



Model Textbook of

English

Based on National Curriculum 2022-23

National Curriculum Council Secretariat,
Ministry of Federal Education and Professional Training,
Government of Pakistan



National Book Foundation
as
Federal Textbook Board, Islamabad



National Book Foundation

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Grade 3

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**Model Textbook of English
for Grade 3**



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Preface

Model Textbook of English for Grade 3 has been developed in accordance with the standards of the National Curriculum of Pakistan 2022. With its new design and layout, it meets contemporary standards of quality textbooks. The textbook is comprised of a collection of materials carefully developed to enhance communicative competence among learners through oral and written instructional materials. It is a colorful book.

The main objective of this textbook is to enable learners to acquire logical, interactive and communicative skills. The content will inculcate ideas and nourish critical thinking skills in young minds. Students will benefit from appropriate sociolinguistic and psycholinguistic aspects of the English language addressed in the textbook.

The National Book Foundation has always strived for improvement in all qualitative aspects of its textbooks ranging from designing to writing and printing. This new edition of the Model Textbook incorporates graphics, content and exercises. The balanced blend of these elements is intended to make learning more pleasant while taking into consideration modern pedagogical principles for textbook design as well as the learning needs of the students. The production of the textbook has been collaborative process. Many thanks to the writers, reviewers, technical facilitators, graphic designers and particularly the staff of National Curriculum Council Secretariat, Ministry of Federal Education & Professional Training and the National Book Foundation.

An amalgamation of the best possible efforts of all engaged in its production. However, there is always room for further improvement based on suggestions from the teachers and the community. It has been ensured that the notifications issued by the Ministry of Religious Affairs, concerning the Muslim faith and beliefs regarding Hazrat Muhammad Rasoolullah () have been duly and completely embedded and implemented. All suggestions from the teachers will definitely help us to further improve it in the coming years. Such feedback will be highly appreciated. After incorporating the changes, textbook will be again published.

May Allah guide and help us, (Ameen).

Dr. Raja Mazhar Hameed
Managing Director

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Vocabulary building Alphabetical order Spellings activity	Proper and common nouns Word – opposite Sentence making	Soft sounds of c and g Courtesies to show respect Express greetings	Syllable division Capitalisation and Punctuation Guided paragraph
Vocabulary building Spellings activity	Conjunctions Anagrams Sentence making	Long and short vowels and trigraphs Recite a poem Describing events in a picture	Numbers in words Narrative paragraph Comic strip
Vocabulary building Spellings activity	Has / have contractions Instructions and directions Classify gender	Weak form of has, have Mark of exclamation Myself and my family	Writing instructions / directions Guided paragraph
Vocabulary building Spellings activity	Adjectives Present continuous Conjunctions	Naat recitation Sounds of ch words Daily routine talk	Story writing basic elements Story writing on zoo elephant
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Vocabulary building Alphabetical order Spellings activity	Singular /plural nouns Articles a, an, the	Silent b sounds Speech in bubbles about a place recently visited	Writing information Character sketch
Vocabulary building Spellings activity	Action verbs Describe actions homophones	Consonant cluster sounds Express opinions Lead and follow	Mind map writing Analyzing pictures Invitation card
Vocabulary building Spellings activity	Pronounce / possessive pronouns Verb do, have, be	Pronounce weak forms of 'do' and 'have' Public speaking	Calendar schedule Guided paragraph Writing posters
Vocabulary building Spellings activity	Present-past-future Questions with verb to be	Practice short e sound Respect and gratitude Magic word	List festivals Expository paragraph
Vocabulary building Spellings activity	Contractions.Preposition Functions of can/may Antonyms /synonyms	Consonant blends Talk on a picture	List of things Paragraph with clues
Vocabulary building Alphabetical order Dictionary use Spellings activity	/d/, /t/, /id/ sounds Wh- questions Identify actions Words opposites	Pronounce Simple words with silent letters. Pronounce syllables for stress of the word use of dictionary.	Response writing Process writing

About the Book

Unit 4 Bee on my Nose

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a poem by looking at pictures in the text
- respond to the text (poet, reading) to express understanding of a story through cartooning and a simple drawing
- comprehend and respond to simple wh-questions
- comprehend simple poems read aloud in class
- identify and practise with recognizable accuracy common consonant clusters in initial positions
- actively recognize and use some formulaic expressions to listen and respond to more complex, various-lined texts, e.g. folk songs, multi-poems
- identify, recognize and appreciate flow or rhyme in several eight-line poems
- read more rhyming, octet and describing events and match with pictures
- read and understand poems or rhymes with activities
- respond to common phrases and formulaic expressions used in class and school
- identify initial and final consonant blends
- be able to use some formulaic expressions in writing
- recognize that some words substitute particular and general naming words
- use ant, in, the with different substitutions and scrambling words in short sentences to identify and describe a person, place and thing (e.g., ant, in, the, has, them, it)
- recognize and use 6-8 familiar words as objective came me, at, you, him, has, them, it
- write 5-8 simple, meaningful sentences of their own on a given topic with different sentence structures



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Learning outcomes provide key learning expectations.

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

An Ant and a Dove

Pre-reading

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

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

A dove was sitting in a tree nearby. She saw the ant falling into the river. The dove quickly plucked a leaf and dropped it near the ant.

The ant climbed up onto the leaf. Soon, the leaf moved slowly and reached the bank of the river. The ant jumped out on the dry ground. She thanked the dove. They became friends.

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

While-reading

Where was the _____ sitting?

Post-reading

- How did the ant save the dove's life?
- What lesson did you learn from the story?

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

3. Grammar

Singular Plural

i. Read the following.

Singular	Plural
flower	flowers
bus	buses
box	boxes
glasses	glasses

Read Me

Singular nouns refer to one person or thing, for example a plant, a glass, etc. Plural nouns refer to more than one person or thing, for example two plants, ten glasses, etc.

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

Singular	Plural	Singular	Plural
tree		hero	
watch		boy	
fox		bird	

Position words

v. Read the position words.

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

Read Me

Position words tell us about the position or place of naming words.

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It provides information about the concept being taught.

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

Teaching points make teaching more effective and skillful.

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

Review 4

A) Oral Communication

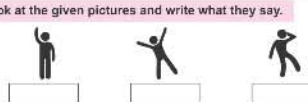
1. Learning the Sounds

Read the given words and write them in the columns.

ants birds boxes books watches friends

/s/	/z/	/iz/

Look at the given pictures and write what they say.



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

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

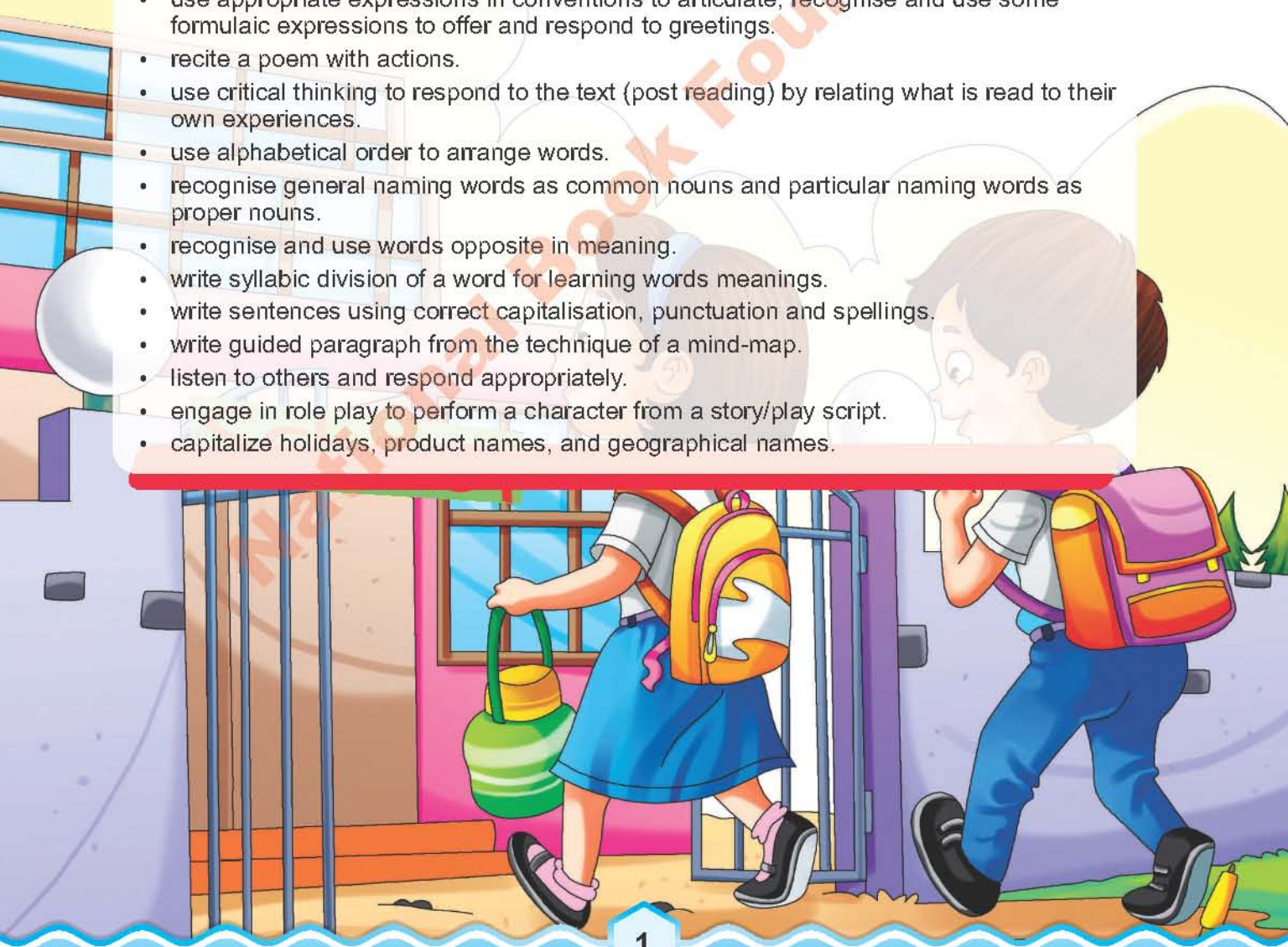
- How did the ant fall into the river?
- What is your favourite season?
- What things do we need to make a greeting card?

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Learning Outcomes

After completing this unit, students will be able to:

- listen to others and respond appropriately.
- deduce meaning from context in short, supported talk.
- use pre-reading as a strategy to predict the text through the title and pictures.
- practice class talk to learn formulaic expressions for efficiency in speaking English.
- recognise and articulate soft sounds of the letters c and g.
- recognise and pronounce with reasonable accuracy common two-constant clusters sh and st in initial and final position.
- demonstrate conventions and dynamics of oral interactions in group to exchange courtesies to show respect.
- use appropriate expressions in conventions to articulate, recognise and use some formulaic expressions to offer and respond to greetings.
- recite a poem with actions.
- use critical thinking to respond to the text (post reading) by relating what is read to their own experiences.
- use alphabetical order to arrange words.
- recognise general naming words as common nouns and particular naming words as proper nouns.
- recognise and use words opposite in meaning.
- write syllabic division of a word for learning words meanings.
- write sentences using correct capitalisation, punctuation and spellings.
- write guided paragraph from the technique of a mind-map.
- listen to others and respond appropriately.
- engage in role play to perform a character from a story/play script.
- capitalize holidays, product names, and geographical names.





Getting Started

The pictures below show students studying in different classrooms



Let's Talk

Read and practise the given dialogue.

Teacher: Dear Children! I welcome you to the new class!

Students: Thank you, teacher!

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

Students: Yes, teacher! We are.

Teacher: Look around, I have decorated the room for you. What do you like?

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



Teaching Point



- Engage students in conversation and discuss pictures for getting started. Teacher to highlight how to respond appropriately in a conversation.

First Day in Class III – My Speech

Pre-reading

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

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

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



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

2. A very important rule is to keep our classroom clean. The things we need are: brush, mop, water bucket, duster, liquid soap and sign board to show if the floor is wet. This habit will help us to keep our school and home clean.

3. In this way, we will always be healthy and happy.

While-reading

Do you want to add something to your speech?

Post-reading

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



- The speech may be read after some practise. This will help in pronunciation as well as intonation and stress pattern. Encourage the students to read in a louder voice.



A) Glossary

Read Me

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

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

Words	Meaning
learn	gain knowledge
through	from one side to another
activity	a thing that a person or group does
poem	a piece of writing with rhythm
fun	enjoyment
poster	a printed picture



B) Reading and Critical Thinking

Reading Comprehension

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

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

Analytical Reading

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

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

Learning the sounds

Phonics – soft sounds of 'c' and 'g'

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

Soft sound 'c'

city, pencil, face

Soft sound 'g'

giant, orange, pigeon

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

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

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

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

iv. Write days of the week in your notebook.

Grammar

Nouns

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

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

Read Me

Proper Noun is the name of a specific person, place or thing. It begins with a capital letter. e. g. Islamabad, Markhor.

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

Read Me

Common Noun is the name of any person, place or thing. It does not begin with a capital letter. For example, girls, boys, classroom.

Word – Opposite

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

Words

healthy

clean

kind

polite

Opposites

rude

unhealthy

unkind

dirty

Read Me

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



C) Language Focus

Vocabulary Building

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

Read Me

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

Words	Syllabic division	Meaning
learn	learn	gain knowledge
through		from one side to another
activity	ac-ti-vi-ty	a thing that a person or group does
poem		a piece of writing with rhythm
fun		enjoyment
poster		a printed picture



Alphabetical Order

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

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

Rollin' Rainbow Spelling

Roll the dice and write your spelling word that number of times in the color listed.

	Spell the word in red.	
	Spell the word in orange.	
	Spell the word in yellow.	
	Spell the word in green.	
	Spell the word in blue.	
	Spell the word in purple.	



- Use of colours help children to enhance both memory and cognition. You may choose more words from the text to add to the list for the class. Syllabic division will further help them to know the spellings. Encourage students to look for common and proper nouns from their immediate surroundings.



D) Oral Communication

Learning to Speak

i. Following five symbols tell you how you can show respect to someone.

i. **Looking Eyes:** Look towards the person who is talking to you. 👁️👁️

ii. **Listening Ears:** Listen with full attention. 👂

iii. **Helping Hands:** Join hands to help. 🤝

iv. **Walking Feet:** Walk with the friend to help. 👣

v. **Speaking Nicely:** An educated person always speaks nicely. 🗣️

Read Me

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

ii. Practise greetings and discuss a classroom rule which you like and why? You may take help from the given rules.

Hello everybody! I hope you're fine.

Yes, we are!
Thank you.



- Role play and practise will help the students to speak fluently. Instruct them to greet each other every morning. Teacher to encourage roleplay in listening activity.

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



Ali

Read Aloud

OUR CLASS RULES



- USE -
MANNERS AND
BE POLITE

**HELP
OTHERS**

**BE KIND
TO
OTHERS**

**BE READY
TO LEARN
EVERYDAY**

**LOOK AFTER
OUR
SCHOOL**

**FOLLOW
INSTRUCTIONS**

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

“If you're happy”

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



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



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



- ‘Read Aloud’ activity prepares students for the appreciation of literature. By performing actions, the students will enhance their literacy skills and confidence level at the same time.



E) Writing

Learning to Write

Syllable Division

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

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

Capitalisation and Punctuation

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

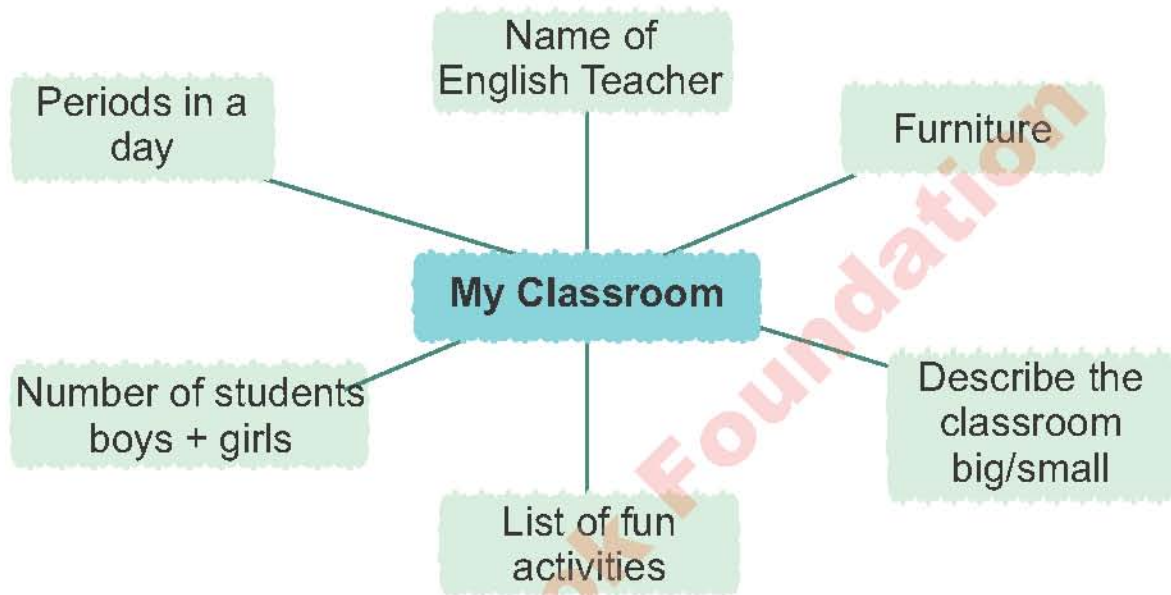
hello everyone today is my first day in class III i am very happy
all my friends are also very happy



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

Writing Practice

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



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



- Guide the students to use mind map for writing practice. Remind them to use correct punctuation.

Unit 2

Gifts of Nature

Learning Outcomes

After completing this unit, students will be able to:

- use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- apply critical thinking to interact with text using intensive reading strategies (while-reading) to predict what follows in the text using context.
- use critical thinking to respond to the text (post reading) by relating what is read to their own experiences.
- pronounce long and short vowels.
- recite a poem aloud with actions.
- describe events in a picture or an illustration.
- recognise the function of joining words. (conjunctions)
- make anagrams from simple one syllable words.
- make simple sentences by using S V (subject and verb).
- use the reading text as model for their own writing.
- write ordinal numbers from 80-100 in words.
- write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- speak clearly and confidently in a range of contexts including longer speaking turns.
- use simple connectors i.e. for addition (e.g., and, as well as) for reason (e.g. because) for sequence (e.g., first, second).
- locate the difference between the two parts of a compound word. e.g. noun+noun, adjective+noun etc. Break up some common compound words into words they are made of.
- recognise and use words similar to each other in the text.
- write spellings of days of the week, months, and numbers in a sequence. Take dictation of familiar sentences/ text studied in class. Keep a record of words. (e.g. word wall, word bank)



Getting Started

Which picture do you like the most?



Let's Talk

Read and practise the given dialogue.

- Teacher:** Sit down children! What is going on? Do you want to say something?
- Monitor:** Teacher, the weather is so nice! Can we have our class activities in the school ground?
- Teacher:** Okay, let's have attendance first and then go out to do some field work.
- All students:** Thank you teacher! You're very kind!



- Engage students to discuss the pictures to promote communication in the class. Teacher may highlight to speak clearly confidently in a range of contexts including speaking turns.

Golden Sun

Pre-reading

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



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

Lenore Hetrick

While-reading

What is important
for the life of bird
and plant?

Post-reading

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



- Explain the word 'Heaven's blue' students will enjoy the poem after understanding the meaning.



A) Glossary

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

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



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

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



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

Analytical Reading

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



Read Aloud

Phonics - Long and Short vowels

- i. Pronounce the vowels given under.

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

Read Me

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

Read Me

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



C) Language Focus

Learning to Spell

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

E_RTH

MAGI_

DE_END

HEALT_

ENER_Y

_HINE

F_OWER

WELCO_E

W_OLE

H	C	A
G	M	P
L	S	H

ii. Write name of months in your notebook.

Grammar

Conjunctions

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

All underlined words are conjunctions.

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

ii. Fill in the blanks with suitable conjunctions.

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

Read Me

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



- Encourage students to find conjunctions from the unit 1.

Anagrams

iii. Form new words from the given words.

i) ear _____

ii) act _____

iii) pat _____

iv) dam _____

v) mug _____

vi) now _____

Read Me

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

Examples:

i) break, baker

ii) flow, wolf

iii) how, who

iv) ate, eat

iv. Match the words to make compound words.

tooth

snow

rain

table

spoon

man

brush

bow

Read Me

Compound words are words which are put together to make a new word.

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

Read Me

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

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

Word Bank: plays, is, asks, works

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



D) Oral Communication

Learning to Speak

Long and Short vowel sounds

Read Me

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

i. Notice the difference in the sounds of these words and practice them.

Examples: hit, heat, cat, card

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

Now practise the above given vowel words in groups.

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

golden

shine

earth

good-bye

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



Read Me

You may focus on the following points.

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

STABILO

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E) Writing

Learning to Write

- i. Write number from 80 to 100 in words. Some words are given for help.

80	85	90	95
81	86	91	96
82	87	92	97
83	88	93	98
84	89	94	99Ninety Nine

100Hundred

Writing Practice

- i. Write a simple paragraph about your city. A sample paragraph is given for help.

Neelum Valley

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

Read Me

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

ii. Look at the pictures and write what is happening in each box.



Tongue Twisters

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

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



- The pre-reading strategy learnt earlier can be practised here. Make the students write few lines taking help from the given paragraph. Explain that when we join sentences, it makes a paragraph.

The People I Love

Learning Outcomes

After completing this unit, students will be able to:

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





Getting Started



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



Let's Talk

Read and practise the given dialogue.

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



- Encourage students to make placards for the message they want to convey. As paperboard signs, these can be displayed in the classroom. Engage them in conversation and discuss pictures above.

My Grand Parents

Pre-reading

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

My name is Jia. I live in a small house with my grand parents.

I call it a 'Happy Home'. I have one elder sister and a brother who is younger than me. My parents take good care of us. We all feel very happy with each other. Our uncles, aunts and cousins come and meet us. We also go and visit them on the weekends or during vacation. It is all fun.



There is a small garden in front of the house. I love to water the plants in the evening with my grand mother. I also have a white kitten as a pet. I call it 'Kitty'.

While-reading

- Do you have a pet?
- What is it's name?

My grandfather tells me that a happy home protects children and helps them to grow in their abilities and skills. It is also very important to listen to our parents and grandparents when they tell us important things.

I enjoy a lot with my grandmother and grandfather. They tell us stories and teach family rules and ways of life.



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

ALWAYS

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

NEVER

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

While-reading

Strangers are those people whom we don't know.

Post-reading

- Like Jia, tell us about your family.
- Tell us about your grandparents.



A) Glossary

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

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



B) Reading and Critical Thinking

Read Aloud

i. Sing the poem.

Finger Family

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



Reading Comprehension

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

- What is a happy home?
- What is in front of the house?
- Who is Kitty?
- Which healthy habits should be adopted in our daily life?



- Divide the class in groups to discuss the comprehension questions. This will help them to understand some analytical and notional questions.



C) Language Focus

Learning to Spell

Read Me

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

- i. Given below are two boxes with matching syllables. Join the syllables to complete the words. Write these in the given box.

Read Me

A phrase is a short or long group of words that does not convey a complete meaning.

moun	ter
dark	ness
let	son
gram	tain
per	mar

Words

- ii. Underline phrases from the given sentences.

- He is wearing a beautiful yellow shirt.
- I like eating a red apples.
- She is shouting from the hill top.
- She left her puppy on the road side.
- My computer is on the right side.



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

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

Contractions

i. Write the following statements in present perfect using contractions. An example is given to help you.

I have eaten an apple.

I've eaten an apple.

You have finished your work.

They have gone home.

He has written a letter.

ii. Write the following statements in present perfect tense using negative contractions. An example is given to help you.

I have not eaten an apple.

I haven't eaten an apple.

You have not finished your work.

They have not gone home.

He has not written a letter.

She has not taken part in a game.

It has not flown away.



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

Classify the gender

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

Read Me

When a word does not show male or female gender, it is neuter gender. e. g. doctor, chicken, ship, dishes.

Word Bank

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

A. Masculine Relations	B. Feminine Relations	C. Objects/ neuter

Read Me

A subject of a sentence is what the sentence is about. A predicate is the part of a sentence, or a clause, that tells what the subject is doing.

v. Recognise the sentences comprising a subject and a predicate.

- The cat is sitting in the garden.
- I am eating an apple.
- He is watching a TV show.
- His son is playing in the ground.
- The driver is sitting in his car.



D) Oral Communication

Learning to Speak

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

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

Exclamation sign

ii. Look at the expressions and discuss it with your class.

Read Me

Exclamation marks show the mood and emotions.



Wow!



Hurrah!



Oh!

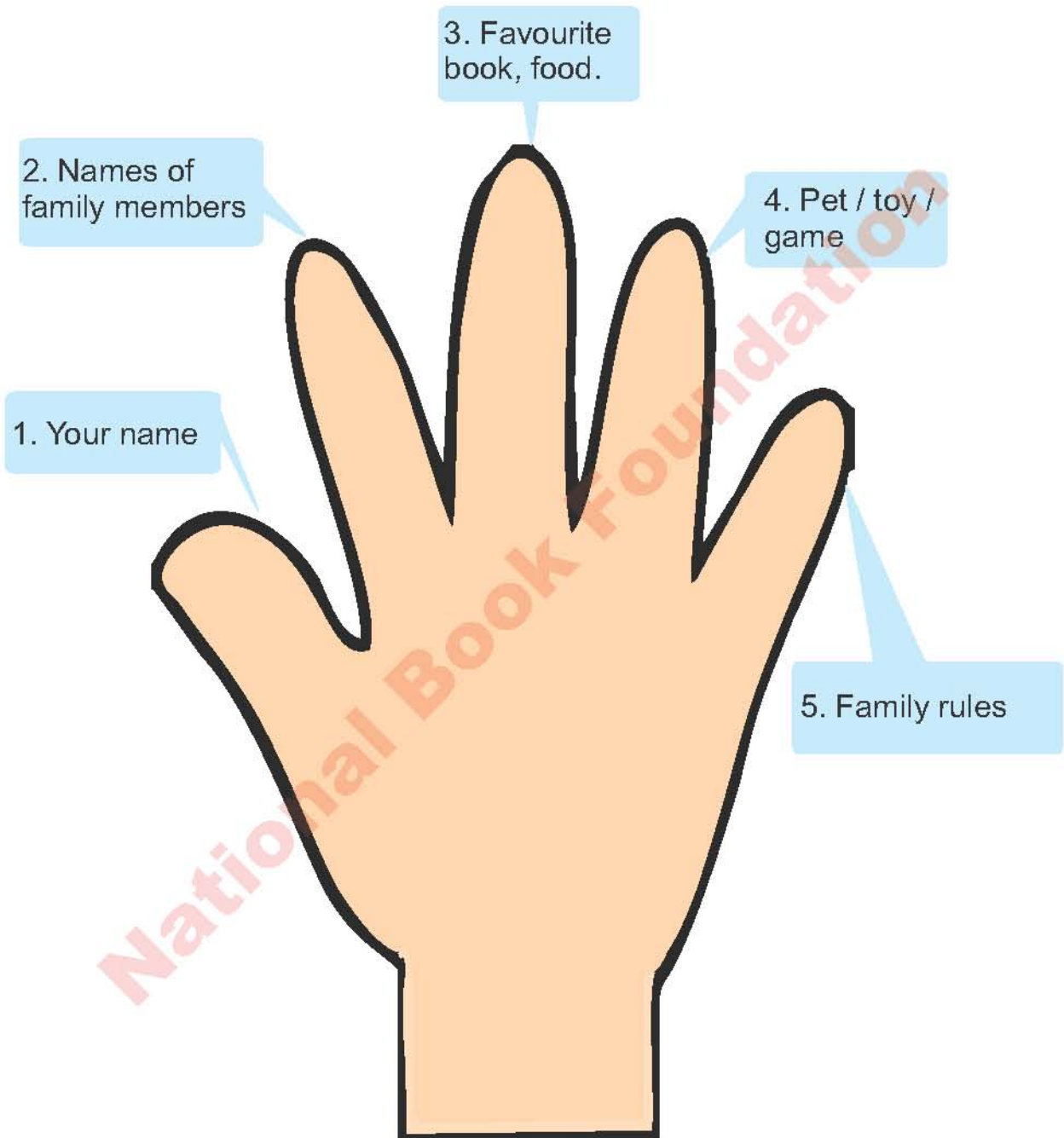


Alas!



- Briefly discuss with students about contractions with some examples for the clarity of the concept.

iii. Introduce yourself and talk about your family by using the following mind map.



- Exclamation expression need to show mood and emotions. Students may practise to improve their spoken English.



E) Writing

Learning to Write

Instructions

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

Vocabulary Help

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



Writing Practice

Guided Paragraph Writing

i. Write a paragraph on topics discussed below by Jia.

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

- a. Topic 1 - Her family and the place she lives in.
- b. Topic 2 - Description of rooms and her duties.
- c. Topic 3 - Do's and don'ts she has to follow as per the instructions of her parents and grandparents.

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قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اُخوتِ عوام
قوم، ملک، سلطنت پابندہ، تابندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال!

سایہٴ خدائے ذوالجلال

(حفیظ جاندھری)