the TV.*
2. Make it clear that they should act out a way of resolving the quarrel. It could be by saying sorry. It could be by trying to understand the other person's point of view.

### Research

Follow up the research set in the last lesson. Ask the children to decide whether Rafay and Omer settled their quarrel well.

#### Answers to PB 3.4

1. rubber      2. pencil      3. playground      4. chair      5. table

#### Answers to SB 3.4

A. Open, but unless the children explain otherwise, expect:

1. should not      2. should

B. Open, but unless the children explain otherwise, expect:

1. ✓      2. ✓      3. ✗      4. ✗      5. ✓

# Unit 4 At the seaside

## Background knowledge for the unit

This unit focuses on trips to the seaside. Children will also bring their experience of animals to the unit, discussing their pets, animal rides, and creatures they have seen in the wild. If your school is near the sea, it would be helpful to organize a trip there, to give the children a shared experience of the beach. If not, a trip to the countryside or the zoo would help the children to understand the difference between tame, wild, and caged animals. A key theme is the care of animals, so if it is possible to bring a pet into school, it would provide a delightful talking point.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most students should be able to:

- talk about what they might see at the seaside
- distinguish between land, sea, and sky
- have a firm knowledge of colours and numbers 1–10
- explain the notion of choice
- identify the differences and similarities between two pictures
- categorize animals in different ways: wild/tame, living in water/on land
- explain that it is difficult to categorize some animals
- explain how to care for tame animals
- explain the importance of protecting the habitat of wild animals

## Unit 4.1

### Learning outcomes

#### Pupil's Book

- describe what they can see at the seaside
- distinguish between land, sea, and sky

#### Skills Book

- colour a picture of a beach as instructed
- count and write numbers

## Preparation and Resources

You will need:

- some objects which are red, yellow, brown, black, green, and blue

## Pupil's Book steps

1. Explain that for the next few weeks, they are going to be thinking about the seaside and the animals they can see there.
2. Look at the picture in PB 4.1 and discuss what you can see as in the teacher's note at the bottom. Elicit from the children's experience that we can have rides on camels. Ask, *What other animals do people ride?* (For example, horses, donkeys, elephants.) Explain that animals have helped people to travel from one place to another for thousands of years.

3. Ask, *What other ways of travelling can you see in the picture?* Elicit that the ship, small boat, and quad bike all enable people to travel. Discuss the difference between the ways they move (motor engines, oars, sails)
4. Ask, *Have you been to the seaside? What did you do there?* Listen to the children's experiences, especially if they are not shown in the picture (e.g. fairground rides, going to small stalls, having picnics).
5. Read the text aloud and discuss it.

### Skills Book steps

1. A. Check that the children know their colours by asking them to point to something red, yellow, brown, black, green, and blue.
2. Read the instructions together before the children colour the picture.
3. B. Ask the children to count the items in the picture with you.
4. Then ask them to write the numbers independently, in the Skills Book.



### Further activities: A trip to the beach

If possible, organize a trip to the beach. If not, organize a trip to a place where the children can see a variety of animals, e.g. a village or a zoo.

### Research

Before the next lesson, ask the children to collect pictures of fish and other sea creatures and bring them to school. They might be able to get pictures from magazines, books, the Internet or recipe books. If they are able to bring in some shells, crabs, or fish bones for the museum table, even better!

### Check-up Test 2

1. Photocopy the check-up test for Units 3 and 4 on page 98—one for each child.
2. Ask the children to do the test, following the procedure outlined at the end of Unit 2 on page 15.

#### Answers to PB 4.1

sea, sand, sky, two ships, a boat, two camels, some men, a quad bike, a little boy, birds

#### Answers to SB 4.1

A. The children should colour the picture as instructed.

- |               |           |            |               |
|---------------|-----------|------------|---------------|
| B. 1. 2 boats | 2. 1 ship | 3. 5 birds | 4. 3 camels   |
| 5. 1 horse    | 6. 3 men  | 7. 2 women | 8. 3 children |

## Unit 4.2

### Learning outcomes

#### Pupil's Book

- explain that some questions have no right answers
- explain that animals should be treated with kindness

#### Skills Book

- identify the differences in two similar pictures
- recognize the pattern of one more
- identify common sea creatures

### Preparation and Resources

You will need:

- (if possible) some shells or stones from the beach; if not possible, bring in at least three different toys or pictures of animals
- a thick felt-tip pen to label the shells or toy animals for the museum table

### Pupil's Book steps

1. Show the children some shells or toy animals. Ask, *Who would like to hold one for a minute?* Choose a child to come to the front. Pick up two shells or toy animals and ask, *Would you like to hold the \_\_\_ or the \_\_\_?* When the child has chosen which to hold, ask, *Why did you choose that? Tell the class what it looks like.*
2. Ask another child to come and choose to hold a shell or toy animal, asking similar questions.
3. Put the objects on the museum table and label them with a big felt tip pen
4. Read aloud PB 4.2. Talk about Tania's choice. Ask different children which ride they would choose and why. Make it clear that they do not have to choose the same as their friends. **There are no 'right answers'.**
5. Ask the children to write horse or camel in the gap. Either is fine!
6. Ask the children, *Is it right to hit animals?* Elicit that this is a different kind of choice. We can choose different kinds of toy or animal ride and either choice is fine. But we can also choose to do something that is wrong. Most people think it is wrong to hurt animals if they are not a danger to us.

### Skills Book steps

1. A. Look at the two pictures of the beach on SB 4.1 and SB 4.2. Ask the children, *Are they the same?* When a child says they are not the same, ask, *What is different in the second picture?* Together, count objects, people, or animals in the first and then the second picture. Talk about the differences as in the teacher's note at the bottom of the page.
2. B. Talk about the pictures of creatures that live in the sea. Discuss other animals that live in the sea (e.g. turtles, crabs, and jellyfish).



### Further activities: A debate

1. Have a discussion about the way we treat animals. Ask: *Is it right to kill animals: for fun? for food? if they are a danger to us? for medicines?* These are difficult questions and have no 'right answers'.
2. Ask the children to vote at the end of the debate (stressing that they can vote either way—there are no right answers). Ask the children to raise their hands if they think it *is* right to kill animals sometimes. Count the number and write the number on the board beside YES.
3. Ask the children to raise their hands if they think it is *never* right to kill animals. Count the number and write it on the board beside NO.

### Research

1. Follow up the research set in the last lesson. Ask the children who brought in pictures of sea creatures or objects from the beach to stand up and explain what they are and where they came from. Label them and put them on the museum table.
2. Before the next lesson, ask them to bring in more pictures of animals. These can be any animals—from the sea or from the land.

#### Answers to PB 4.2

Open: Either *horse* or *camel*

#### Answers to SB 4.2

- A. As there is one more of each, the children should circle the additional: fishing boat, ship, camel, horse, man, woman, child, and bird.
- B. 2. c                      3. a                      4. d

## Unit 4.3

### Learning outcomes

#### Pupil's Book

- explain that some animals can be tamed but usually live in the wild

#### Skills Book

- differentiate between wild and tame animals
- differentiate between sea and land animals

### Preparation and Resources

You will need:

- a sheet of white paper for each child
- colour pencils or paint and paint brushes

## Pupil's Book steps

1. Talk about the pictures in PB 4.3. Ask the children, *Have you seen a snake charmer? What did the man do? What did the snake do when he played music? Have you seen a monkey doing tricks? What tricks did it do?*
2. Read aloud PB 4.3 and talk about it, following the Teacher's note at the bottom of the page. Ask, *Why does the monkey look sad?* Explain that monkeys and snakes do not usually live with people. They live wild in the jungle. They are different from cows, goats, horse, sheep, and dogs, which are looked after by people.
3. Write the words **Tame** and **Wild** on the board. Then name some common animals. Ask the children to make a T with their fingers every time you name a tame animal (e.g. cow, dog, goat, cat, sheep). Ask them to make a W with their fingers every time you name a wild animal (e.g. tiger, snake, parrot, monkey, or fish).
4. Point out that even though people sometimes keep parrots in cages and fish in tanks, these usually live in the wild.

## Skills Book steps

1. Follow the teacher's notes at the bottom of the page.
2. A. Discuss whether each animal in SB 4.3 is tame. Help the children to tick those that are usually tame (so not the monkey or fish). Then ask the children to cross those that are usually wild.
3. B. Ask the children to underline the creatures that live in water. Then ask them to write the words under the first heading in the table.
4. Ask them to write the names of the animals that live on land, in the second column.
5. Discuss how we can sort the animals in two different ways.



## Further activities: Draw land and sea creatures

1. Give each child a sheet of white paper. Ask each one to name a different creature they would like to draw (from water, land, or air).
2. Once a creature has been named, no other child can draw it. As each one names a creature, write it with the child's name, on the board. You should have as many different creatures as there are children in the class.
3. Ask the children to draw and colour their creature beautifully. If possible, they can use the objects and pictures on the museum table. (Don't worry if the creatures are difficult to recognize!)
4. Ask the children to label their creature, copying the word from the board.
5. Underneath, they should write: *By* .....
6. If possible, display the creatures on a large pin-board under two headings: **Tame** and **Wild**.

## Research

1. Follow up the research set in the last lesson. Have the children brought in any more pictures of animals or objects from the beach for the museum table?
2. Before the next lesson, ask them to find out from their parents how to look after a tame animal.



6. The best way to help wild animals is to leave their homes alone so that they can look after themselves.
7. Help the children to complete the sentences.



### Further activities

If possible show the children some clips from wild life videos and talk about the places where the animals live.

### Research

Follow up the research set in the last lesson. Did they find out how to look after tame animals? Discuss their answers.

#### Answers to PB 4.4

Open answers, but the children should make five sentences following the pattern in the table, e.g. 2. I think we should not hit horses.

#### Answers to SB 4.4

- |               |         |          |          |      |
|---------------|---------|----------|----------|------|
| A. 2. X       | 3. ✓    | 4. X     | 5. ✓     | 6. ✓ |
| B. 1. animals | 2. help | 3. homes | 4. alone |      |

# Unit 5 Pakistan journey

## Background knowledge for the unit

This unit focuses on a journey across Pakistan, so the children need to know that a country is a very big place where there are many towns, villages, and cities. They also need to know that their country is called Pakistan and that it looks different in different areas—some areas have mountains and hills, others have flat plains or deserts. Children’s existing knowledge of the country should be discussed along with the places they have visited. At this level, knowledge should be based primarily on experience. The children have already learned in Unit 3 that a plan is a representation of a place from above. Their plans of their tables and classroom should be used to show how an aerial photo is similar to a map. The map of Pakistan is introduced through the story of a child’s first journey by plane from Islamabad to Lahore and then to Karachi. When she looks down, she sees the country from above and learns about its physical features.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- recognize the relationship between an aerial photo and a map
- name kinds of transport that travel on land, on water, and by air
- recognize and draw the flag of Pakistan
- recognize the map of Pakistan and plot its main cities
- tell you at least two facts about Islamabad, Lahore, and Karachi
- explain the difference between villages, towns, cities, and provinces
- explain that a river flows from hills to the sea

## Unit 5.1

### Learning outcomes

#### Pupil's Book

- explain that planes travel across the sky
- recognize the flag of Pakistan

#### Skills Book

- explain the similarity between a bird and a plane
- explain that transport can travel on land, on water, and by air

## Preparation and Resources

You will need:

- colour pencils (red, blue, and yellow)
- a rectangular piece of scrap paper for each child

## Pupil's Book steps

1. Explain that for the next few weeks, they are going to be thinking about a journey across Pakistan by air. If possible, point out to the children aeroplanes as they fly above the school. Talk about flight and how planes enable us to travel very fast and safely, though it is expensive!

2. Look at the photo of the plane in PB 5.1 and ask the children if any of them have ever travelled by plane. Ask them, *How did you feel? Scared? Happy? Excited? What did you see out of the window?*
3. Explain that what they see from the window of a plane is like a map because they look down from above—as they looked down on the tables when they made plans of tables in Unit 3.
4. Read PB 5.1 aloud to the children. Talk about cousins. Explain that Rafay’s cousin Hiba is the daughter of Rafay’s father’s sister (Rafay’s aunt). Ask the children to tell you about their cousins and where they live.
5. Talk about the Pakistan flag. Explain that it is a symbol of our country. Every country has its own flag with different symbols. Most people in Pakistan are Muslims and the moon and star are symbols of the Muslim religion, Islam. The white strip at the edge stands for those Pakistanis who are not Muslim.
6. Ask the children to complete the labels for the flag.

### Skills Book steps

1. Ask, *What is transport?* Elicit that all transport takes us from one place to another. Ask the children to name different kinds of transport and draw simple pictures or write the words they say on the board, for example those on the page or in addition, bicycle, motorbike, taxi, lorry, rocket, raft.
2. Ask one child to come to the front and circle all the forms of transport that travel on land. Then ask all the children to colour land transport red in SB 5.1.
3. Ask another child to come and tick all the form of transport that travel in the air. Then ask all the children to colour air transport yellow in their Skills Books.
4. Ask a third child to come and underline all the forms of transport that travel on water. Then ask the children to colour water transport blue in their Skills Books.
5. Talk about the similarities between birds and planes. They can both fly because they are streamlined and have wings to keep them up. Their tails keep them from wobbling about! Underline this point by getting the children to connect the words *wing* and *tail* to both the plane and the bird.
6. If you have time, teach the children how to make paper planes. See Further activities.



### Further activities: Make a paper plane

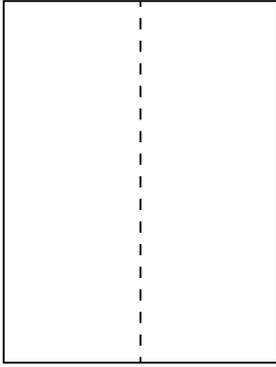
1. This activity will take a complete lesson.
2. Follow the instructions on page 34 and get the children to do each step with you—or they will get confused. If possible, it is advisable to have another adult to help the children make the folds in the correct places. You could ask older children to come and help.
3. Give each child a piece of paper—scrap paper will do, as long as it is rectangular and not crumpled. Make sure each child names his/her paper.
4. When the planes are finished, take the children outside and have a competition to see whose plane flies furthest.

### Research

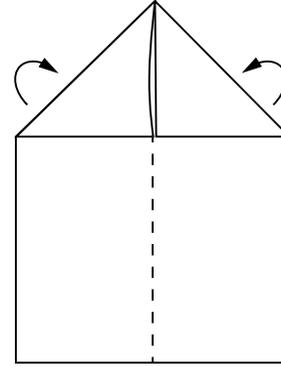
Before the next lesson, ask the children to find out which parts of Pakistan their parents have visited. Ask them to find out whether they were hilly, flat, wet, dry, green, dusty, near a river, or near the sea. If possible, ask them to bring in artefacts made in different parts of Pakistan.

## How to make a paper plane

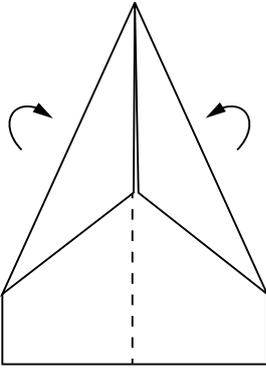
1. Fold a rectangular piece of paper in half.



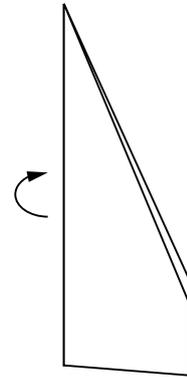
2. Fold the top two centres down.



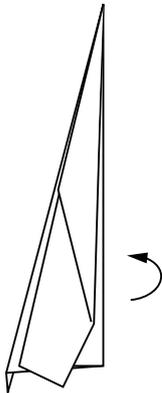
3. Fold the top two corners again.



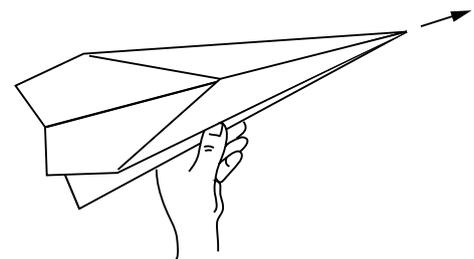
4. Fold sideways over halfway line.



5. Fold the outer edges back to the half-way line on both sides.



6. Holding the middle fold, turn the plane upside-down and fly it!



### Answers to PB 5.1

our flag, white, green, star, moon

### Answers to SB 5.1

- A. 1. car (coloured red)                      2. helicopter (coloured yellow)  
3. boat (coloured blue)                      4. ship (coloured blue)  
5. bus (coloured red)                        6. plane (coloured yellow)
- B. The children should match the word *wing* to the bird's wing. They should match the word *tail* to the *tail* of the plane and the bird.

## Unit 5.2

### Learning outcomes

#### Pupil's Book

- explain that Islamabad is near the hills
- explain that from the air, houses look smaller the higher you go

#### Skills Book

- identify the main cities of Pakistan, and the Indus River
- colour and label a flag of Pakistan correctly

### Preparation and Resources

You will need:

- colour pencils
- a museum table
- lollipop sticks—one for each flag (optional)
- glue or cooked rice (optional)
- small pieces of paper about 15 cm by 10 cm—A4 sheets cut into four will do (optional)

### Pupil's Book steps

1. Ask the children to remind you who Hiba is, where she lives, where she is going and how she is travelling.
2. Read PB 5.2 aloud. Ask why the houses in the second picture are smaller than the houses in the first picture. Explain that things look smaller the further away they are. You can demonstrate this by asking the children to put their hands in front of their eyes and then taking them slowly away to arm's length. The further they are, the smaller they look.
3. Talk about the way planes take off along a runway, gathering speed until they go up in the air. Ask, *Are the roads in Islamabad straight or bendy?* Explain that Islamabad is a modern city and that all the roads were planned to be straight.
4. Ask the children to circle the correct words and then copy the sentences neatly into their notebooks.

## Skills Book steps

1. Use the map of Pakistan in PB 5.3 and ask the children to point to each city. If you live in one of them, point to the city where you live. Ask, *What is a city? Which cities are marked on the map? Does Rafay/Hiba live in Islamabad or in Karachi? Is Islamabad near the hills or near the sea? Is Karachi near the hills or near the sea?*
2. Keeping the map on PB 5.3 open, talk about the map on SB 5.2.
3. Help the children to write the name of each city in the correct place.
4. Explain that water is always blue on maps, before the children colour the river Indus blue. If they have time, they can also colour the sea blue.
5. Before the children colour Pakistan green, ask them if it is a city or country, reminding them that all the cities are in one country.
6. Use the same green to colour the flag. Check that the children understand the meaning of the flag (taught in the notes for PB 1.1 Step 4).



## Further activities: Making flags

1. If possible buy a pack of lollipop sticks or alternatively a packet of lollipops and give them out as a treat so that you WILL have the sticks for your flags after the lollipops have been eaten and the sticks washed!
2. Ask the children to copy the flag carefully onto both sides of their sheet of paper and colour both sides. Make sure the white strip is at least 3 cm wide and on the left.
3. When the flags are finished, the children curl the white strip around the top of the lollipop stick and stick it with glue or cooked rice.
4. Decorate the border of your display board with the Pakistan flags.

## Research

1. Follow up the research set in the last lesson. Did they find out which parts of Pakistan their parents have visited? Ask them to recount what they found out. If they have brought objects from different parts of Pakistan, display them on the museum table and label them clearly, e.g. *a blue and white pot from Multan*.
2. Before the next lesson, ask them to bring some more objects or pictures of different parts of Pakistan.

### Answers to PB 5.2

1. Islamabad 2. Karachi 3. cousin 4. plane 5. small

### Answers to SB 5.2

A.



- B. The children should colour the background of the flag green and label the moon and star.

## Unit 5.3

### Learning outcomes

#### Pupil's Book

- recognize the map of Pakistan and the approximate location of the three main cities
- explain the meaning of the word *route*

#### Skills Book

- explain that plains are flat, hills are high, the sea is wet, and deserts are dry
- explain that rivers flow from hills to the sea

### Preparation and Resources

You will need:

- pictures of different parts of Pakistan; display these on the walls with labels, e.g. *Shalimar Gardens in Lahore; mountains near Islamabad; a market in Peshawar*
- a dupatta or scarf (optional)
- a waterproof tray, a piece of old card, a cup of water (optional)

### Pupil's Book steps

1. Ask the children to tell you about the map of Pakistan that they studied in the last lesson. Check that they can point to the three biggest cities and the River Indus.
2. If they have brought pictures of different parts of Pakistan, put them on the display board and discuss the differences between them. If they have brought craft work made in different parts of Pakistan, put them on the museum table and talk about them.
3. Talk about where they live. Then help the children to put a cross on the map, roughly in the right place, labelling it if it is not already labelled.
4. Read PB 5.3 aloud. Explain that a route is the way you go from one place to another. If you have time, play Blindfold Route Finder. (See Further activities.)

### Skills Book steps

1. Talk about the differences between flat plains and high hills, dry desert and the wet sea. If possible, use the pictures children have brought in to illustrate each feature.
2. Explain that rivers always run from hills to the sea because water always flows downhill.
3. If possible illustrate this by bringing a cup of water, a waterproof tray and a piece of card into the classroom. Bend the card slightly so that it forms a channel. Hold it at a slight incline with the bottom over the tray. Pour the cup of water into the channel at the higher end, showing how the water flows downwards (like a river) to make a big puddle in the tray (like the sea).
4. Help the children to complete A and B of SB 5.3.
5. Talk about differences in size between objects in the classroom, using the words *huge, big, small, tiny*. Then complete C.



### Further activities: Blindfold route finder

1. Remind the children about right and left.
2. Ask the children to point to their right and left.
3. Ask a confident child to stand up. Explain that the class will have to help him/her to follow a route—but there's a catch! He/She will not be able to see! Put a dupatta around his/her eyes as a blindfold.
4. Stand the child at the back of the class.
5. Ask the rest of the class to explain the route to the door, using terms like, *Walk forward slowly. Turn left. Turn right. Stop!*
6. The whole class has to work together to make sure that the child does not touch any tables or chairs. Clap for everyone at the end of the game.

### Research

1. Follow up the research set in the last lesson, discussing the pictures and artefacts that the children have brought in.
2. Before the next lesson, ask them to find out the names of important landmarks in the cities of Pakistan such as Faisal Mosque in Islamabad and Jahangir's Tomb in Lahore.

#### Answers to PB 5.3

Help the children to draw a cross on the map to show where they live.

#### Answers to SB 5.3

- A. 2. plains            3. desert            4. sea  
B. 2. d                3. b                4. a  
C. tiny—small—big—huge

## Unit 5.4

### Learning outcomes

#### Pupil's Book

- name at least one feature of Islamabad, Karachi, and Lahore

#### Skills Book

- describe the natural beauty and variety of Pakistan

### Preparation and Resources

You will need:

- the pictures and objects from different parts of Pakistan that you have collected
- a wall map of Pakistan (optional)
- some small, coloured stickers

## Pupil's Book steps

1. Read the whole of PB Unit 5 from 5.1 to 5.4 aloud, reminding the children when to turn over each page. Ask the children, *What can Hiba see from the plane near Islamabad/Lahore/Karachi?* Talk about the happiness of arriving at the end of a journey.
2. Help the children to complete the sentences. **Extension:** Ask them to write other sentences about what they can see in different parts of Pakistan, using the pictures and artefacts on the museum table.

## Skills Book steps

1. Ask different children to come up and show the class the pictures and objects they have brought for the museum table. What did they find out about important landmarks of Pakistan?
2. Talk about the different languages of Pakistan. If you have children from different parts of Pakistan in the class, ask them to teach the rest some words in their mother tongue.
3. If you have a wall map of Pakistan, ask the children to name the places they have visited. Each time a child tells you the name of a place, put a sticker on that part of the map and write their name on it.
4. Help the children to do the matching exercise in A and the sentence completion in B.



## Further activities

Read PB 1.1 again and ask who Hiba will see in Karachi. Ask eight children to come to the front and act out the reunion scene at the airport in their own words. You will need Dada, Mama, Baba, Tania, Rafay, and Zain as well as Hiba and her mother. Talk about the things people say when they meet each other, e.g. *Here we are! Welcome! How are you? Are you very tired? Come home with us and we'll give you a nice, big dinner. Here is a small gift for you. Thank you so much.*

## Research

Follow up the research set in the last lesson. Did they find out the names of important landmarks in Pakistan?

### Answers to PB 5.4

1. Pakistan                      2. the hills                      3. the Badshahi Mosque                      4. the sea

### Answers to SB 5.4

- A. 2. c                                      3. a  
B. 1. hills                                      2. plains                                      3. sea

# Unit 6 Shopping

## Background knowledge for the unit

This unit focuses on a child's trip to the shops. Children should be encouraged to discuss their own experiences of shopping, so ask them to tell their own stories about times they have gone to the shops and to express their own opinions. Focus on shops that are familiar to the children. If they have been to different kinds of shops, they should be encouraged to discuss the differences. The unit also introduces the concept of exchanging money for goods and that different purchases have different values.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- classify different types of shops and what they sell
- explain that we pay money in exchange for the goods we buy
- use polite language for shopping
- explain that money is used to give value to objects
- explain that some things are more expensive than others according to their size, material, workmanship, usefulness, beauty, and scarcity
- express individual preferences
- explain that we cannot get everything we need in life with money (love, happiness, and life, for example)

## Unit 6.1

### Learning outcomes

#### Pupil's Book

- describe different types of toys
- explain the meaning of shopping

#### Skills Book

- guess what an unfamiliar object is by using clues of shape, colour, and size
- identify common toys

## Preparation and Resources

You will need:

- some familiar toys, e.g. a bat, ball, teddy bear, doll, elephant, skipping rope; if possible, make simple labels so that they can be put on the museum table
- some unfamiliar toys, so that the children can express opinions about what they are, for example: a furry toy that is not clearly one animal or another, a robot, an old fashioned toy that is no longer used much, a chess board
- if possible, a picture or soft toy of an elephant

## Pupil's Book steps

1. Explain that for the next few weeks, you are going to be thinking about shopping.
2. Look at the picture on PB 6.1 and discuss what Hiba and Mama are buying.

3. Read the first page of the story. As you read, ask questions such as:  
*What other toys can you see in a toy shop?*  
*What do you do with a bat and ball?*  
*What colour are real bears?*
4. Discuss what a woolly mammoth is by reminding the children what elephants look like, e.g. *Has an elephant got a trunk? Has it got eyes/ears/tusks?* If possible, show the children a picture or model of an elephant. Point out that a woolly mammoth had much longer tusks.
5. Explain that a woolly mammoth was an animal that used to live on Earth, but that it is now extinct. That means that there are no woolly mammoths left because they all died and there were no babies left to grow up. You will need to decide whether your children are able to understand that woolly mammoths probably died out because the climate became warmer (so they lost their habitats) and they were hunted to extinction by human beings. The last woolly mammoths died about 8000 BCE. Show them the picture in the PB.
6. Talk about Hiba's disappointment when another little girl buys the woolly mammoth. Ask the children if they have ever NOT been able to buy what they wanted from a shop. Discuss, why not—perhaps it was too expensive; perhaps Mama didn't have time to stop; perhaps it was not good for them.

### Skills Book steps

1. If you have brought in some unfamiliar toys, ask the children to guess what they are. Use their shape, colour, and parts as clues.
2. Write on the board: a bat a bear a ball a doll.
3. Copy the simple drawings from the book onto the board, asking the children to name the toys and read the words. If possible, show them the real objects as well and ask them to match these to their labels.
4. Ask different children to come up to the board and draw a line matching the words to the pictures.
5. Then ask the children to match the words to the pictures in their books.
6. Discuss which of the toys the children would like best. Encourage them to have different opinions and explain why they would like the toy they have chosen. Make it clear that there is no 'right answer' to this question.
7. Ask the children to describe the toys on the museum table, using colours and adjectives such as *round, long, furry, smooth*.
8. Then play The Riddle Game given.
9. Ask the children to colour the picture in A and guess the toys in B.



### Further activities: The Riddle game

1. Display all the toys you have brought in.
2. Say, *Who can guess what I am thinking of?* Give a clue, but do not name the toy, e.g. *It is long and has two wooden handles (a skipping rope).*
3. Ask the child who guessed correctly to come to the front and give the class a clue for a different toy, describing one or two features without naming it.
4. Again, the child who guessed correctly comes to the front and gives the next clue.

## Research

Before the next lesson, ask each child to bring in a toy for the museum table.

### Answers to PB 6.1

Open answers

### Answers to SB 6.1

- A. 1. The children should colour the pictures as instructed.  
B. 1. It is a bear.  
2. It is a ball.

## Unit 6.2

### Learning outcomes

#### Pupil's Book

- list what one can buy in a fruit shop
- explain that one cannot buy toys in a fruit shop

#### Skills Book

- match a picture of a fruit to a section of that fruit
- match purchases to the correct shops

## Preparation and Resources

You will need:

- some common fruits (e.g. an apple, a banana, an orange)
- a knife suitable for cutting fruit
- some paints, paintbrushes, and pots of water
- a sheet of white paper for each child

## Pupil's Book steps

1. Remind the children about Hiba's disappointment when another little girl buys the toy she wants.
2. Read PB 6.2 aloud. Ask:  
*Does Hiba really want fruit? What does she really want?*  
*Can she buy a woolly mammoth toy in a fruit shop? Why not?*  
*Which fruit would you like to eat?*
3. Talk about different types of shops. Ask what kinds of shops sell: meat/vegetables/clothes/bangles/teacups.
4. Ask, *Do you like shopping? What kind of shop do you like best?*
5. Talk about the colours of the fruits you have brought in. Then ask the children to complete the sentences in the book.

## Skills Book steps

1. With a knife, cut the fruits that you have brought in half. On the board, draw a simple picture of the outside of the fruit and the inside of the same fruit as in SB 6.2.
2. Do the same for each fruit.
3. A. Ask the children to match and colour the pictures.
4. B. Ask the children to write the purchases under the name of each shop.

## Further activities

1. Take the cross sections of the fruits and put one on each table.
2. Give each child a large sheet of white paper and paints.
3. Tell them to paint the **INSIDE** of the fruit with the seeds and pips and possibly a different colour of peel.
4. The picture should fill the whole paper and will probably be much bigger than the fruit itself.
5. Encourage them to paint what they see and try to use exactly the right colours.
6. When the pictures are dry, ask the children to write the name of the fruit and their own name at the bottom (e.g. *half an apple by Nazia*).
7. Display them in the classroom.

## Research

1. Follow up the research set in the last lesson. Display all the toys the children have brought for the museum table as well as those you brought in for the last lesson. With the toys, play The Riddle Game (6.1) again.
2. Before the next lesson, ask them to look at some real money with their parents. Ask them to find out how many different kinds of coins there are and to bring in one of each. Caution then against putting coins into their mouths. They can be accidentally swallowed and are also covered with germs.

### Answers to PB 6.2

1. red                      2. yellow                      3. orange

### Answers to SB 6.2

- A. 2. d                      3. a                      4. b  
B. FRUIT SHOP                      SWEET SHOP                      TOY SHOP  
    a mango                      a barfi                      a doll

## Unit 6.3

### Learning outcomes

#### Pupil's Book

- express preferences
- use real money in a shopping role-play

#### Skills Book

- demonstrate polite language for shopping
- match things to their monetary value

## Preparation and Resources

You will need:

- Some fruit (these could be substituted with toys from the museum table or classroom objects such as a pencil, rubber, ruler, pencil box)
- Some real money (coins of Re 1, Rs 2, Rs 5; notes of Rs 10, Rs 20)

## Pupil's Book steps

1. Read PB 6.3 aloud. Ask,  
*Does Hiba want a sweet? What does she really want?*  
*Can she buy a woolly mammoth toy in a sweet shop? Why not?*  
*Which sweet would you like to eat?*
2. Play at shopping as detailed in the PB teacher's notes and in Further activities.
3. Use the language of the book to prompt an exchange like this:  
Teacher: *Would you like a \_\_\_\_\_ ?*  
Child: *No, thank you. / Yes, please. How much is it?*  
Teacher: *It's \_\_\_\_\_ rupees please.*  
Child: *Here you are.*  
Teacher: *Thank you.*

## Skills Book steps

1. Ask the children to read the dialogue in pairs, one child taking the part of the shopkeeper, the other child taking the part of the customer.
2. Play at shopping with some different things. If you played with fruit last time, this time, play it with toys or classroom objects.
3. A. They complete the sentences in their books.
4. Discuss the value of different objects in your classroom. Encourage the children to disagree with each other. One may feel that a chair is worth less than a ball!
5. B. Ask them to match the goods in the SB to their value and compare their answers to their partner's answer.



## Further activities: Play shopping

1. Show the children some real money in notes. Practise their maths with questions like:  
*How many one rupee coins equal one 10 rupee note?*  
*How many 5 rupee coins equal one 10 rupee note?*  
*How many 10 rupee notes equal one 20 rupee note?*
2. Set up a 'shop' at the front of the class. Label 4 to 6 fruits with simple prices, matching your currency notes (perhaps 1 rupee for one grape, Rs 5 for a banana, Rs 10 for a large mango). It will probably confuse the children at this stage if you ask them to give more than one note for a purchase. If it is difficult to use fruit, use 4 to 6 toys or classroom objects instead.
3. Ask different children to come up to the 'shop' and buy a fruit (or toy or classroom object). Give them a choice of notes and help them to give you the correct one.
4. **Extension:** More able children could do more complicated sums and buy two things, adding the two prices before they hand over the money.

## Research

1. Follow up the research set in the last lesson. Did they bring in some coins? Discuss the different types and explain that there are 100 paise in one rupee. Ask, Which will buy more—one paise or one rupee? How many paise are there in half a rupee/two rupees? Display the different coins on the museum table.
2. Before the next lesson, ask the children to discuss with their parents what they could buy with Rs 100.

### Answers to PB 6.3

Open answers

### Answers to SB 6.3

- A. 1. *Would you like a barfi? Yes, please. How much is it? It is ten rupees please.*  
B. Accept any answers children can justify (for example, a dirty bear with only one eye might cost 10 rupees!) but a suitable answer might be:  
2. d                      3. a                      4. c

## Unit 6.4

### Learning outcomes

#### Pupil's Book

- explain that we cannot take things from a shop without giving the shopkeeper the right amount of money
- express gratitude that we have money to buy anything at all

#### Skills Book

- explain that money is used to give value to objects
- explain that some important things (like love) cannot be valued with money

## Preparation and Resources

You will need:

- some common classroom objects such as a school bag, pencil, pencil box, and rubber
- some paper and a thick felt tip pen to label each with a price
- Some real money (coins of Re 1, Rs 2, Rs 5; notes of Rs 10, Rs 20)

## Pupil's Book steps

1. Ask the children, *Why is Hiba sad? Do you think Hiba will buy anything?* Encourage them to predict the end of the story.
2. Read the whole story again, from start to finish. Elicit that the little girl in the white shirt changed her mind and bought a different toy so the woolly mammoth was put back on the shelf.
3. Enjoy the happy ending!
4. Ask why we can't simply take things from shops without paying. Elicit that the shopkeeper pays money for his goods and sets up a shop so that it is easy for us to choose what we

want. He makes his living from selling things at a higher price than he paid, and making a profit. This is how he earns money.

5. Complete the sentences at the bottom of the page.

### Skills Book steps

1. Ask different children to bring up something from their school bag, perhaps a pencil case, a pencil, a rubber, and a ruler.
2. Ask the children to decide what each is worth. Write the agreed price on the label and attach it to the object.
3. A: Ask the children to suggest how much each object costs and label them.
4. Play at shopping again. (See Further activities.) Give each child all the money and allow him or her to choose what to 'buy'. Children may decide to spend all they have or to save some money in case they need it later.
5. B. Discuss what the children would buy with each amount of money. Make it clear that this is about choice, so they should have different ideas from each other. One child might want to buy a huge cake to share and another might want to buy a toy.
6. Write their suggestions on the board so that they can copy the words they want to write.
7. Discuss how some people don't have enough money to buy the things they really need—like food, water, and clothes. Some people have more money than they need and do not share it with those who are less fortunate.
8. Ask the children, *Are some things so valuable that they have no price?* Elicit that there are some things money cannot buy—like love, life, and kindness, which are the most important things in life.

### Further activities

1. Play at shopping again (see Further activities for 6.3). By now, the children should be quite good at using money!
2. **Extension:** If they are very good at it, you could play a dishonest shopkeeper who asks for more than the labelled price and see if they can catch you out!

### Research

Follow up the research set in the last lesson. Did they discuss with their parents what they would buy with Rs 100?

### Check-up Test 3

1. Photocopy the check-up test for Units 5 and 6 on page 99, one for each child.
2. Ask the children to do the test, following the procedure outlined at the end of Unit 2 on page 15.

#### Answers to PB 6.4

1. shop                      2. money                      3. toys

#### Answers to SB 6.4

- A. 1. Open. Possible answers would be a bag: Rs 400, a rubber: Rs 10, a pencil Rs 10, a pencil box Rs 200
- B. Open. Suitable answers for No 4 would be *love, life, my mother, happiness.*

# Unit 7 Dada's photos

## Background knowledge for the unit

This unit introduces children to the concept of history, drawing mainly from old photos, artefacts, and the memories of grandparents. They should already know about the passing of years after they studied birthdays in Unit 1. Now they will be learning about the period just before their own lifetimes. They should all be able to talk to older people to find out more. If possible, invite a grandparent or someone over 50 years old to talk to the children about ways the world has changed over the past 50 years. Before you start, collect old photos and objects to label for the museum table.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain that people and objects change over time
- identify the different stages of human life
- order words in time order
- explain that some things do not change over time
- identify things we do for fun
- explain that some games remain the same and some change
- explain how people travelled 50 years ago
- explain that some changes are for the better and others for the worse
- explain the importance of looking after old things

## Unit 7.1

### Learning outcomes

#### Pupil's Book

- explain that we can learn about the past from photos
- explain that old people were all young once

#### Skills Book

- recognize the different stages of human life
- place words in time order (baby, boy, man)

## Preparation and Resources

You will need:

- some photos (possibly black and white) of life 50 years ago (optional)
- a sheet of white paper for each child, folded or ruled into six equal boxes, like the one in Further activities or photocopied from it

## Pupil's Book steps

1. Explain that for the next few weeks, you are going to be learning what life used to be like about 50 years ago.
2. Look at the picture on PB 7.1 and discuss what each person is doing. Ask the children to point to Dada. Ask, *How do you know he is Dada when you cannot see his face?* A bright

child may say that he is bald or has little hair on his head and this often happens to older people. Discuss how we know someone's age by looking at them. Accept different ideas. (Maybe they have wrinkles, walk with a stick, wear old fashioned clothes.)

3. Explain that we should treat older people with extra respect. They know many things we do not know and can tell us how life used to be in the past.
4. Read PB 7.1 aloud. Talk about the way Dada used to look when he was a child. Make it clear that the boy with the rocking horse is the same person as the old Dada—just a photo of him when he was younger.
5. If possible, show the children some other photos of life about 50 years ago. Talk about what we can learn from old photos about the differences between then and now. Display them on the wall or museum table and label them: **Photos from the past**. If possible, write a simple sentence about each one with a thick, felt-tip pen so that the label will add to the reading environment of the classroom.
6. Ask the children to tell you about their grandparents. What stories have their grandparents told them about their own lives as children?

### Skills Book steps

1. Explain that the pictures in SB 7.1 A are of Dada at different times of his life. Talk about what he is doing in each picture and ask the children to choose a suitable age from the list of numbers at the top of the page.
2. Ask all the children to count slowly to 70. Every time they get to one of the listed numbers, they should stand up. The last to get up is out! While they are standing, ask what Dada is doing in the picture at this age. This will help them to understand the process of change in a lifetime.
3. Discuss who the other people in the bottom three photos might be. Pointing to the marriage photo, ask, *Who is the lady in this photo? Was Dadi young or old then?* Pointing to the family photo in the middle, ask who the children are (Rafay's father and Hiba's mother). Ask how they are related to each other (brother and sister). Ask who the children are in the final picture (Tania, Rafay, Zain, and Hiba).
4. B: Ask the children to write the words in order.
5. To consolidate the notion of passing time, take a lesson to do the Art activity of a timeline suggested below.



### Further activities: Draw your own timelines

1. This art activity will take one complete lesson.
2. Give each child a piece of paper which has been divided into six boxes as shown here or photocopied from it:

A timeline of my life      Name:

1 year old	2 years old	3 years old
4 years old	5 years old	6 years old

3. Ask the children to name their grid.
4. Discuss how they have changed over time. Talk about the different stages they have been through.
5. Ask them to draw a picture for each year of their own life, getting bigger and doing different things in each picture. For example:
  - 1 year old: a very small baby on its back with a rattle
  - 2 years old: a slightly bigger toddler standing up, holding onto a chair
  - 3 years old: a child running after a ball
  - 4 years old: a child making a house with bricks
  - 5 years old: a child reading
  - 6 years old: a child writing

### Research

Before the next lesson, tell the children to ask their grandparents (or an elderly person they know) what household objects they did not have as children.

#### Answers to PB 7.1

Open

#### Answers to SB 7.1

A. (horizontally from top to bottom)

1, 6, 15,  
25, 45, 70

B. 1. baby                      2. boy                      3. man

## Unit 7.2

### Learning outcomes

#### Pupil's Book

- explain that some things in life have changed and some have remained the same
- identify the members of Dada's family 50 years ago

#### Skills Book

- explain that some objects (such as mobile phones) were not used 50 years ago
- explain that the appearance or style of objects often changes over time

### Preparation and Resources

You will need:

- A collection of simple, used objects from your house (e.g. a stamped, franked envelope with your address, a broken toy, an old pot, a pair of bifocal glasses, a child's T-shirt, a book, a newspaper from your city)
- A large, opaque bag to hold all the objects

## Pupil's Book steps

1. Read PB 7.2 aloud, discussing each person in the photo. Identify Dada (the little boy) and the other people in the photo.
2. Follow the teacher's notes at the bottom of the page, pointing out that in both pictures, the family is sitting together at home and some of them are reading. However, in the modern picture, there is a flat screen television and the chairs are made in a different style and of a different material.
3. Help the children to label each person in the photo.
4. Play History Detectives. (See Further activities.)

## Skills Book steps

1. Set this page for homework, asking the children to complete it with the help of their grandparents or an older person they know.
2. Talk about the page first, asking the children what they think their grandparents will say, but remind them that their answers may be different according to the age of their grandparents and where they grew up.
3. Encourage them to ask their grandparents if they may borrow some old photos to display at school.
4. If they do this, stress the importance of looking after the photos as we should keep old things carefully to preserve them for the future.
5. B: Discuss the way common objects change over time. Ask the children to explain how the house, car, telephone, and camera have changed. Explain that some things (like the house) may get bigger and others (like the camera) may get smaller.



## Further activities: History detectives

1. This game will take a whole lesson, so leave plenty of time for it.
2. Bring into school a large opaque bag containing a number of used items from your house such as those listed in Preparation and Resources.
3. Explain to the children that the bag was found in the street outside the school and the head teacher is trying to find out who owns it. They must be 'detectives' and find out as much as they can.
4. Taking the objects out of the bag one at a time (leaving the envelope till last), ask the children to tell you about the family these objects come from.
5. For example, the children might say that the toy shows there is a child in the house. According to the type of toy, they might guess if it is a boy or a girl (though many girls play with boys' toys and vice versa.). The bifocal glasses might show that there is an older person in the house as older people often need glasses to read. The book and newspaper might show that there is a person who enjoys reading.
6. Help the children to build up a picture of what they know about the family from the objects. Finally, take out the envelope and ask what we can tell from it (the address which shows where they live and how to return the bag to its owner).
7. Explain that in history, we are detectives when we learn about the past—even the recent past—by studying objects from the time and learning about the people who used them.

## Research

1. Follow up the research set in the last lesson. Did they find out what things their grandparents did not have as children? Discuss why not and lead the children to realize that modern science has changed our lives because of new inventions such as mobile phones and DVD players.
2. Before the next lesson, ask them to complete SB 7.2 with the help of their grandparents and if possible to bring in some old photos.

### Answers to PB 7.2

In clockwise direction, boy with a car: Dada, man reading newspaper: Dada's father, woman reading newspaper: Dada's mother, woman reading book: Dada's auntie, girl reading newspaper: Dada's sister

### Answers to SB 7.2

- A. Different children will have different answers according to what their grandparents say. It is likely that they will cross out the TV and mobile phone.
- B. 2. d                      3. a                      4. b

## Unit 7.3

### Learning outcomes

#### Pupil's Book

- describe what Dada did for fun
- describe some of the ways that photos have changed

#### Skills Book

- explain what we do for fun nowadays
- explain that some (but not all) games change over time

## Preparation and Resources

You will need:

- (optional) a modern camera or a mobile phone that takes photos

## Pupil's Book steps

1. Explain that you are going to learn about some of the games Dada played when he was little.
2. Read PB 7.3 aloud and talk about the pictures of what Dada did for fun.
3. Discuss why the old photos are in black and white (because colour photography had only just been invented).
4. Talk about your camera. Explain that it is probably smaller than the camera Dada's family used and that many modern computers are getting smaller, not bigger.
5. If possible, take some photos of the children playing games in the playground (see Further activities).

6. Ask, *How can we look at the photos I took of your games in the playground?* Elicit that you could have them printed, look at them right now on the screen of the camera, or put them onto a computer. Discuss how we can also use a video cam or computer camera to take moving pictures.

### Skills Book steps

1. Discuss what the grandparents wrote in the children's Skills Books for homework. Point out that each grandparent had slightly different memories. When we study history, we learn that everyone's experience was different, even though there are some similarities (e.g. that probably none of the grandparents used a mobile phone when they were young).
2. One by one, discuss the pictures in SB 7.3. For each picture, ask, *Do you do this? Do you do it at home/at school/in the park/at the beach?* Remember that some grandparents may have different answers (e.g. No. 7: some may never have played in the sea).
3. Ask the children to tick each picture of something they do for fun.
4. Then go back to No. 1 and ask the children to circle the things Dada did for fun, referring to the PB.



### Further activities: Make a class photo album

1. Explain that you are going to make a photo album for children in fifty years' time. It can be of printed photos or it could be a folder of photos on a computer that you could display on an interactive white board.
2. Talk about the games you play. If possible, take some photos of children playing different games in the playground (e.g. football, cricket, skipping, playing on the climbing frame).
3. Ask the children to bring in photos of things they do for fun, at home.
4. When you have collected the photos, label each one with a caption explaining the game.
5. Make an album to keep in the book corner or a slide show to show the parents at a parents' evening. Entitle it **Games we play** in [give the current year].

### Research

1. You should have followed up the research set for homework in SB 7.2
2. Before the next lesson, ask the children to ask their parents to take photos of things they do for fun at home. Explain that in fifty years' time when they are grandparents, they may be able to use these to explain how life was, to their grandchildren.
3. Ask the parents to assist with this by sending in the printed photos if you are making an album or digital photos on a pen drive/memory stick if you are making a slide show.

#### Answers to PB 7.3

Modern photos are usually in colour. We can take moving photos nowadays. Often we show modern photos on computers or on our mobile screens, not on paper.

#### Answers to SB 7.3

- A. 1. Open answers. It is unlikely that many children will play on rocking horses.  
B. The children should circle Nos 1, 3, 4, 6, 7, and 9.

## Unit 7.4

### Learning outcomes

#### Pupil's Book

- identify some ways people travelled 50 years ago
- recognize that some things change for the better and some for the worse

#### Skills Book

- explain the importance of looking after old things

### Preparation and Resources

You will need:

- the old objects and photos you and the children have collected for the museum table
- (if possible) to invite an older person to talk to the class

### Pupil's Book steps

1. Read aloud the whole of Unit 7 from beginning to end.
2. Discuss how life has changed since Dada was young.
3. Talk about the changes in travel. On the board make two columns and note down the differences between travel 50 years ago and now. Elicit the answers from the children and write them on the board as they tell you:

Travel 50 years ago	Travel now
<i>Slower</i> <i>Many people rode bicycles</i> <i>Fewer people had cars</i> <i>People pulled rickshaws</i> <i>Less dangerous</i>	<i>Faster</i> <i>Not many people ride bicycles</i> <i>More people have cars</i> <i>Rickshaws have engines</i> <i>More dangerous</i>

4. Ask the children to tick or cross the words in the book and check their answers.
5. Children can copy the table on the board into their books.
6. **Extension:** More able children may write their own ideas, e.g. about ship/plane travel or steam/electric trains.

### Skills Book steps

1. Discuss the old objects and photos you have collected on your museum table. As you hold up each object, talk about the importance of treating old things carefully so that people in the future will know how we lived.
2. Ask, *How can we tell the difference between old and new things?* Elicit that
  - sometimes the shape is different, for example the shape of the chairs in the photos on PB 7.1 and PB 7.2.
  - sometimes the material is different – for example, pots were made of clay or metal and now they are usually made of plastic
  - old things often look more worn and damaged

- modern things work in a different way, for example, clocks used to work by clockwork with a key that people wound up and now they usually work on batteries and have digital displays
3. A. Compare the pictures in SB 7.4 and ask the children to write either *old* or *new* in the blank, explaining how they know.
  4. B. Ask the children to tick the ways we can treat old objects carefully. They may also write the true sentences in their notebooks.

### Further activities

1. Ask someone who is over 50 years old to come and talk to the class.
2. Beforehand, ask the children to prepare some questions to ask and write them on the board. More able children may copy these into their notebooks and leave a blank line for the answer. Suitable questions might be:
  - *How did you travel fifty years ago?*
  - *What games did you play?*
  - *What food did you eat?*
  - *What clothes did you wear?*
  - *What else was different about life then?*
  - *Which time do you think is better, then or now?*

### Research

Continue to collect the photos of children's games today. Label each one and keep the collection in a permanent photo album or folder of digital photos for display at the beginning of a parents' evening.

#### Answers to PB 7.4

Children should tick c, d, and f.

#### Answers to SB 7.4

- |           |        |        |        |
|-----------|--------|--------|--------|
| A. 3. new | 4. old | 5. old | 6. new |
| 7. new    | 8. old |        |        |
| B. 2. x   | 3. ✓   | 4. x   | 5. ✓   |

# Unit 8 The farm

## Background knowledge for the unit

This unit focuses on life in a rural area, which may be unfamiliar to your pupils. However, even if they have lived in towns all their lives, they have probably been on trips to other places and travelled through the countryside. Children in Karachi may have visited the ancient remains at Thatta. They were built between the 14<sup>th</sup> and 18<sup>th</sup> centuries. The photograph in PB 8.1 shows part of the mosque built by the Mughal emperor Shah Jahan from 1644–1647.

Encourage the children to recount their memories of trips outside the city. Point out that we need to look after the countryside because it produces food and has great natural beauty. Discuss the differences of lifestyle between city and village. Children should be aware that, as in the city, there are rich and poor in the countryside too, but life is often harder in villages than in towns if there is no running water or electricity. It is also difficult to get to schools, hospitals, and shops.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- discuss personal experiences of trips away from home
- name different kinds of transport
- explain that some vehicles need engines to move and some do not
- explain that houses are made of different materials
- explain that we get food from crops
- explain that all plants need water and sunshine
- describe the stages of a plant's growth
- explain how crops come to the table from the farm
- list some common differences between life in the city and life in the town
- explain that not everybody has conveniences such as running water and electricity

## Unit 8.1

### Learning outcomes

#### Pupil's Book

- discuss personal experiences of trips away from home

#### Skills Book

- label different kinds of transport
- explain that some vehicles need engines to move and some do not

## Preparation and Resources

You will need:

- (optional) pictures for a wall display of different types of transport
- to consider arranging a class picnic to the countryside or a place where vegetables grow

## Pupil's Book steps

1. Explain that for the next few weeks, they are going to be thinking about farming and how we get the food on our tables.
2. If you live in a city or town, ask the children to tell you about times when they have visited the countryside or village. How was it different from the town?
3. Read PB 8.1 aloud, stopping to talk about the mosque at Thatta. If you live in Karachi, ask if any of the children have visited the beautiful old buildings there. Explain that the mosque in the picture was built at the time of the Mughal emperor Shah Jahan. Remind the children of the importance of looking after old places carefully.
4. Encourage the children to tell you about picnics they have had—and times when their transport has broken down. Ask, *What do you think Dada will do now that his car won't start?*

## Skills Book steps

1. Look at the different kinds of transport in SB 8.1 A. Ask, *Which fly in the sky? Which travel on water? Which have engines?*
2. Ask the children to circle those with no engine. Point out that although engines go fast, they are noisy and pollute the air. Nowadays we are looking at ways to keep the air clean and are trying to use cars as little as possible.
3. A. Ask the children to label each vehicle neatly.
4. Taking one question at a time, help the children to complete B. Make it clear that they will all write different answers because they are different people with different experiences.



## Further activities: A trip to the countryside

1. If possible, take the class on a trip to the countryside or a place where you can see vegetables growing, either with the help of parents in cars or in a hired bus.
2. Identify the different crops and animals and take them for a walk to enjoy the quiet and beauty of nature.
3. If this is difficult, go to a local park where you can see gardeners looking after plants by watering and weeding them.
4. Look for mature flowers with seeds and show the children how the seeds fall to the ground to make new plants.

## Research

Before the next lesson, ask the children to find out what their houses or flats are made of.

### Answers to PB 8.1

Open

### Answers to SB 8.1

- A. 3. cart                      4. rickshaw                      5. car  
6. rowing boat                      7. ship                      8. bus
- B. Answers will differ according to each child's experience.

## Unit 8.2

### Learning outcomes

#### Pupil's Book

- explain that without motor transport we cannot travel far
- explain what common objects are made of

#### Skills Book

- explain that different kinds of houses are made of different materials

### Preparation and Resources

You will need:

- some common objects made of different materials such as a wooden box, a china cup, a metal spoon, a woollen cap, a cotton dupatta, a plastic pencil case, a leather shoe, a newspaper

### Pupil's Book steps

1. Read PB 8.2 aloud. Talk about the kindness of the man in the cart and his son. Ask, *How does the man in the cart help Dada and the children? How does the boy help them?*
2. Discuss what different things in the classroom are made of, bearing in mind what you taught in Unit 7 (that material can show the age of an object). Elicit that things made of plastic are usually modern.
3. Put the objects on the museum table and label them, e.g. *a spoon made of metal, a pencil case made of plastic.*
4. Look at the walls of the school, the door, the window, the children's clothes and school bags, discussing the materials they are made of.
5. Play **Ten questions** (see Further activities).
6. Ask the children to write four sentences in their notebooks using the substitution table.

### Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Ask the children to match the words to the pictures with a line.
3. B. Ask them to complete the sentences about the pictures in A.
4. C. Make it clear that there are no right answers to C as there are different advantages to different building materials. For example, a mud house is not strong but it is very cool in summer. A concrete block of flats may be big, but it could take a long time and energy to climb up the stairs to the top floor.
5. Make it clear that the children can choose. Write the children's suggested reasons for their chosen building material on the board.



### Further activities: Ten questions

1. Put some common objects made of different materials on the museum table. Take a little time to discuss what each one is made of.
2. Think of something in the room and ask the children to guess what it is in ten questions. Tell them that before they guess, they need to find out what it is made of. Explain that they are only allowed to say *yes* or *no*.

3. The child who guesses the object then has a turn to think of something in the room for the rest of the class to guess. The game might go like this:

Child 1: I'm thinking of something in the classroom. What is it?

Child 2: Is it made of glass?

Child 1: No.

Child 3: Is it made of plastic?

Child 1: Yes.

Child 4: Is it on the museum table?

Child 1: Yes.

Child 5: Is it the plastic pencil case?

Child 1: Yes. Your turn!

### Research

1. Follow up the research set in the last lesson. Did they find out what their own houses are made of? Are more houses made of brick or of concrete?
2. Before the next lesson, tell the children to ask their parents where plants come from.

#### Answers to PB 8.2

2. The cart is made of wood.
3. The man's house is made of mud.
4. Open

#### Answers to SB 8.2

- |             |             |        |
|-------------|-------------|--------|
| A. 2. c     | 3. d        | 4. a   |
| B. 2. brick | 3. concrete | 4. mud |
| C. Open     |             |        |

## Unit 8.3

### Learning outcomes

#### Pupil's Book

- explain that all plants need water and sunshine to grow
- explain the stages of a plant's growth from seed to plant to fruit

#### Skills Book

- order the stages of a plant's growth
- explain how vegetables come from the farm to the table

### Preparation and Resources

You will need:

- some seeds (mustard seeds grow fast) or some seedlings (tomatoes are easy to grow)
- 3 identical pots filled with the same amount of soil

### Pupil's Book steps

1. Read PB 8.3 aloud, stopping to talk about how plants grow.

2. Discuss the four pictures at the bottom from left to right. Elicit from the children that:
  - we plant seeds.
  - we water the seeds and they germinate into small plants.
  - with water and sunlight, the plants grow bigger and produce flowers.
  - the flowers turn into fruit with seeds inside.
  - we pick the fruit and eat it. If we keep the seeds, we can plant them so the process starts again.
  - if possible, start a four-week experiment to show how plants grow best. See Further activities below.

### Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Ask them to number the sentences and then copy them in their notebooks in the correct order.
3. B. Talk about the way food comes from the farm to our dinner tables. When the children have completed the sentences orally, they can complete them in SB 8.3. If you wish, they can then copy the sentences into their notebooks.



### Further activities: Do a plant experiment

1. Set up a controlled experiment to show how plants need water and sunlight. Bring in some seeds or seedlings and three identical pots of soil.
2. With the children's help, plant the seeds or seedlings in the three pots. To make it a fair test, see that all variables are the same except for what you are testing. That is, the size of the pots, amount of soil, number of seedlings, and amount of water poured on them should be the same.
3. Explain that you are going to do an experiment to see which plants grow best. Put two of the pots in a sunny spot—for example on a windowsill. Label one of the pots **SUN AND WATER**. Label the other pot **SUN**. Put the third pot, labelled **WATER**, in a cupboard with the door shut so no sunlight reaches it.
4. Every day, get the children to water the two pots with the **WATER** labels. Make sure they give each plant exactly the same amount of water to make it a fair test. They should pour no water on the pot labelled **SUN**.
5. After a week (or when the first seeds have germinated), give each child a photocopy of the table on page 57.  
Put the three pots where all the children can see them and remind them that one has had **sunlight and water**, one has had just **sunlight** with no water, and one has had just **water** but no sunlight.
6. Ask the children to draw what they see in the three pots in *the first column* for Week 1. The plant in the cupboard will probably grow well initially, but later turn yellow and die.
7. Do the same after the second, third, and fourth week, showing the children how the plant that grows best is the one with sunlight and water.
8. If you grow seedlings for a plant with fruit, like a tomato, you may wish to continue the process until they ripen into fruits. If so, help the children to draw the flowers, later the tiny green fruit and finally the ripe fruit. When the fruit is ripe, pick it and cut it in half, showing the new seeds for the next plant. If you have a good crop, share the fruits among the class and let them eat them.

## Research

1. Follow up the research set in the last lesson. Ask, *Where do plants come from?* Elicit that plants usually grow from seeds and that the seeds came from older plants. Most plants produce seeds that turn into new plants, so when they die, there are young plants to take their place.°
2. Before the next lesson, ask the children to look at some fruit at home. Tell them to ask their parents to cut the fruit in half. What do they find?

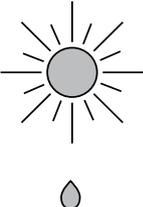
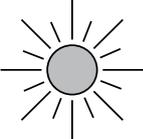
### Answers to PB 8.3

The children should be able to explain orally the process of a plant's growth, from planting the seed, to growth with the help of water and light, to flowers, to fruit and finally to new seeds.

### Answers to SB 8.3

- A. 2. We water the small plant. 3. The sun shines on the plant. 4. We pick the tomatoes.  
 B. 2. take 3. sell 4. buy 5. eat

## Our plant experiment My name is \_\_\_\_\_

	Week 1	Week 2	Week 3	Week 4
In sun with water 				
In sun with no water 				
In dark with water 				

## Unit 8.4

### Learning outcomes

#### Pupil's Book

- explain how people transport fruit from villages to towns
- explain how we buy the vegetables and eat them at home

#### Skills Book

- explain how many people in villages get their water, light their homes, and travel

### Preparation and Resources

You will need:

- (if you have set up the plant experiment) water to water your plants

### Pupil's Book steps

1. Read the whole unit aloud again, checking that the children understand the key parts of the story.
2. Ask the children to tell you where their parents buy vegetables. Point out that you can buy them in the market or in a supermarket. Discuss how vegetables in a market are usually weighed when you buy them, while vegetables in a supermarket may be pre-wrapped. Ask which are more expensive and why, eliciting that processed and wrapped food costs more.
3. Talk about the way other kinds of food (such as fruit, meat, and milk) come from the countryside to the town. Point out that nowadays some vans are refrigerated to keep the food fresh.
4. Ask the children to number the sentences in PB 8.4 by themselves. Then go through the answers together, checking that the order makes sense. After this, they can copy the sentences into their notebooks in the correct order.

### Skills Book steps

1. Look back at PB 8.2 and talk about the way Ali gets water from the pump.
2. Then look at the two pictures in SB 8.4. Ask, *What are Ali and Rafay doing? (They are both doing their homework.) How does Ali/Rafay get light for his homework? Where does Ali's/Rafay's mother get water? How does Ali/Rafay travel?*
3. A. Ask the children to circle the objects that are different in the two houses.
4. B. Go through the sentences, circling the correct words in the boxes.



### Further activities: Record the plant experiment

1. About a week after you completed the first column of your worksheet, put the three pots together so that the children can see each label.
2. Ask them to comment on what they see and explain the differences between the three plants (the seed in the sun without water probably never germinated or if you planted a seedling, it may have shrivelled up).
3. The children should draw what they see *in the second column* of the worksheet.

4. Find time to complete the record, even after you have finished this unit.

### Research

Follow up the research set in the last lesson. Did the children find out what was inside the fruit at home? (Seeds. We often call the seeds of larger fruit such as mangoes 'fruit stones'.)

### Check-up Test 4

1. Photocopy the check-up test for Units 7 and 8 on page 100, one for each child.
2. Ask the children to do the test, following the procedure outlined at the end of Unit 2 on page 15.

#### Answers to PB 8.4

5, 1, 4, 2, 3

#### Answers to SB 8.4

- A. In Ali's house, the children should have circled the pump, cart, and oil lamp. In Rafay's house, they should have circled the tap, car, and electric lamp.
- B. At night, Ali uses an oil lamp. He gets water from a pump. He has a cart. At night, Rafay uses an electric lamp. He gets water from a tap. He has a car.

# Unit 9 Workers

## Background knowledge for the unit

This unit focuses on some common occupations. Expect the children to use their knowledge of the occupations of people in their own lives and lead them on from there. They should understand that most grown-ups work to earn money to pay for housing, food, transport, etc. or to look after growing children and the elderly. We cannot all do every job, so we learn how to do one job well and help people in a certain way. Other people learn how to do other jobs and this helps us in other ways. All the workers described in this unit are necessary for us to live full lives. Encourage children to see that the 'low status' jobs are just as important as the well-paid jobs. For example, doctors could not do their work if cleaners did not clean the hospitals and nurses did not care for the patients.

Another theme of the unit (and of this course) is that when a lot of workers build huge cities, they can forget that all people, however clever and well paid, need food, clean water, and fresh air. If we destroy nature by building all over, and polluting the water and air, we cannot survive.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain how different workers help us
- explain which workers produce food for us
- explain where different kinds of food come from
- distinguish between needs and wants
- list some different uses of electricity
- explain which workers build and maintain houses
- name some common buildings in a town and associated workers
- explain that we should not allow cities to destroy the natural world
- name common tools used by different workers
- name some workers who help us
- discuss future ambitions

## Unit 9.1

### Learning outcomes

#### Pupil's Book

- name the different kinds of food produced by farmers
- explain why people work

#### Skills Book

- name workers who produce food for us
- explain where different kinds of food come from

## Preparation and Resources

You will need:

- a few large trays that will cover the museum table, or a plain brown cloth

- at least 2 kg clay or Plasticine for modelling (a potter may be able to sell you a bag of clay, make sure it is kept well sealed in a plastic bag)
- some small twigs with a few leaves on them, if possible choose plants with waxy or evergreen leaves that will not droop quickly.

### Pupil's Book steps

1. Explain that for the next few weeks, they are going to be thinking about different kinds of workers.
2. Ask, *Why do people work?* Elicit that most people work to earn money. With the money they buy food, clothes, and houses. Ask, *What other things do people buy with the money they earn?* Encourage the children to suggest other things their parents buy with money— vehicles, furniture, cups, plates, etc.
3. Look at the picture in PB 9.1 and discuss what Rafay and Hiba are doing.
4. Read aloud PB 9.1, stopping to talk about the farm they visited in Unit 8.
5. Ask, *What else does Ali's family need?* Elicit that they need a house and running water, electricity, and some of the things people in cities have.
6. Ask, *Who will help them?* Elicit that they cannot make everything they need by themselves. People with other skills (other workers) need to help them.

### Skills Book steps

1. Ask, *Where does food come from?* Elicit that we may buy food from shops, but it comes from many different places before it gets to the shops.
2. Read the title of the page and ask, *Which workers bring us food?*
3. A. Talk about the three occupations and ask the children to match the workers to the food they produce. Discuss other kinds of food produced by farmers (e.g. wheat and rice, fruit, dal). Discuss the varieties of seafood caught by fishermen (e.g. fish, prawns, crabs). Explain that shepherds keep sheep. But we also eat the meat from other animals (e.g. goats, cows, camels, chickens, and ducks)
4. B. Ask the question, *Where does—come from?* about a variety of foods. Establish, for example, that mutton comes from sheep, chicken from hens, milk and curd from cows, mangoes from trees.
5. Ask the children to complete the sentences. If they have time, they can copy the correct sentences into their notebooks.



### Further activities: Making a model farm

1. You will need a complete lesson for this activity. Explain to the children that they are going to make a model farm, like Hiba and Rafay's. Get a sack of clay or modelling material such as Plasticine. Take  $\frac{1}{4}$  of the clay for this lesson and keep back  $\frac{3}{4}$  of the clay for Lesson 3. Seal it well so that no air gets in.
2. Ask half the class to make clay models of animals that give us food (e.g. sheep, cows, goats, hens).
3. Ask the other half of the class to make trees that give us fruit. They can make the trunks of the trees with clay and push some leafy twigs into them. They may also make 'fields' of crops by planting small grass seedlings in the soil.
4. On the museum table, put a brown cloth or trays of soil about 2 cm deep.
5. When the animals and trees are finished, put them on the farm.

6. At the end, the farm should have lots of green 'trees' and groups of clay animals grazing in 'fields'.
7. Make it as green and beautiful as possible.

## Research

Before the next lesson, ask the children to find out from their parents what the following people do: electrician, carpenter, plumber, roofer, bricklayer.

### Answers to PB 9.1

Elicit that Ali's family needs a house and much more, e.g. running water, electricity, chairs, tables, beds, buckets, pots, etc.

### Answers to SB 9.1

- A. 2. a                      3. b  
B. 2. Mangoes          3. Fish                      4. Beans                      5. Milk

## Unit 9.2

### Learning outcomes

#### Pupil's Book

- discuss the different uses of electricity
- distinguish between wants and needs

#### Skills Book

- explain which workers build and maintain houses

## Preparation and Resources

You will need:

- colour pencils
- a worker to interview, preferably a builder (If possible, find out if there is any building work going on near the school and, if so, ask if you can bring the children to interview a builder and look at his tools and machines.)

## Pupil's Book steps

1. Read PB 9.2 aloud, stopping to talk about the different materials used in building a house (e.g. wood for the doors, wood and glass for the windows, bricks and concrete for the walls, plastic for the water pipes, metal wire, and plastic for the electricity wires).
2. Ask, *Why does Rafay say that the farmer needs electricity? At home, what do we use electricity for?* Ask the children to suggest different electrical appliances such as lights, fans, the iron, and the fridge.
3. Point out that some people like Ali do live without electricity, so although most people **want** it to make them more comfortable, they do not **need** it to stay alive. Explain that people have lived for thousands of years without electricity so unlike food, it is not **ESSENTIAL** to life.
4. Discuss why Woolly says nothing (see Teacher's note).

## Skills Book steps

1. Ask the children if they did their research on different kinds of building worker and ask them to tell each other what an electrician, carpenter, plumber, roofer, and bricklayer does.
2. Talk about the picture of the builders in SB 9.2 and ask of each builder, *What is he doing?*
3. Discuss the work of each person in the picture. For example, ask: *What are pipes for? What do we call a worker who brings water to our houses? What do we call a worker who makes things from wood? What parts of a house are made from wood? Why do houses have roofs? What are roofs usually made of?*
4. A. Ask the children to colour the picture as instructed.
5. B. Discuss how they know which one is the electrician. Explain that electric wires are usually on poles because electricity is dangerous. The wires are high up so that nobody can get an electric shock. Ask the children to identify and circle the electrician (the man on the pole).
6. **Extension:** More able children can be asked to colour the clothes of the workers according to instructions you write on the board, e.g.  
*bricklayer: red                  carpenter: brown                  plumber: blue*  
*electrician: green              roofer: black                      builder (near cement mixer): yellow*



## Further activities: Interview a builder or other worker

1. If there is any building work going on near the school, see if you can arrange for the children to ask a builder questions about his work and look at his tools. If this is not possible, find another worker to speak to the children (for example, a parent, a teacher, or a cleaner at the school).
2. Ensure that the children are kept at a distance from the machines and that you have adequate supervision.
3. Make it clear to the children that they should not go onto a building site without permission.
4. Before you go, ask each child to prepare a question to ask the builders, e.g. *What time do you start work? How do you use a saw? What do you like/dislike about your work? Do you wear special clothes for your work? Who taught you how to do it?*
5. When you return, ask the children to draw pictures of the building site and label the workers. You may also help them to write about their experience by writing a short gap fill recount on the board.

## Research

1. You should have followed up the research on building workers during the SB lesson, Step 1.
2. Before the next lesson, ask the children to find out what work their parents and grandparents do. Also find out who does all the different jobs in the house.

### Answers to PB 9.2

2. Electricians give us electricity.
3. Builders make houses for us.
4. Farmers grow food for us.

### Answers to SB 9.2

- A. The children should colour the picture as instructed.
- B. They should circle the electrician (the man on the pole).

## Unit 9.3

### Learning outcomes

#### Pupil's Book

- name some common buildings in a town and associated workers
- explain why we should not allow cities to destroy the natural world

#### Skills Book

- name some tools used by different workers

### Preparation and Resources

You will need:

- clay or Plasticine
- a rolling pin for each pair of children
- a plastic knife for each pair of children (or blunt table knife)
- (optional) another table for the town, so that you can leave the farm that you made in 9.1 on the museum table

### Pupil's Book steps

1. Read the whole unit aloud again, checking that the children understand the key parts of the story. When you read PB 9.3, stop to talk about each building and associated worker.
2. Ask, *When do we go to hospital? Who works in a hospital?* Encourage the children to name all the people who work there, not just doctors and nurses. Help them to see that lower status workers like cleaners, receptionists, and porters, for example, are essential to the running of a good hospital.
3. Ask, *Why does a town need shopkeepers?* Remind the children of what they learned about different kinds of shops in Unit 6.
4. Ask, *Why do we need schools and teachers?* Elicit that nowadays you cannot get well-paid jobs if you cannot read, write, and do maths. Teachers help you to do all these things.
5. Discuss why we need policemen and policewomen. Elicit that there are always some people who behave badly and break the rules. The police keep us safe and make sure people do not break the rules.
6. Ask, *Why do we need cleaners?* Elicit that if towns are dirty, we become ill. Stress the importance of keeping our streets clean.
7. Ask the children to suggest some other models Hiba and Rafay could make. For example, they could make a cricket stadium and a cricket player, a station and a train driver, a bus and a bus driver.
8. Ask the children, *Where is the farm?* Elicit that the town has covered it all. Then ask, *Where will the people get their food?* Make it clear that every town needs countryside nearby so that people can have fresh food. We should be careful not to destroy the natural world when we modernize and build new cities.
9. Point out that Woolly has not said anything, but suggest he knew all along that the children had forgotten to leave some land for growing food.



## Unit 9.4

### Learning outcomes

#### Pupil's Book

- name some workers who help us
- discuss future ambitions

#### Skills Book

- distinguish between needs and wants
- find out a friend's opinion

### Preparation and Resources

You will need:

- no resources

### Pupil's Book steps

1. A. Talk about each worker in PB 9.4 A. For each picture, ask, *What is he/she doing? Would you like to do this work? Why/Why not?*
2. Help the children to label each picture.
3. B. Follow up the research set in the last lesson. Ask, *What work do you want to do when you grow up?* Accept different reasons. Write the spellings that are not listed on the board.

### Skills Book steps

1. A. Remind the children of your discussion of wants and needs in PB 9.2.
2. Remind the children that we cannot live without things we need (food, water, and perhaps housing). Even though it may be nice to have things we want, we can do without them if necessary.
3. Ask the children to work in pairs to number the pictures in order of importance.
4. Then discuss their ideas in class. Accept that some will have different priorities. For example, some children will think a car is more important than a book because it is good to travel. Other children may think that a book is more important than a car because if people can't read they can't get good jobs. However, do not accept a game above food and water.
5. B. Explain that they are going to find out what their friends want to be when they grow up. This will help them to see that it is not only important to express one's own opinions but to find out about others' ideas. They can take the spellings from what their friends wrote in PB 9.4 B.



### Further activities: The miming game

1. Explain that you are going to play a drama game, but the actor is not allowed to speak. The actor must mime or act a worker without saying anything. The rest of the class must put up their hands and guess which worker is being mimed.

2. The teacher should start by miming one of the workers that have been discussed in this unit. For example, mime being in a boat by staggering from one side to another, throwing a net out of the 'boat' and pulling it in. Then mime taking the slippery fish out of the net.
3. Do not allow the children to shout out. Make sure they put up their hands so that you can see which child has guessed correctly. That child gets the next chance to mime a different worker.

### Research

This should have been followed up in the lesson for PB 9.4 Step 3.

#### Answers to PB 9.4

(from left to right) teacher, electrician, farmer, cleaner, doctor, policeman, shopkeeper, builder

#### Answers to SB 9.4

- A. Open. However, food and water must be No 1 and unless the children argue their case very well, the house should be No 2. Probably the game will be No 6.
- B. The children should write the name of their friend in the first space and the desired job in the second space.

# Unit 10 Our world: Ibn Batuta's story

## Background knowledge for the unit

This unit explores the old saying, *Travel broadens the mind*. In Units 5 and 8, children have already discussed their experience of travelling within Pakistan. In this unit, they learn about a great explorer who travelled through many countries. Ibn Batuta is a good role model for children. Through his story, they learn to value curiosity and they discover that though travel may be risky, it enables people to find out about other places and cultures. The unit introduces children to a map of Asia, Europe, and northern Africa and consolidates their knowledge of the convention that water is blue on maps and that people can travel across both land and sea. As the weather affected Ibn Batuta's travels, children are led to discuss their own experience of different weather conditions.

**For the teacher's information:** Ibn Batuta (1304–1368 or 1369) was born in what is now Morocco and was a great medieval explorer. He wrote about his travels in a book called the *Rihla* (Travels) and as a Muslim travelled to many Islamic and non-Islamic countries. He visited much of northern Africa and many parts of Asia, the Middle East, and Spain.

His journeys took him to the pyramids at Giza (built around 2500 BCE) and to Makkah, where he performed Hajj. Later he explored the area we now call Pakistan and India. At that time, borders were not clear and were constantly changing as different rulers won or lost battles with their neighbours. When Ibn Batuta came to Delhi, he worked as a judge for Sultan Muhammad bin Tughluq (1325–1351) whose coins are shown on PB 10.2. At this time, he visited Sindh and mentions seeing rhinoceros on the banks of the River Indus. From Ibn Batuta's records of his travels, we have learned a great deal about the world in the 14<sup>th</sup> century.

At Grades 1 and 2, we are not focusing on dates in history, preferring to generate interest in the past with exciting stories. Historical dates will be introduced at Level 3 when the children are familiar with big numbers and are ready to understand the way calendars and dates have evolved.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- tell the story of the great explorer, Ibn Batuta
- explain that the globe represents the world and blue represents water
- interpret a map of many countries
- use the imagination to create an imaginary creature
- list some facts about the Egyptian pyramids and Makkah
- explain how coins can tell us about a country and its history
- describe some ways people travelled in Ibn Batuta's time
- describe different types of weather
- make a simple weather record
- relate a world map to a globe
- explain the importance of curiosity

## Unit 10.1

### Learning outcomes

#### Pupil's Book

- tell the story of the great explorer Ibn Batuta
- explain that the ancient Egyptians built pyramids and the Sphinx

#### Skills Book

- use the imagination to create an imaginary creature

### Preparation and Resources

You will need:

- a globe (or ball) or map of the world
- a sheet of paper for each child
- colour pencils, crayons or paints, and paintbrushes
- (optional) pictures of ancient Egypt for your wall display

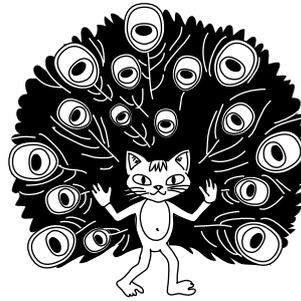
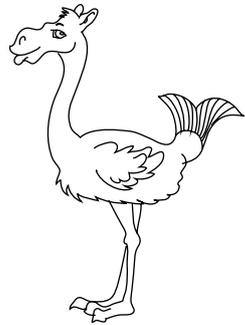
### Pupil's Book steps

1. Explain that for the next few weeks, they are going to be thinking about the real Ibn Batuta and his journeys across the world. Explain that when Dada gave Rafay the boy on the bag for his birthday, he hoped that Rafay would use the bag to explore the world. This is why he named the boy *Ibn Batuta*, after the great explorer.
2. Show the children a globe, or, failing that, a map of the world. Explain that the world is round, like a ball. Ask a child to come to the front and identify Pakistan with your help. Point out that if you go round the world from Pakistan, you will come back to the same place. (If you do not have a globe, demonstrate this with a ball.)
3. Ask, *Why are some parts of the globe blue?* Elicit that on all globes and maps, blue shows water, so blue lines are rivers and most of the blue is seas.
4. Read PB 10.1 aloud and talk about it. If you have a globe or world map, point to Morocco, where Ibn Batuta was born. (Hiba is pointing to Morocco in the picture.) Also point to Egypt and explain that the pyramids were built about 4500 years ago, long before Ibn Batuta visited them.
5. If possible, display some other pictures of the culture of ancient Egypt.

### Skills Book steps

1. Revise what was learned in the linked PB page. Elicit that the Sphinx was an imaginary creature and that really there are no creatures with a man's head and a lion's body, but human beings enjoy using their imagination.
2. Complete the labels for the Sphinx.
3. Explain that they are now going to draw their own imaginary creature. Stress that every child will draw a different picture.
4. Practise like this: Ask one child what animal head you should draw on the board. Ask another child to tell you which animal's body you should draw. Then ask a third child to tell you which animal's tail to draw. Make it clear that you are having fun, not drawing a real animal. Here are two possible animals you might draw: 1) with the head

of a camel, the body of a bird, and the tail of a fish 2) with the head of a cat, the body of a monkey, and the tail of a peacock. Alternatively, show the class these pictures:



5. B. When the children understand that anything is possible, let them draw their own imaginary creatures in the box. Make sure that they know which animal's head, body, and tail they are drawing, even if the drawings look nothing like them!
6. Finally, they complete the blanks and think of an exciting name for the creature. They can write the name beside the picture.



#### **Further activities: Draw an imaginary creature for the wall display**

1. Give each child a sheet of paper and colour pencils, crayons, or paints.
2. Ask them to draw a large, coloured version of the same imaginary creature they planned in SB 10.1 B. Ask them to copy the completed sentence very neatly at the bottom of the picture.

#### **Research**

Before the next lesson, ask the children to find out about Makkah from their parents. Also ask them to bring in a coin for the next lesson.

#### **Answers to PB 10.1**

The sea is blue.

Children should identify Pakistan on a globe or map of the world.

#### **Answers to SB 10.1**

A. The Sphinx has the body of a lion and the head of a man.

B. The children complete the sentence, describing the imaginary creature they have drawn.

## Unit 10.2

### Learning outcomes

#### Pupil's Book

- explain that Muslims go to Makkah on Hajj if they can
- explain that metal coins have been used as money for hundreds of years

#### Skills Book

- list key facts about Makkah
- explain how coins tell us about a country and its history

### Preparation and Resources

You will need:

- a coin for each child in the class
- (optional) wax crayons and a sheet of paper for each child
- (optional) pictures of Makkah for a display

### Pupil's Book steps

1. Read PB 10.2 aloud, stopping to talk about Hajj, Umrah, and Makkah. Ask the children if they did their research homework. If any of their parents have been to Makkah, what did their parents tell them?
2. Explain that when Ibn Batuta lived, there were many different kingdoms in the land that is now India and Pakistan. He worked for a king called Muhammad bin Tughlaq who used coins like the ones shown on the page.
3. Explain that coins made it easier for people to trade because instead of exchanging one thing for another, they used money to buy things. If possible, look at some real coins. Ask the children what is written on the front and back (name of country, date, how much the coin is worth) and what languages we use on Pakistani coins (Urdu and English).

### Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Ask them to complete the sentences. If they have found out more facts about Makkah, they can write them in their notebooks.
3. B. Ask the children to study each side of their coin. Help them to draw what they see but larger, filling up the circles, one for each side.



### Further activities: Coin rubbing

1. Ask the children to put their coin under a sheet of white paper. If they rub a crayon over the top, they will get an impression of the coin on their paper.
2. If they move their coin, they can make coin rubbing patterns (e.g. a circle, cross, or square) under the sheet of paper.

## Research

1. The children should have followed up their research in PB 10.2 Step 1.
2. Before the next lesson, ask them to find out some words about the weather.

### Answers to PB 10.2

1. Africa                      2. explorer                      3. pyramids                      4. Kaaba                      5. king

### Answers to SB 10.2

- A. 1. Makkah                      2. Kaaba                      3. sunny
- B. Inside the circles the children should copy and enlarge what they see on each side of a coin.

## Unit 10.3

### Learning outcomes

#### Pupil's Book

- describe how some people travelled in Ibn Batuta's time
- describe different types of weather

#### Skills Book

- make a simple recording of the weather
- predict the weather

## Preparation and Resources

You will need:

- (optional) pictures of different kinds of weather for the class display (old calendars and cards can be a useful resource)

## Pupil's Book steps

1. Read PB 10.3 aloud, stopping to talk about the way Ibn Batuta travelled by camel on land and by ship at sea. Ask, *Why didn't he travel by car or by plane?* Elicit that in those days cars and planes had not been invented. It took much longer to travel to distant places.
2. Explain that in those days, it was dangerous to travel, so Ibn Batuta was a very brave man. Ask, *What dangers did he face? What dangers do we face when we travel?* Elicit that when people drive cars they can have accidents if they are not careful. Talk about ways we can avoid them (driving carefully, obeying the traffic rules, and not driving too fast).
3. Discuss how the weather can affect our journeys. Ask if the weather has ever made a journey more dangerous for them (e.g. a flood, heavy rain, or snow). Do this tactfully so as not to scare such young children.
4. Talk about the weather today and ask the children to circle one or more words (for example, if it is cloudy, rainy and windy, they might circle all three).

## Skills Book steps

1. Wait until a Monday before you start this page. Try to complete it during this week or to catch up as soon as possible later.
2. A. Remind the children of the weather words they learned in PB 10.3.
3. Every day, the children should draw one or more pictures in the Picture box and write one or two words in the word box.
4. B. Talk about what the weather may be like tomorrow. If it is monsoon and rainy today, it may be the same tomorrow. If it is summer, it may be sunny tomorrow. Remind the children that we can never be completely sure about the weather and that it doesn't matter if we are wrong.



### Further activities: A rhyme about the weather

1. Say this action rhyme with children which they probably know already. Explaining that it is about a spider climbing up a water pipe, getting washed down the pipe by the rain and then picking himself up and starting again when it is dry.
2. While you are teaching it, ask them to repeat each line after you, doing the actions with you.
3. When the children know it well, you can all say it and act it out together.

Words	Action
Incy wincy spider Climbing up the spout. Down came the rain And washed the spider out! Out came the sunshine, Dried up all the rain. Incy wincy spider Climbed the spout again.	Make your hand into a 'spider'. Wiggle your fingers and move them upwards. Bring your hand down fast. Wave your hand backwards and forwards. Stretch both hands up to the sky. Move hands slowly upwards, miming evaporation. Make your hand into a 'spider'. Wiggle your fingers and move them upwards.

## Research

1. Follow up the research set in the last lesson. Ask the children if they found out any other weather words (e.g. snowy, frosty, cold, hot, warm, cool). Consider using them next time, if appropriate, when you record the weather.
2. Before the next lesson, ask them to look at a map of the world or globe if they have one at home.

### Answers to PB 10.3

Open: depends on the weather.

### Answers to SB 10.3

- A. Open: depends on the weather.
- B. Open

## Unit 10.4

### Learning outcomes

#### Pupil's Book

- relate a world map to a globe
- name some countries in the world

#### Skills Book

- explain the importance of curiosity
- explain that the globe represents the world and that blue represents water

### Preparation and Resources

You will need:

- (if possible) a globe or map of the world
- colour pencils

### Pupil's Book steps

1. Read aloud the whole unit again, checking that the children understand the key parts of the story.
2. Explain that a *curious* person wants to find out new things. Ibn Batuta travelled because he was curious and enjoyed learning. He taught the people of his time many new things about the world by writing a book about his travels.
3. If you have a globe or world map, ask different children to come to the front of the class and point to the countries mentioned on this page.
4. Make it clear that the map on this page represents the same countries as on the globe shown at the bottom of PB 10.1. The globe is more accurate because the world is round like the globe, not flat like a map.
5. Ask the children if they looked at maps or a globe at home and can point out some other countries for the class.
6. Then ask all the children to put their fingers on each place (except USA which is not there) on the map on PB 10.4. Walk round the classroom and help the children to find each one.

### Skills Book steps

1. A. Help the children to match the two parts of each sentence. Then ask them to copy all four sentences into their books.
2. B. Take each stage slowly. You will need to look at PB 10.4 as well as SB 10.4. Ask, *Why are parts of the map on PB 10.4 blue?* Elicit that blue on a map usually means water. Ask the children to colour the sea in their Skills Book map blue. Don't worry if they get small parts wrong as this is a difficult task at this level.
3. Revising the steps of the story again, ask the children to point at the pyramids. When you are sure they all know where they are, they can colour them yellow.
4. Then ask the children to point to the Kaaba. When you are sure they are all pointing to the right spot, they can colour the Kaaba black.

- Then ask the children to point to the part of the sea where Ibn Batuta was shipwrecked. When you are sure they are all pointing at the right spot (just to the south-east of India), they can colour the ship red.
- Ask, *What does the green line in the Pupil's Book mean?* Elicit that it shows where Ibn Batuta travelled. Ask the children to trace it, if possible starting from the extreme left of the map (Morocco in the modern world) where he started.
- Extension:** More able children may copy the names of countries in the right parts of the map, but do not expect great accuracy at this age.



### Further activities

- Complete the weather chart in SB 10.3 every day this week.
- Practise the weather rhyme **Incy Wincy Spider** (see Further activities in 10.3)

### Research

Children who did research on maps should have pointed to some countries in PB Step 4.

### Check-up Test 5

- Photocopy the check-up test for Units 9 and 10 on page 101, one for each child.
- Ask the children to do the test, following the procedure outlined at the end of Unit 2 on page 15.

#### Answers to PB 10.4

The children should tick Makkah, China, Spain, Africa, India, and Egypt.

#### Answers to SB 10.4

- A.
2. He was a great explorer.
  3. Everywhere, he learned something new.
  4. He loved learning about the world.
- B. The children should colour the map as instructed. They should try and trace the line.

# Unit 11 Our environment: Woolly's story

## Background knowledge for the unit

This unit focuses on the importance of keeping our environment clean and preserving the natural world. Children should build on the values taught in Unit 4 (protecting wild animals), Unit 7 (caring for old things), and Unit 9 (preserving the countryside).

The teacher should see the park in this unit as a symbol for much that is wrong with our world. The broken swings represent the way we fail to look after what we have already built. The litter in the park represents the rubbish in our streets, the fumes in our air, and the pollution in our water. The felled tree represents all the world's forests that are being felled for short-term gain. The bird killed by a stone represents the animals that are killed and the species being made extinct by our thoughtlessness.

Woolly, the toy of a woolly mammoth, represents the importance of caring for the environment. There is evidence that woolly mammoths became extinct because they were over-hunted and because of early climate change. Some scientists say that half the species on earth will become extinct by 2100, partly because of pollution, loss of habitat and climate change induced by the way human beings live, so the extinction of the woolly mammoth can serve as a warning to us all.

Point out that Woolly only starts to speak when Hiba starts talking to him. We will only understand how to look after our environment if we pay attention to the lessons of the past and the scientists of the present, making changes in our way of life to pollute less and preserve the natural world. This is one of the key themes of *World Watch* and is embedded throughout the course.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain why we have parks
- list ways people can damage their parks and local neighbourhoods
- list ways people can protect their parks and local neighbourhoods
- explain the meaning of the word *environment*
- draw a story map in sequence
- explain that some animals can become extinct
- explain how animals can become extinct through loss of habitat
- list some ways we can help the environment
- explain that things we may like (like cars!) damage the environment
- demonstrate a sense of responsibility for the environment

## Unit 11.1

### Learning outcomes

#### Pupil's Book

- explain why we have parks
- explain some ways people damage parks

#### Skills Book

- list some ways people damage their local neighbourhoods

## Preparation and Resources

You will need:

- (optional) to plan a visit to your local park and ask parents if they can come along to help supervise
- (on your trip) a photocopied worksheet from page 82 and a pencil for each child
- (on your trip) a clipboard or hardback book for each worksheet

## Pupil's Book steps

1. Explain that in this unit, they are going to learn about the park and the local environment. Ask, *Where are some parks near us? When did you last go to a park? What did you do/ see? What did you like about the park?* (Children may mention play-parks with swings, climbing frames and seesaws, shady trees, lovely flowers, beautiful birds, and quietness.)
2. Read PB 11.1 aloud, stopping to talk about each problem, e.g. *Have you seen broken swings/litter in the park/people cutting down trees/people hurting wild animals?*
3. Ask, *What is litter?* Elicit that when we throw away paper, empty cans, bottles, plastic bags, etc. we should always put them in a bin. If we don't, we make our environment dirty for ourselves and other people.
4. If there is anything on the floor of the classroom, encourage the children to pick it up and put it in the bin.

## Skills Book steps

1. A. Help the children to label the pictures neatly.
2. B. Ask different children to read out a sentence and find a word from the top for each one.
3. If they have time, the children can copy the four completed sentences into their notebooks.



## Further activities

1. Organize a visit to the local park, preferably within walking distance of the school. If possible, get parents to help you supervise the children.
2. You may wish to photocopy Park Worksheets 1 and 2 on pages 84 and 88. Explain to both parents and children before they go that they are going to look for the good and bad things about the park and record what they see. They are also going to look for some common wildlife. If you take the worksheets with you, take clipboards or hard books for the children to rest them on. If you decide to leave the worksheets at school, complete them as soon as possible after you come back.
3. You may wish to take a snack to have as a picnic. Emphasize that all litter from the picnic should go in a bin or be brought back to school so that it can be binned there.
4. While at the park, let the children enjoy playing on the play equipment if there is any.
5. Make some time to sit still and listen to the birds, enjoy the flowers and look up into the branches of trees, looking for the creatures in Park Worksheet 1. Point out the birds' colours and shapes, drawing the children's attention to the length of their legs, tails, and beaks. Tick the creatures that you see in the boxes, but do not colour them yet.
6. Record what you see on Park Worksheet 2. Encourage the children to draw on the back of the worksheet other things in the park that are not listed.

## Research

Before the next lesson, ask the children to find out the meaning of the word *environment*.

### Answers to PB 11.1

Open

### Answers to SB 11.1

A. Children should label the picture with the words above.

B. 1. swings      2. seat      3. tree      4. bird

## Unit 11.2

### Learning outcomes

#### Pupil's Book

- explain the word *environment*
- suggest how we can change our environment for the better

#### Skills Book

- draw a story map in sequence

### Preparation and Resources

You will need:

- soap and water

### Pupil's Book steps

1. Read PB 11.2 aloud. Discuss why Woolly, who has been silent up to now, has suddenly started to talk. Elicit that Woolly has started to talk because Hiba asked Woolly a question. Discuss how we cannot find out how others feel unless we talk to them and listen to them.
2. Ask, *Why is Woolly sad?* Elicit that Woolly is sad because the park is not being cared for properly.
3. Discuss the sentences on page 45. Ask the children to match the two parts and write them in their notebooks.
4. Ask the children if they found out the meaning of the word *environment* for their research homework. Literally, it means the area all around us. Nowadays, we use it to mean the land, water, and air on Earth, which can be harmed by human activities.
5. Ask, *How can we make our environment better?* Elicit that we can change it for the better by growing and looking after trees, cleaning up rubbish, looking after wild animals, and not doing things that make the air and water dirty. Although six-year-olds may not be ready to learn about photosynthesis and the way that trees take in carbon dioxide and produce oxygen, they can be taught that trees give us good air to breathe as well as shade from the Sun.

### Skills Book steps

1. Revise what was learned in PB 10.2, discussing the problems in the park. Ask, *How can we make the park a nicer place?* In your own words, tell a little story about what

happened next. Hiba told her mother what Woolly said. Hiba's mother didn't believe her at first but then, Hiba said, *Talk to Woolly and she will tell you*. So Hiba's mother asked Woolly, *Why are you sad?* When Hiba's mother talked to Woolly, Woolly was able to talk and Hiba's mother listened. Then she went to the park keeper and asked him to look after the park better. She spoke politely to him, so he did what she asked.

2. After you tell the story, ask the children to complete the story map.
3. Ask them to move their fingers along the path from the gate at the top. When you get to the swings, ask the children, *What did Hiba's mother ask the park keeper to do about the broken swings?* Elicit that he had to mend the swings. Ask the children to draw some beautiful swings hanging on the frame, pausing to give them time to do this.
4. Move your finger further along the path to the seat and ask, *What did Hiba's mother ask the park keeper to do about the litter?* Elicit that he painted the litter bin red so everyone could see it and put their litter in it. Ask the children to colour the litter bin red. Point out that there is no litter on the ground in this picture.
5. Move further along the path to the place where the tree was cut down and ask, *What did Hiba's mother ask the park keeper to do about the cut-down tree?* Elicit that he planted a new one. Ask the children to draw a beautiful new tree in the spot where the old tree used to be. Remind them that it takes many years for a tree to grow, so the young tree should be much smaller than the one that was cut down.
6. Move along the path to the place where the boy threw stones at birds. Ask, *What did Hiba's mother ask the park keeper to do about the birds?* Elicit that he put up a notice saying, **DO NOT THROW STONES**. Ask the children to write this in capitals in the rectangular space for the notice.
7. Discuss what other things there could be in the park (e.g. a climbing frame, more trees or a wildlife area where people are not allowed to walk so that birds can make their nests undisturbed). Ask the children to draw what they would like to have in the picture.



### Further activities: A litter pick

1. Explain to the children that you are going to make your school environment more beautiful by picking up litter.
2. Take the children into the playground to look for litter.
3. Ask them to pick up the litter and put it in bins, counting how many things they threw away.
4. Then make sure they go to the bathroom and wash their hands.
5. Next time there is an assembly, ask a child who has a loud voice to tell the other classes how much litter they picked up. Point out that everyone in the school should put litter in bins.

### Research

1. Follow up the research set in the last lesson. Check if all the children know the meaning of the word *environment*—that is, the land, air, and water around us that we should all keep clean and safe.
2. Before the next lesson, ask the children to find out the names of some endangered animals. Perhaps they can sit with their parents and find the answers in books or on the Internet.

### Answers to PB 11.2

2. On the ground there is litter.
3. A man is cutting down a tree.
4. A boy is throwing a stone at a bird.

### Answers to SB 11.2

- A.
1. The children should draw some swings hanging from the bars in the picture.
  2. They should colour the litter bin red.
  3. They should draw a small tree in the hole by the path.
  4. They should copy DO NOT THROW STONES! in the notice by the path.
- B. Open

## Unit 11.3

### Learning outcomes

#### Pupil's Book

- explain that some animals become extinct (or die out)

#### Skills Book

- explain the importance of preserving wildlife habitats

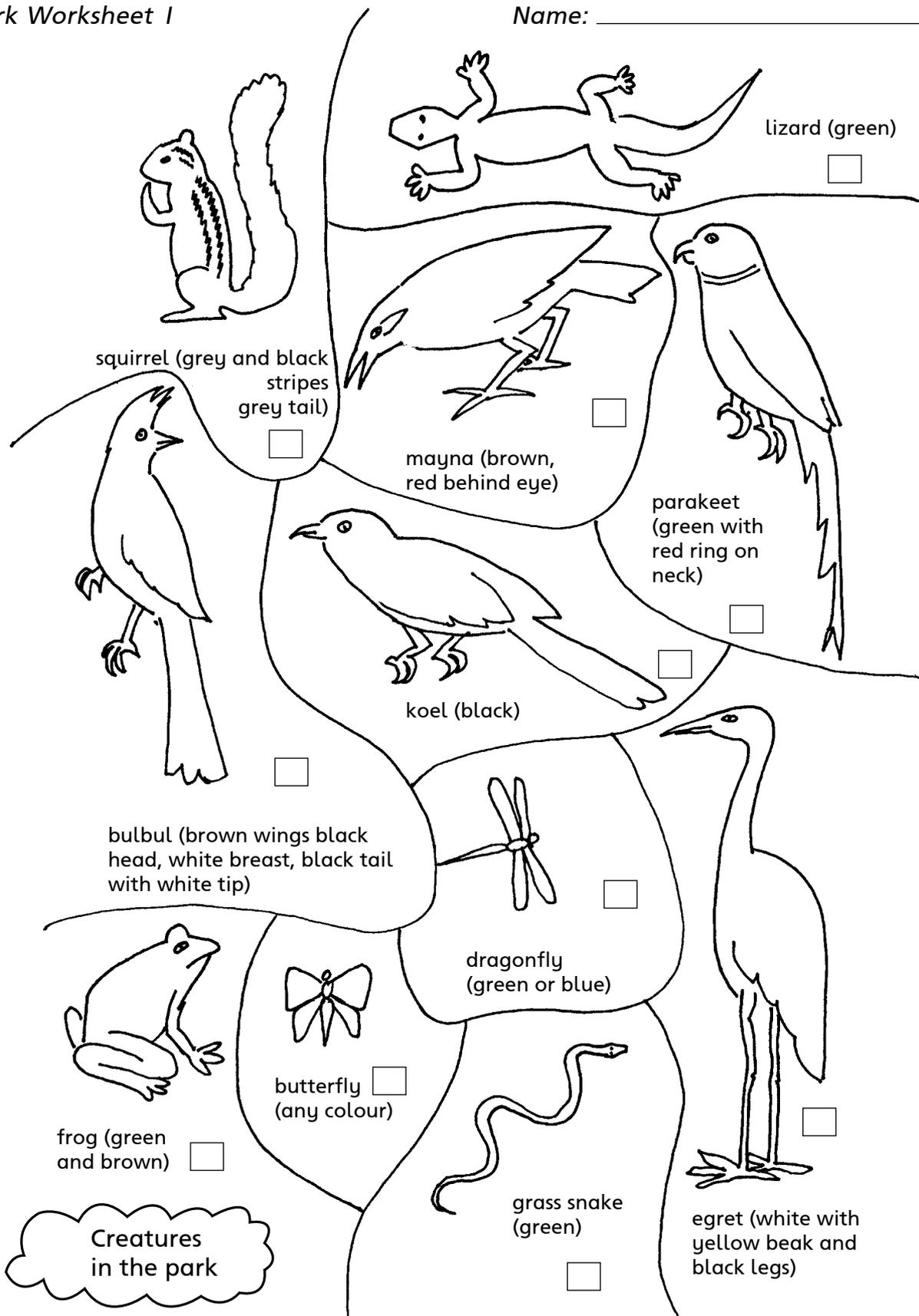
### Preparation and Resources

You will need (optional):

- to photocopy Park Worksheet 1 so that each child can colour and cut out one or two creatures
- to cut along the lines between the creatures so that each child has the name and colouring instructions for their creature
- several large sheets of chart paper for the background of the frieze
- a small sheet of white paper for each child
- thick wax crayons or paint and paint brushes
- scissors
- gum (soft boiled rice will do)

### Pupil's Book steps

1. Read PB 11.3 aloud, stopping to talk about Woolly's story. Explain that when all the animals or plants of one kind (species) die out, we say that they are extinct, because there are none left to have babies or leave seeds.
2. Explain that many animals are becoming extinct nowadays because human beings have destroyed the places where they live, or have hunted them. We are putting dirty fumes into the air by driving cars and making electricity in ways that pollute the air. The Earth is getting hotter so some animals find it difficult to live.
3. Discuss the differences between the woolly mammoth and the elephant.
4. Ask the children, *Why do people damage the environment?* Make it clear that people often damage their environment because they do not think, not because they are 'bad' people.
5. Show the children how to do the wordsearch, pointing out that words can go across or down.
6. If you do not make the frieze in Further activities, give each child a photocopied sheet of Park Worksheet 1 and ask them to colour the park creatures as instructed.



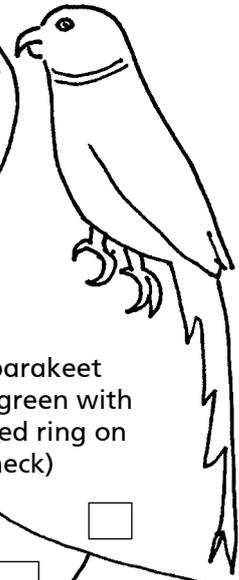
squirrel (grey and black stripes grey tail)



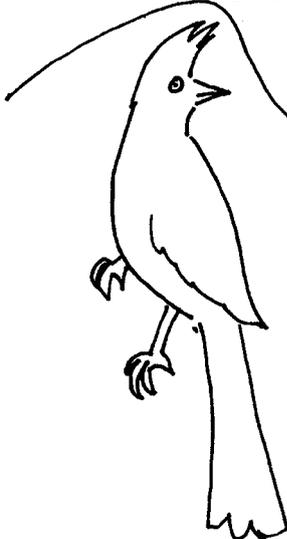
lizard (green)



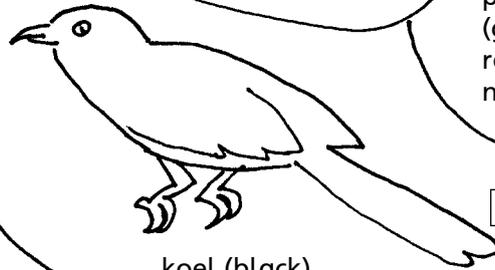
mayna (brown, red behind eye)



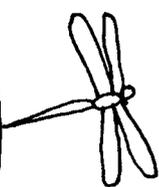
parakeet (green with red ring on neck)



bulbul (brown wings black head, white breast, black tail with white tip)



koel (black)



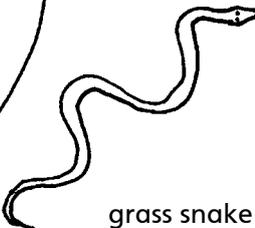
dragonfly (green or blue)



frog (green and brown)



butterfly (any colour)



grass snake (green)



egret (white with yellow beak and black legs)

Creatures in the park

## Skills Book steps

1. Remind the children that woolly mammoths became extinct. Show the children the pictures of other animals that might become extinct, in SB 11.3. We call these *endangered* animals.
2. Explain that they are in danger because the places where they live are changing. Indus River dolphins live in rivers, which are polluted with dirty water. Tigers live in jungles, which are getting smaller because people are cutting down trees to make farms. Polar bears live on ice in the cold parts of the world, but the Earth is getting hotter, so the ice is melting.
3. Talk about each picture and give the children an opportunity to ask questions.
4. A. Encourage the children to colour the dolphins light brown, the tigers black and yellow, and the polar bears white. Discuss whether the water in the river should be blue or grey (since the river water is dirty).
5. Ask the children to complete the sentences with the given words.



### Further activities: A frieze of the park

1. Tell the children they are going to make a huge wall frieze of a beautiful park. It will be the kind of park they would all like to visit, but they can take ideas from the park they visited.
2. Be sure to draw some places for wild animals to live (e.g. trees for birds and squirrels, a pond for fish and frogs).
3. Give each child a piece of white paper and some wax crayons or paints. Ask them to draw one thing they would like in a park (e.g. a tree, a flowerbed, swings, a climbing frame, a seat, a rubbish bin, a bird's nest).
4. Discuss what kinds of birds might like to share the park with us. Ask the children to name different kinds of bird (for example, parakeets, mynas, and koels).
5. Discuss what animals might like to share the park (for example lizards, squirrels, and insects).
6. Discuss what animals might like to live in the pond (for example, fish, frogs, and dragonflies).
7. Ensure that their drawings can be easily cut out. You may wish to photocopy the attached worksheet and give each child one or two creatures to colour and cut out.
8. Ask a small group to paint two or three large sheets of chart paper green as the background for the park. Paint a blue area for a pond.
9. When the children have finished their pictures, they or you can cut them out.
10. Do not stick them onto the green background until they are all finished. Then you can ensure they are well-spaced and put the smaller pictures higher up the picture, to give the illusion of perspective.

## Research

1. Follow up the research set in the last lesson. Did the children find out the names of some endangered animals?
2. Before the next lesson, ask them to find out if they can walk to school or share a car/rickshaw with a friend in a car pool instead of coming in single cars. Explain that this will help to keep the air clean because cars make the air dirty.

### Answers to PB 11.3

X	H	X	X	H	X	X
M	A	M	M	O	T	H
X	I	X	X	T	U	X
X	R	X	X	X	S	X
H	U	G	E	X	K	X
L	O	N	G	X	S	X

### Answers to SB 11.3

- A. Children should colour the dolphins light brown and the water grey, the tigers black and yellow and the tree-stumps brown, the polar bears and ice white.
- B. 1. rivers/dirty      2. jungles/trees      3. ice/melting

## Unit 11.4

### Learning outcomes

#### Pupil's Book

- list some ways we can help the environment

#### Skills Book

- explain that things we may like (e.g. cars) damage the environment
- demonstrate a sense of responsibility for the environment

### Preparation and Resources

You will need:

- some large sheets of paper and some wax crayons or felt tip pens for posters

### Pupil's Book steps

1. Read aloud the whole unit again, checking that the children understand the key parts of the story.
2. Emphasize Woolly's positive message. We can learn lessons from the past when some animals were hunted to extinction. We can 'clean up our act' and look after the environment.
3. Enthuse the children to spread their message with an 'Environment Day'. See Further activities.
4. Discuss what we should and should not do to help the environment. Help the children to write four sentences in their notebooks, using the substitution table.

## Skills Book steps

1. Explain that some things we may like doing (like driving cars and travelling by plane) can damage the Earth.
2. Talk through each picture as follows:
  1. The car makes travel easier, but its fumes make the air dirty.
  2. The tree helps to keep the air clean because its leaves give out good air. (At this stage, do not use the word oxygen, which is abstract for this age group.)
  3. The girl who drops litter is making her environment dirty.
  4. The factory is pouring dirty water into the river.
  5. The broom helps us to keep the house clean.
  6. The cycle makes no fumes like the car, so it helps keep the air clean.
  7. The plane makes travel easier, but its fumes make the air dirty.
  8. The boy is helping plants to grow, and plants give out good, clean air.
3. Encourage the children to spread what they have learned to others. Ask how they could do this.
4. B. Ask the children to plan a poster in the box. As there is already a slogan, they just need the right kind of picture. They could copy one of those they have coloured in A or they could think of their own ideas.
5. If you have some large sheets of paper, they can copy the slogan and picture, colouring both beautifully.
6. Finally, the children can show their posters in assembly and you can display them in the school corridor.

## Further activities: An environment day

1. Give a whole day's teaching to the environment.
2. Encourage the children to discuss how they can improve the school environment (for example, they could plant a tree or some flowers, tidy the classroom or set aside a small part of the playground as a wildlife area).
3. Ask them how they can spread their ideas to others. They could show the posters they have made in assembly. Accept their ideas too.

## Research

Follow up the research set in the last lesson. Did they talk to their parents about the possibility of walking to school or sharing cars in a car pool?

## Answers to PB 11.4

2. We should clean up our litter.
3. We should not cut down trees.
4. We should look after the Earth.

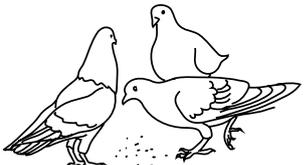
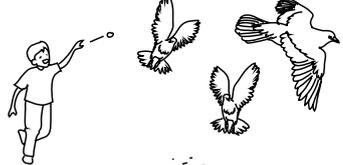
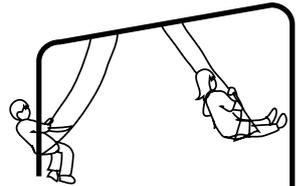
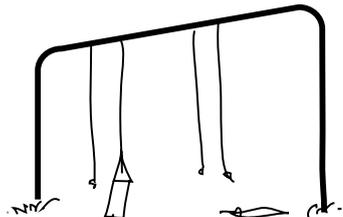
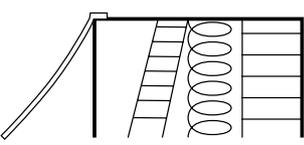
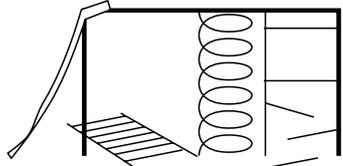
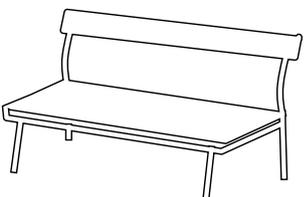
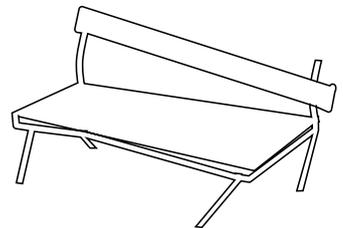
## Answers to SB 11.4

- A. The children should cross Numbers 1, 3, 4, and 7. They should colour Numbers 2, 5, 6, and 8.
- B. The children draw posters that show other children how to keep the world clean.

Park Worksheet 2

Name: \_\_\_\_\_

Tick what you see in the park.

	
shady trees  <input type="checkbox"/>	cut down trees  <input type="checkbox"/>
flowers  <input type="checkbox"/>	broken flowers  <input type="checkbox"/>
birds  <input type="checkbox"/>	people hurting birds  <input type="checkbox"/>
swings  <input type="checkbox"/>	broken swings  <input type="checkbox"/>
climbing frame  <input type="checkbox"/>	broken climbing frame  <input type="checkbox"/>
seats  <input type="checkbox"/>	broken or dirty seats  <input type="checkbox"/>
litter bins  <input type="checkbox"/>	litter on the ground  <input type="checkbox"/>

# Unit 12 Celebration: Eid

## Background knowledge for the unit

This unit focuses on the celebration of Eid and what it stands for. Children will bring to the unit their memories of the ways their own families celebrate Eid or other religious festivals. They will also learn that people of different faiths have celebrations during which similar activities take place.

The children will need to know that grown-ups fast from sunrise to sunset during Ramazan and that this helps them to understand the lives of poor people without food. They also learn how to be strong and patient, how to wait for their evening meal and think about God. Children should be aware that in this unit, we are looking at Eid-ul-Fitr, which comes at the end of Ramazan (not Eid-ul-Azha when people go on Hajj to Makkah).

The unit focuses more on values than knowledge. Children will discuss core Islamic beliefs such as the importance of patience, charity, respect for others, and love and will learn that these are also important beliefs in other world religions.

## Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain that Eid comes after Ramazan and begins when we see the new moon
- discuss some of the reasons why people fast in Ramazan
- describe how we celebrate and help other people at Eid
- explain the importance of being patient and obeying rules
- interpret the colours of traffic lights
- explain how to cross a road safely
- list some ways we can help others
- make an Eid card
- explain that people of all religions celebrate festivals in similar ways
- demonstrate respect for people who are different from us

## Unit 12.1

### Learning outcomes

#### Pupil's Book

- explain that Eid comes after Ramazan and begins when we see the new moon
- discuss why people fast in Ramazan

#### Skills Book

- Identify the ways we celebrate Eid

## Preparation and Resources

You will need:

- (optional) some pictures of the moon at different phases—full moon, half moon, and new moon
- a prayer mat

## Pupil's Book steps

1. Explain that for the next few weeks, they are going to be thinking about celebrations, especially Eid. Discuss what we mean by the word *celebration*, eliciting that it is a time we feel happy and share our happiness with other people.
2. Ask, *What did you do last Eid?*
3. Encourage the children to tell you their memories of the celebrations. Then ask, *What do people usually do before Eid?* Elicit that grown-ups fast from sunrise to sunset everyday for a month. Discuss why grown-ups fast and elicit that it helps them to understand the lives of poor people who have little food. They also learn how to be strong and patient, how to wait for their evening meal and think about God.
4. Ask, *How do we know when to start celebrating Eid?* Elicit that we look for the new moon in the sky. If possible, show the children pictures of a full moon, half moon, and new moon (or draw them on the board), explaining that it takes about 28 days for the moon to go from new moon, to half moon, to full moon, to half moon, and back to new moon.
5. Read aloud PB 12.1, stopping to talk about Rafay's impatience to see the new moon. Point out that when people fast during Ramazan, they have to be **patient** and wait for the Sun to set before they eat.

## Skills Book steps

1. Discuss the difference between the two Eids. Eid-ul-Azha is when people go on Hajj to Makkah, like Ibn Batuta (and the grown-ups some children may know). We are going to think about Eid-ul-Fitr, which comes after Ramazan.
2. Reminding the children of their memories of the last Eid, elicit that at Eid, we look for the new moon, say prayers, help the poor, give presents, and share a meal with our families.
3. Discuss the meaning of prayer and explain that when we pray we think about God and ask for help to behave well towards other people.
4. If possible, bring a prayer mat to school and talk about the importance of prayer at Ramazan.
5. We spread the prayer mat so that it faces Makkah, where the Prophet Muhammad (PBUH) was born.
6. A. Look at the pictures in SB 12.1, discussing what each one shows.
7. Help the children to write the correct word below each picture.
8. B. Ask different children to read each sentence, using the words from A in the gaps. They then complete them and, if they have time, copy them in their notebooks.



### Further activities: A prayer mat

1. Display the prayer mat where all the children can see it. Ask them to draw it onto a sheet of paper and colour it.
2. Display their pictures of the prayer mat on the wall.

## Research

Before the next lesson, ask the children to draw pictures of a prayer mat they have at home. Tell them that you will display the best on the wall.

## Answers to PB 12.1

Open

## Answers to SB 12.1

A. 1. moon	2. prayers	3. money	4. presents	5. meal
B. 1. moon	2. prayers	3. presents	4. money	5. meal

# Unit 12.2

## Learning outcomes

### Pupil's Book

- explain the value of patience
- interpret the colours of traffic lights

### Skills Book

- explain the meaning of traffic light colours
- describe how to cross a road safely

## Preparation and Resources

You will need:

- a red, orange, and green circle of card
- red, orange, and green colour pencils

## Pupil's Book steps

1. Read PB 12.2 aloud, stopping to talk about the visit to the mosque and the preparations for Eid. Ask, *What mosques have you been to? What do they look like outside/inside? What do people do at the mosque?*
2. Discuss the meaning of the word *patience*. When you are hungry and wait for food without complaining, you are patient. When you come to a red light at a traffic light and wait for other cars to pass, you are patient too. In life, we all need to be patient and wait for some things. For example, if you are not patient and go across a red light, you can hurt other people and get hurt yourself.
3. Talk about the meaning of the three colours in traffic lights. Red means stop. Orange means wait. Green means go.
4. Ask the children to complete the sentences.
5. Play *Traffic lights*. See Further activities.

## Skills Book steps

1. Revise the meaning of the three traffic light colours.
2. A. Ask the children to complete the sentences and colour the circles correctly.
3. B. Talk about road safety. Tell the children that they should always cross roads with an adult.
4. Remind the children what they learned in Unit 3.2 about left and right, asking them to raise their right hand (their 'eating hand') and then their left hand. Ask, *Do we drive on the left or right of the road in Pakistan?* Explain that we always drive on the left so that

we don't crash into each other. That is the rule for drivers of cars, buses, lorries, cycles, and motorbikes.

5. Make it clear that when we cross roads, we should first look towards the right, because the near-side traffic will be coming from the right. Then we should look left and finally right again, in case some traffic has come up fast since we first looked.
6. Teach the children to say after you, *Look right, then left. Then look right again*. Ask them to listen for the sound of traffic and to cross only when there is no traffic on the road.
7. Ask the children to number the sentences in the correct order. Then check all children have done so correctly.
8. If there is time, the children can write the sentences in the correct order in their notebooks.



### Further activities: Traffic lights

1. Show the children three coloured circles of card—red, orange, and green.
2. Ask them what each colour shows (red means *stop*, orange means *wait*, green means *go*).
3. Explain that they are going to play a *game*. They need to respond quickly to the traffic lights. The last one to do the right thing will be out.
4. Explain stand up and mime driving a car with both hands moving up and down on an imaginary wheel. If you put up the green circle, they should continue 'driving'. If they do not move their hands at the 'wheel' they are out and must sit down.
5. If you hold the orange circle, they should freeze. Anyone moving is out and must sit down.
6. If you hold the red circle, they should put their hands down by their sides. Anyone with hands up at the 'wheel' is out and must sit down.
7. The last person to obey the command of the coloured circle is also out and must sit down.
8. Keep changing the coloured circles quickly, calling children out if they respond wrongly or too slowly.
9. The last child standing is the winner. Give the winner a clap!

### Research

1. Follow up the research set in the last lesson. Did the children draw prayer mats? Display their pictures on the wall. Include each child's work.
2. Ask the children to find out about the charities their parents support during Ramazan. What kind of work do the charities do? What kind of people do they help? Before the final lesson, tell the children to ask if they can help their parents prepare a snack or sweet to celebrate the final lesson of the year.

#### Answers to PB 12.2

1. stop                      2. wait                      3. go

#### Answers to SB 12.2

- A. 1. Red                      2. Orange                      3. Green
- B. 3 Then look right again.
- 1 First stop, look, and listen.
  - 4 If the road is empty, cross carefully.
  - 2 Look right, then left.

## Unit 12.3

### Learning outcomes

#### Pupil's Book

- explain the importance of helping others
- make an Eid card

#### Skills Book

- list some ways we can help others

### Preparation and Resources

You will need:

- a sheet of stiff paper or card for every child
- colour pencils or paints
- (if possible) some gum and glitter or gold paint/pens

### Pupil's Book steps

1. Read PB 12.3 aloud, stopping to talk about Baba giving the food to the poor people by the road. Ask, *How do you think Rafay felt?* Some children may think he was upset because he was hungry and he thought he would get no dinner. Other children may think he was happy to help people. There are no 'right answers'.
2. Share Rafay's relief when Auntie Fatima produced a delicious meal. Discuss why Rafay enjoyed giving his aunt a card. Talk about the pleasure we get when we give things to people. Perhaps Baba felt the same pleasure when he gave the food to the poor people.
3. Ask the children, *Do you think Rafay enjoyed the meal more because he had to wait for it?*
4. Make some Eid cards to keep until Eid (see Further activities).

### Skills Book steps

1. Remind the children that helping others makes us feel happy.
2. A. Ask different children to read each sentence aloud and to tell you the letter on the picture that matches it. Ask, *How do you help your brothers and sisters/uncles and aunts/mother and father/grandparents/sick people/poor people?*
3. Show them how to match each sentence to a picture and let them do this in pairs. The children can mark it in class with you.
4. Ask the children to tell you how they can help their mothers and fathers when they go home this evening.
5. B. Talk about Rafay's feelings when his father gave away the Eid meal. Ask, *Do you think Rafay's father was right?* Accept different answers. Some children may say that Mama worked hard to make the tasty food for her family. Other people may say that the poor people needed it more than they did—and that Auntie Fatima made a big meal anyway. When we give things away, sometimes we have less ourselves!
6. Although it is to be hoped that the children will think it right to help the poor, allow the children to write what they want in B and put some alternative reasons on the board, for example:

I think it is right to help the poor because	they have very little to eat. our religion tells us to share. giving makes us feel happy.
I think it is wrong to help the poor because	we worked for our money.



### Further activities: Make Eid cards

1. Give each child a sheet of card or stiff paper and show them how to fold it in half carefully.
2. Ask them to draw a beautiful picture on the front face of the card. Discuss what pictures would be suitable (maybe a new moon, a flower or a pattern like the one on the prayer mat).
3. With your finger, show the children how to spread gum (boiled rice will do) on the main shape of the pattern and then sprinkle glitter on it before the gum dries. It will make the card look even more festive. Alternatively, use a gold or silver pen to highlight the pattern.
4. On the board, write the message for the inside of the card:

*Dear Mama and Baba*

*Eid Mubarak!*

*Lots of love*

\_\_\_\_\_

5. Ask the children to copy the message inside their cards and to sign their own names where you have drawn a line.

### Research

1. Follow up the research set in the last lesson. Ask, *What kinds of charities do your parents support during Ramazan? What kinds of people do they help?*
2. Before the next lesson, ask the children to bring in a snack or sweet to share with the rest of the class—and others—at the last lesson.

### Answers to PB 12.3

The children make Eid cards as explained in Further activities.

### Answers to SB 12.3

- A. 2. a                      3. b                      4. d                      5. f                      6. e  
 B. Open

## Unit 12.4

### Learning outcomes

#### Pupil's Book

- explain the importance of respecting people who are different from us

#### Skills Book

- explain that people of all religions celebrate festivals in similar ways
- name other religious celebrations, the believers and their places of worship

### Preparation and Resources

You will need:

- the sweets and snacks you asked the children to prepare for their end of year celebration

### Pupil's Book steps

1. Read the whole unit aloud again, checking that the children understand the key parts of the story.
2. Point out that Eid is a Muslim festival and that people who are not Muslims also celebrate festivals and do similar things. Christians celebrate Christmas, Sikhs celebrate Baisakhi, Hindus celebrate Divali. At these festivals, they also say prayers, give presents, help the poor, and share a meal with their families, just like Muslims.
3. Explain that people all over the world look different—their skin and hair are often different colours, they speak different languages, they have different religions. But in the most important ways, they are just like us. They are human beings and can be our friends if we put out a hand of friendship and learn from each other.
4. Read the poem aloud and talk about the meaning of each line.
5. Then ask the children to read each line after you.
6. Ask the children to copy it beautifully into their notebooks and learn it by heart so that they can say it together.

### Skills Book steps

1. Remind the children how important it is to respect and learn about people who are different from us.
2. A. Discuss different places of worship and help the children to complete the sentences.
3. Discuss different festivals and tell the children a little about each one.
4. At Baisakhi, Sikhs say prayers at the gurdwara, walk along the street, and give out free food to anyone they see, whatever their religion. They give presents and have a big family meal.
5. At Divali, Hindus say prayers at the temple, light candles and fireworks, and give food to the poor. They give presents and have a big family meal.
6. At Christmas, Christians say prayers at the church, decorate trees, and give money to the poor. They give presents and have a big family meal.
7. Some of the ways they celebrate their festivals are different from the way we celebrate Eid, but most are the same.
8. Remind the children to respect all people, whatever their religion.



### Further activities: An end of year celebration

1. If the children have prepared snacks for an end of year celebration, put the food on a table at the side of the classroom.
2. Clear the desks (or go outside) and play some of the games you have played this year such as *Pass the Parcel* (Unit 1.1) or *Traffic lights* (Unit 12.2). Then ask them to wash their hands and sit down so that they can eat.
3. Ask different children to come round to their friends and offer them food.
4. Keep some food for other people and decide who to give it to—maybe to the head teacher, the office staff, the cleaners, the watchmen, or the poor people who sit near the gate of the school.
5. Remind the children that we enjoy food most when we share it with others.
6. Wish the children a happy holiday and good luck in Grade 2!

### Check-up Test 6

1. Photocopy the check-up test for Units 11 and 12 on page 103—one for each child.
2. Ask the children to do the test, following the procedure outlined at the end of Unit 2 on page 15.

#### Answers to PB 12.4

The children copy the poem in their books and illustrate it beautifully.

#### Answers to SB 12.4

- |               |           |           |               |
|---------------|-----------|-----------|---------------|
| A. 1. mosque  | 2. temple | 3. church | 4. gurdwara   |
| B. 1. Muslims | 2. Sikhs  | 3. Hindus | 4. Christians |

# Check-up Test 1

Grade 1, Units 1 and 2

Name: \_\_\_\_\_

## A. Tick one:

Example:

Mama is Rafay's

- a) sister
- b) mother
- c) father

1. Dada is Rafay's

- a) father
- b) mother
- c) grandfather

2. Baba is Rafay's

- a) sister
- b) father
- c) mother

3. Tania is Rafay's

- a) grandmother
- b) mother
- c) sister

4. Zain is Rafay's

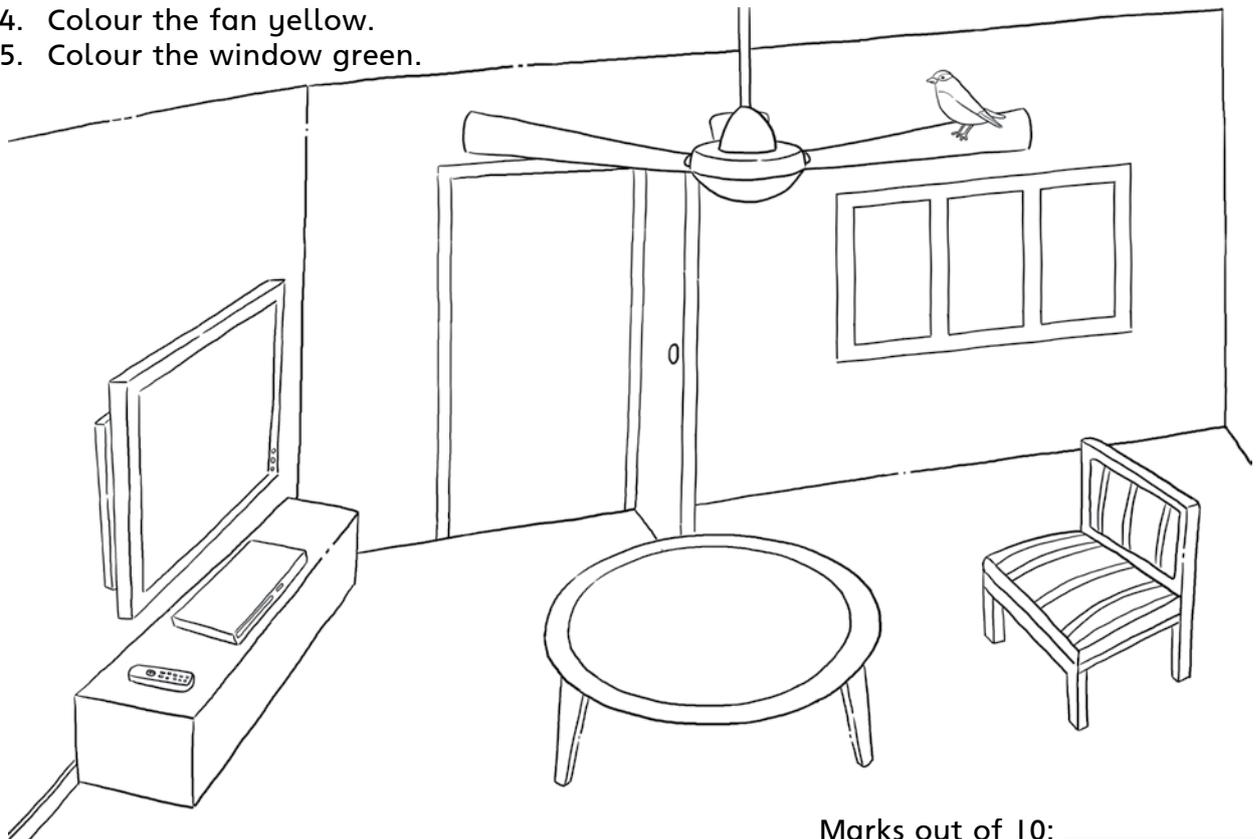
- a) sister
- b) brother
- c) father

5. Exploring is

- a) finding out about the world
- b) drinking tea
- c) putting a bag on your back

## B. Colour:

1. Colour the table red.
2. Colour the chair black.
3. Colour the door blue.
4. Colour the fan yellow.
5. Colour the window green.



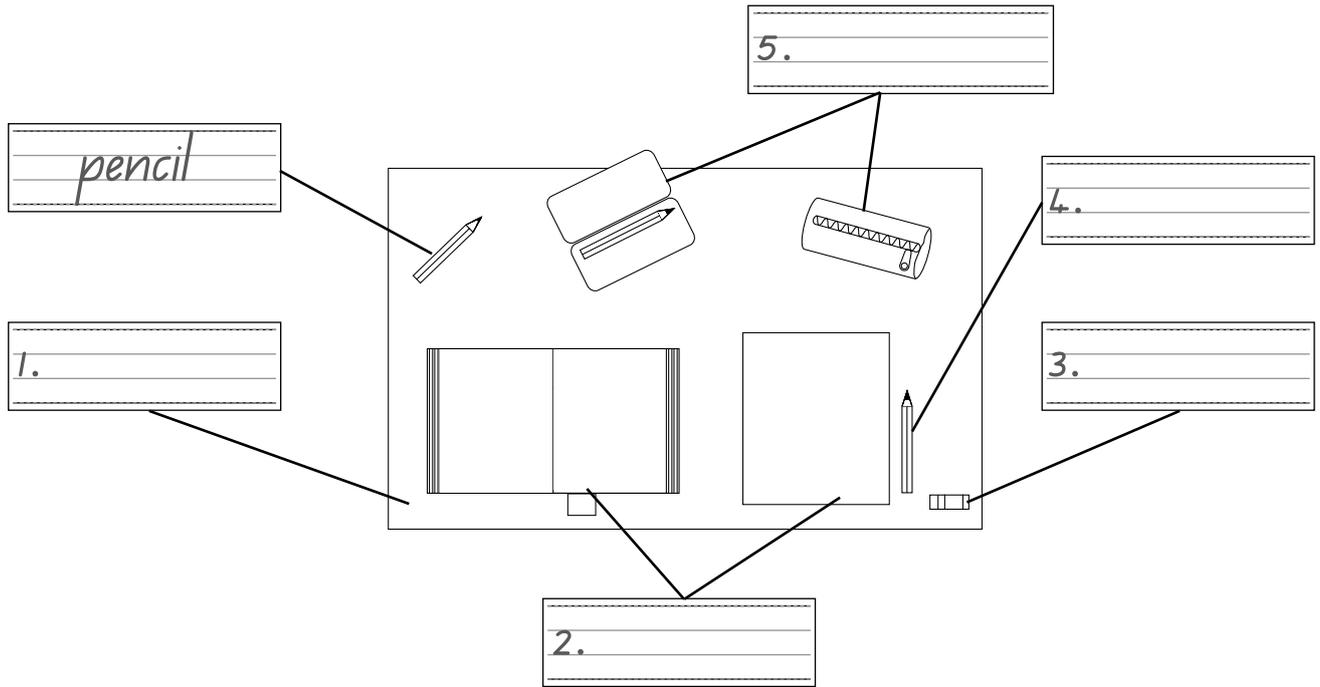
Marks out of 10: \_\_\_\_\_

# Check-up Test 2

Grade 1, Units 3 and 4

Name: \_\_\_\_\_

## A. Label the plan of the table.



## B. Circle the right word.

Example: A dog is a tame wild animal.

1. A tiger is a tame wild animal.
2. A horse is a tame wild animal.
3. A fish lives in water land.
4. A camel lives on water land.
5. We should be kind unkind to animals.

Marks out of 10: \_\_\_\_\_

# Check-up Test 3

Grade 1, Units 5 and 6

Name: \_\_\_\_\_

## A. Label the diagram.

hills  
plain  
river  
sea  
desert



1. \_\_\_\_\_

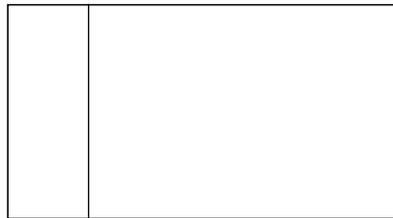
5. \_\_\_\_\_

2. *desert*

4. \_\_\_\_\_

3. \_\_\_\_\_

## B. Draw the Pakistan flag here.



## C. Complete the sentences:

shop    country    money    city    river    sweets    sea

**Example:** The Indus is a \_\_\_\_\_ river \_\_\_\_\_.

1. Pakistan is a \_\_\_\_\_.
2. Islamabad is a \_\_\_\_\_.
3. We buy sweets in a \_\_\_\_\_.
4. We give \_\_\_\_\_ to the shopkeeper.
5. The shopkeeper gives us the \_\_\_\_\_.

Marks out of 10: \_\_\_\_\_

# Check-up Test 4

Grade 1, Units 7 and 8

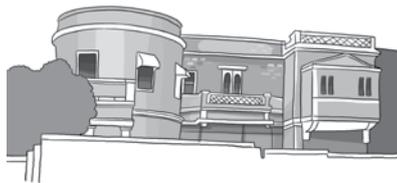
Name: \_\_\_\_\_

A. Tick what your grandparents had when they were little.

Example:



books



a) a house



b) a computer



c) a family



d) a TV



e) a clock



f) a mobile phone



g) a chair



h) a pot

B. Complete the sentences:

sun    vegetables    seeds    water    shopkeeper    farmer

**Example:** First, a farmer plants \_\_\_\_\_ seeds \_\_\_\_\_ in a field.

1. The farmer puts \_\_\_\_\_ on the plants.

2. The \_\_\_\_\_ shines on the plants.

3. The \_\_\_\_\_ picks the vegetables.

4. A \_\_\_\_\_ sells the vegetables.

5. We eat the \_\_\_\_\_.

Marks out of 10: \_\_\_\_\_

# Check-up Test 5

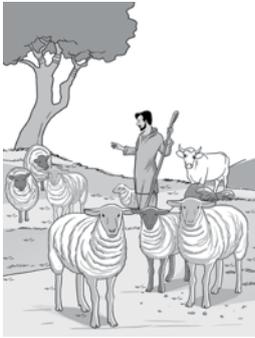
Level 1, Units 9 and 10

Name: \_\_\_\_\_

## A. Label the workers.

teacher farmer shepherd cleaner shopkeeper fisherman

### Example:



shepherd

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

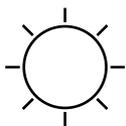
**B. Match and write the letter.**

**Example:**



a) a globe

1.



b) windy

2.



c) sunny

3.



d) cloudy

4.



e) rainy

5.



f) a ship

**Example:** f) 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

Marks out of 10: \_\_\_\_\_

# Check-up Test 6

Grade 1, Units 11 and 12

Name: \_\_\_\_\_

## A. Write *should* or *should not*.

Examples: We should not cut down trees.  
We should put litter in bins.

1. We \_\_\_\_\_ look after our Earth.
2. We \_\_\_\_\_ hurt wild animals.
3. We \_\_\_\_\_ leave wild animals alone.
4. We \_\_\_\_\_ drop litter.

## B. Match. Complete the sentences.

Example: Sikhs pray in a gurdwara.  
They celebrate Baisakhi.

1. Muslims pray in a \_\_\_\_\_.
2. Muslims celebrate \_\_\_\_\_.
3. Hindus pray in a \_\_\_\_\_.
4. Hindus celebrate \_\_\_\_\_.
5. Christians pray in a \_\_\_\_\_.
6. Christians celebrate \_\_\_\_\_.



mosque  
Eid



gurdwara  
Baisakhi



church  
Christmas



temple  
Diwali

Marks out of 10: \_\_\_\_\_

# Answers for Check-up Tests

## Units 1 and 2

A. Award one mark for each correctly ticked box.

1. c                      2. b                      3. c                      4. b                      5. a

B. Award one mark for each correctly coloured picture.

## Units 3 and 4

A. 1–5 Award one mark for each correctly labelled object in the map.

B. Award one mark for each correct word.

1. wild                      2. tame                      3. water                      4. land  
5. kind

## Units 5 and 6

A. Award one mark for each correct word.

1. hills                      3. sea                      4. river                      5. plain

B. Award one mark if the children draw a moon and star in the right hand part of the flag and colour the background green if you have colour pencils.

C. Award one mark for each correct word.

1. country                      2. city                      3. shop                      4. money  
5. sweets

## Units 7 and 8

A. 1–5: Award one mark for each correctly ticked box and take a mark off for each incorrectly ticked box. Pupils should tick a, c, e, g, and h.

B. 1–5 Award one mark for each correctly completed sentence.

1. water                      2. sun                      3. farmer                      4. shopkeeper  
5. vegetables

## Units 9 and 10

A. 1–5: Award one mark for each correctly labelled picture.

1. farmer                      2. fisherman                      3. shopkeeper                      4. teacher  
5. cleaner

B. 1–5: Award one mark for the correct letter in each blank (or correctly matched lines).

1. c                      2. d                      3. b                      4. e  
5. a

## Units 11 and 12

Award one mark for each correct word or phrase.

- A. 1. should                      2. should not                      3. should                      4. should not  
B. 1. mosque                      2. Eid                      3. temple                      4. Divali  
5. church                      6. Christmas

# Record of Assessments

Grade \_\_\_\_\_ Teacher: \_\_\_\_\_ Year \_\_\_\_\_

Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
16.						
17.						
18.						
19.						
20.						
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