



SOCIAL STUDIES

for juniors

Book 2

Pakistan Edition



TEACHERS' GUIDE

A complete resource book with lesson plans,
worksheets and answer keys

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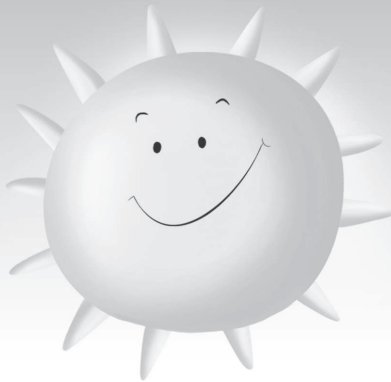
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Pakistan Edition

TEACHERS' GUIDE



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Introduction

Social Studies is the study of various integrated disciplines such as geography, religion, sociology, history, science and civics. The primary purpose of teaching Social Studies is to help young people develop the ability to make informed and reasoned decisions for becoming good citizens. The Teacher's Manual has been developed to equip teachers with relevant knowledge and strategies to make learning and teaching enjoyable.

Purpose of the Teachers' Guide

This Guide has been developed to:

- assist teachers in conducting a lesson,
- provide teachers with additional information and facts on the topics,
- give ideas for making teaching and learning enjoyable, interesting and useful.

How to use the Guide

- Each chapter has been divided into different sections: teaching points, key terms, skills and values to be learnt, interesting facts, warm up, discussion, textbook tasks and assessment. These are just general suggestions that can help in conducting the lessons successfully.
- Suggested activities given in the Guide will help teachers conduct the lesson in a creative and interactive way which will develop students' observation, imagination and critical thinking skills.
- It is not necessary to use each and every suggested activity in the Guide. The teacher should select and choose judging the class environment and the level of the students. Teachers are free to improvise.

Lesson Plans



Teaching of this chapter aims at covering some key aspects related to the human body. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Discuss the human body and define organs. Explain internal and external organs. Highlight the features in the appearance of all human beings which makes us appear different from one another. Define senses and explain the function of sense organs. Discuss the changes that occur as humans grow and support your points with examples; talk about limbs, food intake, etc.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: tall, curly, trunk, limbs, abdomen, sense organs, and protect. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

To start off the lesson, you may elicit the difference between your appearance and the pupils. Think of all the possible answers when you are planning. One answer is height; others might include eyes colour, hair type, length, colour, etc. Give cues and prompts to encourage pupils to participate and respond.

Discussion

Hold a class discussion. You may bring your childhood photograph to show to the class; ask the pupils to spot the differences in you when you were a child and now when you are an adult. Encourage the pupils to talk about the differences. Facilitate and motivate them to share their views.

Build the discussion on the differences in appearance. During the class discussion, encourage the pupils to talk, discuss and note the changes that occur in us as we grow; focus on the body parts and sense organs and emphasise on them.

Write their spellings in bold on a white board and/or other visual charts/screens. You may also ask the pupils to spell out the words. This is to help increase and/or reinforce their vocabulary range.

Take the discussion a step further and elicit the functions of different body parts.

Advice: Ensure maximum pupil participation and encourage shy and weak pupils through positive and gentle gestures and words. Assist them by giving cues.

Activities

Use poems and chants to help pupils recognize the function of different body parts and sense organs. Action games can be helpful too such as, 'Simon Says' is an easy game that may be played in order to reinforce the point.

Follow up

Instruct the pupils to bring photographs of themselves when they were infants and one recent photograph. Pair up the pupils and exchange their photographs. Guide them to note down the changes in both the pictures and discuss.

The activity focuses on how changes occur in our body, shape and size as we grow.

Writing task

Instruct the pupils to write a few lines about what major changes occur in the body and describe the functions of a few sense organs.

Answers

Task A (page 9)

1. eyes
2. nose
3. tongue
4. ears

Teaching of this chapter aims at covering some key aspects relating to keeping fit. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Discuss the ways to stay fit; discuss the activities to maintain sound, strong and healthy body. Explain the importance of healthy body and mind. Highlight the significance of sports and exercise. Explain indoor and outdoor sports. Discuss and emphasise upon the need of proper sleep and rest.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: exercise, active, healthy, and posture. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Begin the lesson with brainstorming. Choose a word or phrase and write it on the board and ask the pupils to think about it. You can brainstorm on 'keeping fit', 'free time activities' or 'sports'.

Discussion

Building on the brainstorming session, initiate the discussion. Split the class into small groups. Instruct the groups to discuss the ways of staying fit. Ask them to note down the points while they are discussing. Once the pairs or the groups are done, ask the pupils to present their group discussions. Stimulate and encourage the class to participate and share their ideas within their groups. Monitor the groups as they are busy in discussion; facilitate and motivate them.

After the group work, provide explanation supported with examples. Use picture cues about the different sports and activities in order to help pupils differentiate amongst different sports. For example, you may use a picture of a cricket batsman and the picture of a baseball player holding a bat to highlight the difference in the posture of the two players.

Reading for information

Involve the class in reading. Assign each pair or group a portion/section of the chapter to read silently, independently in their groups/pairs. Instruct them to discuss and talk about it in their groups/pairs.

Follow up

Link this task with the discussion of what kind of activities they do in their free time. Developing on it, ask what sort of games and sports they generally play. Pupils' response might include video games, computer games, cricket, ludo, carom board, etc. From here, elicit the difference between games such as, ludo, cricket or snooker.

Use question cues to encourage pupils to respond and participate. Initially, this might be a little difficult task for the pupils to think independently for academic purposes. However, keep practicing this way so they can develop this as a habit.

Once you have the pupils responses, provide them correct input and explain that often games are divided into two categories: indoor and outdoor.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 12 as an extension of this activity.

'Things to do' helps pupils draw a plan for a healthy living. They take stock of their own lifestyle and make plans to improve their activities throughout the day.

Use this as a checklist and give it out to the pupils. Ask the pupils to fill it daily and bring it to class. Follow it for a week so that the pupils can consciously use it to modify their eating behaviour and living style. Gradually, collect the form weekly and monitor their progress and habits. Add more relevant areas/points, for instance, daily intake of water, amount of sleep per day, etc.

Answers

Task A (page 13)

1. tired
2. active
3. eight
4. fun

Task B (page 13)

1. In the play ground and park
2. Keep our back and shoulders straight when we sit. Stand and walk straight.
3. It makes us feel fresh and keeps us active and healthy.

Teaching of this chapter aims at covering some key aspects related to keeping safe. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the basic traffic rules and the importance of safety rules. Highlight the meaning of safety and being safe. Discuss safety rules in detail.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: danger, pavement, zebra crossing, vehicle, and wander. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Use picture cues, for example, a man riding a bike wearing a helmet, a hockey goalkeeper with all protective gears or cricket batsman with a helmet. Elicit from the pupil's what is the purpose of these protective gears.

Keep the whole class involved; any pupil can respond. Remember this is the beginning of the lesson and it is a starting trigger. Tasks like this are very essential in the learning process as they stimulate thinking process in the pupils. They tend to promote critical thinking and encourage the pupils to learn independently.

Reading for understanding

Develop the reading task on the chapter and divide the class into pairs. Each pair should read two sections/parts of the chapter. As all the pairs finish reading, instruct the pairs to share one/two points from their reading with the whole class.

Discussion

Hold a class discussion. Link the discussion with the points they shared. For instance, begin talking about traffic rules, the steps of road safety, etc. Elicit from the class; encourage them to share. Use question cues to ensure their maximum participation.

Raise questions as cues to initiate the discussion. Hence, do not explain but elicit from the students.

Your job is to facilitate and moderate brainstorming session by encouraging pupils to think independently. Ensure maximum participation.

Teacher: *What do you know about traffic signals? Why are there lines drawn on the roads?*

Building upon the pupils' responses, ask leading questions such as: How should we cross the roads? What should we do before crossing the road? Elicit about the safety rules.

Take the discussion further and now ask the class to work in groups. Ask them to discuss the safety steps and measures that need to be taken in the following situations. You may assign one topic to each group:

- at the school during rush hours
- in the recess/lunch break time at the school
- in the kitchen working with sensitive items such as electrical and gas equipment
- at the swimming pools
- at picnics

Ask the groups to outline some of the safety measures need to be taken in the areas mentioned above. You might encourage them to present it on card sheets with illustrations.

Advice: It is important to develop writing skills and encourage critical thinking skills. Therefore, it is suggested that you do not use the textbook for this task at all. Even if the students write with grammatical errors, encourage them as they are beginning to write independently.

Answers

Task A (page 16)

1. correct 2. not correct 3. not correct 4. correct

Task B (page 17)

1. Bicycle : (a) keep it on the left side of the road
(b) do not carry anything heavy (c) hold the handle bar firmly
2. Crossing a road: (a) Cross only at zebra crossing
3. Travelling in a bus: (a) Wear your seat belt (b) Do not stand in a moving bus
4. Playing in a playground: (a) Do not wander off alone (b) Play carefully on the swings

Teaching of this chapter aims at covering some key aspects related to family. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define family and its structure. Discuss relationships between members of a family. Emphasise on the need of a family and its benefits. Illustrate with examples the different types of families. Explain the terms: nuclear, extended and single-parent families. Highlight the benefits of growing up and living in an extended family.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: family, nuclear family, joint family, and extended family. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Begin with a brief introduction of your grandparents; present it as an interesting story to develop the interest of the class. You may share some interesting feature of your grandparents: their names, their favourite foods, some of their habits, why do you admire them, what do you love about them, etc.

Encourage one or two pupils to share something interesting about their family and grandparents.

Lead-in

Turn the task given on the first page of the chapter as an interview activity. Modify the task by adding some more questions. Pair up the class and give out the questionnaire to each pair. Ask the pupils to take turns and interview each other. Instruct them to record the responses on the sheets.

Reading for pleasure

Use the chapter for reading; instruct the pupils to read the second page of the chapter silently and independently.

Discussion

Hold a talk with the class about families and relationships. Encourage and motivate the pupils to share something about their families. You can demonstrate this before the class by talking about your family. Raise questions to stimulate them to participate.

Teacher: *Hmm, so what about your families? Tell us something about your family. Who are the people in your family? What about your siblings? Are you a small family?*

Discuss these points: Are all families the same? How do they differ? Let the pupils discuss the number of members in a family. Explain the concept of nuclear family and joint family to your pupils. Explain the term extended family to them.

You may take the discussion a step further and briefly discuss the benefits of growing up in an extended family. Also, explain why people generally tend to live in nuclear families (mention positive aspects only).

Advice: Family is a sensitive topic. Be careful not to probe or question too deeply about a pupil's family structure. There may be pupils from single-parent families and others with different family structures than the ones discussed in the lesson.

Follow up/ Writing task

Create a writing task in which pupils are required to share information about their grandparents and parents.

Answers

Task A (page 22)

1. uncle
2. grandmother

Task B (page 22)

Mothers father – grandfather

Fathers sister – aunt

Aunts daughter – cousin

Mothers brother – uncle

Fathers mother – grandmother

Task C (page 23)

1. In a nuclear family only the father, mother and children live together in the same house.
2. When the grandparents, parents, brothers, aunts, uncles and cousins live together.

Task D (page 23)

(Students will do this task independently)

Teaching of this chapter aims at covering some key aspects related to festivals we celebrate. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Keeping your pupils level of understanding and mental maturity, you can briefly talk about the different festivals we celebrate, culturally and religiously. Develop their understanding of cultural diversity and level of tolerance and acceptance towards other religious and/or cultural festivals and occasions.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: founder, festival, and public seminars. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Use visual cues to start the lesson. Show different festive occasions such as, Eid ul Azha, Independence Day, Aqeeqa, school festivals, city carnivals, etc. With the visual cues, initiate discussion, raise picture-related questions to draw pupils' attention and arouse their interest towards the chapter.

The teacher can ask the following questions: What is happening in the pictures? What are they doing? Why are they happy? What are the differences in each visual? What different occasions are they celebrating?

Discussion

Building upon the initial brainstorming, discuss the occasions they celebrate in their family, city and country. Encourage the class to talk about celebrations. Let them describe their own experiences of festivals, and what they like most about it. Arrange the class in groups of three. Ask each group to think and share in their groups.

Collect each group's responses and list them down on the board.

Advice: Your job is to facilitate and monitor pupils when they are working in the groups. Move around in the class, listen to what groups are sharing and provide assistance if they need.

Reading Task

Once you have activated prior knowledge and drawn the students' attention towards the chapter, now engage them in a reading task. Assign one part of the chapter to each pupil and ask them to read on their own. Once the pupils finish reading, ask them to share key points of their part with the whole class.

Give feedback in order to reinforce understanding. Explain the chapter and provide additional information about the festivals.

Raise questions to help identify the difference in classifying them. Engage the whole class by raising questions before them to understand the differences.

Now, create a task for them to think of the festivals that come under national and religious categories or provide the names of some festivals and ask them to classify them as either religious or national. Here are a few examples:

- a) Independence day – 14 August
- b) Eid-ul-Aza
- c) 23 March – Pakistan Resolution
- d) 25 December - Quaid-e-Azam's birth anniversary
- e) 6 September

Answers

Task A (page 28)

Diwali – lamps

Quaid-e-Azam – rallies

Eid-ul-fitr – seviyan

Nawroz – fire temple

Christmas – decorated tree

Task B (page 28)

- meet family and friends
- eat seviyan
- give gifts/ eidi to each other
- meet family and friends

Teaching of this chapter aims at covering some key aspects related to people around us. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the role of everyone around us, from domestic staff, to helpers at school, teachers, drivers, gardener, policeman, sweeper, etc. Highlight their importance in our society and neighbourhood. Emphasise how each profession needs to be respected regardless of their work. These people make our life easier and better by doing things that we would not be able to.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: patients, greengrocer, relatives, and fire-fighter. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start the class in an interesting way, one possibility is to use riddles. Create simple and easy riddles about some professions. For example,

Teacher: *I wear a white coat. I have studied medical science. I help sick people. Guess who am I?*

I wear a cap. I pick students for school and drop them back too. I drive the school bus. Guess who I am?

I am a guide. I open new doors of knowledge. I use books, copies, chinks and board. Can you guess who I am?

First model with one riddle and seek the response from the whole class. Create riddles as per the level of understanding and language proficiency of your pupils. Write the riddles on small pieces of paper. Group up the class and assign one riddle to each of them to solve.

Reading task

Instruct the pupils to read the chapter. Pair up the pupils and ask them to read one part to their partner and explain it to him/her. The other partner repeats the same step. In this way, complete the reading of the entire chapter.

Discussion

Ask leading questions to explain the services and jobs of the people mentioned on page 30 to 32. Involving pupils and ensuring maximum pupils participation in the discussion, elaborate the need of each of these people in the society.

Elicit from the students the need for a driver/cleaner/sweeper in our neighbourhood. Accept pupils' responses even if they are not well structured; the job is to engage the pupils and motivate them to think and share their thoughts.

Role-play

Instruct the pupils to create a role play to illustrate and highlight the significance of each profession. You can write names of different professions on small pieces of paper, fold them and keep them in a bowl. Ask each student to pick a chit and then act out the profession. The rest of the class has to guess the profession.

Follow up

Create a writing task that requires the pupils to share the profession they want to adopt and why. Alternatively, you may ask the pupils to share their views about any one profession mentioned in the chapter.

Answers

Task A (page 34)

Greengrocer – sells vegetables

Draper – sells cloth

Doctor – treats sick people

Police – takes care of our safety

Task B (page 34)

1. Teacher
2. Maids/cleaner
3. Postman
4. Helps us to be safe on the roads
5. Helps put out the fire

Task C (page 35)

1. cobbler
2. tailor
3. cleaner

Teaching of this chapter aims at covering some key aspects related to food. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Discuss food, its sources and energy. We need food to grow and energy to work. Explain to your pupils that we need different kinds of food to stay healthy. Discuss the significance of having a balanced diet with proportions of vitamins, proteins, iron, fibre and carbohydrates and fats.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: energy, diet, active, muscles, vegetarians, and farm animals. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Begin the lesson by showing pictures of some items from each food group:

Group 1: foods that give us energy

Group 2: foods that help us build muscles

Group 3: foods that help us to be strong and healthy

Elicit the similarities they may note in each group. Post questions like, *What are the similarities in the items of each group?* The pupils response may include that their colour is white or green, we get from different shops, use in salads, cook them, etc.

Discussion

Alternatively, you can also start the class by asking what they had for breakfast. While they share their meals, jot them down on the board. This can also be used as a warm up activity.

Develop this point further in to a discussion. Discuss why we need food. Ask the students how they feel when they do not have breakfast before coming to school? Ask them how they feel after lunchtime, do they feel energized? Group up the class and ask them to come up with at least two possible answers.

Once the groups share their responses, provide correct input and now briefly explain how each food item nourishes them.

Reading for details

Involve pupils in reading of the chapter. Arrange the class into small groups and assign one part to each group. As they finish reading, invite groups to present a few interesting points and examples from their lives.

Conclude the reading activity by providing them more information to synthesize their understanding and knowledge about food, food groups and varied diets. Skip page 38 and the 'Busy bee' part.

Textbook tasks

Use page 38, 'Busy bee', 'Things you know' and 'Things to do' parts as an assessment activity. Instruct the class to attempt them on their own.

Advice: Give clear instructions in easy language and time the tasks. Do not give all tasks in one class.

Answers

Task A (page 40)

1. rice, bread, grains
2. milk, eggs, nuts
3. vegetables, fruits

Task B (page 41)

1. meat and eggs
2. grains and nuts
3. fruits and vegetables

Teaching of this chapter aims at covering some key aspects related to sources of water. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the importance of water, its uses and significance in our lives and on Earth. Discuss the different sources of water. Define potable water, characteristics of potable water and the process of making water drinkable.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: valuable, sources, ground water, springs and potable water. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Create a crossword activity for the pupils. The crossword should require the pupils to locate the words connected with this chapter and/or the content – water. They may include, ‘potable, clean, filter, river, sea, ocean, spring, stream, pond, tank, tap, etc.’

Discussion

Linking the crossword task, discuss the significance of water with the pupils. Ask the students: Why do we need water?

Elicit answers from them leading the discussion to the limited sources of water. You may pose questions before the whole class or show pictures, etc.

Reading aloud

Use page 43 and 44 for the reading activity. Ask the students to read highlighting the key points. Then ask some students to present the points to the class.

Now, explain the points discussed in the chapter.

Textbook tasks

Use 'Things you know' exercises as classroom task. Ask the pupils to do it individually in their textbooks referring to the chapter.

Answers

Task A (page 45)

1. not correct
2. correct
3. not correct
4. correct

Task B (page 46)

1. potable
2. germs
3. springs
4. clean

Task C (page 46)

C	O	O	L	E	R	R	C	P	D
M	C	D	A	R	I	E	L	C	O
T	E	Q	K	N	V	W	E	L	L
A	A	F	E	S	E	T	A	N	K
P	N	I	C	E	R	C	N	K	M

Task D (page 47)

1. rain, rivers
2. wells, hand pumps
3. throwing garbage in the water, washing clothes in the water, animals bathing in it

Teaching of this chapter aims at covering some key aspects related to our clothes. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain different types of clothes and their fibres; their uses according to the seasons. Discuss the different kinds of fibres and their origins. Elaborate how weather and culture are main determinants of the clothes we wear. Talk about the role of uniforms in different professions.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: looms, waterproof, culture, astronauts, and patients. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start the class by making the students notice what they are wearing. Talk about the colour, texture, design; when do you usually wear these kinds of clothes? What is it made up of? Gradually, lead and link the talk to the types of clothes and their make.

As you have shared some information about your dress, provide a chance to the pupils to share something about the clothes (uniform or any other dress) they generally wear or like to wear.

Active team reading

Use the chapter for reading in teams. Divide the class into groups and allocate a part of the chapter to each group. Instruct them to read their part in their groups. In this activity, create roles like one will be the reader, one or two (as per the size of each group) will explain and one/two will list the key points in his/her notebooks.

Next, instruct the groups to develop a presentation of their part and share it with the whole class.

Assign each group a different part of the chapter, for instance:

Group A- why we wear clothes or the uses of clothes

Group B - Seasonal clothes

Group C - How clothes are made

Group D - Clothes worn in other cultures

Group E – Uniforms

Facilitate the pupils in collecting and compiling information. Monitor when they are engaged in team reading activity. Encourage them to use visuals, realia, and illustrations for their presentations.

Answers

Task A (page 52)

Linen, cotton – summer

Looms – cloth

Fur, wool – winter

Rubber, plastic – waterproof

Knit – sweater

Task B (page 52)

1. it helps them hide in jungles
2. know they can call them for any help
3. helps them breathe and walk in space
4. to protect them from heat
5. to stay warm

Task C (page 53)

1. linen- flax plant
cotton – cotton wool
silk – cocoons of the silk worm
2. We wear special caps, gloves and boots to stay warm. Clothes made of wool and fur.
3. According to their norms and cultures
4. Raincoats are waterproof and help us keep dry.

Teaching of this chapter aims at covering some key aspects related to types of houses. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Discuss the types of houses. Talk about specific aspects and parts of a house - veranda, roof, staircase, walls, doors etc. Explain the difference in the houses built in cities and villages. Discuss and demonstrate the variety of materials used in their construction.

Highlight the impact of weather on the construction of the house. For instance, in areas that receive heavy rainfall and snow, people usually make sloping roofs. In plain areas there are flat roofs. People of deserts use tents as their abode as they are on the move most of the time and avoid permanent dwellings. Tents are temporary and portable houses. People use them during travelling from one place to another

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: Eskimos, igloos, architect, carpenter, electrician, plumber, and mason. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start the class by giving a piece of paper to each student asking them to draw a house of any kind. Encourage them to be creative. Then ask them to mention some materials used in the house they have drawn.

There is a possibility that majority of the pupils might draw the traditional hut sort of a house that they have practiced in their drawing classes. In your instructions, discreetly provide clues about the different houses.

Active reading aloud

Use the chapter for active reading aloud. Ask one student to read a part of the chapter and another student explains it. Once a part is read out followed by the suggested approach, explain the part to the class in simple words giving examples from our daily lives.

Think of the ways to reinforce pupils' learning supported with effective use of resources and realia. Show some construction material and add more details if possible.

Answers

Task A (page 56)

1. clean
2. bricks
3. flat
4. windows

Task B (page 56)

Houses have sloping roofs to let the water drain away.

Task C (page 57)

(Students will do this independently)

Teaching of this chapter aims at covering some key aspects related to our neighbourhood. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the concept of neighbourhood to the students by giving examples. Talk about the important places in a neighbourhood. Discuss the role and significance of famous places, nearest landmarks, unique features, etc. Discuss the issue of keeping a neighbourhood clean - who is responsible? How do we dispose garbage? Emphasise on being active responsible citizens.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: dentist, groceries, bakery, librarian, gardener, and saplings. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Invite some pupils to act out the conversation given on page 58 of the chapter.

Lead-in

Model the information of your neighbourhood to the class. The information should present a comprehensive picture of your neighbourhood that includes mosque, shopping places, nearest/famous landmarks, parks, types of shops, bus stop, educational institutes, etc.

Following this, ask the pupils to share something about their neighbourhood.

Active reading

Divide the class into groups. Assign one part to each member of the group. One member should read out his part to his group and the cycle goes on until the chapter is complete. Once they are done, instruct the groups to share key points of the chapter with the rest of the class.

Textbooks Tasks

You may assign exercises B and C of 'Things you know' as a group task. Instruct the groups to attempt these exercises in their groups.

Writing task

Encourage the pupils to present their neighbourhood in writing. Create a writing task that asks them to describe their neighbourhood. Add variety, instruct the pupils to draw their neighbourhood.

This should be an individual task. Preferably, the task should be executed in the class. Similarly, the drawing task may be first done in the classroom on a piece of paper as a draft. Then the pupils may be asked to draw their neighbourhood on card sheets and post them in the class.

Advice: Expressing feelings and using expressions are vital in the learning process so appreciate the pupils on their work. Facilitate and motivate your pupils in attempting these kinds of tasks. You may use their write up as a draft, give some feedback to improve it further.

Answers

Task A (page 62)

(Students will do this independently)

Task B (page 63)

1. library
2. ambulance
3. market
4. dirty

Task C (page 63)

1. fruits, vegetables, groceries, and bakery
2. the librarian
3. do not pluck flowers and do not play in the flower beds
4. 1) Do not throw garbage, 2) do not let dirty water collect
5. (answer independently)

Teaching of this chapter aims at covering some key aspects related to transportation. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define means of transport, their role, function and importance in our daily life. Talk about the different modes of transport i.e. land, air and water. Also mention the oldest forms of transportation. Discuss the large variety of land transports like car, bus, scooter, bike, bicycle, rickshaw, motorcycle rickshaw and trains; the different variety of trains such as steam engine trains, locomotives, freight trains, bullet trains, etc.

Explain air transport and its varieties, significance and functions. Discuss water transport. The use of small and large boats; large boats are known as ships and luxury boats are called cruise. Boats sail on rivers and lakes whereas; ships and yachts sail over oceans and seas. A large number of goods are transported from one country to another via water transport.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: transport, land transport, air transport, water transport, and yachts. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Use task D on page 67 as a starting point.

Lead-in

Develop some questions to assess the students prior knowledge. The questions may include:

- List down some modes of transport that you know of.
- What is the fastest means of transport?
- Name some of the oldest means of transport.
- Why do we need transport?

Reading for understanding

Involve the pupils in silent reading. Encourage the pupils to read on their own. Once the class finishes reading, motivate and facilitate your pupils to raise questions and queries about the content. If they are asking questions, explaining or sharing their thoughts, it is a healthy sign that they have read it well and are trying to process the information. In case the class is hesitant or reluctant to participate, you can ask some questions to assess whether they understood the chapter. Mix some complex questions that require some more detailed information in order to create their interest in acquiring additional and relevant information.

Answers

Task A (page 66)

1. rail
2. helicopters
3. ships
4. air transport

Task B (page 66)

1. cards, trains
2. ships boats/yacht
3. aeroplane helicopters

Task C (page 67)

1. aeroplanes
2. rail
3. by ships, boats, and yacht
4. vehicles that move on the road or rail

Task D (page 67)

Blue : sail boat, ship, small boat

Brown: bicycle, train, car

Teaching of this chapter aims at covering some key aspects related to modes of communication. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the sources of communication and its importance. Discuss the functions of different modes of communication and the role they play in our lives. Also emphasise on how communication has changed with time. Compare the old methods of communication with the new forms.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: communicate, portable, and connected. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start the lesson by showing pictures of a cell phone, letters, television set, radio, newspaper, computer, fax machine, internet, etc. Elicit the purpose of these items from the pupils.

Active reading

Use this chapter for active reading. Use the 'Busy bee' and 'Things you know' tasks in order to actively engage the pupils in reading. Instruct the pupils to attempt these tasks while reading the chapter. For instance, the pupils will have to go through the chapter to fill in the blanks of task A on page 71.

When the entire class completes task A, ask them to proceed with task B. You can ask them to do this in pairs.

Facilitate and monitor your pupils as they are engaged in the tasks. Once they finish, collect the feedback and provide correct input.

Blend the tasks with some critical challenges and add more exercises and/or questions that require them to apply comprehension and inference skills. For example, can we only send letters through post? Research the facilities and services that dispatch parcels and letters.

Answers

Task A (page 71)

1. email
2. newspaper
3. letters
4. laptops

Task B (page 72)

1. mobile phones
2. telephone
3. computer
4. postman

Task C (page 72)

1. Radio
2. Telephone
3. Newspaper
4. Television

Task D (page 73)

1. People send messages through letters, emails, telephones, SMS, radios and television.
2. Through the newspaper or television

Teaching of this chapter aims at covering some key aspects related to plants around us. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson provides the teacher to pass information about plants to the students. Explain that all plants need water and sunshine to grow, describe the stages of a plant's growth, and explain how some of the food we eat also comes from the plants. Through various activities encourage students to collect information regarding the physical appearances of a plant, its size and usefulness. Emphasise on the different kinds of plants and how they benefit us.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: shrubs, herbs, creepers, and fibres. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Try bringing a potted plant to class. Tell the students that from today we will take care of this plant.

Teacher: *Let us name the plant.* Ask the students for suggestions.

Assign duties for different days of the week to each student to water the plant and take care of it.

Discussion

Divide the class into groups. Assign a different topic of the chapter to each group and instruct them to discuss.

Writing task

Create a writing task for the pupils. The topic can be the uses and benefits of plants in our lives.

You may divide the class in pairs and ask them to write a short paragraph.

Extension

Once the pupils have done the writing task, you may announce a poster competition. In the poster competition, pupils are required to create informative posters illustrating information about plants, their usefulness and benefits and importance to us.

Answers

Task A (page 79)

1. Climbers
2. Stem
3. Teak and rosewood
4. Cloth and paper/rope
5. Wounds

Task B (page 80)

1. flower
2. leaves
3. basil
4. sandalwood

Task C (page 80)

3. by pressing the seeds of some plants and leaves and from fruits of some plants
4. money plant, grapevine, green peas
5. (Drawing activity)

Teaching of this chapter aims at covering some key aspects related to animals around us. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define animals and explain that birds, reptiles and insects all fall in the category of animals. Similarly, discuss wild, domestic and pet animals with examples. Use visual cues to assist in creating tangible mental images. Discuss the significance of animals to this planet, their uses and benefits.

Explain that animals also need food and water to live and grow. They get their food from their surroundings. Recognize the reasons why wild and dangerous animals cannot be kept as pets or farm animals.

You may conduct the lesson using some of the strategies and techniques given below, carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: animal kingdom, wild animals, domestic animals, kennel, and sleighs. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

The teacher can start the class by asking students if anyone of them has a pet animal at home. If anyone does, ask him/her to talk about their pet, its name, breed, colour, type, what it likes to eat, etc.

Then ask the rest of the students the names of any animals that they know. As they speak write the names on the board. Then ask the students that some of these animals (pointing to the board) we can keep as pet while others we cannot. Elicit from the students why we cannot keep a lion or a tiger or a giraffe as a pet.

Team reading

Use the chapter creatively by involving the pupils in active team reading. Arrange the class into small groups and assign one part to each group. As they finish reading, invite groups to present a few points of their reading part.

Conclude the reading activity by providing them more information to synthesize their understanding and knowledge about animals, their food, dwellings and their uses.

Textbook tasks

Use the tasks to assess your pupils' ability of comprehending and processing information.

Answers

Task A (page 86)

1. milk of cows, goats, and buffaloes
2. hens and ducks
3. fleece of sheep
4. silk worm
5. jackets

Task C (page 88)

1. Animals that live in our homes or farms. They help us in many ways.
2. Give them a clean and safe place to live
3. Protect them in wildlife sanctuaries. They roam freely and people aren't allowed to hunt them.

Task D (page 89)

Pets: cat, dog, rabbit, goldfish

Domestic animals: cow, camel, bull, horse

Wild animals: lion, tiger, giraffe, wolf

Teaching of this chapter aims at covering some key aspects related to the air we breathe. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain air, its properties and significance. Discuss our role in keeping air clean. Highlight the importance of air in our lives.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: breeze and trembling. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

If possible give a balloon each to a student and ask them to blow it as much as they can. The one who blows first will be the winner. As they finish, ask them to release balloons in the air; do not let the pupils tie/knot the balloons.

Reading aloud

Involve the pupils in reading. Ask them to read aloud the first part of the chapter individually. As they finish reading the first part, link it to the balloon activity before proceeding to the next heading.

Moving on, instruct the pupils to read until the next heading. Discuss the key points. Ask the pupils to share their learning and understanding. Elaborate their views with refined input.

Continue in the same manner and create opportunities for the pupils to construct knowledge.

Reinforcement

Chant the poem on page 90 in chorus.

Further, ask the pupils to try the 'Busy bee' activity at home with the help of their parents.

Tasks A, B and C on page 92 and 93 can be done in class in groups or individually.

Answers

Task A (page 92)

1. air
2. see
3. everywhere
4. fire

Task B (page 93)

1. false
2. true
3. false
4. true
5. true
6. true

Task C (page 93)

1. Air is found everywhere
2. All living things need air
3. We should repair our vehicles if they give out too much smoke. We should build factories far away from our homes.

Teaching of this chapter aims at covering some key aspects related to direction and time. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define the concept of direction and time to the pupils. Engage pupils in identifying positions using the right terms such as - east, west, north and south.

Provide opportunities to practice giving directions using words such as east, towards north, etc.

Arrange some compass and other tools that determine directions in order to show them to your class. Explain that people in different settings and positions use variety of tools, for example, in aeroplanes pilots use different kinds of equipment, sailors use a special kind of compass to find out directions.

Discuss the concept of day and night and other parts of the day. Explain how they are formed.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: directions, compass, wandering and travellers. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Make a student A stand in the middle of the class. Then make four students stand on each side of the student, on the right, left, front and back. Now show to the class that the student standing in front of student A, is on his north. Likewise, the student standing on his right side is on his east, and so on.

Active reading task

Pre-reading activity

Use the task given on page 94 as a pre-reading activity. Ask the students to do it individually so you can assess that they have understood the directions.

Engage the pupils in reading the chapter. Use it as an individual task. As they finish reading the two paragraphs (of page 95), ask the pupils to draw the position of their teacher in relation to their

position, for example, 'Miss is in front of us, towards the east.'

Textbook tasks

To assess pupil's understanding and comprehension assign the tasks A and B on page 97 to them and ask them to complete it on their own.

Answers

Task A (page 97)

1. noon
2. bed
3. west
4. 24 hours

Task B (page 97)

North, south, east, west

Task D (page 97)

Sailors use a compass to determine the direction at sea.

Teaching of this chapter aims at covering some key aspects related to climate. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Explain the difference between weather and season giving examples to the students. Elaborate on the influence of seasons in our lives, and how it effects our food intake, the clothes we wear, routine, etc. Discuss the change in time, and the change in the duration of day and night.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: weather, monsoon, summer, spring, autumn, and winter. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Begin the class by asking students to find some key words from the chapter. Pick the key vocabulary related to weather and seasons from the chapter. Write them on the board and ask the pupils to find them out. The words you may choose are; season, rain, summer, weather, monsoon, pleasant, cool, spring, winter, war, autumn, temperature, air, condition, dark, cloudy, breeze, etc. Then explain the words to the students and encourage them to use it in their conversations.

Active reading aloud

Use the chapter for active reading aloud. Call some pupils to read aloud some part. After pupil A finishes, ask pupil B to explain and engage pupil C to comment on it. Once a part is read out followed by the suggested approach, explain the part to the class.

Textbook tasks

As the pupils finish reading, engage them in completing the tasks given under the 'Busy bee' and 'Things you know' section.

Answers

Task A (page 100)

1. light
2. monsoon
3. winter
4. spring

Task B (page 101)

1. (students comment)
2. By wearing woollen clothes, heat the room with a heater.
3. Some trees lose their leaves in autumn.

Teaching of this chapter aims at covering some key aspects related to our country. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define geographical position of Pakistan and its neighbouring countries. Using directions (north, south, east and west), explain the location of provinces, the main physical features of Pakistan and important landmarks.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: located, customs, norms, capital and embassies. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Start the class by asking students to do the 'Busy bee' activity on page 104. They can either do this activity in pairs or on their own.

Pre-reading activity - discussion

Raise questions to link pupils' prior knowledge with this content. Elicit information about the provinces and states. Ask the pupils to share some information about these provinces and states. Provide cues about famous buildings, personalities, languages, dresses, etc.

Reading for comprehension

Divide the class into groups and assign each task to a group, for instance, group A will work on Task A, group B will work on Task B and so on. They should be allowed to use books to complete the tasks.

Post reading task

Supply the pupils with additional information about the country. Talk about the famous buildings, places, key personalities, national games, symbols, birds, animals, etc.

Follow up

Arrange a quiz competition in the class based on the information shared during the lessons. Divide the class into two teams and ask different questions from the chapter.

Answers

Task A (Page 105)

1. snow
2. Pakistan
3. Islamabad
4. Khyber Paktunkhwa
5. River Indus

Task B (page 106)

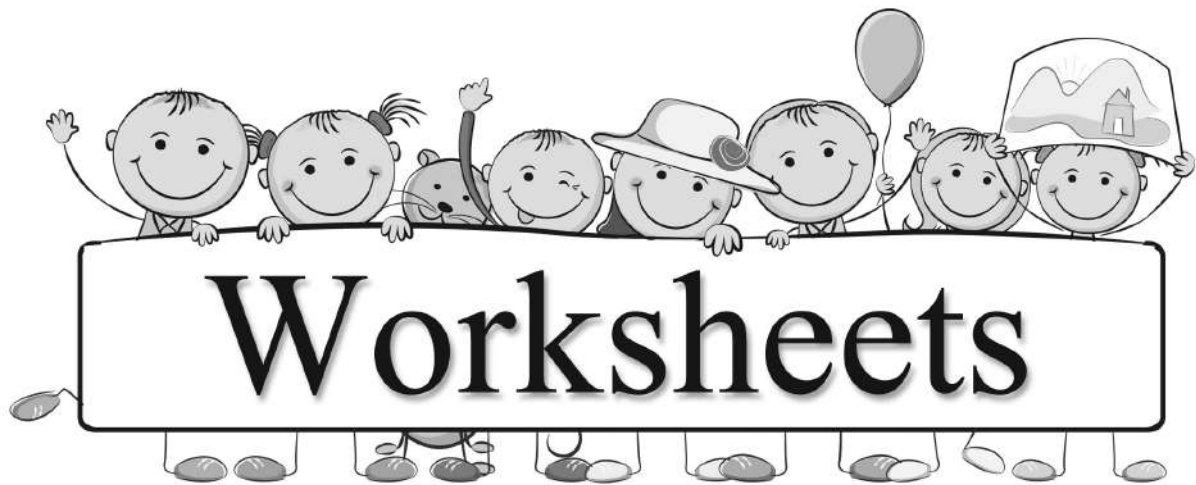
1. Gilgit Baltistan
2. Deserts
3. Afghanistan
4. Islamabad

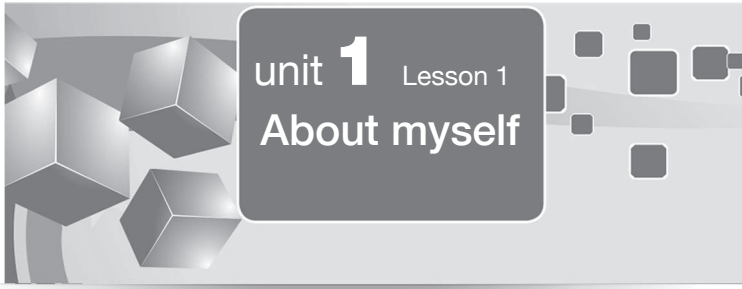
Task C (page 106)

1. Punjab – Lahore
2. Sindh – Karachi
3. Baluchistan – Quetta
4. Khyber Pakhtunkhwa – Peshawar
5. Gilgit Baltistan – Gilgit

Task E (page 107)

1. Karachi
2. Iran, Afghanistan, China, India
3. Sindh, Baluchistan, Punjab, Khyber Pakhtunkhwa, Gilgit Baltistan
4. NWFP to Khyber Pakhtunkhwa
5. Gilgit Baltistan, Gilgit





Name : _____

Class : _____

Date : _____

T. Sign : _____

1. Choose the correct answer.

- a) We have _____ sense organs. (five/seven)
- b) I see with my _____ (ears/eyes)
- c) My _____ help me hear. (skin /ears)
- d) I can _____ ice cream with my tongue. (touch /taste)
- e) My skin helps me _____ things. (see/feel)

2. Fill in the blanks with appropriate answers.

- 1) The human body can be divided into _____ major parts.
- 2) Chest and abdomen are in the _____ trunk.
- 3) _____ (legs and foot) exist in the lower trunk.
- 4) Our body changes as we _____.

About myself

Name : _____

Class : _____

Date : _____

T. Sign : _____

3. Write the names of the following sense organs by using Braille dots:

Letters:

a ·	b ·	c ·	d ·	e ·	f ·	g ·	h ·	i ·	j ·
k ·	l ·	m ·	n ·	o ·	p ·	q ·	r ·	s ·	t ·
u ·	v ·	w ·	x ·	y ·	z ·				

- a) Eyes :

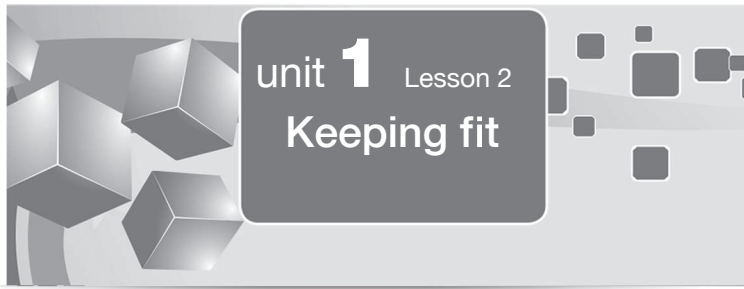
--	--	--	--
- b) Ears:

--	--	--	--
- b) Nose:

--	--	--	--
- d) Tongue:

--	--	--	--	--	--
- e) Skin:

--	--	--	--



Name : _____

Class : _____

Date : _____

T. Sign : _____

Guess the sports and write their names in the given space.

1. Outdoor

22 Players

3 Umpires

Three formats, test, one- day and T20 _____

2. Pakistan's National Game

Played on special turfs

22 Players with sticks

70 minutes game _____

3. Rectangular Court

Ten Players

Two Baskets

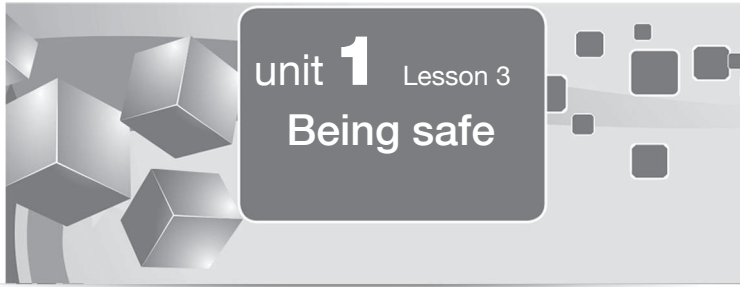
Most famous sports in USA (NBA) _____

4. Two Teams (11 Players each)

One big Ball and goalpost for each team

90 minutes

English Premier and Spanish leagues, FIFA World Cup _____



Name : _____

Class : _____

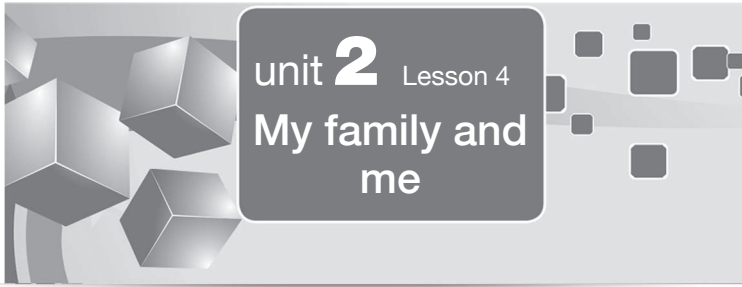
Date : _____

T. Sign : _____

Colour the boxes for True and False statements.

- Green for True
- Red for False

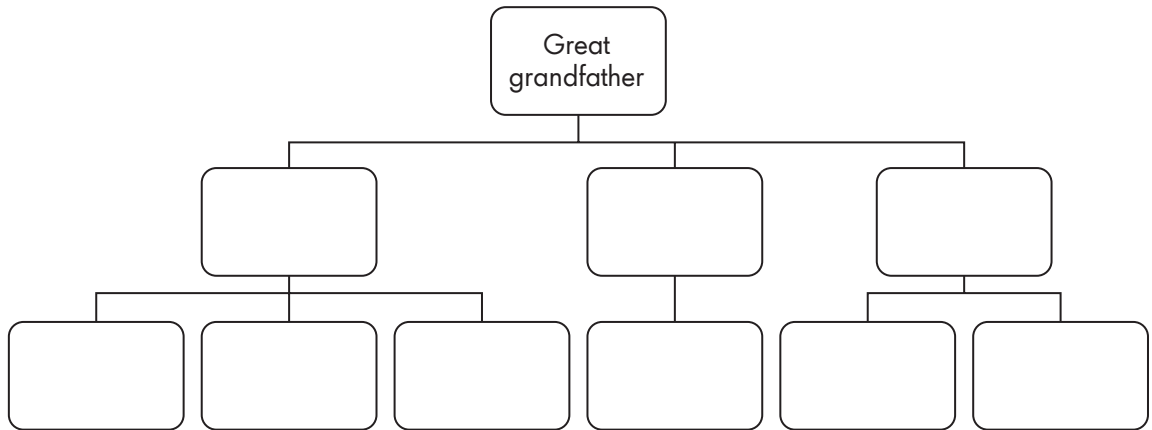
1.	It is always a great idea to ride your bike in the middle of the street.	True	False
2.	You should wear bright colours and have reflectors on your bicycle.	True	False
3.	There is no need for a bicyclist to obey traffic signs.	True	False
4.	We should avoid riding our bike across busy intersections.	True	False
5.	Riding on handlebars is safe.	True	False
6.	To cross the roads, we should use the zebra crossing and follow signals.	True	False
7.	After getting off your school bus vehicle, stay close to it.	True	False
8.	Helmet and seat belts are used for long routes.	True	False



unit **2** Lesson 4
My family and me

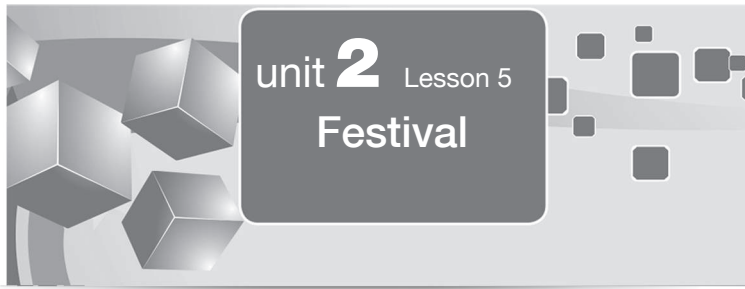
Name : _____
Class : _____
Date : _____
T. Sign : _____

1. Complete your family tree starting from your great grandfather.



2. Your school has arranged for a student exchange programme with the pupils of class II of International Public School in UAE. Khuzaima is your exchange buddy from there. Introduce your family to him.

Hello, my name is...



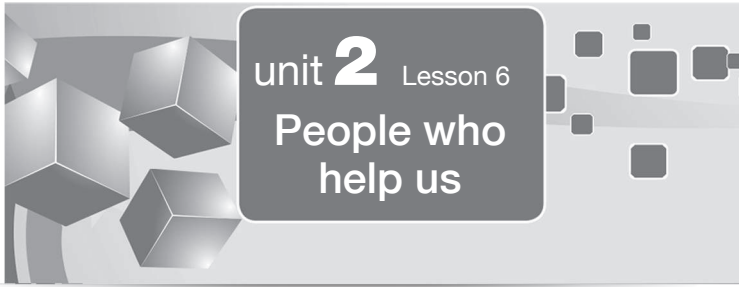
Name : _____
 Class : _____
 Date : _____
 T. Sign : _____

1. Make a list of the popular festivals celebrated around the world.

Name of the festival	Place(city and country)	Time of the year (months)	Description

2. List down the occasions, days and celebrations associated with events, personalities and religion in your own country.

Name of the occasion	Date/Month	Type of the occasion and brief description



unit **2** Lesson 6
People who help us

Name : _____

Class : _____

Date : _____

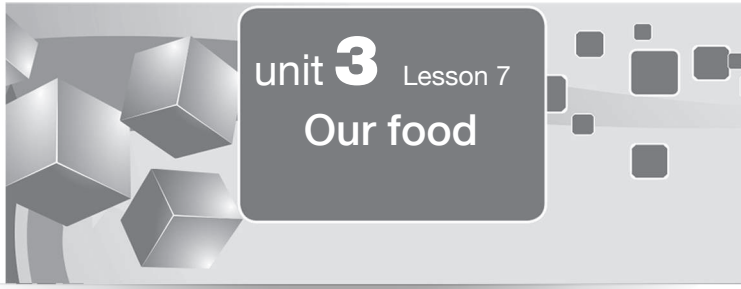
T. Sign : _____

1. Find the following words in the crossword.

Maid, Farmer, Teacher, Doctor, Carpenter, Cobbler, Firefighter, Tailor, Nurse, Watchman, Cleaner, Gardner, Driver, Police, Postman

T	G	W	A	T	C	H	M	A	N	F
W	A	E	P	O	L	I	C	E	U	I
P	R	I	T	E	A	C	H	E	R	R
O	D	F	L	D	M	A	I	D	S	E
S	E	A	L	O	U	R	S	C	E	F
T	N	R	A	C	R	P	E	L	B	I
M	E	M	V	T	G	E	T	E	A	G
A	R	E	C	O	R	N	G	A	S	H
N	I	R	S	R	A	T	P	N	O	T
A	E	D	R	I	V	E	R	E	W	E
C	O	B	B	L	E	R	O	R	E	R

2. Find out professions, occupations and work that people adopt for earning.



Name : _____

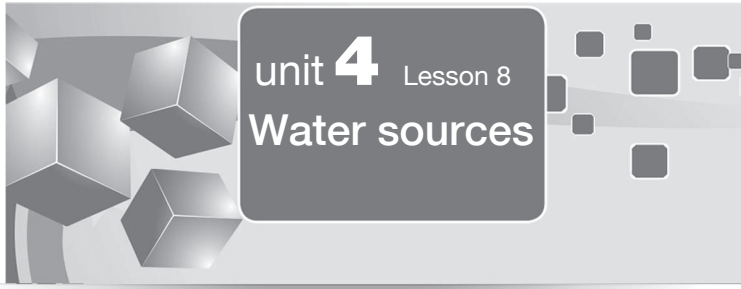
Class : _____

Date : _____

T. Sign : _____

1. Write the names of five green vegetables.

2. Write the names of three edible products we get from animals.



Name : _____

Class : _____

Date : _____

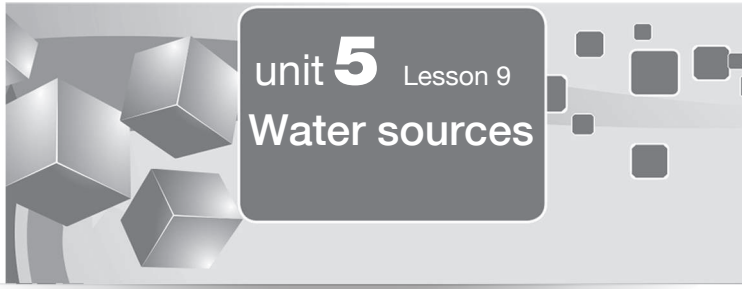
T. Sign : _____

1. Draw and illustrate the way we get water at domestic level from the water sources.

A large rectangular area enclosed by a dotted line, intended for a student to draw and illustrate the way water is obtained at a domestic level from various sources.

2. Explore some famous rivers, lakes, and dams in your country. Write about them below.

A series of eight horizontal solid lines provided for the student to write about famous rivers, lakes, and dams in their country.



Name : _____

Class : _____

Date : _____

T. Sign : _____

Collect pieces of different clothes make/fabric. Attach them here and write some lines about them.

[]

Description

[]

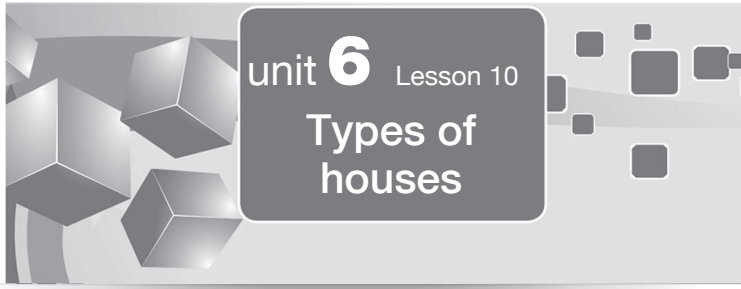
Description

[]

Description

[]

Description



Name : _____

Class : _____

Date : _____

T. Sign : _____

1. Match the following with their profession.

1. Fixes taps and pipes

2. Draws designs for houses

3. Mixes cement and builds wall

4. Makes doors and windows

5. Fixes lights and fans

a. Architect

b. Carpenter

c. Electrician

d. Mason

e. Plumber

2. What is an igloo?

3. Why do people use tents?

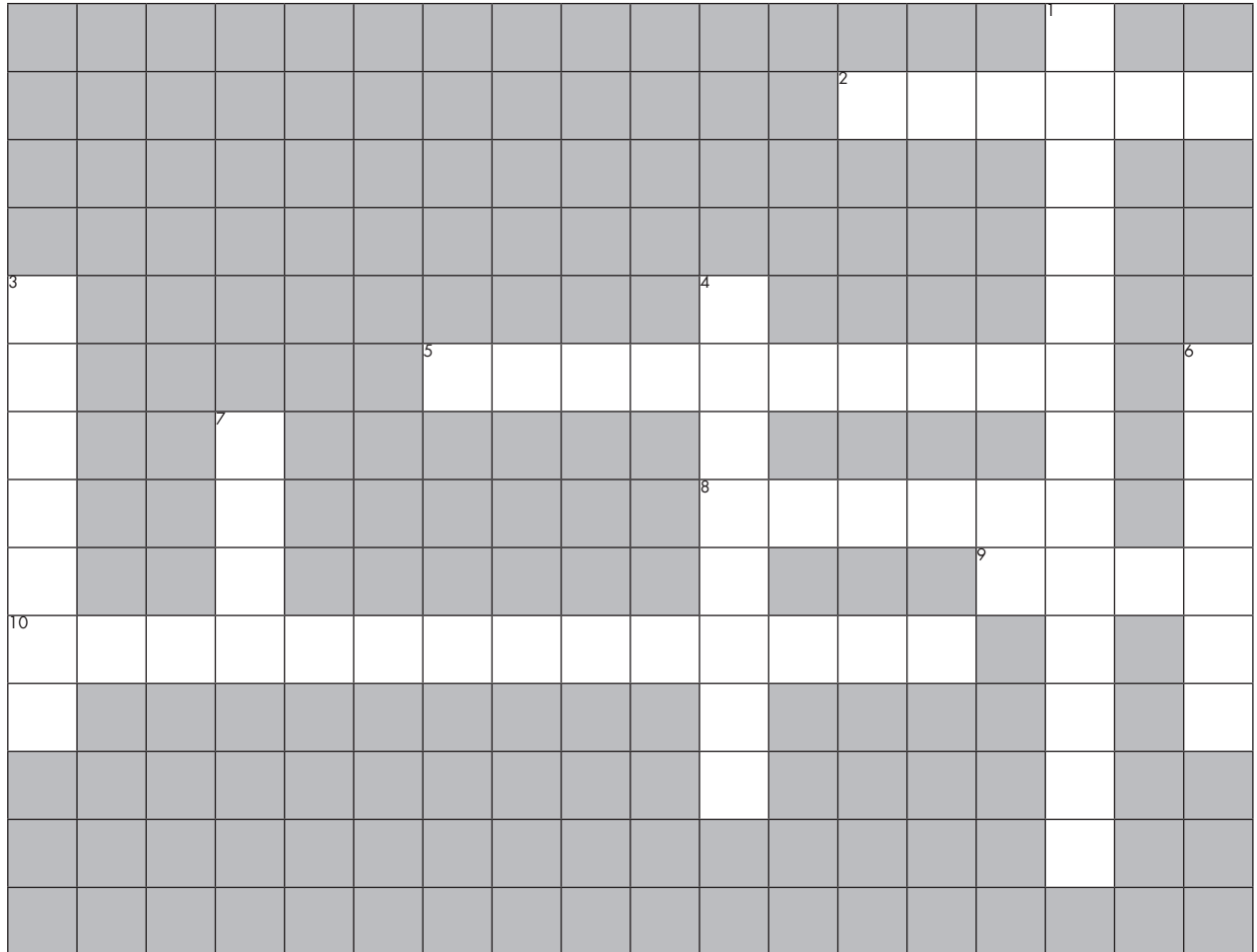
4. Name some of the different types of houses.



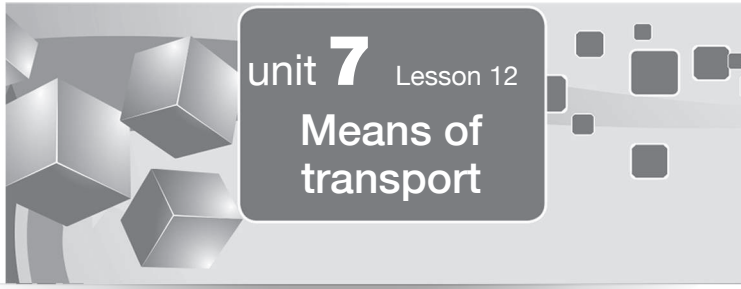
unit **6** Lesson 11
My neighbourhood

Name : _____
 Class : _____
 Date : _____
 T. Sign : _____

Complete the crossword with the help of the given clues.



Clues Across	Clues Down
2. Children go there to study	1. Thieves are taken to this place by policemen
5. We buy stamps and postcards from here	3. We go there to catch flights
8. Children play and enjoy the swings here	4. We go there when we are sick
9. A place to keep money and jewellery	6. We go there for shopping
10. We go there to catch a train	7. Kids enjoy going there on weekends



Name : _____

Class : _____

Date : _____

T. Sign : _____

Choose the correct option and write it in the given space.

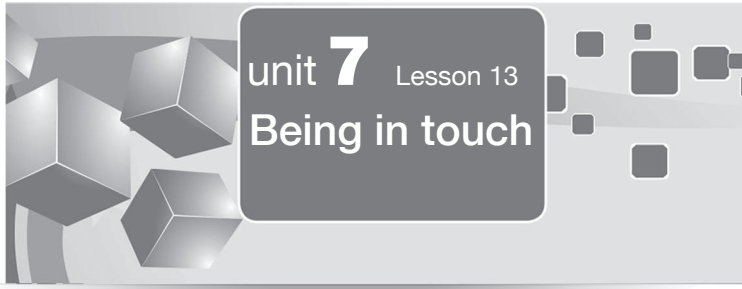
1. In remote areas, people usually travel by _____
 - a. Train
 - b. Bullock cart
 - c. Car
 - d. Motorcycle Rickshaw

2. Trains run on steel tracks which are called _____
 - a. Rails
 - b. Carts
 - c. Rains
 - d. Bogies

3. _____ transport things like coal, vehicles and animals or other goods in a massive amount to different parts of a country.
 - a. Trucks
 - b. Tongas
 - c. Passenger trains
 - d. Freight trains

4. The fastest means of transport is _____
 - a. Ship
 - b. Train
 - c. Aeroplane
 - d. Bus

5. _____ are used to pull Tongas.
 - a. Dogs
 - b. Bullocks
 - c. Donkeys
 - d. Horses



Name : _____

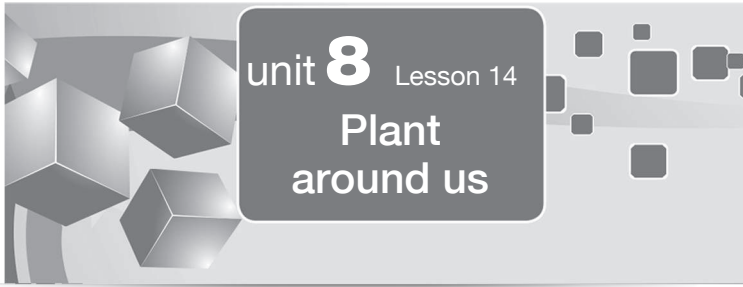
Class : _____

Date : _____

T. Sign : _____

Name the ways your school uses to stay in touch with your parents.

List the sources used to stay in touch with national and international news and information.



Name : _____

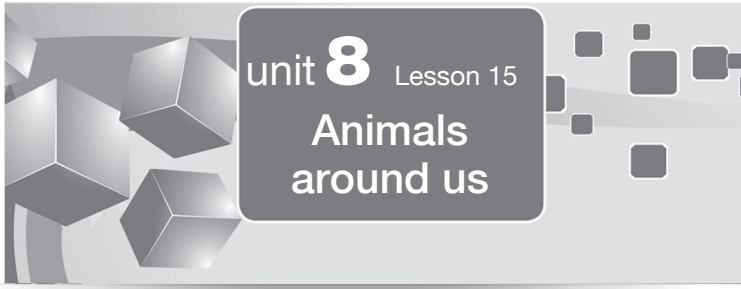
Class : _____

Date : _____

T. Sign : _____

Following are some plants used for food. Find out what types of plants they are: trees, creepers, climbers, on the ground surface, etc. Also, identify whether they are seeds, stems, leaves, flowers, fruits and roots.

Name	Type of plant	Part of plant
1. potato		
2. onion		
3. peas		
4. beet		
5. wheat		
6. apple		
7. pomegranate		
8. pumpkin		
9. celery		
10. mint		
11. cucumber		
12. sunflower seeds		
13. eggplant		
14. tomato		
15. banana		
16. lemon		
17. beans		



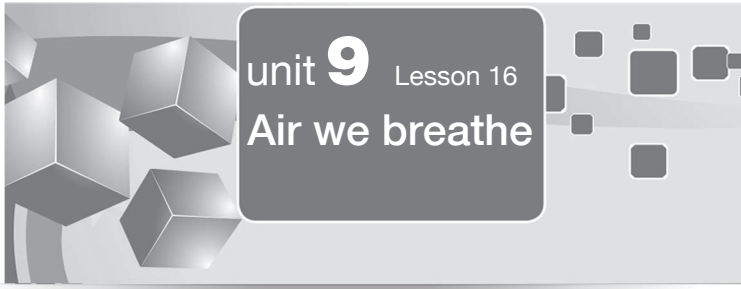
Name : _____

Class : _____

Date : _____

T. Sign : _____

Write about the animal(s) you want to raise as a pet. Explain why you want to rear it. Share how you will take care of it. Name your pet.



Name : _____

Class : _____

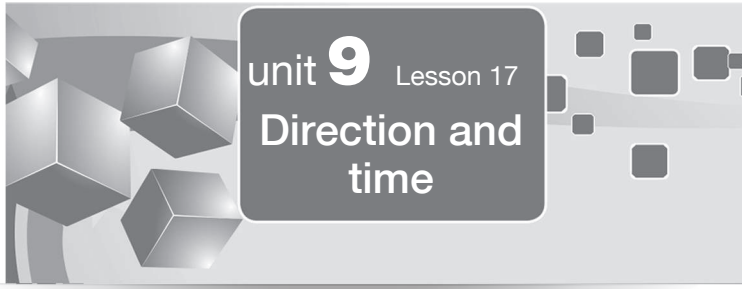
Date : _____

T. Sign : _____

1. What do you know about air?

2. Why do we need clean air?

3. What can we do to keep the air clean?



unit **9** Lesson 17
Direction and time

Name : _____

Class : _____

Date : _____

T. Sign : _____

1. Follow the directions in the given map to discover where Huda is going.

Instructions:

Decorate the map with colour pencils.

Draw a line on each street she walks, showing the route.

Directions:

- a. Huda leaves her house and walks east on Millat Road.
- b. Turn right and heads south on Main Street.
- c. From Fourth Street she turns east.
- d. At Forum Drive, she walks north.
- e. Huda walks and passes the supermarket parking lot.
- f. From the parking lot, she takes a right onto Delta Lane.

Can you tell where Huda is?

2. Write down the directions from the Supermarket to Sara’s house, who lives across street from the library

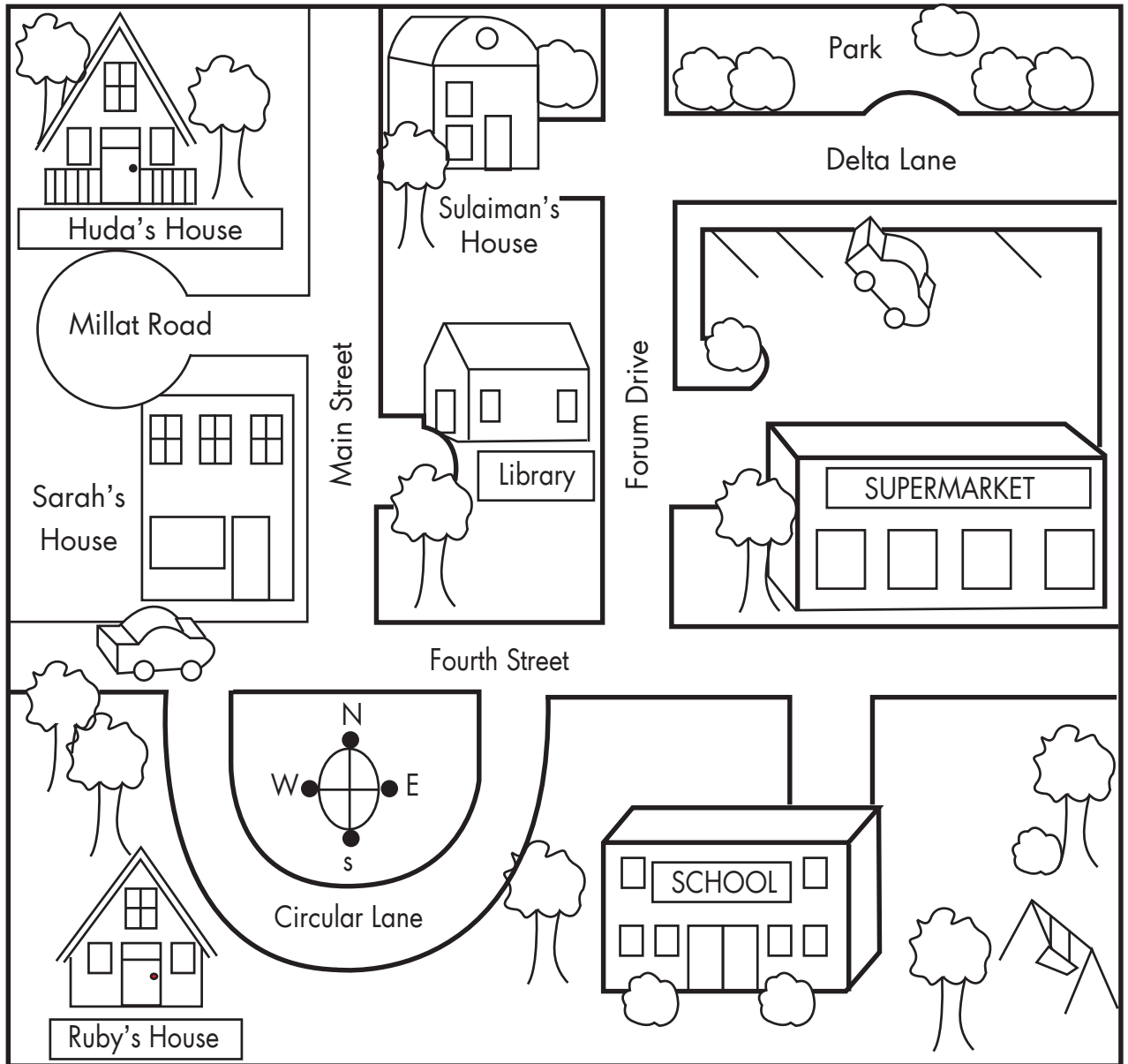
Direction and time

Name : _____

Class : _____

Date : _____

T. Sign : _____





unit **9** Lesson 18
Weather and seasons

Name : _____
Class : _____
Date : _____
T. Sign : _____

1. Choose the correct answer.

- a. In _____, we want to stay inside. (summer, winter)
- b. The heavy rainy season is known as _____. (monsoon, autumn)
- c. We wear _____ clothes in winter. (light cotton, woollen)
- d. _____ comes just before winter. (Autumn, Spring)
- e. We enjoy _____ in summers. (hot milk, ice cream)
- f. _____ is the condition or temperature in the air outside on a particular day. (season, weather)
- g. Flower blossoms in the _____ season and tree loose their leaves in _____ season. (autumn, spring)
- h. The bright flash you see during rain is _____.
(rainbow, lightning)

2. Describe the weather today.



Name : _____

Class : _____

Date : _____

T. Sign : _____

Match the following:

- | | |
|------------------------------|-------------------------------------|
| 1. Islamia College | a. High Mountains covered with snow |
| 2. Mazar-e-Quaid | b. Lahore |
| 3. Supreme Court | c. Plain Area and Rivers |
| 4. Central southern Pakistan | d. Karachi |
| 5. Minar-e-Pakistan | e. Dry Lands and Deserts |
| 6. Northern Pakistan | f. Quetta |
| 7. Hanna Lake | g. Peshawar |
| 8. Eastern Western Pakistan | h. Gilgit |
| 9. Shangrilla | i. Islamabad |

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