

Unit 6

A Fit and Healthy Life

Learning Outcomes

After completing this unit, you will be able to:

- apply critical thinking to interact with the text using intensive reading strategies (while-reading) to identify an opinion in the text (as indicated through these words: think, feel, believe, etc.).
- classify words that begin or end with the same consonant clusters.
- demonstrate conventions and dynamics of oral interactions in a group to introduce themselves and others and engage in conversation.
- recognise specific parts of words including common inflectional endings and compound words.
- locate, identify, differentiate between, and use some simple pairs of words including homophones.
- illustrate the use of pronouns learnt earlier.
- use the pronouns as subject and object and for possession.
- demonstrate the use of subject-verb agreement according to person and number.
- identify narrative paragraph to note differences.
- use appropriate vocabulary and tenses to write a simple paragraph by narrating an activity from the immediate surroundings.





Getting Started

Look at the pictures and try to guess the action verbs in them.



Let's Talk

- Why is a good sleep important for good health?
- What do you eat to keep yourself healthy?
- How do you keep yourself fit and healthy?
- What do you do to keep yourself clean?

A Fit and Healthy Life

Pre-reading

- Look at the given picture below and guess what is happening.
- Do you think personal hygiene is important?

Lubna and her classmates were very excited because Dr. Haroon was coming to their school. The school had invited Dr. Haroon to talk about personal hygiene and raise awareness about COVID-19.

Dr. Haroon instructed school management to distribute masks to everyone and maintain physical distance during his visit. The children were eager to meet him.

"Hello, children! Hope you are fine. Today, I'm going to talk to you about how to look after yourself. Now, can you tell me how can we prevent the spread of COVID-19?" Dr. Haroon addressed the children.

"We should wash our hands with soap, especially after touching something dirty," Maryam replied. "We should wash our hands for at least 20 seconds before eating and after using the toilet," Aqsa added. Wasif said, "We should cover our face while sneezing."



Dr. Haroon said, "That's very right. Germs from your hands can go into your mouth, nose, eyes, and even ears and make you ill. We should also be careful about the food we eat and the water we drink. We should never forget to wear a mask and maintain physical distance because it helps to stop the spread of viral diseases."

"We should avoid eating too much junk food as well," Jasmine said.

"Yes, it is very important to eat healthy food and drink clean water. It keeps us strong and fit. However, sometimes we get ill. Can anybody tell me what we should do if we get unwell?" Dr. Haroon asked.

"Go to the doctor!" Maryam said.

"Take medicine!" Sara added.

Dr. Haroon said, "Yes, but you should tell your parents or elders first. Don't ever take any medicine unless your elders give it to you. It's very dangerous. Try to drink plenty of water with medicine. Always remember that looking after yourself is very important!"

While-reading

Do you think washing hands can keep us safe from germs?



Post-reading

- How can we keep ourselves safe from Covid-19?
- What do you do when you are ill?



A) Oral Communication

1. Learning the Sounds

Consonant Clusters

i. Read the given consonant clusters with their words.

Consonant Clusters in Initial Position			
Two-Consonant Clusters		Three-Consonant Clusters	
br-	fl-	spl-	str-
brush	flour	splash	street
bread	flower	splendid	straw
brain	fly	split	stream



Model the text with correct pronunciation and intonation. Explain to students how we can keep ourselves safe from viral diseases. Ask them to share some more information about how to keep personal hygiene. Ask them to read the unit again silently and skim and scan the information for comprehension.

Consonant Clusters in Final Position			
Two-Consonant Clusters		Three-Consonant Clusters	
-lp	-sk	-fts	-mpt
help	flask	gifts	attempt
pulp	ask	crafts	prompt
gulp	desk	drafts	contempt

Read Me

A **consonant cluster** is a group of two or more consonants in a word. Each consonant keeps its own sound in the word. A consonant cluster can be in the initial or final position of a word.

ii. Read the given sentences. Underline the words with consonant clusters and write them in their columns.

- Brush your teeth before going to bed.
- Sara showed me some splendid crafts.
- They attempted to cross the stream.
- He asked Dr. Haroon a question about germs.
- You should help him in watering these flowers.

Consonant Clusters in Initial Position		Consonant Clusters in Final Position	

2. Learning to Speak

i. Read and practise the given dialogue.

Maham: Hello, Sidra! How are you?

Sidra: Not so great. (*Speaks with a low voice*) What about you?

Maham: I am fine, but what happened to you? You were absent yesterday.

Sidra: I got a fever two days ago. I have recovered now but I still feel weakness.

Maham: You should take care of your health. Eat a healthy diet and drink plenty of water. Did you see a doctor?

Sidra: Yes, Maham. He gave me some medicines. I will be better soon.

Maham: May Allah (سُبْحَانَهُ وَتَعَالَى) bless you with health!

Sidra: Thank you. InshaAllah.



A1 (i) Write any consonant cluster on the board, for example '-rst' and ask students to say the sounds of individual letters. Then ask them to blend these letters together and read the whole word. Ask them to share more examples of consonant clusters.

- ii. Arrange a debate competition about healthy and unhealthy food.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Why did the school invite Dr. Haroon?
- What did Dr. Haroon tell the children about keeping personal hygiene?
- Why is junk food unhealthy? Discuss.

ii. Read the given sentences and notice the use of inflectional endings.

- Lubna and her classmates were very excited about Dr. Haroon's visit.
- The children were wearing masks.
- Sana always eats healthy food.
- Sara always washes her hands with soap.

Read Me

An **inflectional ending** is a letter or a group of letters added to the end of a word to change its form.

iii. Make three words with the given inflectional endings in your notebook.

-s

-es

-ing

-ed

iv. Read the given compound words.

Word 1		Word 2		Compound Words
sun		light		sunlight
head		ache		headache
bed	+	room	=	bedroom
tooth		brush		toothbrush
play		ground		playground

Read Me

A **compound word** is a combination of two or more words that produce a word with a new meaning.



A2 (i) Ask students to practise the given dialogue. B1 (i) Ask them to write the correct answers to the given questions.

v. Match the given words to make compound words and write them in the given blanks.

Column A		Column B		Compound Words
butter		berry		
straw	+	fly	=	
extra		bow		
rain		ordinary		

vi. Read the lesson again and fill in the blanks with the correct options.

- The school invited a _____ .
i) carpenter ii) judge
iii) lawyer iv) doctor
- The students were wearing _____ during the doctor's visit.
i) gloves ii) masks
iii) karate suits iv) colourful dresses
- We should wash our _____ with soap for twenty seconds.
i) feet ii) head
iii) face iv) hands
- Never take medicine with an empty _____.
i) hand ii) head
iii) mouth iv) stomach
- _____ food keeps us strong and fit.
i) Junk ii) Healthy
iii) Dirty iv) Unclean

2. Analytical Reading

Surf the internet and read about how sports keep us healthy and fit and note down some details in your notebook.



B1 (ii) Explain to students the concept of inflectional endings in detail by giving more examples. B1 (v) Encourage students to share more examples of compound words. B1 (vi) Ask students to tell the correct answers.



C) Language Focus



1. Vocabulary Building

i. Read the given words with their meanings.

hygiene	to keep yourself and your environment clean
prevent	to stop something from happening
viral	caused by a virus
germs	microbes that cause infection
plenty	enough

Homophones

ii. Read the given homophones and their use.

right: write:	You gave the right answer. He had to write a report on healthy food.
meet: meat:	They will meet you soon. Ali likes to eat red meat.
break: brake:	I need a break. He had to put on the brakes to avoid an accident.
ate: eight:	They ate a lot at dinner. Sara is eight years old.
week: weak:	There are seven days in a week. His child is getting weak.

Read Me

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



C1 (i) Ask students to learn meanings of the given words. C1 (ii) Ask them to share more examples of homophones.

iii. Fill in the blanks with the correct homophones.

- I saw _____ rise with my _____. (sun, son)
- Am I _____ to read the given text _____. (aloud, allowed)
- Maryam had bought _____ new dresses _____ her daughter. (four, for)
- _____ of my school teams _____ the cricket match. (won, one)
- I want to _____ more information in the newspaper _____. (add, ad)

iv. Use the given homophones in your sentences.

whole hole

hear here

2. Learning to Spell

Unscramble the words and learn their spelling.

kunj

ealhth

isitv

tafer

oaps

hasw

3. Grammar

Pronoun

i. Read the given sentences and notice the use of pronouns.

- **We** should wash **our** hands with soap.
- **They** are planting new plants in **their** garden.
- Hira keeps **her** bedroom neat and clean.
- Always buy a juice in a can. **It** can be recycled easily.
- Yes, **you** are right.

Read Me

Pronouns are words that are used in place of nouns, for example I, you, we, they, us, our, etc.

ii. Read the unit again and circle any five pronouns. Then use them in your own sentences.



C2 Ask students to learn the spelling of words and use these words in their daily conversation. C3 (i) Explain the concept of pronouns in detail by writing more sentences on the board.

Subjective, Objective and Possessive Pronoun

iii. Read the given sentences and notice the use of pronouns as subjective, objective and possessive pronouns.

Subjective Pronouns

- I work in a big company.
- You like playing football.
- He lives in Lahore.
- She went on vacation last week.
- It seems hot today.
- We enjoy watching cartoons.
- They are good students.

Objective Pronouns

- She gave me a book.
- Tahir bought you a present.
- She told him the secret.
- Maha asked her to come inside.
- Nida bought an ice-cream and gave it to Maryam.
- The teacher taught us nouns.
- The company provided them with insurance.

Possessive Pronouns

- This book is mine.
- That cat over there is hers.
- That poster on the wall is ours.
- This responsibility is all yours.
- The house in the corner is theirs.
- This shirt is his.
- The cat is licking its paws.

iv. Use two subjective, objective and possessive pronouns each in your sentences and write them in your notebook.

Subject-Verb Agreement

v. Read the given sentences and notice the use of subject-verb agreement.

- Dr. Haroon is giving instructions to students.
- The students are washing their hands.
- They are playing cricket.
- You are my best friend.
- I am fond of reading.

Read Me

Subject pronouns are often the subject of a sentence, 'who' and 'what' the sentence is about. Object pronouns are often the object of the verb, 'who' or 'what' is acted upon. A pronoun that shows possession or ownership is called a possessive pronoun.

Read Me

A singular subject always takes a singular verb and a plural subject always takes a plural verb. 'You' always agrees with 'are' both in singular and plural cases. The form of a verb changes with the number and person of the subject.



C3 (iii) Explain to students the use of pronouns as subject, object and possessive in detail. C3 (v) Ask students to share some more sentences with subject-verb agreement.

vi. Read the given sentences and tick (✓) the verbs that agree with the subjects.

- My mother (likes, like) to eat vegetables.
- Sports (keep, keeps) us healthy.
- The bird (are, is) chirping in its nest.
- They (do, does) not waste their time.
- Pakistanis (is, are) brave people.



D) Writing

1. Learning to Write

i. Read the given narrative paragraph.

Naveed was not feeling well last night. His ear was aching. His mother told him he needed a doctor. In the morning, Naveed's mother took him to a hospital. The doctor examined Naveed's ear with a torch. He also checked his temperature by putting a thermometer into his mouth. After a while, the doctor told Naveed's mother that he had a fever too. He gave Naveed some medicines to take at home. Naveed thanked the doctor. He took these medicines and got well after a couple of days.

Read Me

A **narrative paragraph** retells an event. It has a beginning, middle and ending.

ii. Write a narrative paragraph about any memorable incident of your school life.

2. Creative Writing

Write a paragraph on how you spent your time at home during the coronavirus lockdown. Mention any new skill you learnt during this lockdown.



D1 (i) Explain to students the concept of a narrative paragraph in detail by giving more examples. D1 (ii) Guide students about writing a paragraph through shared writing technique.

Review - 2



A) Oral Communication



Learning the Sounds

Read the given text and circle the words with diphthongs.

It was a Monday morning. I reached the sports ground with my family. All my school friends and teachers were there to support me. I was a bit nervous but, somehow, I managed to keep myself together. I looked at the sky and asked Allah (سُبْحَانَهُ وَتَعَالَى) for help.

Write two words for each given consonant cluster.

Initial Position		
str-	spr-	thr-

Final Position		
-nts	-rst	-mpt

Arrange a discussion in class about healthy habits.



B) Reading and Critical Thinking



Reading Comprehension

Answer the given questions.

- How do you spend your summer holidays? Mention some activities.
- Why should we take care of our personal hygiene?
- How can germs make us ill?

Make compound words with the given words and write them in the blanks below.

sun	wheel	tooth	cup	brush
flower	star	cake	fish	chair



C) Language Focus



Vocabulary Building

Read the given words and write their meanings.

pandemic

cheer

prevent

hygiene

precautionary

Write two nouns in each of the given columns of gender nouns.

Masculine	Feminine	Neuter

Read the given text. Circle the common nouns and underline the proper nouns.

Abid and his family went to Murree during the last summer holidays. They stayed at uncle Salim's house. They visited many beautiful places in Murree. They went to Nathia Gali, Patriata, Pindi Point and Kashmir Point. They also bought Kashmiri shawls and embroidered bags from the Mall Road. They enjoyed their trip a lot.

Rewrite the given paragraph using the correct subject-verb agreement.

Next month we is going to the Clifton beach. My sister like this idea because she like the natural beauty of seas. My brother and I wants to go fishing. My father say he are going to take us fishing this time. I hopes the weather is good so we can go out in the sea. My mother will cooks the fish.

Rewrite the given paragraph by using correct punctuation and capitalisation.

dr haroon told them that germs from our hands can go into our mouths, nose, eyes and even ears and make us ill we should also be careful about our food junk food is not good for us so we should eat healthy food.



D) Writing



Learning to Write

Write a narrative paragraph about the most memorable journey of your life.