

GOVERNMENT OF KARNATAKA

ENVIRONMENTAL STUDIES

TEXT CUM WORK BOOK

(REVISED)

ENGLISH MEDIUM

(BILINGUAL - ENGLISH AND URDU)

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1

FIRST STANDARD

(FOR ENGLISH MEDIUM SECTIONS IN URDU MEDIUM SCHOOLS)

KARNATAKA TEXTB OOK SOCIETY(R.)
6th Cross, Melleshwaram, Bengaluru - 560 003.

FOREWORD

The move to introduce English Medium sections in Government Schools is an earnest effort of the Government to ensure easy access to higher education in all streams and global avenues to the young learners of our community. It is to answer the echo of many parents who wish to educate their children in English medium schools.

There is a dire need to develop and enhance the skills of English language in our students, if we intend to see them at par with their private school counterparts. Children should be provided with opportunities to engage, explore, explain, elaborate, enjoy and learn. A classroom teacher is the most important key to open the door of such opportunities for our young students.

The syllabi and textbooks have been suitably recommended based on the principles of NCF-2005. The text-books introduced for Class 1 of English Medium are Urdu (KTBS), English(NCERT) Mathematics(NCERT Bilingual) and EVS(KTBS bilingual). To conform to the system of child-centred learning and encourage active learning, efforts have been made to link a child's life at school to its life outside the school.

With the advent of new educational policies and systems, the focus now is transaction of instructions in classrooms through the **Active Learning Model**, which places the responsibility of learning on learners. It indicates that to learn students must do much more than just sit and listen. They must read, write, discuss or be engaged in solving problems. In particular, students must engage in high-order thinking tasks as analysis, synthesis and evaluation. Active learning engages students in two aspects-doing things and thinking about the things they are doing. One of the main characteristic of active learning is creating an atmosphere suitable for collaborative learning for building knowledgeable learning communities. It is internationally acclaimed that learning best happens in such an active learning environment.

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The teachers are expected to engage young learners in interactive learning experiences to spark their interest and learn concretely. In compliance with the NCF-2005, the teachers are advised to treat children as participants in learning and not as only receivers of knowledge.

The bilingual textbooks will help to enhance the comprehending skills of students as it is believed that a child learns best in its own language. It becomes easier for a child to understand basic words or expressions in a known language and respond to instructions, commands, directions and questions verbally or physically in the beginning, till comfortable with English. Bilingual learning experience will support the endeavour to develop communicative skills of both languages.

The endeavour of the department to develop a curriculum which would be functional needed considerable expertise and effort and appreciates the academic support of our teachers and experts from Azim Premji Foundation.

I call upon all teachers who endeavour to teach in our English Medium Sections, to strive to create opportunities for our young vibrant learners by joining hands with us to realise our mission of providing quality education in Government Schools.

(Dr. P.C. Jaffer)
Commissioner for Public Instruction
Bengaluru

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PREFACE

The textbook Environmental Studies, EVS in short has been designed on the guidelines of NCF-2005. Basically it was prepared under the guidance of Prof. G.S. Mudambadithaya, who was the Chief coordinator of Curriculum Revision and Textbook Preparation. To design the textbook a committee was formed under the chairmanship of Dr. R. Shailaja, Director, Regional Environmental Studies Centre, South Zone, Bengaluru. An attempt was made by this committee to integrate the science and social science concepts by softening the subject boundaries. It has been designed with the objectives of familiarizing children with their surroundings/local knowledge and introducing some basic concepts of their natural and social environment so that they start appreciating the environment they are living in and every component that comes with it. The textbook provides ample opportunities to the children to involve in simple activities that lead to participatory learning. This book was introduced in the academic year 2013-14.

Later, this textbook was revised under the guidance of Prof. Baraguru Ramachandrappa, who was Chairman-in-Chief of Textbook Revision Committees. To revise the textbook a revision committee was formed under the chairmanship of Dr. S. Shishupala, Professor and chairman, Department of microbiology, Davangere University, Davangere. The revision was made in the background of gender equality, regional representation, national integrity and social harmony. The revision was made without affecting the structure of the existing textbook. The revised textbook was introduced in the year 2017-18.

With the move to introduce English medium sections in Govt. schools from the academic year 2019-20, once again this textbook has been revised with certain modifications based on the nature of the learning outcomes for Environmental Studies of class 1. Some of the themes, illustrations, activities and rhymes given in the older version are retained, some are altered and some are newly added. The number of lessons have been reduced from 15 to 10 and the overall number of pages have also reduced to reduce the content load for young children of class 1. The most important feature of this textbook is that it has bilingual instructions. All the instructions are provided both in English and Urdu. All these efforts are meant to help the students to gradually start using English in their day-to-day life. Note to Teachers speaks about the structure of the revised version, the themes selected, skills of EVS and guidance/suggestions to conduct activities etc. It is helpful to the teachers to make use of this textbook effectively.

The Karnataka Textbook Society (KTBS) is highly thankful to the teachers involved in this revision of the textbook. We are especially grateful to the Azim Premji Foundation for its valuable contribution. We always welcome comments and suggestions for the refinement of this textbook.

M.P. Madegowda
Managing Director
Karnataka Textbook Society (R.)
Bengaluru

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Note to Teachers

Environmental Studies (EVS) at the primary stage is meant to expose children to their surroundings holistically. It aims to provide the skills of observation, classification, exploration, explanation-all of which can kindle the natural curiosity of the child towards the environment. Therefore, the themes selected for this book have been drawn from the child's local context such as family, plants, animals, food, water, etc. The purpose is to enable the child to explore the surroundings, discuss about it and enjoy the process of exploration.

The chapters in the book primarily addresses the EVS skills of observation, identification, classification and self-expression through drawing, colouring, and talking. The child of Class 1, roughly about five to six years of age undergoes a huge transition in their lives from home to school. A child does not compartmentalise its environment hence, the book also attempts to maintain the continuity from self to the school. The themes are arranged in such a manner that the child will experience some themes like Family - **Lesson1 - I Love My Family,** Animals-**Lesson 2- Animals-Our Friends**and then move on to the Neighbourhood and wider community **Lesson 9-Around Us**.

The book attempts to follow a pedagogy that is suited for the teaching of EVS. Firstly, a lot of emphasis is given on exploration. There are several games, activities and tasks where the child can explore his/her surroundings by going beyond the four walls of the classrooms. The activities require the child to reach out to family members, observe things at home and discuss them in the classroom. Some activities are to be performed in groups, some in pairs and some individually. Secondly, the emphasis is on making connections. With the child's initiation in the formal schooling system, it's very critical for the child to see schooling as an extension of his/her natural environment. To support that, the chapters have been designed in a way that it assists the child to share his/her experiences of family members, animals he/she sees around him/her, kinds of food he/she eats and then move to some new ideas. Thirdly, contextualization of the lessons has been carefully ensured. To contextualize content, short local rhymes, short-simple stories or images which are well-connected to the theme of the chapter have been used. Lastly, EVS learning should evoke joy and interest in the subject-several games have been suggested like making a paper boat, preparing a fruit salad, playing with soap bubbles; all of which should lead to a memorable experience for the child.

Another distinctive feature of this textbook is that it is Bilingual. With the introduction of English medium sections in government schools, the child is expected to learn all the subjects in English. However, realizing that this could be challenging for both the teachers and the children, this book emphasizes on using bilingual pedagogy-combining the child's home language and English. This

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would help in gradually building the confidence of teachers in using this language as a medium of instruction and also give children enough time to adapt to a new language. There are 3 distinctive features of this bilingual textbook-

1. All instructions on activities/games/tasks are in Urdu and English.
2. There are rhymes and songs in both Urdu and English.
3. In many chapters the child is exposed to the vocabulary of common objects in Urdu and English at the same time-to aid in making the connection.

There can be many other ways of attempting bilingualism in the classroom and in the teaching learning materials. However, this is a pilot year of trying out methods and receive feedback from teachers and other experts on the effectiveness of this approach.

Teachers would play a critical role in transforming this book into a positive experience for the children. We would encourage teachers to conduct these activities in a play-way method, allowing the child to enjoy and explore. Talking with children will be very important to make this book successful-teachers are encouraged to spend a lot of student talk time in the class where children do not feel threatened to share the knowledge they bring from their homes. Teachers are also expected to use code switching and code mixing to help children understand the content but gradually move towards the target language, English.In early childhood visual intelligence is well-developed which is why it is of utmost significance that images, pictures or photographs used in the book are discussed in great details. Suggestive questions are provided to initiate a dialogue with children-many more can be added by the teachers depending on the interest of children in your class. Most of these activities are oral, with a few drawing and colouring that children enjoy to do. There are only 3 activities on writing-that come into the latter half of the book by when the child may have picked up English.

At the end of each page there is a **Note to the teacher** and **Help Box** to support the teacher with ideas and suggestions on how to conduct the activities.

Being the very first attempt of the government in attempting a bilingual textbook, we look forward to your suggestions and feedback to improve it further in the subsequent years. We hope you enjoy transacting the book as much as we have enjoyed developing it.

Revision Committee

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Class 1- Learning Outcomes for Environmental Studies

1. Describes the relationship among the members of the family.
2. Explains the need for co-operation between the members of the family.
3. Observes and identifies animals, birds and plants in their surroundings.
4. Lists the food habits of different animals.
5. Shows interest in games and can name few games and how they are played.
6. Explains the importance of water in their daily lives.
7. Lists the various sources of water.
8. Describes the basic needs for living.
9. Observes and lists modes of local transport and communication.
10. Identifies different parts of the body and states their functions.
11. Differentiates between the sun, moon and stars.
12. Mentions the different structures / buildings found in the local environment-example: school, home, post office, dispensary, shops etc.

Teachers are requested to align their classroom teaching to achieve these Learning Outcomes in the class.

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CONTENTS

SL.No.	LESSON	PAGE NO.
1.	I Love My Family	1
2.	Animals - Our Friends	8
3.	Plants - So Green !	16
4.	Let Us Play !	21
5.	Knowing Me	29
6.	Food - So Good !	37
7.	Water, Water...	45
8.	On Wheels	53
9.	Around Us	62
10.	Look at the Sky !	67

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LESSON - 1

I LOVE MY FAMILY

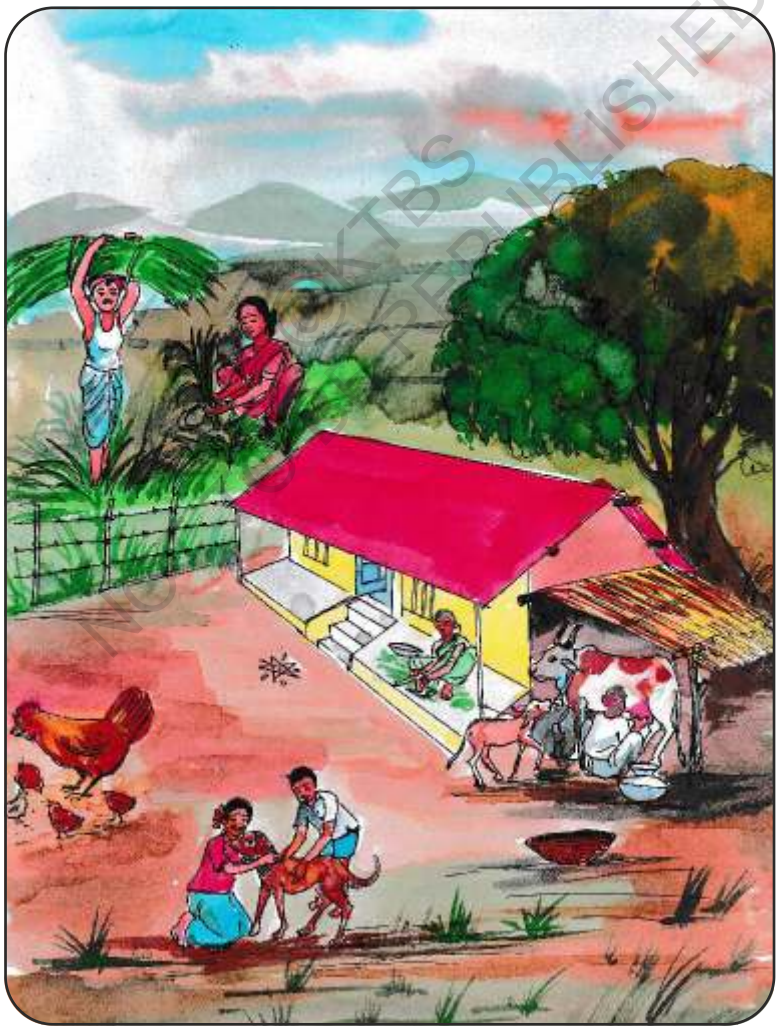
Activity - 1

A. Look at this picture.

اس تصویر کو دیکھو۔

This is Radha's family.

یہ رادھا کا کُنبہ ہے



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Now tell me children :

1. How many members are there in Radha's family?

1. رادھا کے کُنبہ میں کتنے افراد ہیں؟

2. Who is working in the field?

2. کھیت میں کون کام کر رہے ہیں؟

3. Who is Radha playing with?

3. رادھا کے ساتھ کون کھیل رہے ہیں؟

4. Who is working in the cowshed?

4. گائے خانہ میں کون کام کر رہے ہیں؟

5. Who is cutting the vegetables?

5. ترکاریاں کون کاٹ رہے ہیں؟

6. Do you see animals in the picture?
   If yes, can you name them?

6. تصویر میں کیا تمہیں کوئی جانور نظر آ رہے ہیں؟
   اگر ہاں ہے تو، کیا تم چند جانوروں کے نام بتا سکو گے؟

7. Do you have any animal at your home?

7. کیا تمہارے گھر میں کوئی جانور ہے؟

Note to teacher : This picture should be used to help children talk about this family and also their own family. Answers should be accepted in Urdu. The teacher should provide English names of some words like father, grandmother, grandfather, cow, dog etc. Teacher should encourage children to repeat these words in English.

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Activity - 2

Look at these pictures. Put a (✓) mark in the box if you have them in your family.

ان تصویروں کو دیکھو۔ اگر یہ تمہارے کُنبہ میں ہیں تو ڈبّہ میں (✓) نشان لگائیں۔

 Grandfather (دادا)	 Elder brother (بھیّا)
 Grandmother(دادی)	 Elder sister (دیدی)
 Father (باپ)	 Younger brother (چھوٹا بھائی)
 Mother (ماں)	 Younger sister (چھوٹی بہن)

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Activity - 3

Look at these pictures. Tell us who helps you to do these at home.

ان تصویروں کو دیکھو۔ ان کاموں کے کرنے میں گھر میں تمہاری مدد کون کرتے ہیں؟



Bathing



Combing



Dressing up



Sleeping



Reading



Eating

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Note to teacher : Children should be encouraged to answer questions asked by the teacher. For example: Who helps you in bathing every day? Who helps you in dressing up for school? Teacher should encourage all children to speak up and share about their experiences.

Activity - 4

Look at these pictures. Put a (✓) mark on the work you do at home to help your family.

ان تصاویر کو دیکھو۔ اپنے گھر کے جن کاموں میں اپنے کُنبہ کی مدد کرنے کے لئے تم ہاتھ بٹاتے ہو ۔اُس کے آگے (✓) نشان لگائیں۔









What are the other ways in which you help your parents and grandparents at home?

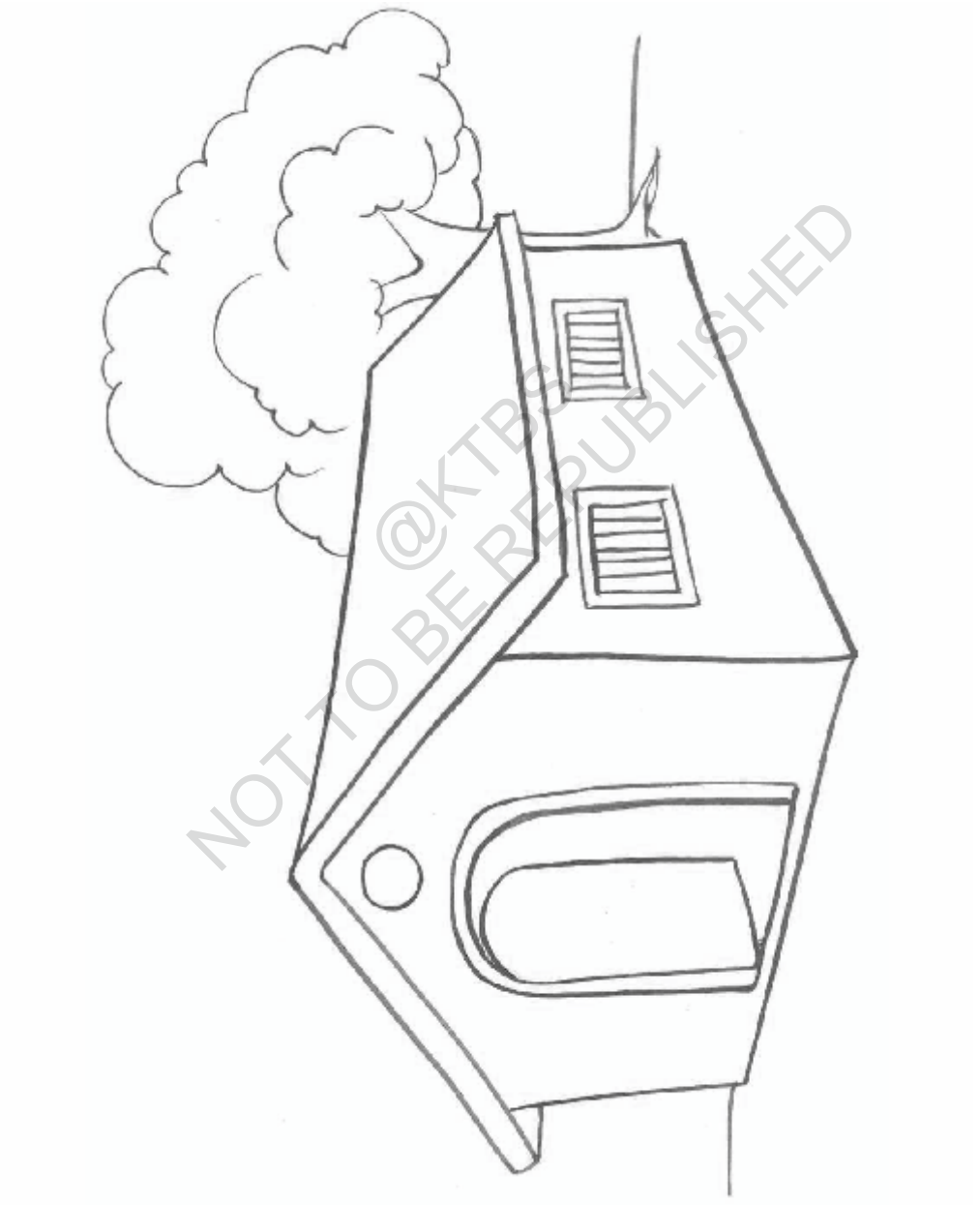
تم اپنے والدین، دادا اور دادی کی اور کن طریقوں سے مدد کرتے ہو؟

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Activity - 5

Colour this picture and draw your family members.

اس تصویر میں رنگ بھرو اور اپنے کُنبہ کے افراد کی تصویر بناؤ۔



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Activity - 6

Sing and enjoy

ہم سب ساتھ رہتے ہیں
ہمیں ہرایک کی ضرورت ہے
سب مل کر ساتھ جئیں گے
ہمیشہ خوش ہم ہی رہیں گے

ابّا کے ابّا میرے دادا
امّی کے ابّا میرے نانا
ابّا کے امّی میرے دادی
امّی کے امّی میرے نانی

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Note to teacher: Sing the rhyme using your own tune and actions.

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LESSON - 2

ANIMALS - OUR FRIENDS

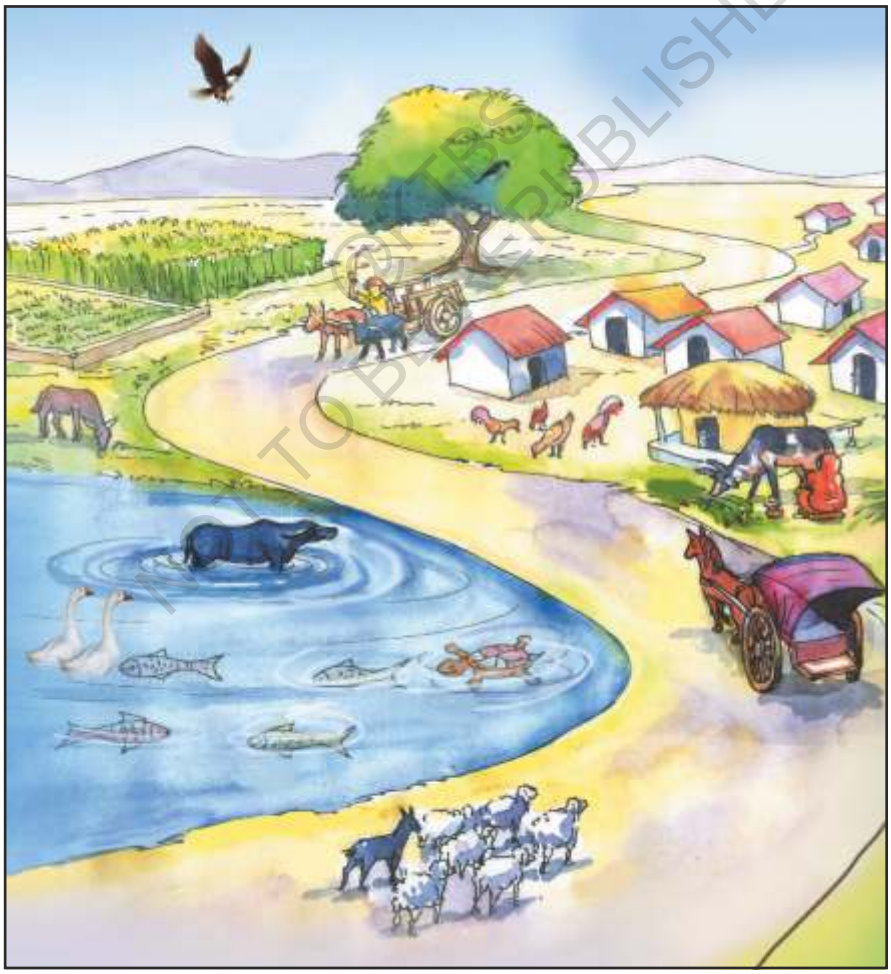
Activity - 1

Look at this picture.

(Children should be given some time to see the picture and then talk about it).

اس تصویر کو دیکھو۔

(تصویر دیکھنے کے لئے بچّوں کو تھوڑا وقفہ دیں، بعد میں اس کے بارے میں بات کریں)۔



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1. Which animals do you see in the water?

.1 پانی میں تم کون کونسے جانور دیکھتے ہو؟

2. Which animals do you see on the road?

.2 راستے پر تم کون کونسے جانور دیکھتے ہو؟

3. Which animals are pulling the cart?

.3 کونسے جانور گاڑی کھینچ رہے ہیں؟

4. Which animals and birds do you see near the houses?

.4 گھر کے پاس تم کون کونسے جانور اور پرندے دیکھتے ہو؟

5. Where can you see the bird?

.5 تم پرندے کہاں دیکھ سکتے ہو؟

Note to teacher : Accept answers in Urdu. Repeat the answers in English and encourage the children to repeat in English.

Help Box

1. Duck, fish, tortoise, buffalo in water
2. Sheep, horse, ox, cow, goat
3. Ox, Horse
4. Hen, Dog, Cow, Crow
5. Bird in the sky, on the tree, flying

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Activity - 2

A. Can you find these animals around you? If yes, put a (✓) mark in the box.

کیا تم اپنے اطراف ان جانوروں کو پاتے ہو؟ اگر ہاں ہے تو ڈبّہ میں (✓) کا نشان لگائیں۔


Sheep ☐


Crow ☐


Donkey ☐


Zebra ☐


Hen ☐


Snake ☐


Sparrow ☐


Fish ☐

1. Can you name some other animals that you may find around you?

1. کیا تم اپنے اطراف پائے جانے والے چند اور جانوروں کے نام بتاؤ گے؟

2. Can you name some animals that you do not see around you?

2. کیا تم اپنے اطراف نہیں پائے جانے والے چند جانوروں کے نام بتاؤ گے؟

Note to teacher : Accept answers in Urdu. Repeat the animal names in English and encourage the children to repeat in English. There are no right answers for the last two questions. Encourage children to share from their personal experiences.

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B. Look at these pictures and guess the names of the animals.

ان تصاویر کو دیکھو اور ان جانوروں کے نام پہچانو۔

 Pig	 Horse
 Fly	 Monkey
 Pigeon	 Peacock

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Note to teacher : Let the children look at the pictures carefully and name them. Accept answers in Urdu. Repeat the animal names in English and encourage the children to repeat in English. You can also make children work in groups and repeat the names of these animals in Urdu and English.

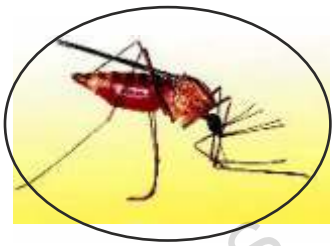
Activity - 3

Look at these pictures given below. Draw a circle (○) around the animals you find in your house.

نیچے دئے گئے تصاویر دیکھئے۔اپنے گھر میں پائے جانے والے جانوروں کے آگے (○) کا نشان لگائیں۔

Look at the example.

مثال دیکھیں:























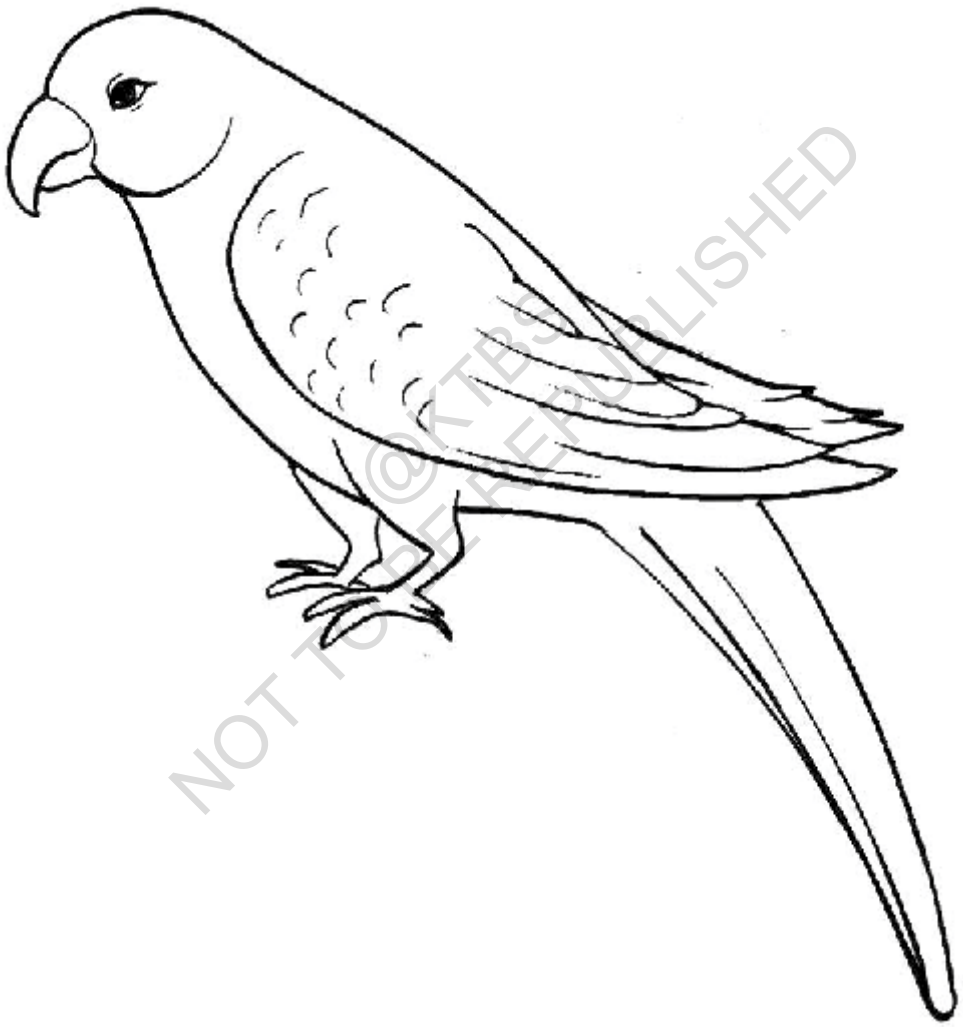


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Activity - 4

A. Colour your parrot and give a name to it.

اپنے طوطے میں رنگ بھریں اور اسے ایک نام دیں۔



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B. Colour your butterfly and give a name to it.

اپنی تتلی میں رنگ بھریں اور اِسے ایک نام دیں۔



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Activity - 5

Sing and enjoy



Bow, Bow says the dog

Meow, Meow says the cat 



Croak, Croak says the frog

Baa, Baa says the goat 



Quack, Quack says the duck

Hiss, Hiss says the snake 



Moo, Moo says the cow

Caw, Caw says the crow 

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Note to teacher: Sing the rhyme using your own tune and actions. Children can be made to sit in small groups and recite this rhyme with actions.

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LESSON - 3

PLANTS - SO GREEN !

Let us see what is outside our classroom.
(Teacher needs to take the children outside the classroom.)

- **Do you see any plants?**
- **Can you name any plants?**

Activity - 1

Look at these pictures and name them.

ان تصاویر کو دیکھیں اور نام بتائیں۔



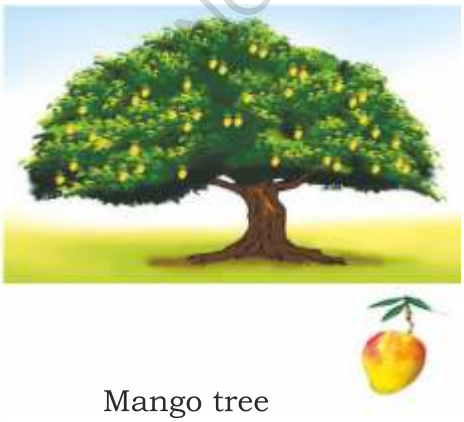
Chilly plant



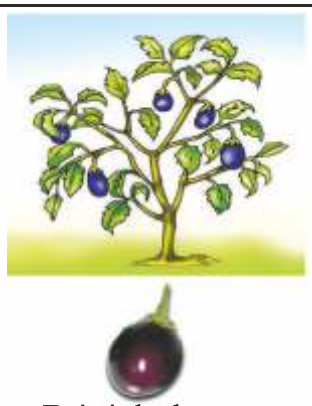
Banana plant



Coconut tree



Mango tree



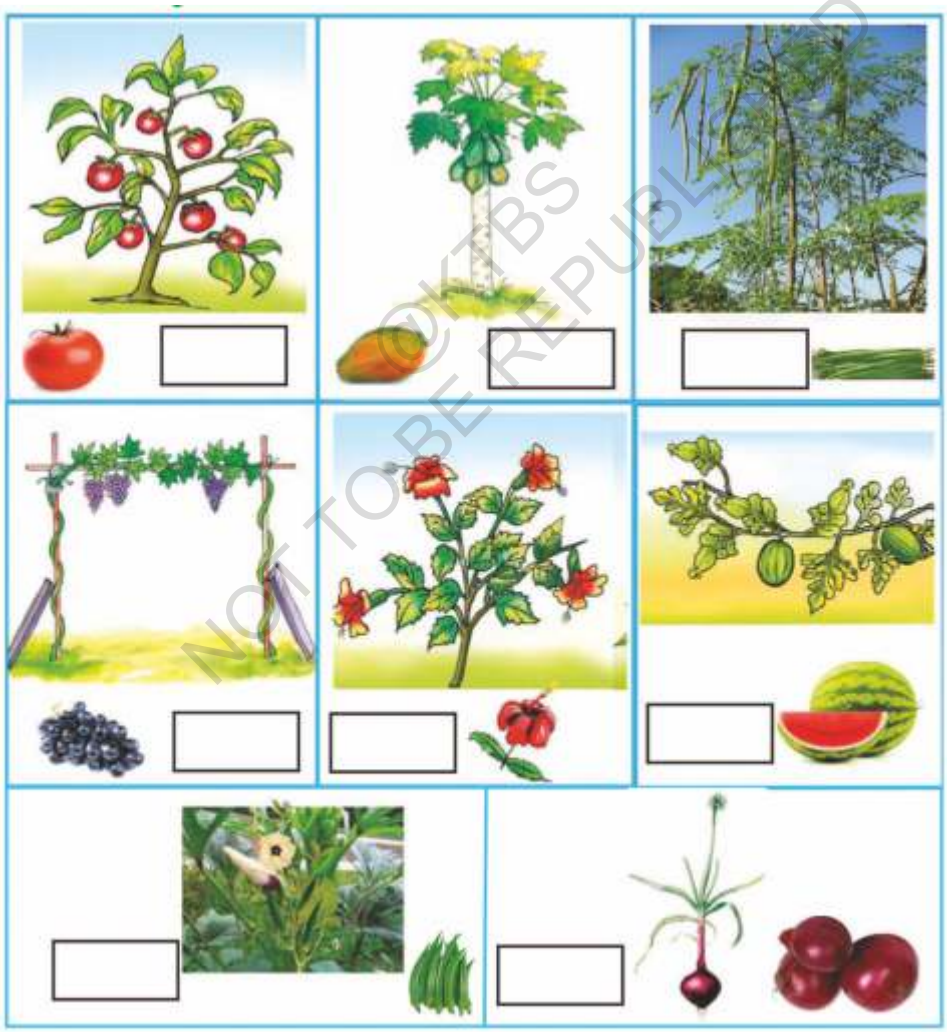
Brinjal plant

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Activity - 2

Look at these pictures. Which of these plants you see in your village/town. Discuss with your friends. Put a (✓) mark on the plants which you see in your village/town.

ان تصاویر کو دیکھئے۔ ان میں سے کونسے پودے آپ کے گاؤں/شہر میں پائے جاتے ہیں؟ اپنے دوستوں کے ساتھ بحث کریں۔ اپنے گاؤں میں پائے جانے والے پودوں کے آگے (✓) کا نشان لگائیں۔



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Can you name some more plants that you see around you?

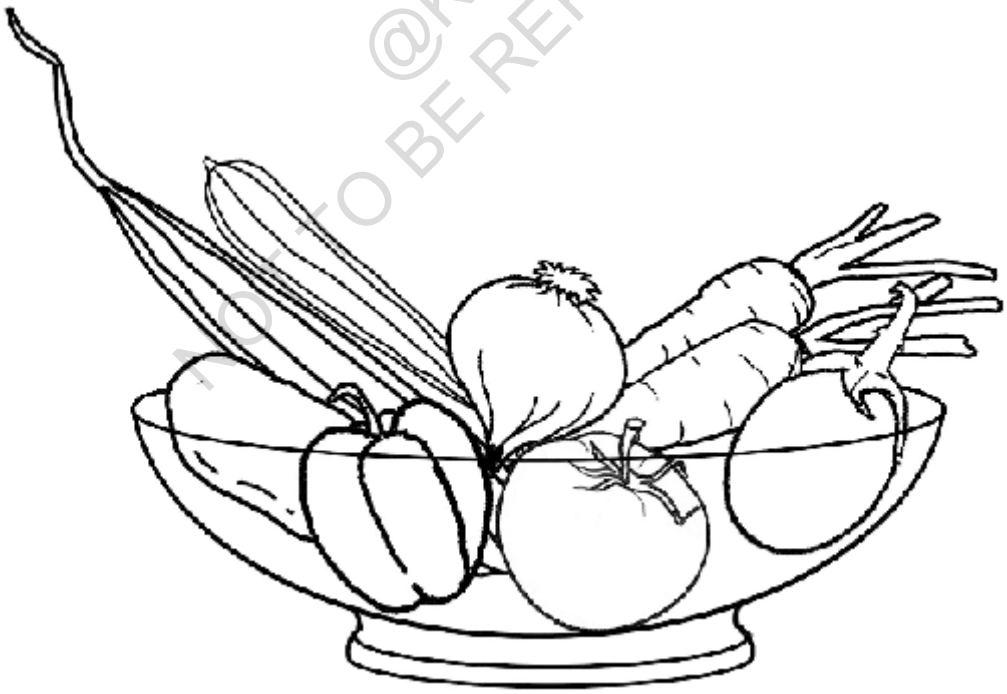
کیا تم اپنے اطراف دکھائی دینے والے چند اور پودوں کے نام بتاؤ گے؟

Note to teacher: Encourage children to name as many plants as they have seen in their surroundings. Accept names in Urdu and then introduce English names. You can also encourage children to describe the plants that they have seen.
Example: their colour, is it big or small etc.

Activity - 3

A. Colour your vegetables.

اپنی ترکاریوں میں رنگ بھرو۔



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B. Colour your fruits.

اپنے پھلوں میں رنگ بھرو۔



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C. Draw your favourite fruit or vegetable and colour it.

اپنے پسندیدہ پھل یا ترکاری کی تصویر بنائیں اور رنگ بھریں۔

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LESSON - 4

LET US PLAY !

Begin your class by asking the children about games.

- **Do you love playing?**
- **What all games do you love to play?**

Let us learn about some more games.

Activity - 1

Look at these pictures and say what you see.

ان تصاویر کو دیکھیں اور بتائیں کہ تم کیا دیکھ رہے ہو۔



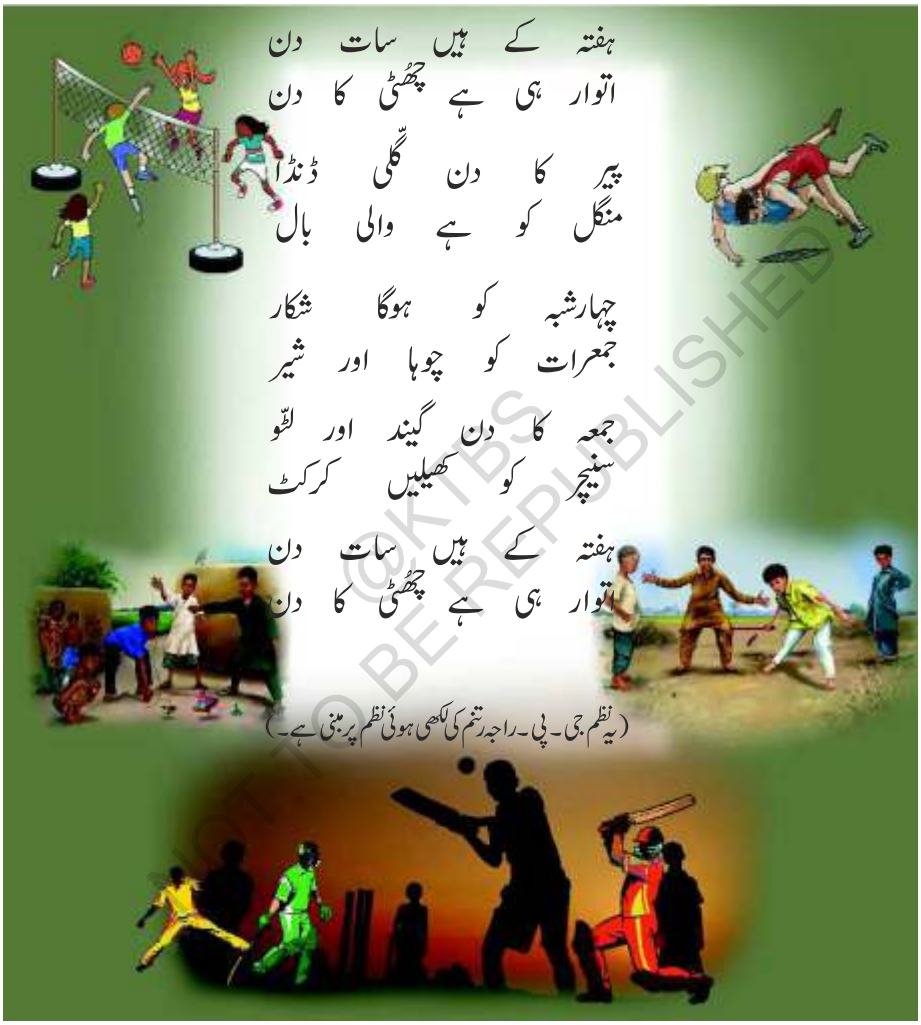
Note to teacher: Let the children imagine and build their own story. Accept and appreciate their efforts. Let them guess the game.

Help Box
Name of the game is HIDE and SEEK/Aankh Macholi.

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Activity - 2

Sing and enjoy



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Note to teacher: Sing the rhyme using your own tune and actions. Let the children listen and follow with questions on the games.

1. Name the games in the rhyme ?

1. اس گیت میں کون کونسے کھیل ہیں؟

2. Have you played any of these games?
Which ones have you played?

2. کیا تم ان میں سے کوئی کھیل کھیلے ہو؟
کون کونسے کھیل کھیلے ہو؟

3. Can you tell me how these games are played?

3. کیا تم بتا سکو گے کہ ان کھیلوں کو کیسے کھیلا جاتا ہے؟

Activity - 3

A. Look at these pictures. Put a (✓) mark in the given box if you have played this game.

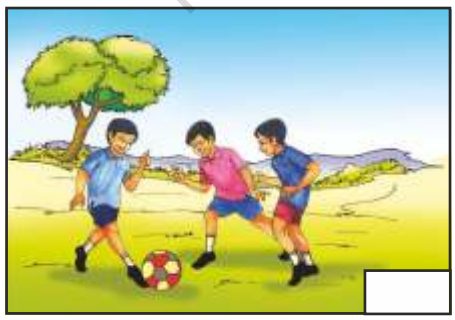
ان تصاویر کو دیکھیں۔ اگر تم نے یہ کھیل کھیلا ہو تو دی گئی جگہ میں (✓) کا نشان لگائیں۔



Cricket



Marbles



Foot Ball

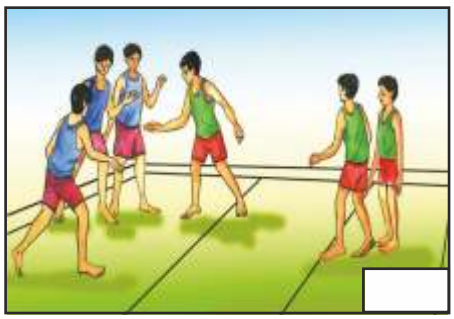


Spinning the top(Lattu)

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Lagori/Seven Steps



Kabaddi



Carrom



Hop Scotch(Langdi ka khel)



Gilli Danda



Ludo (Chowser)

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Note to teacher: Give the children enough time to look at the pictures.Encourage children to engage in a discussion on games. Discuss familiar games before introducing new games.

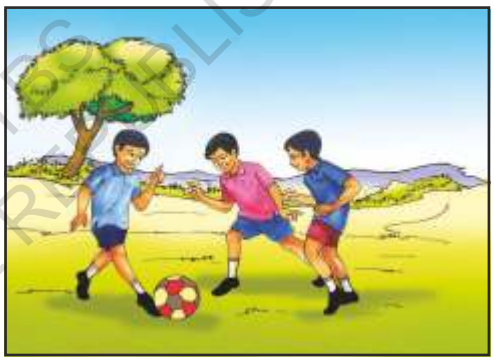
Activity-4

Here are some pictures of games that require the use of a ball. Can we look at them?

یہاں پر گیند کا استعمال کرتے ہوئے کھیلے جانے والے چند کھیلوں کی تصاویر ہیں۔ کیا ہم انہیں دیکھیں؟








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1. Identify the games that are played using a big ball.

1. بڑی گیند کا استعمال کرتے ہوئے کھیلے جانے والے کھیل پہچانئے۔

2. Identify the games that are played using a small ball.

2. چھوٹی گیند کا استعمال کرتے ہوئے کھیلے جانے والے کھیل پہچانیئے۔

Note to teacher: Provide opportunities to children to play as many games as possible. The significance is to develop interest in games.

Help Box

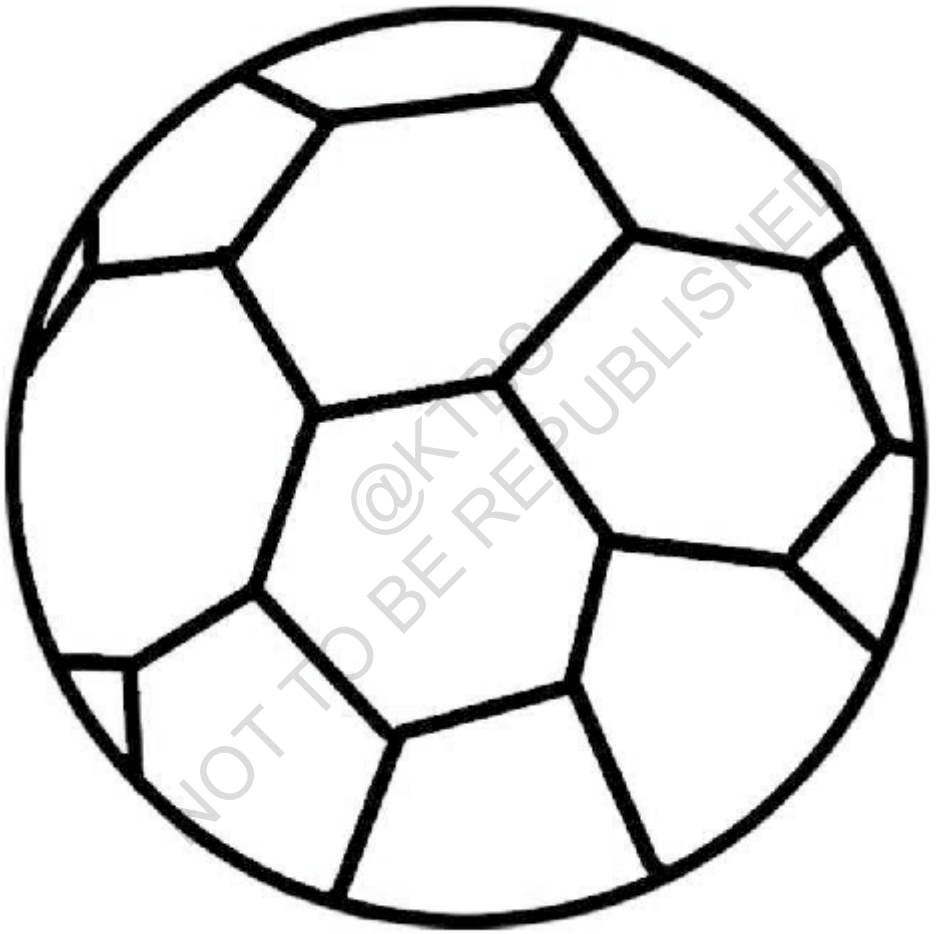
- Games that require a big ball.
  - Basketball
  - Football
  - Volleyball
  - Throwball
- Games that require a small ball
  - Cricket
  - Tennis
  - Lagori
  - Hockey

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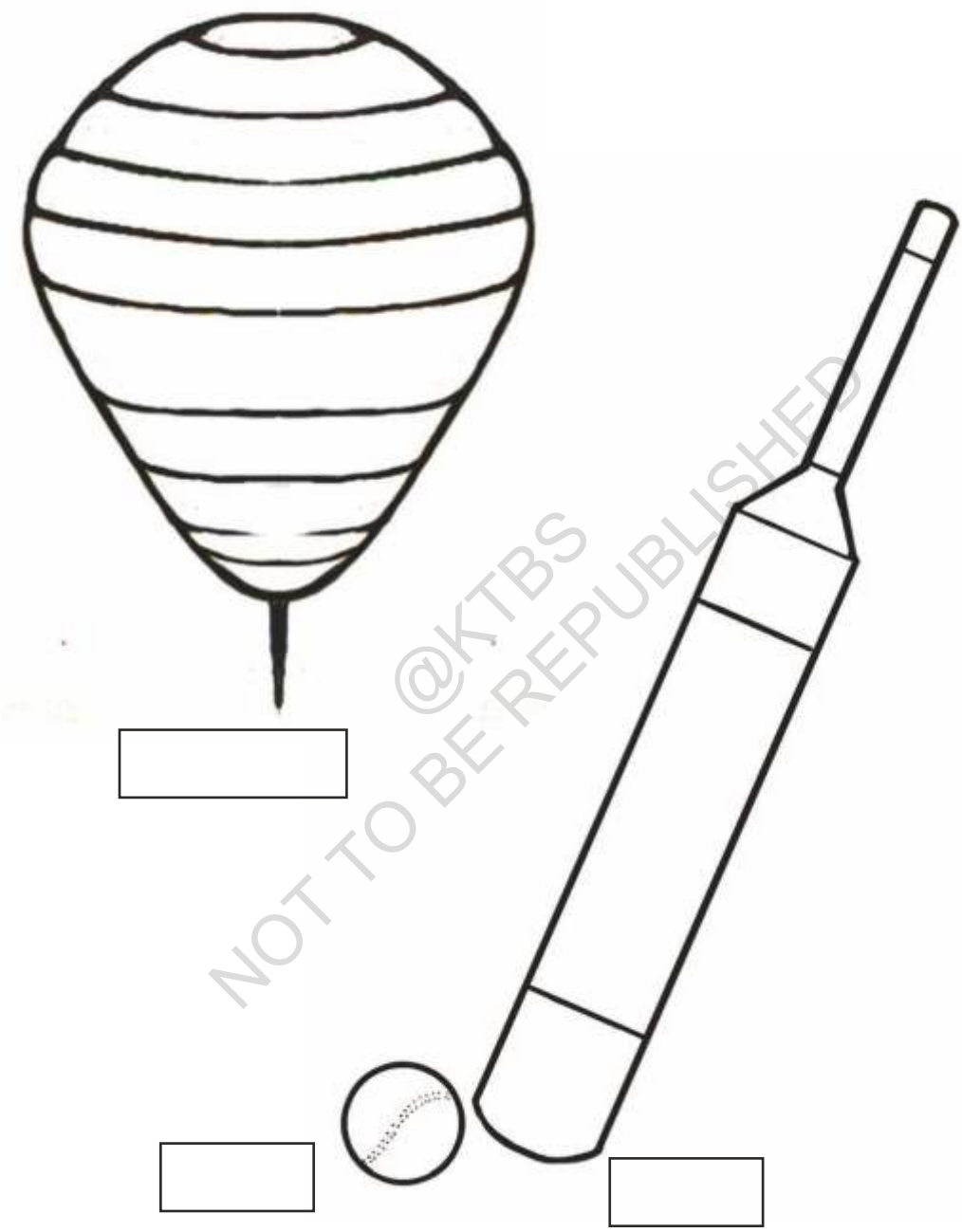
Activity-5

Colour these pictures and write their names in the given box.

ان تصاویر میں رنگ بھریں اور دیئے گئے خالی ڈبہ میں ان کے نام لکھیں۔



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K1S9P2

LESSON - 5

KNOWING ME

Hello Children! Today you have a new friend who wants to share a story with you. Listen carefully to what she says.

پیارے بچّو! آج یہاں تمہاری ایک نئی سہیلی آئی ہے جو اپنی ایک کہانی تمہیں سنائے گی، وہ کیا کہتی ہے غور سے سنیں۔

Hi! I am Meena. On my way to school I saw a beautiful bird sitting on a tree. It was singing "kuhoo kuhoo....". I moved closer to the tree to touch it but it flew away. Then I walked away to school.

ہائے ! میں مینا ہوں۔ اسکول آتے وقت میں نے ایک درخت پر ایک خوبصورت پرندہ بیٹھے دیکھا۔ وہ ''کوہو۔کوہو.....'' کہہ کر گا رہا تھا۔ میں اُس کو چھونے کے لئے درخت کے قریب جانا چاہا لیکن وہ اُڑ گیا۔ پھر میں اسکول کو چلی گئی۔

Can you tell me,

کیا تم بتا سکتے ہو،

1. **Which part of my body helped me see the bird?**

1. میرے جسم کا کونسا حصّہ مجھے اُس پرندے کو دیکھنے میں مدد گار رہا؟

2. **Which part of my body helped me hear the bird singing?**

2. میرے جسم کا کونسا حصّہ مجھے اُس پرندے کا گیت سُننے میں مدد گار رہا؟

3. **Which part of my body helped me touch the bird?**

3. میرے جسم کا کونسا حصّہ مجھے اُس پرندے کو چھونے میں مدد گار رہا؟

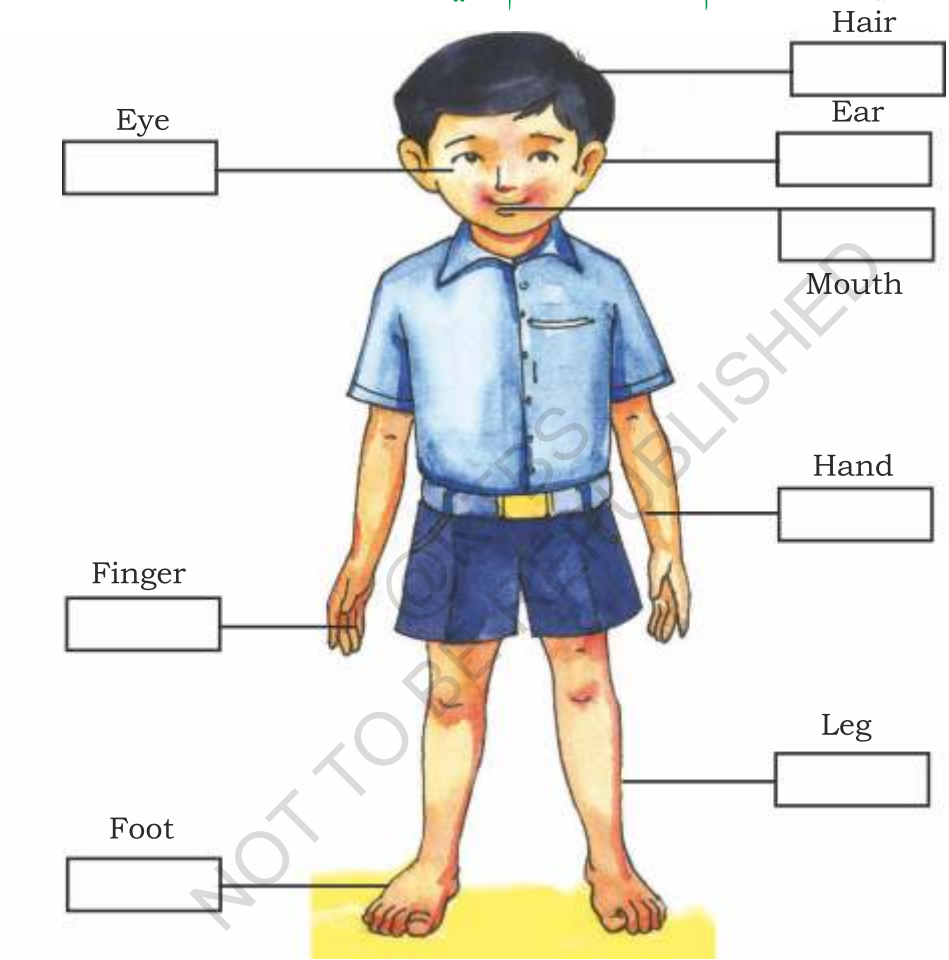
Note to teacher : Use voice modulation and actions to read this story aloud.

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Activity-1

A. Look at this picture and name the parts of the body.

اس تصویر کو دیکھیں اور جسم کے حصّوں کے نام بتائیں۔



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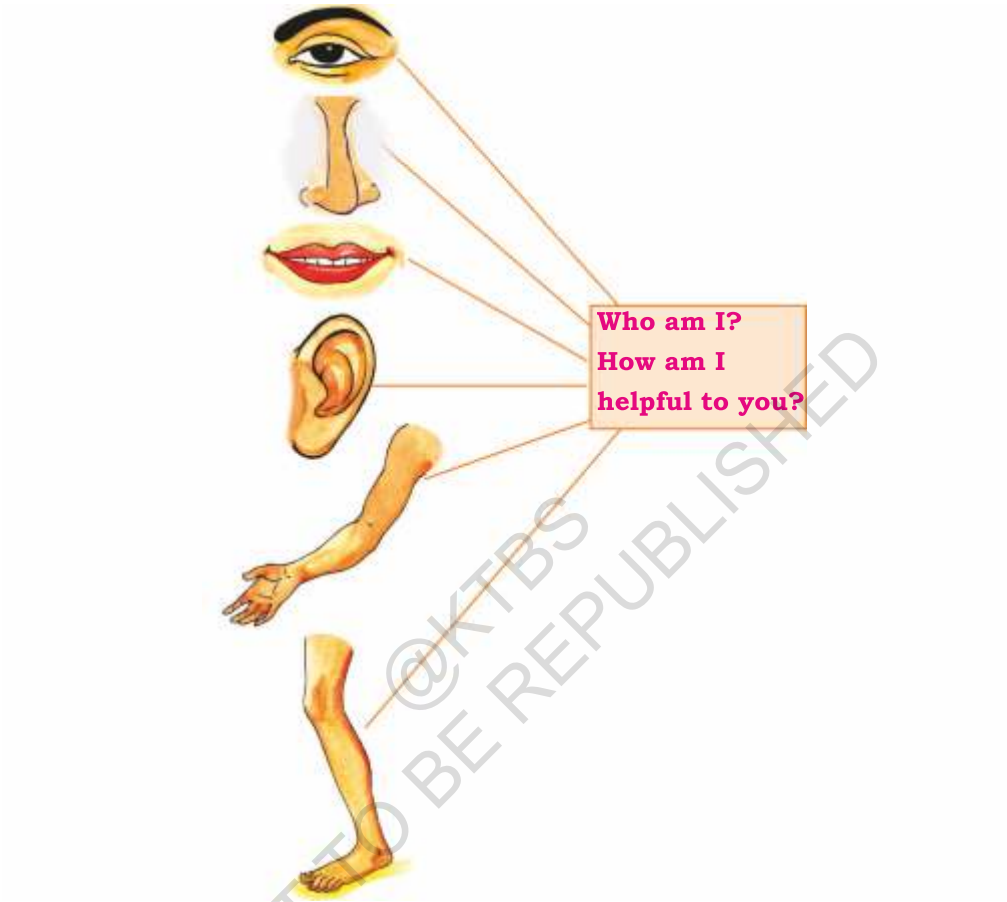
Note to teacher : Accept the local terms used for the parts of the body. Discuss the English terms and repeat it multiple times to the children.

B. Write the names of the parts of the body in the boxes given in the picture above.

اوپر تصویر میں دیے گئے خالی ڈبّوں میں جسم کے حصّوں کے نام لکھیں۔

Activity-2

A.



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Note to teacher: Encourage the children to use the English terms for the parts of the body. Encourage to share as many functions of parts of the body. Refer to help box.
For example: EYES-helps us to SEE, LEGS-helps us to WALK.

Help Box

Eyes: See, Look, Read	Ears: Hear, Listen
Legs: Walk, Hop, Jump	Nose: Smell, Breathe
Hand : Work, Write, Draw, Clap	
Mouth: Eat, Drink, Sing, Speak	

B. Look at the parts of the body given below and match them with the actions given by drawing lines.

نیچے دئے گئے جسم کے حصّے دیکھئے۔ خط کھینچ کر ان کو ان کے کاموں سے جوڑ لگائیں۔





















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Activity-3

A. Look at these pictures and let us discuss.

ان تصاویر کو دیکھئے۔ ان کے بارے میں گفتگو کریں گے۔
















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1. What do we use to brush our teeth?

1. دانت رگڑنے کے لئے ہم کن چیزوں کا استعمال کرتے ہیں؟

2. Why should we brush our teeth?

2. ہمیں دانت کیوں رگڑنا چاہیئے؟

3. What do we use to cut our nails?

3. ناخن کاٹنے کے لئے ہم کیا استعمال کرتے ہیں؟

4. Why should we cut our nails?

4. ہمیں ناخن کیوں کاٹنا چاہیئے؟

5. What do you do before eating?

5. کھانا کھانے سے پہلے تم کیا کرتے ہو؟

6. When should we wash our hands?

6. ہمیں ہاتھ کب دھونا چاہیئے؟

Note to teacher : Ask questions on the need for personal hygiene such as why is it necessary to keep the body clean? The purpose is to sensitively address the issue of hygiene and cleanliness for a healthy body.

B. Look at me and do as I do.

مجھے دیکھیں اور جیسے میں کروں ویسے کیجئے۔

1. **Brushing teeth**
2. **Combing hair**
3. **Washing hands**
4. **Bathing**
5. **Cutting nails**

Note to teacher : The actions can be enacted by the teacher and the children can be made to copy them. The names of these actions should be repeated in English and children should be encouraged to say them aloud.

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Activity - 4

Sing and enjoy

ہمارے دو آنکھ ہیں
تاکہ اچھا دیکھیں

ہمارے دو کان ہیں
تاکہ اچھا سن سکیں

ہمارے دو پیر ہیں
تاکہ سیدھا راستہ چلیں

ہمارے دو ہاتھ ہیں
تاکہ اچھا کام کریں

ہماری ایک ناک ہے
تاکہ اچھی ہوا لیں

ہماری ایک زبان ہے
تاکہ اچھی سچی بات کہیں

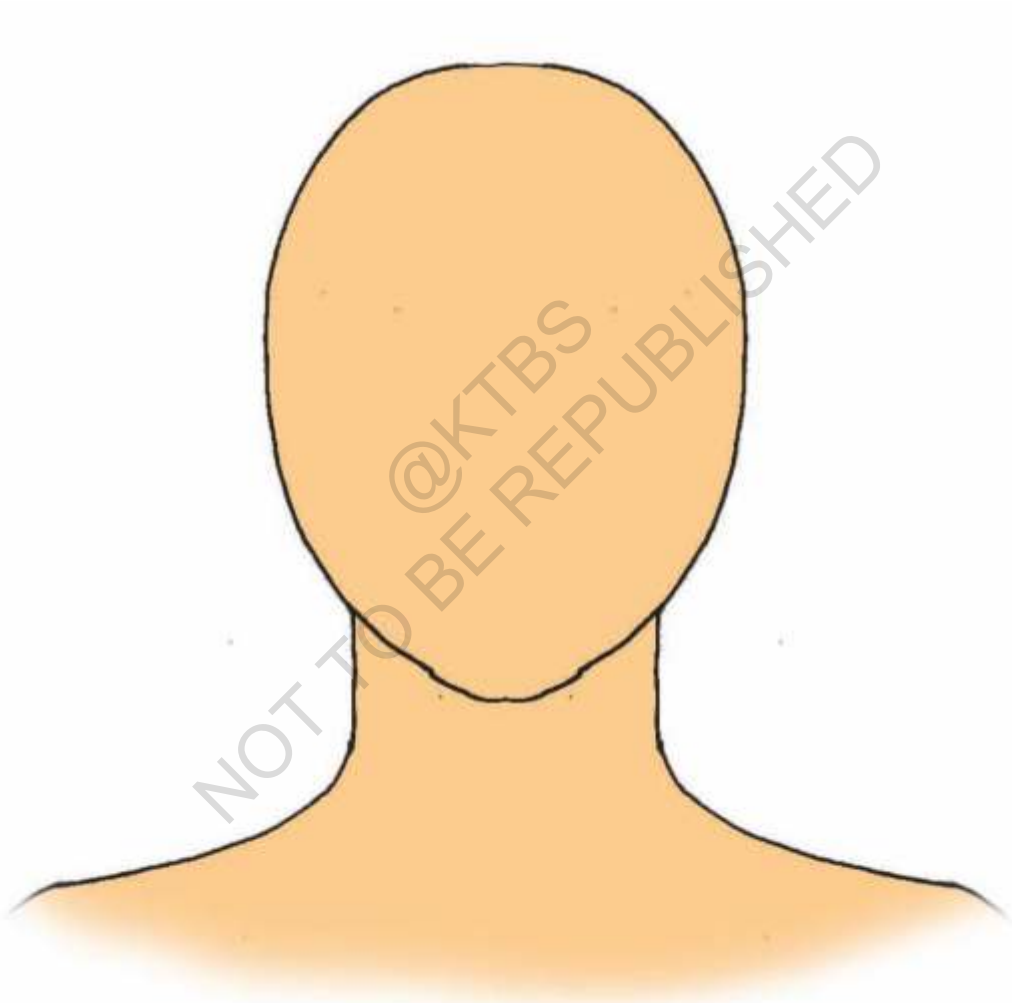
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Note to teacher: Sing the rhyme using your own tune and actions.

Activity-5

Look at the face and draw the missing parts.
(Eyes, Ears, Nose, Mouth, Hair)

اس چہرہ کی تصویر دیکھیں اور غیر موجود حصّوں کا خاکہ کھینچئے۔
(آنکھیں ، کان ، ناک ، مُنہ ، بال)



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H4Q4W9

LESSON - 6

FOOD - SO GOOD !

Activity - 1

Sing and enjoy

Food makes us big
Food makes us grow
Food makes us strong
To grow grow grow

Food helps to run
All through the day
Food helps us jump
To play play play

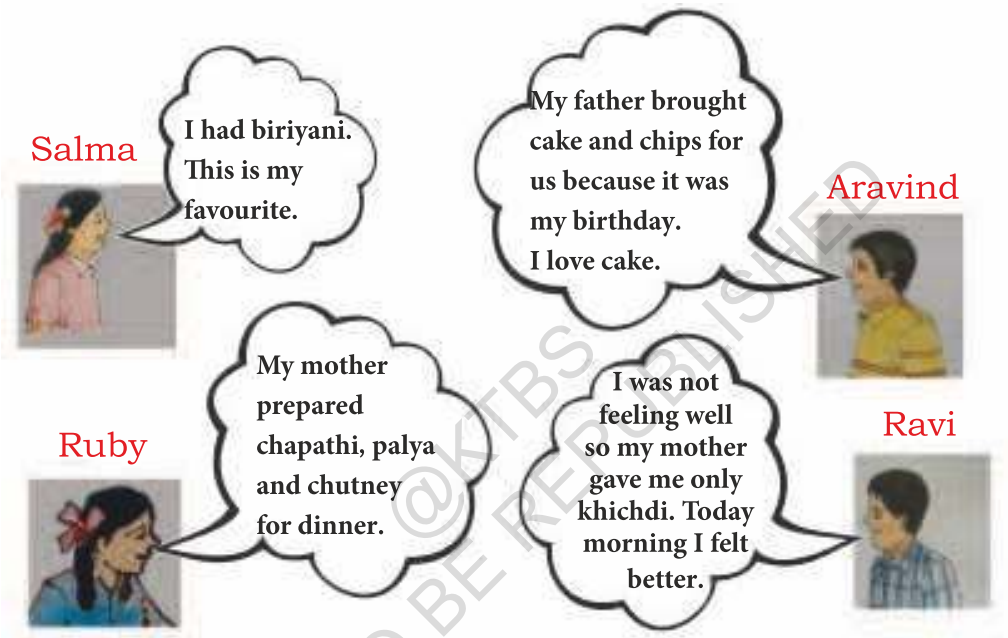
@KTBS NOT TO BE REPUBLISHED

Note to teacher: Sing the rhyme using your own tune and actions.

Activity-2

Children, let us sit in a semi-circle and listen to what some of our friends ate last night.

بچّو ، ہم نصف دائروی شکل میں بیٹھیں اور سنیں کہ گذشتہ رات ہمارے ساتھیوں نے کیا کھایا تھا



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1. Let us share what we ate last night.

1. گذشتہ رات ہم نے کیا کھایا تھا، اس پر بات کرینگے۔

2. Did you all like the food you ate?

2. جو کھانا آپ نے کھایا کیا وہ آپ کو پسند آیا؟

Note to teacher: Children should discuss different food that they eat, what they like to eat. Teacher should also help in making children aware that we all eat different kinds of food and we should respect food habits of everyone.

Activity-3

A. Listen and think.

سُنو اور سوچو۔

Aruna:	I feel tired and sleepy when I am hungry. Eating food helps me to do my work.
Jenny :	I feel happy when I eat.
Firoz:	Proper food keeps us healthy.

1. Can you tell me why we need food?.

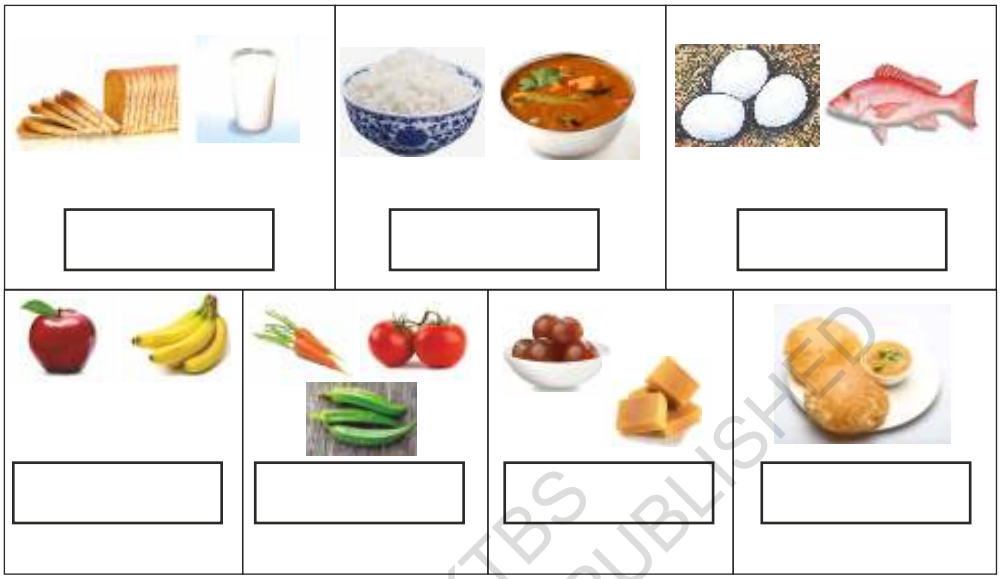
1. کیا تم مجھے بتا سکو گے کہ ہمیں غذا کی ضرورت کیوں ہے؟

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Note to teacher : Discuss with children the need for food. Help children understand the importance of food as a basic need for living.

B. Look at these pictures.

ان تصویروں کو دیکھئے۔



Put a(✓)mark on the foods that you like to eat.

جو غذا تم کھانا پسند کرو گے۔اس پر (✓) نشان لگائیں۔

Put a circle(○) on the foods that you don't like to eat.

جو غذا تم کھانا پسند نہیں کرو گے۔اس پر (○) نشان لگائیں۔

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Note to teacher: Children need to understand that they need to eat all kinds of food to grow, work and be healthy. Encourage the children to eat all kinds of food.

Activity - 4

Look at the pictures. Put a(✓)mark in the box if you know the food.

ان تصویروں کو دیکھیں۔ اگر تم اس غذا کو جانتے ہو تو دیئے گئے ڈبّہ میں (✓) نشان لگائیں۔

 1 ☐	 2 ☐	 3 ☐	 4 ☐
 5 ☐	 6 ☐	 7 ☐	 8 ☐
 9 ☐	 10 ☐	 11 ☐	 12 ☐

Note to teacher: Children should be encouraged to say the names in Urdu. Teacher should give the names of these food items in English and help children repeat them.

Help Box

1. Rice	2. Ginger	3. Corn	4. Ragi
5. Banana	6. Honey	7. Radish	8. Tomato
9. Wheat	10. Onion	11. Papaya	12. Eggs

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Activity-5

Listen to what some of our friends have to say about their pets.

ہمارے چند ساتھی اپنے پالتو جانوروں کے بارے میں کیا کہتے ہیں سنئے



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1. Do you have any pet at home?

1. کیا تمہارے گھر میں کوئی پالتو جانور ہے؟

2. Do they need food also like us?

2. کیا ہماری طرح انہیں بھی غذا کی ضرورت ہوتی ہے؟

3. What do they eat?

3. وہ کیا کھاتے ہیں؟

4. Do all animals eat the same food?

4. کیا تمام جانور ایک ہی غذا کھاتے ہیں؟

Note to teacher: Children need to know that different animals eat different food. Emphasize on the need for food for all living beings.

Activity-6

Let us make fruit salad.

اب ہم پھلوں کا سلاد تیار کریں گے۔

Children can bring different types of fruits like apple, banana, papaya, grapes, sapota, pomegranate, watermelon and some amount of sugar and honey.

بچّے سیب، کیلا، پپیتا، انگور، سپوٹا، تربوزہ جیسے مختلف پھلوں کے ساتھ تھوڑی شکر اور شہد لائیں۔

Wash the fruits with clean water/ peel the skin and cut all the fruits into small pieces (teacher Should do this). Then mix these with sugar and honey in a bowl. Now the fruit salad is ready.

تمام پھل صاف پانی سے دھوکر / چھلکے اتار کر، چھوٹے چھوٹے ٹکڑوں میں کاٹ لیں۔ (یہ کام استاد کریں گے)۔ ان تمام کو ایک کٹورے میں ڈال کر شکر اور شہد ملا دیں۔ اب پھلوں کا سلاد تیار ہے۔

Serve the fruit salad to all children in plates.

اس پھل کے سلاد کو تھالیوں میں ڈالکر بچّوں کو دیجئے۔

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Note to teacher: This activity should be organised in the class. Teacher should inform children a day before of all the ingredients that should be brought to the school.

Activity-7

Draw a picture of your favourite food and colour it.

تمہاری پسندیدہ غذا کی تصویر بنا کر اُس میں رنگ بھریں۔

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R1E4A8

LESSON - 7

WATER, WATER...

Activity - 1

Sing and enjoy

Pitter Patter, Pitter Patter

Listen to the rain.

Pitter Patter, Pitter Patter

On the window pane.

Dropping, Dropping, Dropping, Dropping

Dropping on the ground.

Dripping, Dripping, Dripping, Dripping

Listen to the sound.

Pitter Patter, Pitter Patter

Listen to the rain.

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Note to teacher: Sing the song using your own tune and actions. Make the children form a big circle and copy the actions and sentences from you.

Activity-2

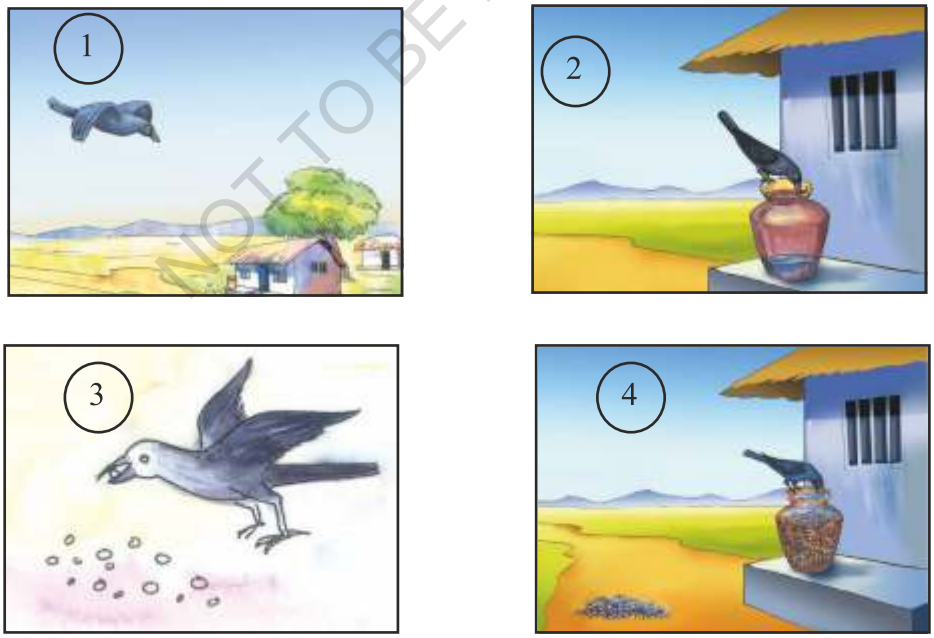
Salim is playing in the sun. He is feeling tired and thirsty.

سلیم دھوپ میں کھیل رہا ہے۔ اُسے بہت سُستی اور پیاس لگ رہی ہے۔



The crow is looking for water because it is thirsty.

کوّے کو پیاس لگی ہے۔ اس لئے وہ پانی تلاش کر رہا ہے۔



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The plants are drying up in the sun. They need water.

سورج کی گرمی سے پودے سوکھ رہے ہیں۔ان کو پانی کی ضرورت ہے۔



Salim, the crow and the plants, they all need water.

سلیم،کوّااور پودے۔ان سب کو پانی کی ضرورت ہے۔

1. Did a glass of water make Salim fresh again?

1. کیاایک گلاس پانی سے سلیم میں دوبارہ چستی آئی؟

2. Can you tell me what the crow did to satisfy its thirst?

2. کوّااپنی پیاس مٹانے کے لئے کیا کیا؟

3. How did the plants become fresh again?

3. پودے دوبارہ کیسے تروتازہ ہوئے؟

Note to teacher: Help children understand the need for water. They should be sensitized that water is a basic need for living for all living beings.

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Activity-3

A. We need water for various uses in our daily life. Look at the pictures and put a (✓) mark against the ways in which you use water in your home.

ہماری روزمرّہ زندگی میں ہماری بہت ساری ضرورتوں کے لئے پانی کی ضرورت ہے۔
تصویریں دیکھئے اور تمہارے گھر میں پانی کے استعمال کے طریقہ پر (✓) نشان لگائیں۔



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B. You are in school for more than 5 hours every day. Discuss with your friends how do you use water in school.

ہر دن تم اسکول میں 5 گھنٹے گذارتے ہو۔تم اسکول میں پانی کا استعمال کس طرح کرتے ہو،
اپنے دوستوں کے ساتھ بحث کرو۔

Help Box

Children need water to drink, to wash their hands, to water plants in the garden and to keep the toilets clean.Teacher can add more to this list.

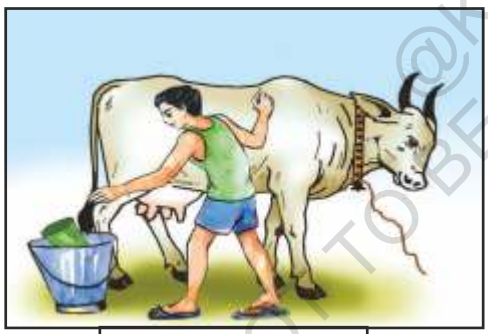
Activity-4

Look at these pictures. It shows the uses of water. Put (✓) mark against the ones which you have seen.

ان تصویروں کو دیکھئے۔ یہ تصاویر پانی کے استعمالات بتاتے ہیں۔ اگر تم یہ دیکھے ہو تو ان تصاویر کے آگے (✓) کا نشان لگائیں۔











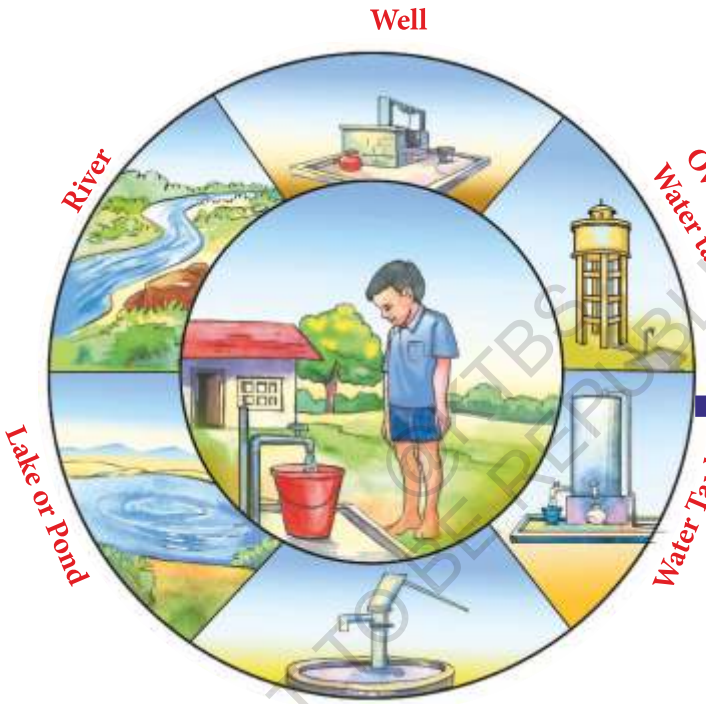


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Activity-5

Do you know from where water comes to your home? See the picture. Put a (✓) mark on these pictures from where water comes to your home.

کیا تم جانتے ہو، تمہارے گھر میں پانی کہاں سے آتا ہے؟ تصویر دیکھیں۔ جہاں سے تمہارے گھر پانی آتا ہو، اُس تصویر پر (✓) کا نشان لگائیں۔



Can you think from where water comes into these?

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1. Have you ever tasted rain water?
   Does it taste different?

1. کیا تم نے کبھی برسات کا پانی پیا ہے؟
   کیا اس کا مزہ مختلف ہوتا ہے؟

2. Ask your elders and find out how does water come to the taps in your home.

2. گھر میں اپنے بڑوں سے جانیں کہ، تمہارے گھر کے نل میں پانی کہاں سے آتا ہے۔

Activity-6

Look at the pictures. Let us talk about what is happening to them.

ان تصاویر کو دیکھیں۔ ان تصاویر میں کیا ہو رہا ہے؟ اس پر گفتگو کریں گے۔



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Note to teacher: Children should discuss about what is happening in the pictures. The teacher should help them understand the need to save water and use it carefully.

Activity-7

Play a Game

1. **Mix soap and water in a bowl.**

1. ایک برتن میں صابن اور پانی ملا کر رکھیں۔

2. **Use a straw and dip it in the soap water and blow to get bubbles.**

2. ایک اِسٹرا لیں اور صابن کے پانی میں ڈبو کر پھونک لگا کر بُلبُلے بنائیں۔



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LESSON - 8

ON WHEELS

During holidays we go to meet our relatives and friends. Can we think of how we travel? Can you name some vehicles which you have seen?

Today let us learn about different types of vehicles.

Activity - 1

A. Look at this picture. Put a (✓) mark on the vehicles that you see around you.

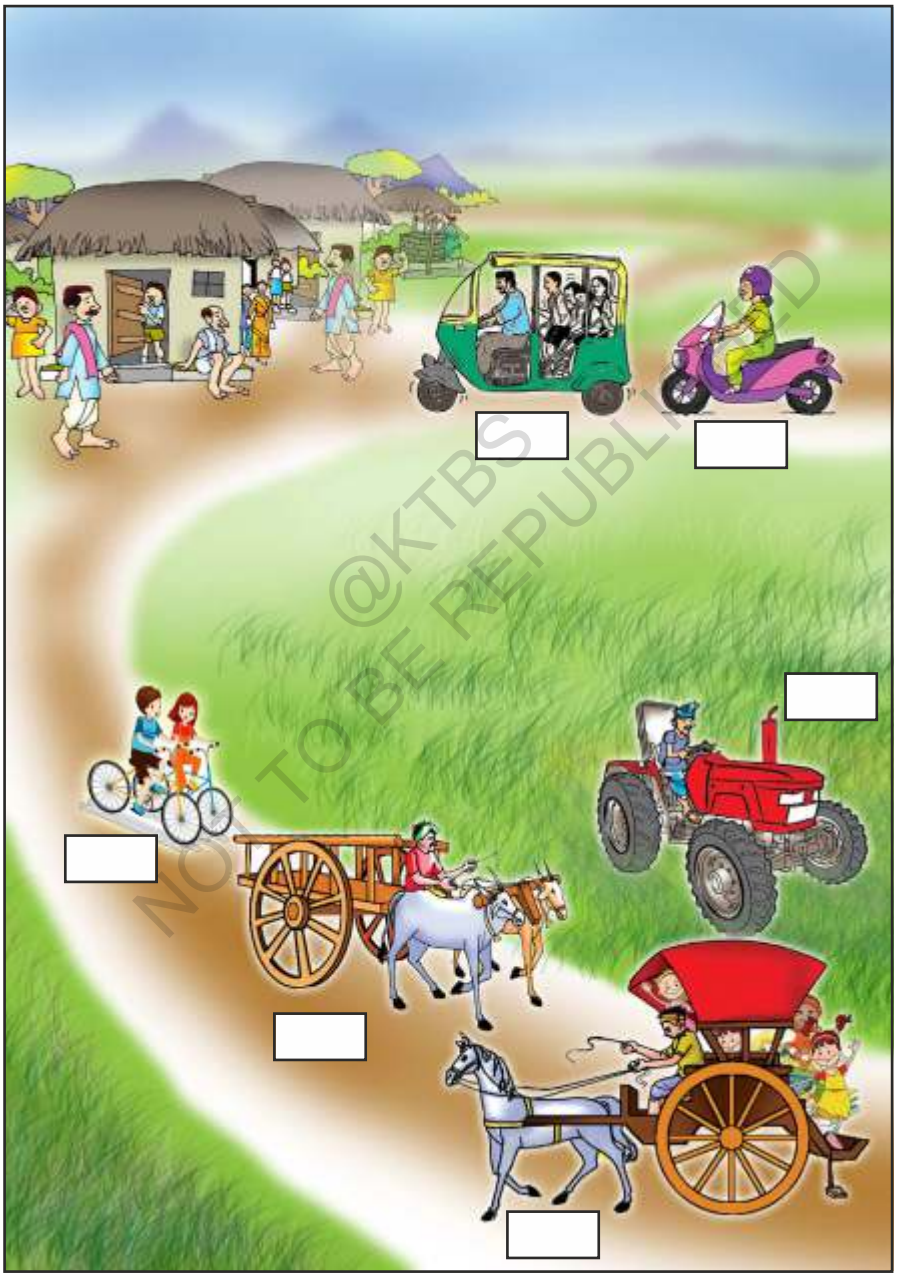
یہ تصویر دیکھئے۔ اپنے اطراف دیکھے ہوئے گاڑیوں کے آگے (✓) نشان لگائیں۔



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B. Look at this picture. Put a (✓) mark on the vehicles you see around you.

یہ تصویر دیکھئے۔ اپنے اطراف دیکھی ہوئی گاڑیوں کے آگے (✓) نشان لگائیں۔



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1. Name the vehicles in which you have travelled?

1. ان سواریوں کے نام بتاؤ، جن پر تم نے سفر کیا ہے؟

2. Where does the bus move?
   What else moves on the road?

2. بس کہاں چلتی ہے؟
   روڈ پر اور کیا چلتے ہیں؟

3. Where does the boat sail?
   What else sails on water?

3. کشتی کہاں تیرتی ہے؟
   پانی پر اور کیا تیرتے ہیں؟

4. Where does the aeroplane fly?
   What else flies in air?

4. ہوائی جہاز کہاں اڑتا ہے؟
   ہوا میں اور کیا اُڑتے ہیں؟

5. Where does the train move?
   What else moves on the track?

5. ریل گاڑی کہاں چلتی ہے؟
   پٹڑی پر اور کیا چلتے ہیں؟

6. Which vehicle do you like the most?
   Why do you like it?

6. تمہاری پسندیدہ سواری کونسی ہے؟
   وہ تمہیں کیوں پسند ہے؟

Note to teacher : The questions are to be answered looking at both the pictures. Accept answers in Urdu. The English terms for simple words should be introduced and repeated multiple times. Encourage the children to answer in English.

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Activity-2

Where do these vehicles move? Match by drawing lines.

یہ سواریاں کہاں چلتی ہیں۔ خط کھینچ کر جوڑ لگائیں۔










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Activity-3

Sing and enjoy



The horn of the bus goes
beep beep beep.



The bell of the cycle goes
trin trin trin.



The engine of the train
goes chuk chuk chuk.



The wheels of the bike
goes zoom zoom zoom.

Note to teacher: Sing the rhyme using your own tune and actions. Repeat it many times.

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Activity-4

Play a game

Steps:

1. **Make the children stand in a circle.**

2. بچّوں کو دائرے کی شکل میں کھڑا کریں۔

2 . **Name a vehicle and let the children move in circle making the sound of that particular vehicle. For example, If the vehicle is train, then the children will make the sound-chuk chuk chuk and move their hands like the wheels of a train.**

2. ایک سواری کا نام کہیں، بچّے اُس سواری کی آواز کرتے ہوئے دائرے کی شکل میں آگے بڑھتے رہیں۔ مثلاً: اگر آپ کی کہی ہوئی سواری ریل گاڑی ہو تو بچّے چھک چھک چھک کہتے ہوئے، اپنے ہاتھوں کو ریل گاڑی کے پہیّوں کی طرح گھماتے ہوئے دائروی شکل میں آگے بڑھتے رہیں۔

3. **After few seconds the name of the vehicle can be changed and then the children need to make sounds as the second vehicle and also move around like that vehicle.**

3. چند لمحوں کے بعد سواری کا نام بدل دیں۔ تب بچّے دوسری سواری کی آواز نکالتے ہوئے اُسی سواری کی حرکت کرتے ہوئے دائرے میں آگے بڑھیں۔

4. **Continue the game using the names of different vehicles.**

4. مختلف سواریوں کے نام استعمال کرتے ہوئے کھیل کو آگے بڑھائیں۔

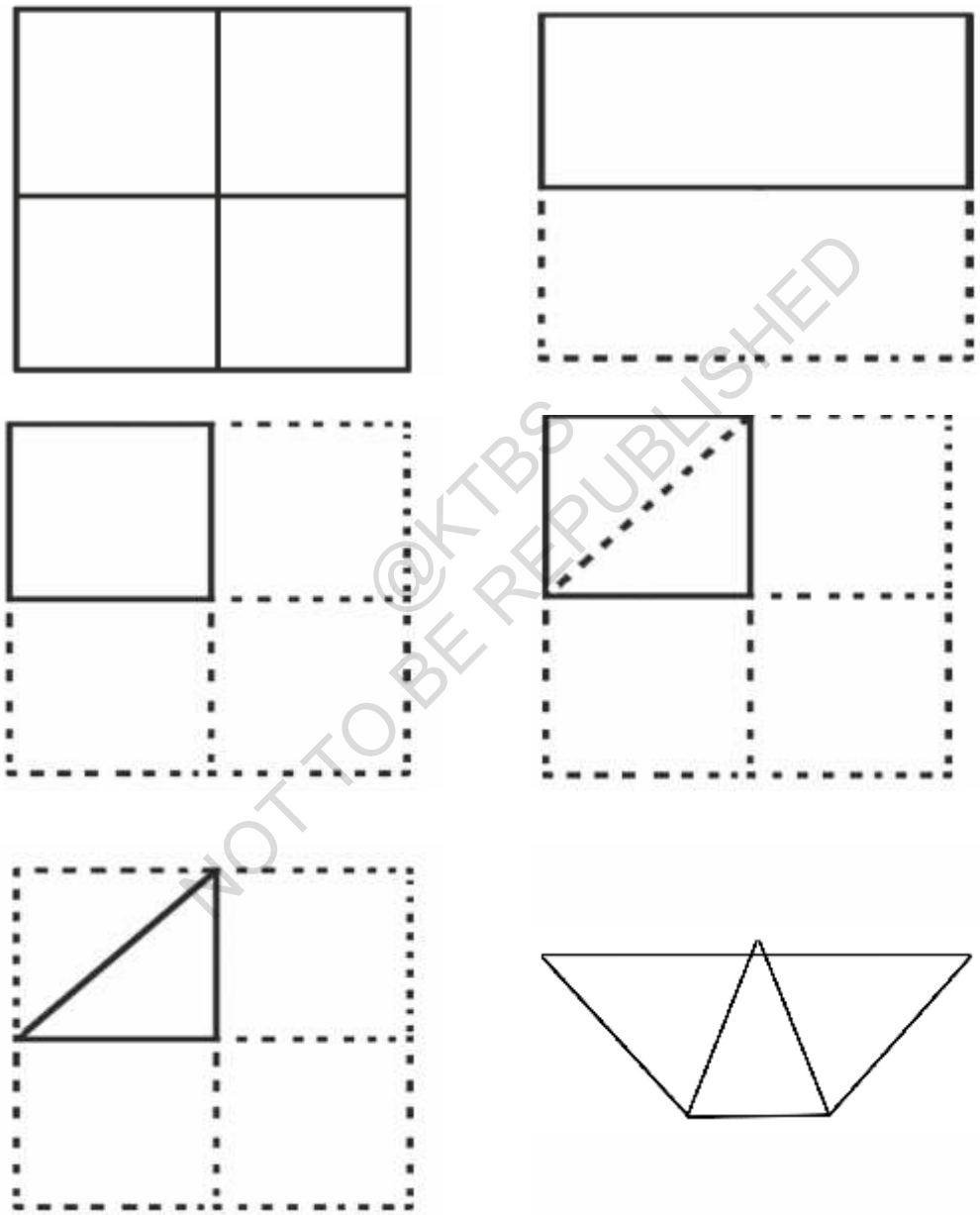
Note to teacher : After a few rounds of the game, the children should be given the opportunity to choose their vehicles and then they can continue till every child has got the chance to say at least one vehicle name.

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Activity-5

Let us enjoy making a paper-boat.

ہم کاغذ کی کشتی بنا کر لطف اٹھائیں۔

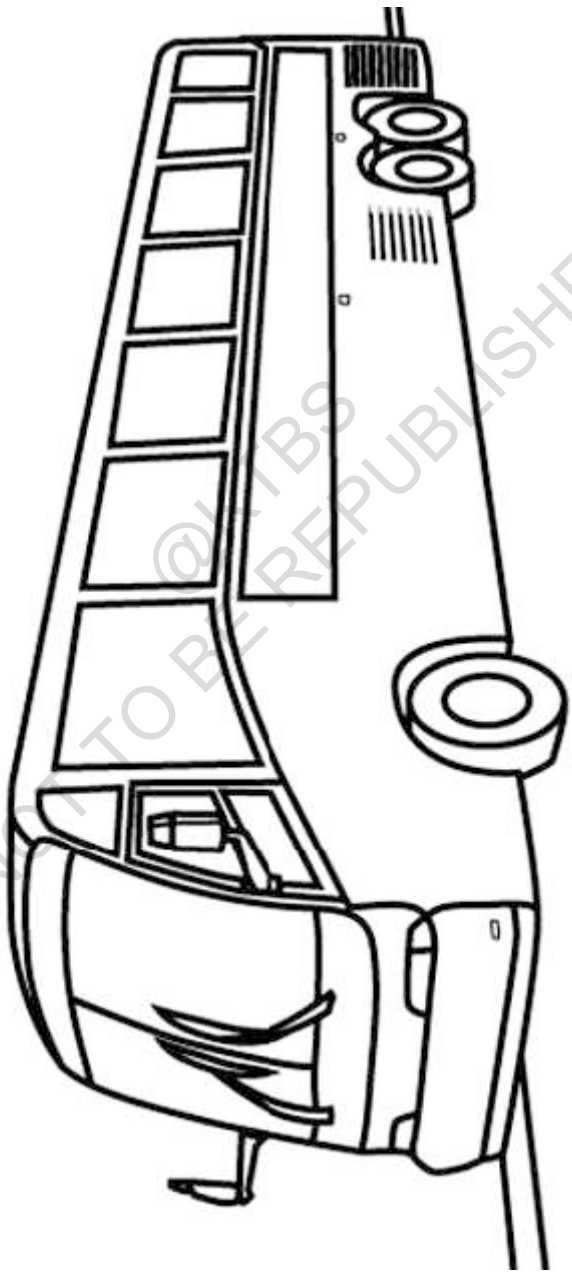


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Activity-6

Colour the picture and write the name of the vehicle.

تصویر میں رنگ بھریں اور سواری کا نام لکھیں۔

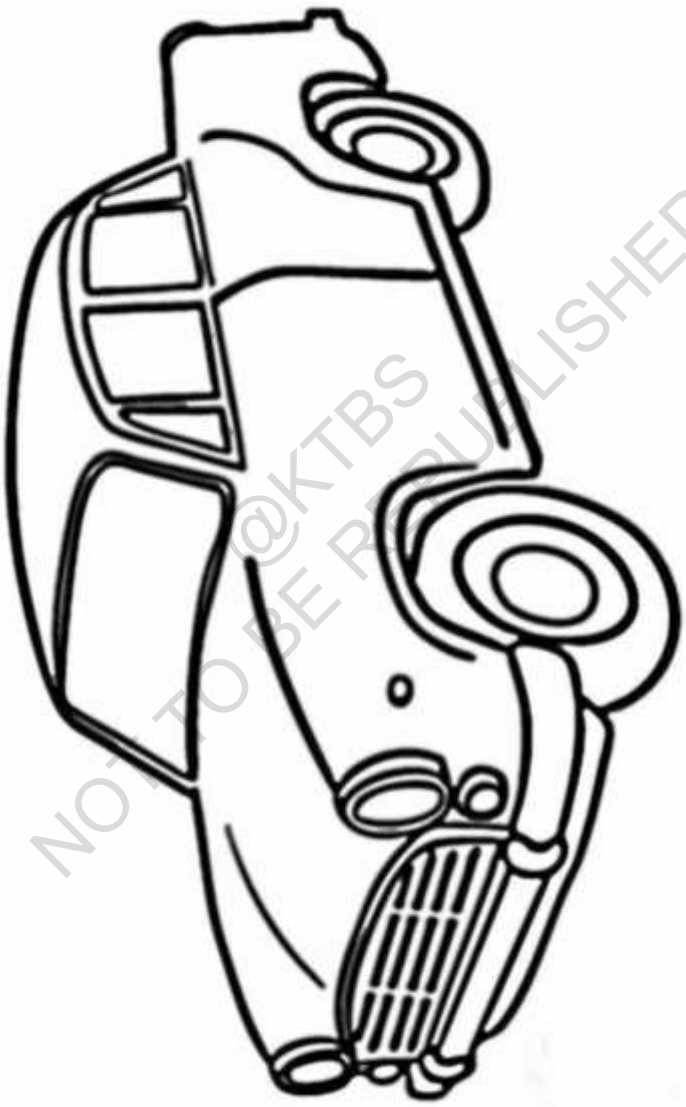


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Activity-7

Colour the picture and write the name of the vehicle.

تصویر میں رنگ بھریں اور سواری کا نام لکھیں۔



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LESSON - 9
AROUND US

Begin the class by asking questions on what all children see around their houses; on their way to school; on the way to the market etc.

On your way to school daily, what are the things that you see?

Activity-1

Look at the picture. This is Sunitha's village. What all do you see in Sunitha's village?

یہ تصویر دیکھیں۔ یہ سُنیتا کا گاؤں ہے۔ سُنیتا کے گاؤں میں تمہیں کیا کیا نظر آ رہا ہے؟



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1. In Sunitha's village there is a hospital, a post office a police station, a bus stand, a shop and a school. What all are there in your village? Put a (✓) mark in the given box.

1. سُنیتا کے گاؤں میں ہسپتال، ڈاک خانہ، پولیس تھانہ، بس اسٹانڈ، دُکان اور ایک اسکول ہے۔ تمہارے گاؤں میں کیا کیا ہے، اس تصویر کے آگے ڈبّہ میں (✓) نشان لگائیں۔

2. Do we need all of this?
Why do you think we need them?

2. کیا ان تمام چیزوں کی ہمیں ضرورت ہے؟
ہمیں ان چیزوں کی ضرورت کیوں ہے؟

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Note to teacher : Every building in the picture should be pointed by the teacher one by one. The answers should be elicited from the children. The children should be given simple answers about the necessity of these structures.

For example, Hospital is for us to stay healthy; School is for us to study; Shop is for us to buy things etc.

Activity-2

Sing and enjoy

Who are the people
helping you around.
We are the people
helping you around.



I am a post man
working at the post office.



I am a doctor
working at the hospital.



I am a teacher
working at the school.
I am a police man
working at the police station.



we are the people
helping you around.

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Note to teacher : Sing the rhyme using your own tune and different actions for the different professions.

Activity-3

Look at these pictures. Draw a line to match the place with the person.

یہ تصویر دیکھئے۔ خط کھینچ کر جگہ اور شخص میں جوڑ لگائیں۔



















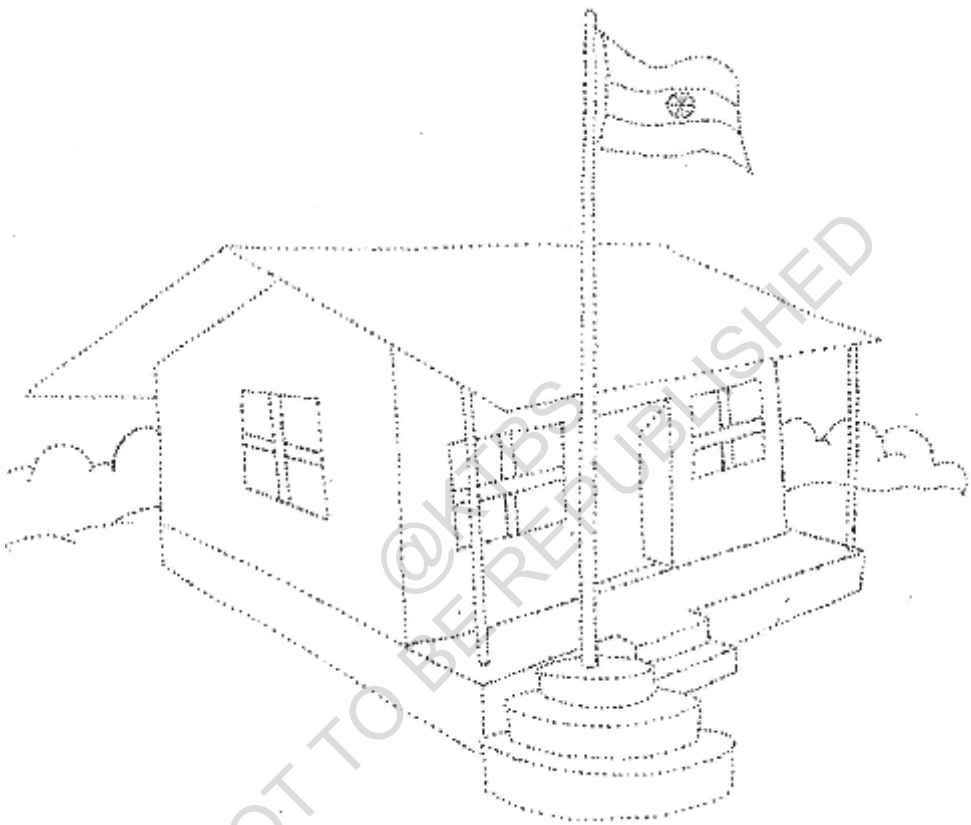


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Activity-4

A. Join the dots and colour the picture of the school.

نقطوں کو جوڑ کر، اسکول کی تصویر میں رنگ بھریں۔



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B. Write a sentence about your school with the help of your teacher and friends.

اپنے اُستاد اور ساتھیوں کی مدد سے اپنی اسکول کے بارے میں ایک جملہ لکھئے۔

_____

_____

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LESSON - 10

LOOK AT THE SKY !

Activity-1

Sing and enjoy

Moon and Star, Moon and Star,

Shining up so high !

When I go to bed at night,

I see you in the sky !

Moon and Star, Moon and Star,

tell me what is wrong !

When I wake at break of day,

All of you are gone !

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Note to teacher: Sing the rhyme using your own tune and actions.

Activity-2

Look at the picture and let us discuss:

تصویر دیکھئے اس پر ہم گفتگو کریں گے:



Note to teacher: Children should look at the picture and try to describe in their own words. They should be encouraged to frame short sentences in English. Example, I see the sun, I see the moon and stars etc. Teacher should also accept answers in Urdu and English combined.

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1. Is the sky at night different from the sky during the day?

1. کیا رات کا آسمان اور دن کا آسمان مختلف ہوتا ہے؟

2. What do you see at night in the sky?

2. رات میں آسمان پر تم کیا دیکھتے ہو؟

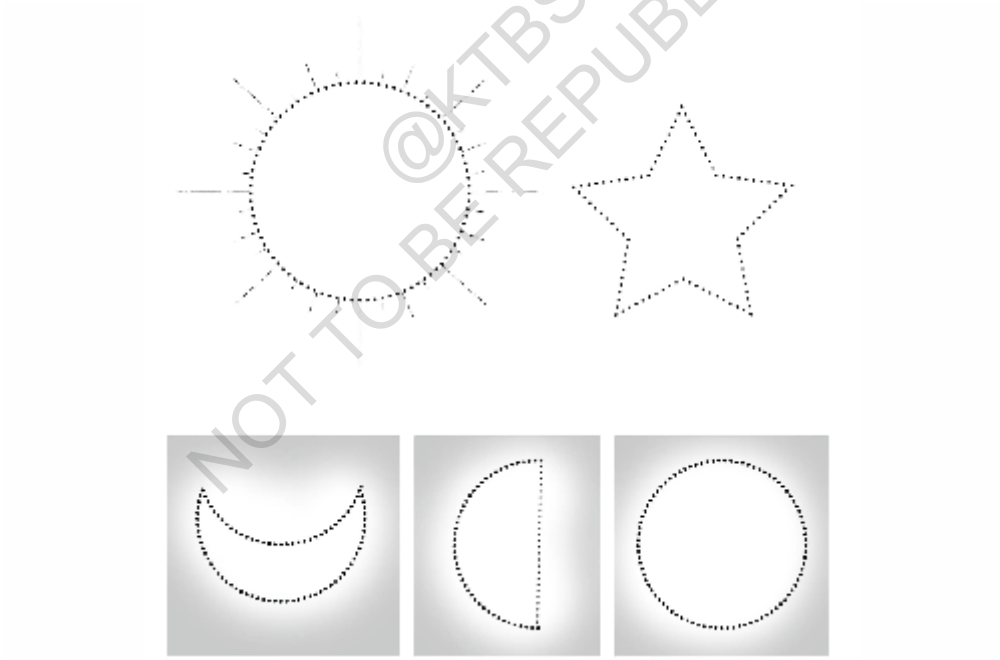
3. What do you see in the sky during the day?

3. دن میں آسمان پر تم کیا دیکھتے ہو؟

Activity-3

Join the dots and colour the pictures.

لفظوں کو جوڑیئے اور تصویروں میں رنگ بھریئے۔



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1. Have you ever seen that the shapes of sun, moon and stars look different?

1. کیا آپ نے کبھی دیکھا ہے کہ سورج، چاند اور ستاروں کی شکلیں مختلف نظر آتی ہیں؟

Activity-4

Write the names of the following.

ان کے نام لکھئے۔

	_____
	_____
	_____

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Activity-5

Play a Game

Read the rules of the game before starting the game.To start the game, all children will sing the song.

کھیل شروع کرنے سے پہلے اس کے قاعدے جان لیں۔
کھیل شروع کرنے کے لئے تمام بچّے یہ گیت گائیں۔

Sun, moon, stars go
round and round
round and round
round and round
Sun, moon, stars go round and round.

1. When the teacher says 'SUN', children should stand with hands raised up and sing the song.

1. جب استاد ''سورج'' کہیں تو بچّے اُٹھ کر اپنے ہاتھ اوپر کی جانب اٹھا کر اس گیت کو گائیں۔



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2. When the teacher says 'MOON', children should stand up with hands wide open and sing the song.

2. جب استاد ''چاند'' کہیں تو بچّے اُٹھ کر اپنے دونوں ہاتھوں کو چوڑے کھول کر یہ گیت گائیں۔



3. When the teacher says 'STARS', children should raise their hands and twinkle.

3. جب استاد ''ستارے'' کہیں تو بچّے اُٹھ کر اپنے ہاتھ اٹھا کر چمکنے کا اشارہ کرتے ہوئے یہ گیت گائیں۔



Children can form groups and play this game multiple times.

بچّے گروہ بنا کر آپس میں بار ہا یہ کھیل کھیل سکتے ہیں۔

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