

GRADE **5**



Professional Development  
for Quality Education

# ENGLISH

## Lesson Plans

Based on Curriculum 2020



**Directorate of Curriculum and Teacher Education (DCTE)**  
Khyber Pakhtunkhwa, Abbottabad

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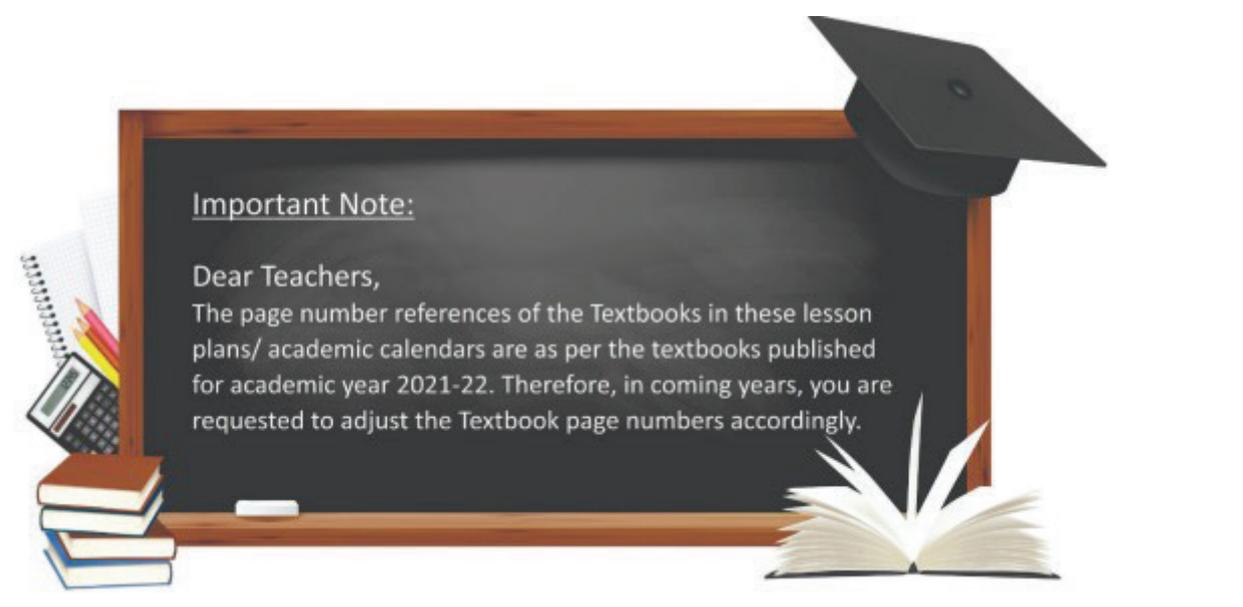
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**NOTIFICATION:**

**No.5073-5235/F.24/Vol-II/SLP/G-V/SS-M&E, dated: 30-08-2021** : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-V in the subjects of English, Urdu, Mathematics and Social Studies based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. PS to Minister, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
6. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
7. Team Leader ASI-KESP, at PC Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

## Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

## What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◇ Student Learning Outcomes (SLOs).
- ◇ Learning activities.
- ◇ Assessment to check for students' understanding.

## Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

## Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

## Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
  - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, story, etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
  - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
  - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
  - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day’s topic. Other tools such as tests can be prepared ahead of time as well.
  - ♦ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.

# PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teacher guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018–2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I–III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbooks are developed in 2020 for Grades Pre–I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

**Gohar Ali Khan**  
**Director,**  
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**Khyber Pakhtunkhwa, Abbottabad.**

**Month**

**1**

# SILENT LETTERS



## STUDENT LEARNING OUTCOMES

- Pronounce and practice more words with silent letters such as 't' in switch, 'g' in 'high'.

## INFORMATION FOR TEACHERS

- Silent letters are those letters that are written/ spelled in a word but are not pronounced and are considered soundless, quiet, or sleeping.
- Silent letters may occur in the beginning, middle, or at the end of the words.
- For example, knife, half, comb, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when necessary.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, duster, dictionary, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Show students your wristwatch and ask them, 'What is this?'
- Most of the students will say, 'It is a watch.'
- Write the word 'watch' on the blackboard and ask students to read it.
- Ask them which letter is not pronounced while reading the word 'watch'.
- If they give the right answer, appreciate them. If not, help them identify that the letter 't' in 'watch' does not produce any sound. In other words, it is silent.
- Explain to students that the letters which are spelled but not pronounced (e.g., 't' in 'watch' or 'g' in 'sign') are called silent letters.



**DEVELOPMENT**

**23 MINUTES**

### Activity 1:

**10 Minutes**

- Ask a volunteer to tell the names of parts of the body. For example: Head, eyes, nose, arms, legs, foot, etc.
- Point to your 'thigh' and ask students, 'What is this?'
- Encourage the students if they answer correctly.
- Write the word 'thigh' on the blackboard and ask students to read it.
- Explain to students that in the given word 'thigh' the letter 'g' is silent i.e., it is spelled but not pronounced.

- Repeat the activity by sharing a few more examples of words with silent letter 'g' like: sign, foreign, high, design, light, etc.

**Activity 2:****13 Minutes**

- Display/write the given paragraph on the board:

*My father bought me a new watch. He also taught me how to take care of it. It was beautifully designed. It had a lighting dial. Although I wore it tightly, the watch slipped off my wrist, one day. I tried to catch it but its lighting dial hit the ground. To my surprise, it was all right, even it had not been scratched.*

- Invite a few students to read aloud the paragraph.
- Help them if they feel difficulty in reading certain words.
- Now ask them to make a list of the words with silent letters 'g' and 't' from the given paragraph.

**CONCLUSION / SUM UP****2 MINUTES**

- Tell students that we have learnt how to pronounce words with silent letters 't' and 'g' in a given text.
- Remind them that silent letters are those letters that are written/ spelled in a word but not pronounced and considered soundless, quiet, or sleeping. Silent letters may occur in the beginning, middle, or at the end of the words. For example, knife, half, comb, etc.

**ASSESSMENT****3 MINUTES**

Write the following words on the writing board and ask students to read the words and identify the silent letters:

**match, flight, weight, batch, whistle.**

**HOMEWORK / FOLLOW UP****2 MINUTES**

- Ask students to read newspaper articles/magazine/story/signboards/wrappers and copy five words with silent letters 'h' and 'g' in their notebooks.
- Assign students to do relevant activities/ exercises from the textbook as homework.

# GREETINGS AND SOCIAL COURTESIES



## STUDENT LEARNING OUTCOMES

- Identity, demonstrate, and practice previously learnt and more formulaic expressions for greetings and routine social courtesies according to the age, gender, and status of the addressee.

## INFORMATION FOR TEACHERS

1. Formulaic expressions are words and phrases used in everyday situations to communicate for different purposes e.g., greetings (How are you? Fine, thank you.), permissions (May I? Sure!), gratitude (Thank you! You are welcome.), etc. These words and phrases once learnt can fit in most situations without much change.
2. Formulaic expressions are used to show good manners and polite behaviour (social courtesies).
3. The choice of words and expressions used depends on the age, gender, and status of the addressee (the person to whom they are addressed).
4. You need to select phrases and expressions that are easy for your students. The expressions should also help the students in their homes and other environments (school, marketplace, social gatherings, etc).
5. While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, greetings/courtesies chart, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Greet the students by saying "Assalam-o-Alaikum", "Hello" or "Good morning". Encourage those students who respond to the greeting and motivate others.
2. Ask the students, "When you meet a person for the first time, what do you say?"
3. The students would probably answer, we say "Assalam-o- Alaikum" or "Good morning" "How do you do?" etc.
4. Tell students that we use various phrases to greet others politely and respectably. For example: Assalam-o-Alaikum, Good morning, Good day, Hi, Hello, Nice to meet you, etc.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Explain to the students that when you meet someone, you greet them according to their age, gender, and status.

2. Show a greetings chart or write on the board the following expressions for greetings:
  - ◇ “Assalam-o-Alaikum”, / “How are you, Sir/Ma’am?” / Welcome sir/Ma’am.  
**(When you greet a newcomer/stranger)**
  - ◇ “What’s going on?” / “What’s new? / What’s up?”  
**(When you greet a friend/ classmate/younger brother etc.)**
  - ◇ “Hello, Mr. Ahmad?” / Good morning dear/Nice to see you, Aslam, etc.  
**(When you greet a junior/ co-worker)**
3. Read aloud the greetings, paying attention to correct intonation patterns.
4. Ask the students to repeat after you.
5. Further, tell them that when someone greets them, they should respond to the greetings politely. For example, they can say: It’s a pleasure to meet you. / Nice to see you, too. / I’m doing well, etc.
6. Ask students to practice the greetings in pairs.

### Activity 2:

10 Minutes

1. Explain to the students that, like greetings, we use certain polite words (courtesies) when requesting someone/regretting/ offering to do something, according to the age, gender, and status of the person we are talking to.
2. Show a courtesy chart or write the following polite expressions on the board:
  - Please.....
  - I can help you with.....
  - Let me know.....
  - I think you might be mistaken.....
  - Would you be kind enough.....
3. Read aloud the courtesies paying attention to correct intonation patterns.
4. Ask students to repeat after you.
5. Show a chart or write the given expressions on the board.  
For example:
  - **Would you like some biscuits?** (Wait for students’ response).  
No, thank you. / Yes, sure.
  - **Please give me your eraser.**  
Here you are.
  - **Please forgive me.**  
**It’s alright.**
  - **Could you please give this pen to me?**  
**Here you are.**
  - **Can I sit here, please?**  
**Sorry, this seat is reserved.**
6. Explain to students that when someone requests/invites them, how they should respond to the courtesies orally.
7. Ask students to practice the given courtesies in pairs.



### CONCLUSION / SUM UP

3 MINUTES

1. Tell students: we have learnt how to offer greetings and courtesies in our daily conversation.

2. Tell them that we greet seniors and strangers in a more reserved and serious manner, i.e., formally, whereas friends and classmates informally.
3. Say: "It's important to show respect, good manners, and polite behaviour in both formal and informal conversations".



### ASSESSMENT

5 MINUTES

1. Copy the following table on a chart or writing board, and ask students to match the responses with greetings:

Greetings	Responses
Assalam-o-Alaikum	Very well, thank you. And you?
Hi/ Hello	Good to see you too.
How do you do?	Nothing much.
How are you doing?	Hi/ Hello
What's up?	Good morning/ afternoon/ evening!
How are you?	Alright. How about you?
Good morning/ afternoon/ evening!	How do you do?
Good to see you!	Wa-Alaikum-Assalam

2. Tell students they have 4 minutes to complete this task. After 4 minutes, randomly review students' responses.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice using polite expressions with their parents/siblings at home, relatives, friends, and teachers, and class fellows at school.
2. Assign students to do relevant activities/ exercises from the textbook as homework.

# DIGRAPHS, TRIGRAPHS, AND SILENT LETTERS



## STUDENT LEARNING OUTCOMES

- Articulate, practice, and syllabify words containing digraphs, tri-graphs, and silent letters.

## INFORMATION FOR TEACHERS

- Syllables help us pronounce and spell words by breaking them into smaller chunks. One-syllable words cannot be broken into parts. They are pronounced as a single unit.
- Tips for syllabification (the division of words into syllables) :
  - Separate prefixes and suffixes from root words. For example: pre-view, work-ing, re-do, end-less, & out-ing
  - If two (or more) consonants are next to each other then divide between the 1st and 2nd consonants. For examples: res-pect, ob-ject, & pil-grim
  - Remember not to split two consonants that make only one sound (digraphs) when pronounced together and aren't the same letter. For example: th, sh, ph, th, ch, & wh.
- Silent letters are those letters that are spelled in a word but are not pronounced and are considered soundless, quiet, or sleeping.
- Silent letters may occur in the beginning, middle, or at the end of the words. For example, knife, half, comb, etc.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, digraph/trigraph charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Invite a few students to the writing board and dictate to them English words like:  
**picnic, seven, perfect, happy, party, beautiful**
- Encourage them and make corrections if required.
- Tell them that 'syllables' help us pronounce and spell words by breaking them into smaller chunks.
- Now, read aloud the given words focusing on syllable division.



**DEVELOPMENT**

**22 MINUTES**

**Activity 1:**

**12 Minutes**

- Display a chart or write the given words on the board:  
For example: **fish, switch, thunder, chair, shoulder, knowledge**

2. Ask a few students to read aloud the words with correct pronunciation and identify which letters do not produce a sound in these words. Tell them that silent letters are written (spelt) but not pronounced.
3. Help them identify the silent letters in the given words.
4. Now ask students to point out 'digraphs' in the given words. Explain to students that 'a digraph' is combination of two consonant or vowel letters having one sound and 'a trigraph' is combination of three letters with one sound.
5. Next, write the following words on the board (bold letters are for your reference only) and ask students to identify digraphs and trigraphs in these words: **true, food, crew, slow, day, rain, they, sigh, bore, fair, dear, dare**
6. Finally, challenge them to divide these words into syllables: **thunder, alarming, shoulder, knowledge, butterfly, scenic, concrete, strike**
7. Encourage student's responses and help them by reinforcing the syllabic division concept if they feel difficulty.

### Activity 2:

10 Minutes

1. Display/write the given paragraph on the board:  
*My father bought me a new watch on Wednesday. He also taught me how to take care of it. It was designed beautifully. It had a lighting dial which showed day and date as well. Although I wore it tightly, the watch slipped off my wrist, one day. I tried to catch it but its lighting dial hit the ground. To my surprise, when I picked it up it was all right, it did not have a single sign of a scratch.*
2. Invite a few students to read aloud the paragraph.  
**Help them if they feel difficulty in reading certain words.**
3. Now ask them to make a list of the words with silent letters, digraphs, and trigraphs from the given paragraph.



### CONCLUSION / SUM UP

2 MINUTES

- Tell students that we have learnt how to pronounce and syllabify digraphs, trigraphs, and silent letters.



### ASSESSMENT

4 MINUTES

1. Dictate students the following words:  
**Catch, bridge, chocolate, ship, knife, rough etc.**
2. Ask them to identify silent letters, digraphs, and trigraphs in these words.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read newspaper articles/magazines/stories/signboards/wrappers and note five words with digraphs/trigraphs and silent letters 'h' and 'g' in their notebooks.
2. Assign students to do relevant activities/ exercises from the textbook as homework.

# MAKING PREDICTIONS ABOUT TEXT



## STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to:
  - ◊ Predict the content of a text from topic/ pictures, title/headings etc. by using prior knowledge.
  - ◊ Guess the meaning of difficult words through context.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS

## INFORMATION FOR TEACHERS

1. Begin pre-reading by discussing the cover page/title/author/illustration/illustrator.
2. There are three stages in reading skills: Pre-reading, while reading and post reading. At the pre-reading stage, students try to guess and predict 'before' reading the actual text. In while reading, they read and re-read the text to comprehend, analyze and evaluate the text. In post reading they use the reading text to do extended activities that are not directly related to the text and often require personal response or opinion.
3. The title or picture should be selected, keeping in mind the age and level of the students. The pictures should not include gender, religious or ethnic bias or any other violence.
4. While teaching the lesson, consult textbook at all steps where and when applicable.



## MATERIALS / RESOURCES REQUIRED

- Sample text, writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Show children a tennis ball.
2. Ask them if it is a big or a small ball.
3. If they say it is small, show them the table tennis ball and ask about its size.
4. If they don't answer, tell them that this one is smaller.
5. Repeat with the third ball or playing marble and introduce them to the word 'smallest'.
6. Write a few adjectives on the board; big, small, clean, dirty, good, bad, etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Divide the class in different groups.
2. Now give each group the story book which you have and ask them to put the book in the middle (Each group gets the same book).
3. Ask each group to predict the content of the story by just looking at the picture on the

cover page or reading the title only.

4. Ask them to write the words/idea that come to their mind on a piece of paper.
5. Collect the work and appreciate the groups.
6. Select a few key words from each group's work and write them on the writing board.
7. Circle the words which most groups have used.
8. Discuss how most of them came up with nearly the same words. Leave these words on the writing for reference.

### Activity 2:

10 Minutes

1. Distribute the paragraph worksheet to the groups.
2. Ask the groups to read the title of the paragraph and predict what it is about. Give them some time to think and answer.
3. There will be some words which will be unfamiliar to the students of grade 5. Ask them to underline the words they are not familiar with.
4. Ask them to read out the lines and predict the meanings of those underlined words. There will be many students who will guess it right and there will be many who will predict it half right. This is what you want from them.
5. Bring a dictionary and ask one student to find the words from it.
6. Compare the answers of the dictionary and those suggested by the students. Appreciate those students who predicted it correctly or whose answers were close to the actual meaning of the text.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude by recapping the lesson. Tell the class how they can predict the content of any text just by looking at the title or heading of it. They can also guess the meanings of difficult words through context.



### ASSESSMENT

6 MINUTES

1. Select some text from their text book and read out a few lines from it. Let them point out the words which they are not familiar with. Ask them to guess the meanings of those words.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the class to look at some titles from their text books/story books and predict (guess) what the text is going to be about.
2. Bring a list of movie titles appropriate for children and ask them if they can guess from the title what the movie will be about, such as:
  - ◇ The Lion King
  - ◇ The Ice Age
  - ◇ Kung Fu Panda
  - ◇ The Lion, the Witch and the Wardrobe

### Paragraph Worksheet

What Children Want

**Universally**, children like to do some things / certain things, no matter which country they

are from: All children like to play games. Even if they don't have toys they create **imaginative** games of their own by using their creative thinking. Children also like to be with their **peers**: no child likes to be only with grownups. They have the need to spend time with children their own age. Children are **curious** by nature. That is why they ask so many questions and they like to find out how things work. Do you think you have some of these **traits** too?

#### SAMPLE TEXT:

**Note:** This is a long text. You can choose to use one or two paragraphs from it or may use any simple text from textbook.

#### Reading is a treasure trove of knowledge:

It is wisely said, "Happy is the man who acquires the habit of reading when he is young." This valuable habit brings before him a lifelong source of pleasure, information, knowledge and inspiration. Ruskin called books "King's Treasure". This is not the treasure of gold, silver, jewels or precious stones. Rather, it is the priceless treasure of knowledge, noble thoughts, high ideals and enlightenment.

Raza, an outstanding student, inherited the habit of reading from his grandfather and then developed it. In his spare time, he used to read books, newspapers and magazines.

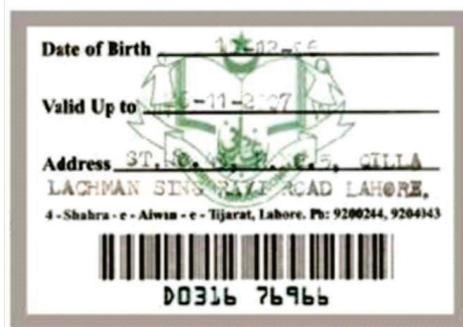
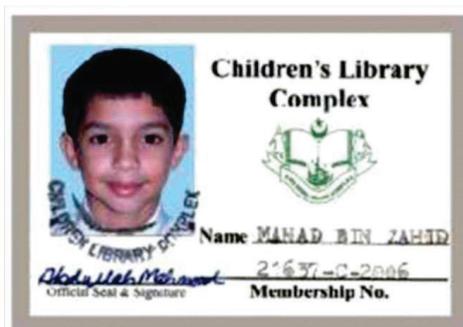
One day he thought of getting the membership of a big and famous library. He went to ask his uncle Ahsan for further guidance. Mr. Ahsan, who was also fond of reading books, told him to go to the library and get the application form, fill in it and submit it to the library with the membership fee. He told him that this application would be processed and then a library card would be issued to him, entitling him to borrow books from the library. He further added that this card is required for borrowing or returning books. This card also states the rules concerning the use of library materials. Raza asked his uncle some more questions about the library and its use.

**Raza:** How are the books arranged in libraries?

**Ahsan:** In libraries, books are usually arranged on the shelves by subject. Stories are kept in one section, science books in another, and so on. All books on the same subject are supposed to have the same classification number on their spines furthermore, names of the subjects are posted on the book shelves or cupboards.

**Raza:** How can we find a book of our choice in the library?

**Ahsan:** The books can be sought out through card catalogue. There are three types of cards for each item in the library's collection: author card, title card and subject card. These cards are put in small drawers.



# SCANNING A TEXT TO ANSWER SHORT QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply while reading strategies to interact with the text to locate/ scan specific information to answer short questions.

## INFORMATION FOR TEACHERS

- Scanning is a reading technique used to read a text quickly in order to look for a particular piece of information that is included in the given text.
- Before scanning the text, it is important to know what type of information is required, i.e., a number, date, name, etc.
- As your eyes move down the page, keep in mind what you are looking for and ignore everything else. For example: When you read a menu, you only look for your favourite dish ignoring other details.
- Scanning requires silent reading, hence, do not always ask students to read a passage aloud. Always set a reasonable time limit for your students to read a passage silently.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write 'Skimming' and 'Scanning' on the top of the writing board.
- Copy the following table on the writing board or a chart:

<ul style="list-style-type: none"> <li>reading first and last paragraphs,</li> <li>reading the topic sentences, and</li> <li>paying attention to other details on the page like <u>titles</u>, <b>bold type</b> or <i>italics</i>, photograph captions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>looking down and around a page quickly, and</li> <li>searching for <b>important words, facts,</b> or <b>phrases</b> to find <b>certain details</b>.</li> </ul>
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- Ask students to work in pairs, read the information given in both columns, and choose the right title for each column – point to the words already written on the top of the writing board i.e, 'Skimming' and 'Scanning'.
- Give them 2 minutes to read, discuss, and decide on the title. Then ask 2 – 3 students to share their responses with the whole group.
- Ask other pairs if they have the same answers or different.
- Tell them that the left-hand column lists steps of 'skimming a text for main ideas' whereas the right-hand column mentions the steps of 'scanning a text for details'. Write the titles for each column.

7. Tell them these are two important processes used in reading – they help us read quickly and with understanding.
8. Say: “Today, we are going to practice ‘scanning for particular details in a text in order to answer short questions.’”



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Choose an informational text i.e., news report, instructional/procedural text, timetable, recipes, etc. You can use the following text as well:  
*Firstly, take a kettle, a stove, half a cup of water, one tablespoon of tea, one cup of milk, and two teaspoons of sugar. Next, pour half a cup of water into the kettle and let the water boil. Then, add 2 teaspoons of sugar and 1 tablespoon of tea to the boiling water. After that, add 1 cup of milk to the mixture. Finally, cook it for three minutes and the tea is ready. Enjoy it with snacks!*
2. Write a few short questions requiring scanning of the text. For example:
  - ◇ How long does the water need to boil?
  - ◇ What do we add first: sugar or milk?
3. Ask students to locate answers to the given questions by reading the recipe silently on their own within 4–5 minutes.
4. Allow 2 – 3 students to share their answers with the whole class.

### Activity 2: 10 Minutes

1. Select a passage from the textbook and ask students to read it silently. You can use the following text as well. Write it on the board and proceed with the second step:

I spent a month at my grandparents’ farmhouse in Swat two years ago. This year, during summer vacation, my father again took us to visit them. My family and I were very excited about this visit because my grandparents’ farmhouse is quite a marvel. It has tall dense trees with a wonderful lush grassy floor. Feathery birds fly all around that makes the surroundings very pleasant and vibrant.

2. After students have finished reading the text ask them the following questions:
  - ◇ How many years ago the writer visited her/his grandparents?
  - ◇ In which season did she/he again visit the grandparents?
  - ◇ What makes the surroundings of the farmhouse pleasant?
3. Invite a few students to share their responses orally.
4. Give feedback to students on their responses.
5. Explain whether a particular response is acceptable or not by verifying it from the given text.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that we have learnt how to scan a text and locate specific information given in it within the required time in order to answer short questions.
2. Reinforce the following points:
  - ◇ Scanning is a useful technique for finding certain details within a text quickly. It means letting your eyes move quickly through the text until you find exactly what you are looking for.
  - ◇ While scanning, read to find the information only or answers to questions you are looking for – ignore the unrelated information.

- ◇ Look for clues to the answers/ information.
- ◇ Use headings and any other aids, such as numbers, underlined or bold words, dates, etc to help you locate your required information within a text.



## ASSESSMENT

5 MINUTES

1. Refer to the relevant textbook unit requiring scanning of the text or write the following text on the board and proceed with the second step:

**Arfa Abdul Karim Randhawa became the pride of our country when she was only nine years old. She achieved the world's youngest Microsoft Certified Professional award at this young age. Her representation in various prestigious technology-related events, including TechEd Developers Conference, made our country proud in the whole world. She flew her first aircraft at the age of ten years in the U.A.E. She was a gem of our country, but sadly she left this world on January 14, 2012, at the age of sixteen due to cardiac arrest.**

2. Ask students the following questions:
  - ◇ Which award did she get at the age of nine years?
  - ◇ At what age did she fly her first aircraft?
  - ◇ When did she die?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read Rasoolallah's **سليم واصحابه** visit to Taif given in their textbook and try to locate answers to the given questions:
  - ◇ Who accompanied Rasoolallah **سليم واصحابه** on his visit to Taif?
  - ◇ How long did Rasoolallah **سليم واصحابه** stay in Taif?

# APPLYING WORLD KNOWLEDGE TO THE CONTEXT



## STUDENT LEARNING OUTCOMES

- Use critical thinking to respond to the text (post reading):
  - ◊ Apply world knowledge and own opinion to the text read.
  - ◊ Relate what is read to their own feelings and experiences.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

## INFORMATION FOR TEACHERS

1. Students relate each and every information/ knowledge with the things that they have in their own environment. This is the way they learn. So you should also relate the text with the real world experiences.
2. Asking the students about their opinion which is a good way to involve the students in the lesson. The students enjoy and learn more through the active participation in the program/activity.
3. The students have already done this kind of lesson in previous grade, so this time you just need to increase the level.
4. Connect the lesson with the lesson they have been taught in the previous class. The text they read in the previous class will be used in it because it will help them.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

10 MINUTES

1. Using the story text from the previous lesson, ask students to have a discussion on these questions:
  - ◊ Like the Rabbit in the story, have you ever felt so excited about something that you just couldn't wait? For an event (such as your birthday or a visit), for someone to come to your house, for a T.V program?
  - ◊ Like the frog in the story, have you ever given a present to someone? Have you received a present? How does it feel?
  - ◊ Do you know of anyone who gave or received good advice like the frog did to the rabbit? Why is it useful to have friends who give good advice?



## DEVELOPMENT

15 MINUTES

### Activity: 15 Minutes

1. Ask them to read the text which you have selected for them (attached).
2. When they are done with the reading activity, tell them that today you will be sharing your experience with them that day. Share a simple experience related to the text.
3. Give more time to the students to share their thoughts and try to include every student's thoughts.
4. Try to call the shy students to share their thoughts and feelings about a text.



## CONCLUSION / SUM UP

5 MINUTES

- Conclude the lesson by telling them the importance of experiences. Recap the whole lesson and try to tell the important learning outcomes from the experience again.



## ASSESSMENT

3 MINUTES

1. Ask the students what they have learnt today. Ask them about the important world knowledge they have learnt from their own class fellows today.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to continue this activity of sharing experiences and thoughts because it helps themselves as well as the fellows.

### SAMPLE TEXT:

#### THE MONKEY AND THE DOLPHIN

One day, long ago, some sailors set out to sea in their sailing ship. One of them brought his pet monkey along for the long journey.

When they were far out at sea, a terrible storm overturned their ship. Everyone fell into the sea, and the monkey was sure that he would drown. Suddenly a dolphin appeared and picked him up.

They soon reached the island and the monkey came down from the dolphin's back. The dolphin asked the monkey, "Do you know this place?"

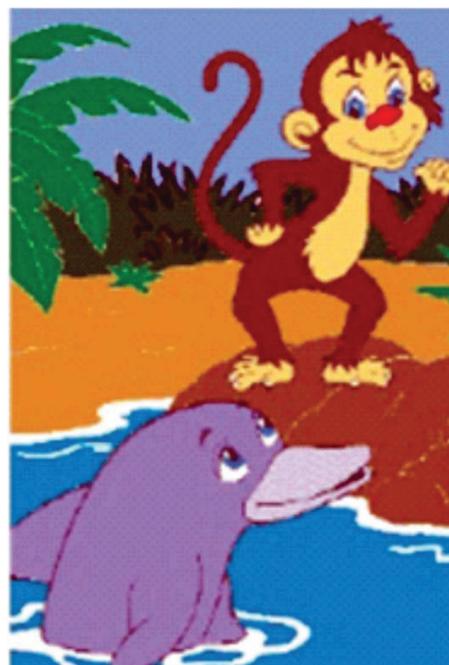
The monkey replied, "Yes, I do. In fact, the king of the island is my best friend. Do you know that I am actually a prince?"

Knowing that no one lived on the island, the dolphin said, "Well, well, so you are a prince! Now you can be a king!"

The monkey asked, "How can I be a king?"

As the dolphins started swimming away, he answered, "That is easy. As you are the only creature on this island, you will naturally be the king!"

Those who lie and boast may end up in trouble



# PARAGRAPH

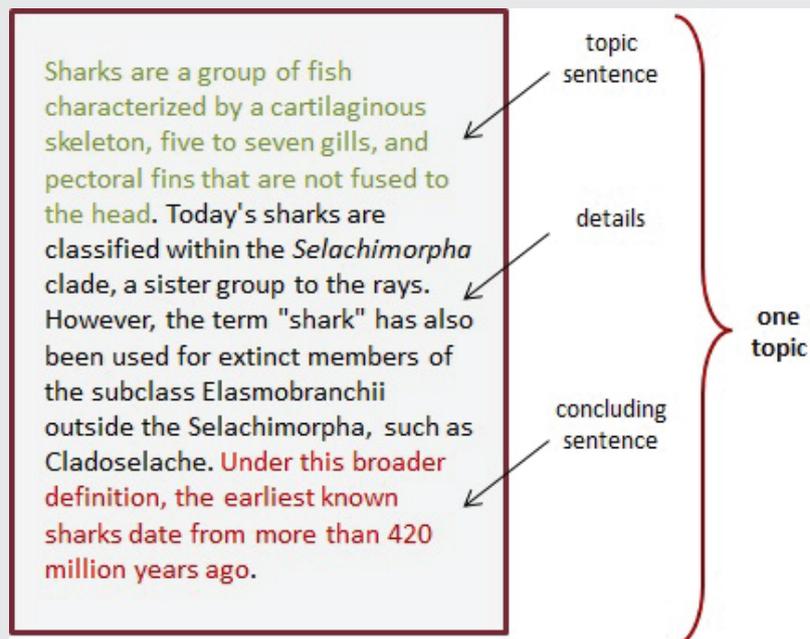


## STUDENT LEARNING OUTCOMES

- Read a paragraph as a larger meaningful unit of expression to recognise that the main idea in a paragraph is carried in a sentence called the topic sentence, and other sentences in the paragraph support the topic sentence.

## INFORMATION FOR TEACHERS

- A paragraph is a distinct section of writing covering one topic. A paragraph usually contains more than one sentence.
- A paragraph starts on a new line. Sometimes, paragraphs are indented or numbered. (Whatever format you use, be consistent.)
- A good paragraph starts with a topic sentence. It has supporting sentences in the middle and ends with a concluding sentence. It covers only one topic from start to finish. The length of a paragraph is supposed to be determined by the topic, but often writers create a paragraph simply to ensure they are not presenting too much text in one chunk. (Source: Grammar Monster)



- The topic sentence states the main idea of the paragraph. It is like a map that tells your reader what the paragraph is about.
- The topic sentence is often written at the very beginning of the paragraph. However, it may occur in the middle or even at the end of the paragraph.
- The supporting sentences "support" the topic sentence. That is, they explain and elaborate the point of the paragraph.
- The concluding sentence is the last in the paragraph. It should briefly end the paragraph and provide a smooth transition to the next paragraph, if appropriate.
- While teaching this lesson, the teacher should highlight appropriate examples of selected paragraphs from the textbook – the paragraphs that have an easy-to-identify topic sentence, supporting details, and concluding sentence.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Ask students, 'What season do you like the most?'
2. Encourage them to respond and write their responses on the board. (i.e., summer, winter, autumn, or spring)
3. Next, ask them to write the name of their favourite season on the top of a page.
4. Then, ask them, 'Why do you like this season?'
5. Tell them to mention a few reasons briefly in the form of short phrases or words, e.g., due to flowers/ snow/ fruit, activities/ sports/ events, weather is good, etc.
6. Help students with vocabulary if they feel difficulty expressing themselves.
7. Say: "Now, turn to a partner and briefly share which season you like the most and why". Tell them to use the points they have written about their favourite season.
8. Once they have shared with each other, conclude the activity by telling the students that they just practiced talking about one topic and providing supporting details about it. When we do this in writing, it results in a unit of writing called a 'paragraph'. Tell them today they will learn more about the concept and structure of a paragraph.



**DEVELOPMENT**

**23 MINUTES**

**Activity 1:**

**10 Minutes**

1. Write the following paragraph on the board and then read it to students:

**I love summers because I can play with water and eat my favourite fruits.** *During the summer holidays, my cousins come to stay with us and we have a lot of fun having water fights and playing hide and seek. In addition to this, the summer season brings with it a variety of fruits, especially mangoes and peaches which I love to eat. My cousins and I usually put the sweet and juicy mangoes in a bucket of ice-cold water and then eat them once they are nice and cold.* **Summer has always been my favourite season due to the fun I have during the season with my cousins, the games we play together, and the fruit we enjoy eating.**
2. Ask students to work in pairs to compare the writer's choice of season and reasons for it given in the paragraph.
3. Share with students the details regarding paragraph, topic sentence, supporting sentences, and concluding sentence simplifying the 'Information for Teacher' section.
4. Now, ask them to identify the topic sentence, supporting sentences, and concluding sentence in the paragraph they just read.
5. Help them in the identification of the different elements of a paragraph.

**(For your convenience, the topic sentence is written in bold, supporting sentences are italicized and the concluding sentence is underlined)**

**Activity 2:**

**13 Minutes**

1. Write the following sentences on the board:

- ◇ In conclusion, my father is in better shape than most young people.
  - ◇ He also has good health as a result of careful eating.
  - ◇ To make sure he stays fit, my father sets aside at least one hour a day for a walk.
  - ◇ First, he is in excellent condition because he has stopped unhealthy food.
  - ◇ For example, in contrast to the unhealthy food he ate earlier such as red meat, junk food, and fatty stuff, he now eats more vegetables and fruits.
  - ◇ There are several reasons why my father is in excellent health, even though he is over seventy years of age.
  - ◇ Another reason for my father's health is his habit of taking exercise daily.
2. Tell students that the given 7 sentences are part of one paragraph, but they have been jumbled up.
  3. Ask them to work in pairs to arrange the sentences in order starting with the topic sentence and ending with the concluding sentence.
  4. Invite a few students to share their work with the whole class.



### CONCLUSION / SUM UP

2 MINUTES

- Tell students that we have learnt that a paragraph is a single unit of expression, dealing with a single idea or theme. A paragraph has a topic sentence, supporting sentences, and a concluding sentence.



### ASSESSMENT

3 MINUTES

1. Write the following paragraph on the board and ask students to identify the topic sentence, supporting sentences, and concluding sentence:

**Family is the first school in a person's life, and family values and traditions are the first and most valued assets. In the eastern culture, the majority of families enjoy a joint family status and are close-knit. Disciplining and developing values and habits in eastern families is considered the responsibility of the entire family, not just the parents. A child grows up learning about social norms, respect for the elders, and consideration for the young in a family setup that nurtures good habits and fosters values such as, listening, patience, collaboration, and compassion.**



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to read a paragraph from a chapter of their choice from their textbook and copy a topic sentence, a few supporting sentences, and a concluding sentence in their notebooks.

# PARAGRAPH UNITY



## STUDENT LEARNING OUTCOMES

- Recognise each paragraph in a text as a separate meaningful unit of expression.

## INFORMATION FOR TEACHERS

- Unity of thought means that all ideas are connected and relate to one topic.
- This lesson plan will provide the students with the opportunity to visualize how each sentence must relate to and help develop the main idea which is usually found in the topic sentence.
- While teaching the lesson, consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

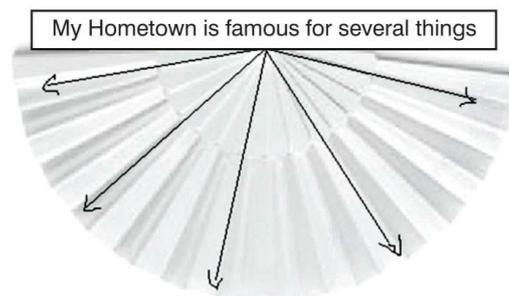
- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

- Make/draw a Chinese fan with its base at the top as shown in the pictures.
- Write the topic sentence on the top of the fan.
- Now ask the students to think and tell sentences.
- Which are related to the same idea. Write these sentences down under the arrows. Add all of the sentences that students tell.



### Possible answers:

- It has tall buildings.
- It has a river nearby where I go for boating
- Lovely oranges grow in my hometown
- The people are very kind.
- It has a famous market.
- It has a park in each block.

- ◇ Mostly people of my hometown are businessmen.
  - ◇ There are good restaurants in my hometown.
5. Now check the responses of the students and with their help omit the sentences that are not related to the main idea of the paragraph.



## DEVELOPMENT

20 MINUTES

### Activity 1: 07 Minutes

1. Ask the students to look at the board and see that all the sentences that connect to the main idea are not in any order.
2. Tell the students that it is very important for a paragraph to be in an order so that it would make sense to the reader.
3. The students write the discussed topic sentence in their notebooks.
4. Students will write the related sentences written on the board in a correct order. The students can write it in this way:

### Activity 2: 07 Minutes

1. Copy the activity on the board. Ask the students to copy the sentences in their notebooks. Students have to read the sentences from a narrative paragraph. Some of the sentences are out of order. Number the sentences from 1-8 to show logical time order. Solve the first sentence on the board for the students.

.....5.. **My family cried with joy when they met me because I had been gone for so long.**

.....1..... **I will never forget one day when I had to travel alone on the train.**

.....2..... **My cousin was getting married, so I had to go.**

.....6..... **After the wedding, I took the train to come back home.**

.....3..... **She lived in Bahawalpur.**

.....4..... **I reached Bahawalpur late at night.**

.....7..... **I was tired and fell asleep on the way back home.**

.....8..... **It took me five hours to get back home.**

2. Help the students where needed. Appreciate all students' efforts.

### Activity 3: 06 Minutes

1. Write the two paragraphs on the board, or display them on a chart in class.
2. There is one irrelevant sentence in each paragraph. Ask the students to work in pairs to find them. The answer is highlighted for the teacher.
  - ◇ Many people think that the camel stores water in its hump, but in fact it does not. Instead it stores something else there - food. The camel's hump is really a hump of fat. Humans should not eat too much fat; it's unhealthy. When the camel is travelling across the desert and food is scarce, it can live off the stored fat in its hump.
  - ◇ The flying fish does not actually fly; it glides on its broad fins. Bats are able to fly at night, but not because they have good eyesight. As a bat flies it makes a high squeaking sound, unable to be heard by human ears. As the sound travels outwards, it hits objects and bounces back. These sound waves tell the bat where objects are so that they can be avoided. So bats can fly safely at night by using their ears and not their eyes.



## CONCLUSION / SUM UP

2 MINUTES

- Discuss with students as to why there should be connectivity in a paragraph. Elicit from students about irrelevant sentences and the order of sentences.



## ASSESSMENT

6 MINUTES

1. Ask the students to underline the irrelevant sentence in the following paragraphs:
2. Although an octopus has eight arms, it does not use them for swimming. It uses its arms to catch food. In order to move in the water, an octopus squirts water out from a tube under its head. Spiders have eight legs.
3. Ask students to write a paragraph by first writing a topic sentence and three other sentences on a given topic.
4. Involve the students in solving problems by first writing a topic sentence and three other sentences on a given topic.
5. Involve the students in solving problems given exercise at the end of unit/chapter.
6. Involve the students in solving the problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Have the students write their own paragraph on their fans (as practised in the introduction of this lesson).
2. Let students work in groups of 2 or 3 to check for sentences that do not belong, before sharing their paragraphs with the class.

# NAMING, ACTION, AND DESCRIBING WORDS



## STUDENT LEARNING OUTCOMES

- Classify into different categories and use more naming, action, and describing words from pictures, signboards, advertisements, labels, etc. in their immediate and extended environment.

## INFORMATION FOR TEACHERS

- Before entering into the class, the teacher should ensure:
  - Availability of a few pictures, advertisements, and labels in the classroom having examples of naming, action, and describing words.
  - A good understanding of describing different types of pictures.
  - In-depth knowledge about parts of speech, especially nouns, verbs, and adjectives.
- A noun is a word that represents a person, place, thing, or idea. Everything we can see or talk about is represented by a word. That word is called a "noun." Students might find it useful to think of a noun as a "naming word." Often a noun is a name for something we can touch (e.g., "book," "cake," "computer"), but sometimes a noun names something we cannot touch (e.g., "bravery," "mile," "joy").
- A verb is a word that expresses:
  - A physical action (e.g., "to swim," "to write," "to climb").
  - A mental action (e.g., "to think," "to guess," "to recall").
  - A state of being (e.g., "to be," "to exist," "to appear").
- Students might find it useful to think of verbs as "doing" words.
- Adjectives are words that describe nouns (or pronouns). "Old," "green," and "cheerful" are examples of adjectives. (It might be useful to think of adjectives as "describing words.")
- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Point to the picture of Quaid-e-Azam in the class and ask the following questions:
  - Whose picture is this?
  - Who was he?
  - What is the colour of his cap?
  - What is the colour of his dress?

- ◇ What did he do for us?
2. Encourage students to respond and write a few of their responses for each question on the writing board.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Display or refer to a picture from the textbook showing a few people, children, and animals.
2. Divide the class into pairs.
3. Ask students to look at the picture attentively and answer the following questions:
  - ◇ What do you see in the picture?
  - ◇ How many girls and boys/ women and men are there in it?
  - ◇ What are they doing?
  - ◇ Name the animals you see in the picture.
  - ◇ What are the animals doing?
  - ◇ What colours do you see in the picture? Write colour of a few things along with their names.
4. Give them 4-5 minutes for discussion and ask them to write the answers.
5. Help and guide them while writing the answers.
6. Once they are done, ask some pairs to come to the front and share their answers with the whole class.
7. Now, review brief definitions of naming, action, and describing words (please see the 'information for teachers' section above). Help students identify examples from their own responses they just shared.

### Activity 2:

10 Minutes

1. Display or refer to a picture from the textbook showing a park, marketplace, or playground.
2. Divide the class into three groups, A, B, and C, and choose a leader for each group.
3. Assign them titles as:
  - ◇ Group – A: Naming words
  - ◇ Group – B: Action words
  - ◇ Group – C: Describing words
4. Ask Group-A to collect naming words from the picture and use them in sentences.
5. Ask Group-B to collect action words from the picture and use them in sentences.
6. Ask Group-C to collect describing words from the picture and use them in sentences.
7. Help and guide them while completing the task.
8. Make sure that every student participates in the activity.
9. Once they have completed, ask leaders of the groups by turn and ask them to read the written sentences aloud.
10. Appreciate them for their work.



## CONCLUSION / SUM UP

3 MINUTES

1. Wrap up the lesson by reviewing the definitions of naming words, action words, and describing words from the classroom. Provide examples, such as:
  - ◇ **students, chairs, books,** etc.

- ◇ **read, sit, walk**, etc.
- ◇ **white** walls, **brown** fan, **happy** boy, etc.



### ASSESSMENT

5 MINUTES

- Ask students to search for a few naming words, action words, and describing words, from the school/ classroom environment and write them on a page.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbooks as homework.
2. Ask them to look at any signboards/ billboards on their way back home and note any naming, action, and describing words they see on the boards.
3. Also, ask them to observe people on their way back home and notice what they are doing. Note down the words for their actions. Also write who they are, e.g., farmer, driver, policeman, etc.
4. Tell them to share their findings with a few class fellows the next day.

## USE OF NOUNS



## STUDENT LEARNING OUTCOMES

- Recall and demonstrate the use of more common/ proper nouns, countable/ uncountable nouns, and collective nouns from the immediate and extended environment.

## INFORMATION FOR TEACHERS

- A noun is a word that represents a person, place, thing, or idea. Everything we can see or talk about is represented by a word. That word is called a "noun." Students might find it useful to think of a noun as a "naming word." Often a noun is a name for something we can touch (e.g., "book," "cake," "computer"), but sometimes a noun names something we cannot touch (e.g., "bravery," "mile," "joy").
- A noun can be countable or uncountable. Countable nouns are the names of things that can be "counted"; they have a singular and plural form, e.g., a book, two books, an apple, three tables, ball, bats, etc. They answer 'how many' questions.
- Uncountable nouns (also called mass nouns) cannot be counted. For example, we cannot count "milk". We can count "bottles of milk" or "liters of milk", but we cannot count "milk" itself. They answer 'how much' questions.
- Collective nouns are nouns that refer to things or people as a unit or group. Nouns that name a group of people, places, or things are called collective nouns, e.g., a class of students, a galaxy of stars, a herd of sheep, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, newspaper/magazine cuttings (showing a crowd, team of players, platoon of soldiers, herd of sheep), textbook, etc.



## INTRODUCTION

5 MINUTES

- Help students recall their learning about nouns from previous lessons by asking the following short questions:
  - What is a noun?
  - What are a few examples of nouns?
  - How many types of nouns you are familiar with?
- If students are struggling, provide them hints.
- Write a few examples of each noun type on the writing board.
- Tell students that today they will practice using a few more nouns including common and proper nouns, countable and uncountable nouns, and collective nouns.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Tell your class to imagine they are going to the grocery store with their mother/ father and need to make a list of things to buy. They must first think about what they already have at their home and then make a list of what they need more to buy.
2. To get them thinking, ask them a few questions, for example:
  - ◇ How many eggs do you have at home?
  - ◇ How much sugar do you have?
  - ◇ How much milk do you have?
  - ◇ Do you have any matchboxes/ biscuits/ chocolates/ eggs?
  - ◇ Do you have salt/ cooking oil/ porridge?
  - ◇ Do you have bananas/ oranges/ grapes?
3. Write a few of their responses on the board:
  - ◇ I have a dozen eggs.
  - ◇ I have a little/a lot of sugar.
  - ◇ I have a little/a lot of milk.
  - ◇ I have three matchboxes.
  - ◇ I have a bunch of bananas.
4. Explain to students that we use words like some, a lot of, a little, much, etc. with uncountable nouns, whereas words like a few, many, several, etc., numbers (e.g., one, two, three, etc.), and indefinite articles (e.g., a dozen, a pair, an egg) with countable nouns.
5. Ask students to look for countable/uncountable nouns in the class/school and write a sentence about each noun in their notebooks.

### Activity 2: 10 Minutes

1. Display newspaper/magazine cuttings showing a crowd, team of players, platoon of soldiers, herd of sheep, etc.
2. Ask students, 'What you see in the given picture?'
3. Encourage students to share their responses and write their responses on the board.
4. Now tell them that almost all the pictures show a collection of things/people/animals, etc.
5. Explain to students that a collective noun represents a collection of people, animals, places, or things as a group or unit.
6. Now, invite students to use a collective noun for the given pictures. Give hints/ clues.
7. Ask students to look for collective nouns in the class/school and write a sentence about each noun in their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

- Review the key points of the lesson using the information given in the 'information for teachers' section of this lesson plan.



## ASSESSMENT

5 MINUTES

1. Ask students to separate countable and uncountable nouns from the following list: **car, bread, orange, rice, coffee, tree, money, man, juice**
2. Write the following collective nouns on the board and ask a few students to make use of

these collective nouns in sentences.

**Fleet, bunch, bundle, pack, set**



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to paste in their notebooks 2-3 newspaper/magazine cuttings showing collective nouns.
3. Observe different articles/ items in their home, identify which ones are countable, uncountable, or collective nouns. Write their names in three columns.
4. Ask them to share their work with the whole class the next day.

# USE OF 'A', 'AN' AND 'THE'



## STUDENT LEARNING OUTCOMES

- Recall and apply the rules for the use of 'a', 'an', and 'the'.

## INFORMATION FOR TEACHERS

- Help students recall that 'a', 'an', and 'the' are called 'articles'.
- The article "a" is used with singular nouns and adjectives that begin with a consonant sound. While we use "an" with singular nouns and adjectives that begin with a vowel sound. For example: a boy, an umbrella, a cat, an inkpot, etc.
- The article 'the' is used with a noun that the listener/ reader already knows.  
**For example: I know the boy who broke my chair.**
- Start teaching articles by recalling the concept of singular and plural nouns. For example: a pen – three pens, an umbrella – four umbrellas.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, textbook, etc.



**INTRODUCTION**

5 MINUTES

- Write the following sentences on the writing board:
 

**Give me the blanket.**  
**Give me a blanket.**
- Ask students to turn to a partner and discuss the difference between the two sentences.
- Now invite a few students to share their thinking.
- Explain to students that "the" is a definite article because it refers to a specific/ particular noun while "a" and "an" are indefinite articles because they refer to a more general sense of the noun.

**In the given example, the first sentence asks for a specific blanket while the second sentence is requesting 'any' blanket.**



**DEVELOPMENT**

20 MINUTES

### Activity 1:

10 Minutes

- Write the following words on the board and ask students to discuss in pairs and use 'a' or 'an' for each word: book, ant, car, orange, hat, igloo, hour
- Give them two minutes for this task. After two minutes, allow 2 – 3 students to share their

responses with the whole class.

3. Appreciate students for their responses.
4. Explain to students that the indefinite article “an” is used before words that start with a vowel sound (not the letter).
5. Point out that we must use “an” with words spelled with a consonant but pronounced with a vowel sound (i.e., an hour late, or an honourable person, etc).
6. Tell students that nouns beginning with a vowel letter but pronounced with a consonant sound use the indefinite article “a” (i.e., a university or a European which both start with a /y/ sound).
7. Also tell students that we use ‘a’, ‘an’, and ‘the’ before adjectives beginning with a vowel or consonant sound accordingly. ( i.e., an ugly duckling, a thirsty crow, the best player, the man-of-the-match, etc.)

### Activity 2:

10 Minutes

1. Show or write a short story on the board with the omission of articles. For example:

#### Thirsty Crow Story.

Once upon a time, there lived .....crow in a forest close to..... town. One day, he felt extremely thirsty. He looked around for water but wasn't able to find any. However, he continued to search for water. He flew all around ..... nearby town. He saw ..... pitcher in ..... garden. There was ..... little water in it. He became very, very happy. But his beak could not touch ..... water. .... crow thought for ..... while and ..... idea arose to him. He thought, 'If I throw pebbles in ..... pitcher, ..... level of ..... water would rise up. Then, I will be able to drink ..... water easily'. He collected several pebbles and dropped them into ..... pitcher. The water rose up and he quenched his thirst.

2. Ask students to re-write the given story by filling the blanks with ‘a’, ‘an’, or ‘the’.
3. Invite a few students to read aloud the completed story.



### CONCLUSION / SUM UP

3 MINUTES

- Tell students that we have learnt the use of a, ‘an’, and ‘the’ before the nouns/adjectives pronounced with vowel/consonant sounds.



### ASSESSMENT

5 MINUTES

1. Read the following sentences (one at a time) and have students supply the article they think should be placed in the blank:
  - ◇ Sara asked to borrow \_\_\_\_ black dress I wore on Eid-ul-Fitr.
  - ◇ It's starting to rain; did you bring \_\_\_\_ umbrella?
  - ◇ She is \_\_\_\_ tallest girl/boy in the class.
  - ◇ My father is \_\_\_\_ university teacher.
  - ◇ There is \_\_\_\_ spider on \_\_\_\_ wall.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to read their favourite story from the textbook and circle the articles.

# CLASSIFICATION OF ADJECTIVES



## STUDENT LEARNING OUTCOMES

- Classify and use adjectives of quantity, quality, size, shape, colour, and origin.

## INFORMATION FOR TEACHERS

- Adjectives are describing words. They tell us more about nouns. For example, Ali (noun) is a brave (adjective) boy. In this example, 'brave' is telling us more about 'Ali'.
- Adjectives are of different kinds. They tell more about the quantity, quality, size, shape, colour, and origin of a noun.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

### Period 1:



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, greetings/courtesies chart, textbook, etc.



## INTRODUCTION

5 MINUTES

- Greet students by saying "Assalam-o-Alaikum", "Hello" or "Good morning". Encourage those students who respond to the greeting, and motivate others.
- Show a chart or write the letters '**OPSHACOM**' on the board.
- Ask students to guess what '**OPSHACOM**' stands for.
- Tell them that '**OPSHACOM**' stands for 'Opinion, Shape, Age, Colour, Material, and Origin'. These are different types of information adjectives add to nouns.
- Tell them it is a clue to remember the order of adjectives in a sentence.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Ask students to recall the definition of an adjective.
- If they are struggling with it, help them by giving a few examples.
- Encourage the students to think of different adjectives besides familiar ones, such as colour or size.
- Make a list of these adjectives on the board.
- Explain to students that when more than one adjectives come before a noun, the adjectives are placed in a particular order.

- Explain to them that adjectives that describe opinions or attitudes (e.g. good, amazing, beautiful) usually come first, followed by size (e.g. big, small, tall), quality (e.g. soft, thin, rough), shape (e.g. round, oval, square), age (e.g. old, young, new), colour, (e.g. red, golden, pink), the origin of the noun (e.g. Pakistani, Chinese, French), and finally the material (wooden, glass, etc).
- Write the following sequence of examples on the writing board:
  - a table.*
  - a beautiful table.*
  - a beautiful, big table.*
  - a beautiful, big, heavy table.*
  - a beautiful, big, heavy, square table.*
  - a beautiful, big, heavy, square, old table.*
  - a beautiful, big, heavy, square, old, brown table.*
  - a beautiful, big, heavy, square, old, brown, Chinioti table.*
  - a beautiful, big, heavy, square, old, brown, Chinioti, wooden table.*
- Tell students that we can use the clue word (OPSHACOM) to remind the order of adjectives in a sentence as mentioned in the introduction section and shown in the example above.

### Activity 2:

10 Minutes

- Write the following adjectives on the board: new, beautiful, black, Japanese, small
- Divide the class into small groups.
- Ask each group to use the adjectives written on the writing board in their own sentences using them in the correct order.
- Challenge the groups to write a sentence with at least three of the adjectives, written in the correct order.
- Then challenge the groups to write other sentences containing 4-5 adjectives.
- Have the groups share their sentences with the class.
- Clap for the group that has written sentences with the maximum number and correct order of adjectives.



### CONCLUSION / SUM UP

3 MINUTES

- Tell students that we have learnt when more than one adjective comes before a noun, the adjectives are normally placed in a particular order i.e., opinion, size, quality, shape, age, colour, origin, and material respectively.



### ASSESSMENT

5 MINUTES

- Write the following sentence on the writing board:
  - ◆ **My father bought me an Italian, pink, big, round pizza.**
- Ask students to rewrite the sentence with the correct order of adjectives.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to select any two objects at home and write a few sentences about them using more than three adjectives for each object.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

# MULTI-SYLLABLE WORDS



## STUDENT LEARNING OUTCOMES

- Write multi-syllable words with correct spellings.

## INFORMATION FOR TEACHERS

- Syllable is the smallest unit of sound in a word. Each syllable is formed with the blending of a vowel sound: a, e, i, o, u and consonant sounds.
- Syllables help in breaking words into smaller units for ease of spelling and pronunciation.
- There are single syllable words e.g. cat, dog, etc.
- There are double syllable words that are called di-syllabic words e.g. ho/ly, cre/scent etc. and the words having three or more syllable words are called multi-syllable words for example cong/ra/tu/la/tion/s.
- Use first lesson of the textbook to teach the correct spellings of multi-syllable words.
- Introduce slash (/) tell the students that this sign is used to separate two things/items.
- Dictation of 8-10 words is a suitable limit for a session. Decrease the number to 7-8 if the words are very long/complex with complex vowel sounds.
- Students need not be able to count or identify syllables. They only need to know how to spell the words.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, list of two/three and four syllable words from students' text book or any familiar text.



## INTRODUCTION

5 MINUTES

- Say the word 'recognise.
- Ask students to follow the sounds and try and spell it.
- Once they do, tell them to now spell 'recognizable'
- Then tell them to add a few more letters to make it 'unrecognizable'.
- Tell students that long words seem difficult, but they are easy to spell if you break them down into smaller parts.
- Ask students to generate a list of short words, then a list of long words from their textbooks (3 words from each group of students). Compare the lists. Long words contain more letters.
- Ask students to repeat a series of words you say.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write the following words on the board.
2. Ask the students to come to the board and complete these words:

**unhap\_y,                      parti\_ul\_rly,**

**s\_meb\_dy,                  or\_gi\_al\_y,**

**b\_d,                          me\_ciful,**

**fl\_wer,                      p\_litic\_an**

**Answers:**

**unhappy, particularly, somebody, originally, bad (bed, bud, bid), merciful, flower, politician**

3. Ask students to find 15 words and ensure that they are words that have spellings difficult to learn, each one with a minimum of 8 letters of alphabet.

**or**

4. Give your own list of 15 words that you want them to know spelling of.
5. Write the words on the board and ask students to learn spelling.

### Activity 2: 10 Minutes

1. Rub the board and ask the students to open their notebook and get ready for dictation.
2. Dictate the words at least twice.



## CONCLUSION / SUM UP

5 MINUTES

1. Repeat how long words can be broken down into smaller words to spell them.
2. Repeat how we can use phonics to guide us to spell a word.



## ASSESSMENT

3 MINUTES

1. Write the dictation words on the board and ask the students to do self-correction.
2. Take rounds in the class and ask the students about their scores.
3. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to find five multiple syllable words from their English textbook.

# PARAGRAPH WRITING



## STUDENT LEARNING OUTCOMES

- Analyze a simple paragraph to recognise that:
  - ◊ A paragraph comprises a group of sentences that develop a single main idea.
  - ◊ The main idea of a paragraph is given in the topic sentence.
  - ◊ Other sentences in paragraph support the topic sentence.

## INFORMATION FOR TEACHERS

1. A paragraph is a collection of sentences expressing ideas, opinions or beliefs about one main idea.
2. A paragraph with unity has ideas that are related to each other and are presented in a logical order. Every sentence in the paragraph should be related to the main idea in some clear way.
3. A good paragraph includes:
  - ◊ A Topic Sentence - this is the main idea or subject of the writing.
  - ◊ Detail Sentences - these are the sentences that describe and give more detail about the main idea.
  - ◊ Logical Order - the sentences have to be put together in a way that makes sense.
  - ◊ You also have to make sure that all the sentences are about the main idea.
4. Mostly paragraphs are indented.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Select a textbook topic/essay that the students have already studied. This unit should be non-fiction. It should have at least 4 paragraphs.
2. Ask the students to open their textbooks on that page.
3. Introduce paragraph writing by using above information.



**DEVELOPMENT**

**20 MINUTES**

**Activity:**

**07 Minutes**

1. Tell the students that the main idea of a paragraph is given in the topic sentence and the other sentences in paragraph support the topic sentence.

2. Ask the students to read the paragraphs below and do the following:
  - ◇ Underline the topic sentence. Circle the topic.
  - ◇ Cross out any sentence that doesn't belong to the paragraph.
  - ◇ Teeth have three important jobs. First, they chew. They break food into small pieces and make it easier to swallow. Teeth are for talking, too. Front teeth help people say special sounds like the 'th' in toothbrush. In addition, teeth also help support the muscles around the mouth. They help to give a face its shape. Sometimes I don't even remember to brush my teeth at night.

**Activity 2: 07 Minutes**

1. Tell the students that the following title and three sentences contain one strong topic sentence.
2. Ask the students to work in pairs or small groups and encircle the letter of the best topic sentence.

**Bananas:**

- ◇ The banana plant looks like a tree.
  - ◇ Banana plants need a warm climate to grow.
  - ◇ Bananas are nutritious and can be used in many delicious dishes.
  - ◇ Have you ever wondered about where bananas come from?
3. Ask the students what is the topic sentence?
    - ◇ Which sentences are the supporting details?
    - ◇ What is the closing sentence?

**Activity 3: 06 Minutes**

1. Tell the students that the following sentences could be written in a paragraph, but they are missing a topic sentence.
2. Ask them to write a topic sentence that would express the main idea of the paragraph in pairs or small groups.

**Topic sentence:**

---

---

- ◇ Stay in bed.
  - ◇ Take medicine.
  - ◇ Drink a lot of fluids (water)
  - ◇ Keep warm.
  - ◇ Try to sleep.
3. Once the students are done with the activity, ask them to write a paragraph using the above activity.



**CONCLUSION / SUM UP**

5 MINUTES

1. What is a topic sentence and what should be written in it?
2. What do we write after the topic sentence?
3. What do we write in the closing sentence?



**ASSESSMENT**

3 MINUTES

1. Ask the students to exchange and check each other's work using the peer checklist.

2. Ask the students to note down their mistakes.

Friend check	Writing Checklist
	Are basic words spelled correctly?
	Is there a punctuation mark after each sentence?
	Does everything make sense?
	Is there a good topic sentence?
	Is there a good closing sentence?
	How many sentences were written?
	Is the handwriting neat?
	Capitalization
	Correct use of pronouns
	Grammar – subject verb agreement

3. Involve the students in solving problems given exercise at the end of unit/chapter.



### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

- Tell the students to find out a paragraph from their English book and analyse it using the above strategies.

# EFFECTIVE AND UNIFIED PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Analyse and use the following organising principles of paragraph writing to write an effective and unified paragraph.
  - ◊ A simple paragraph comprises a group of sentences that develop a single main idea.
  - ◊ The main idea of a paragraph is given in the topic sentence.
  - ◊ Other sentences in the paragraph support the topic sentences.

## INFORMATION FOR TEACHERS

1. A paragraph is a collection of sentences expressing ideas, opinions or beliefs about one main idea.
2. A paragraph with unity has ideas that are related to each other and are presented in a logical order. Every sentence in the paragraph should be related to the main idea in some clear way.
3. A good paragraph includes:
  - ◊ A Topic Sentence - this is the main idea or subject of the writing.
  - ◊ Detail Sentences - these are the sentences that describe and give more detail about the main idea.
  - ◊ Logical Order - the sentences have to be put together in a way that makes sense.
  - ◊ You also have to make sure that all the sentences are about the main idea.
4. Mostly paragraphs are indented.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, attached worksheet.



**INTRODUCTION**

**5 MINUTES**

1. Recap paragraph writing by asking the students;
  - ◊ What is a paragraph? How do we decide to start and end a paragraph? What should be the length of the paragraph?
2. Give your input to reinforce the concept.



**DEVELOPMENT**

**20 MINUTES**

**Activity: 10 Minutes**

1. Write the following paragraph on the writing board.

2. Ask the students to read and analyze the paragraph in pairs or small groups.

**Topic: My Best Friend**

**Let me tell you about my best friend Anam. She lives next door to me. We always have fun together. We play with dolls. She has very beautiful dolls. Best of all, she is on my badminton team too. I want to be her friend even when we grow up.**

3. Ask following questions:
  - ◇ What is the paragraph about? (My best friend Anum)
  - ◇ What information tells us that Anum is the best friend of the writer?
4. Introduce/recap the concept of topic sentence.
5. Show from the paragraph how supporting evidence is built.

**Activity 2:**

**10 Minutes**

1. Ask the students:
  - ◇ What do they buy from the canteen when they have money?
  - ◇ Do they like sweets/candies?
2. Brainstorm for ideas about 'My favourite candy' by assigning groups to come up with ideas according to 5 senses:  
**e.g. sight (colour, shape, size, wrapper)**  
**hearing (crunchy, )**  
**taste (sweet, tasty, fruit flavoured , yummy 'etc.)**  
**touch (smooth, soft),**  
**smell (minty, fruity, sweet)**
3. After some brainstorming ask the students to write a paragraph keeping in mind the organising principles of an ideal paragraph on a 'candy'.
4. Tell them that they have to use their five senses e.g. sense of sight, sense of smell, sense of hearing, sense of touch, and sense of taste to describe a candy.
5. A sample worksheet is attached for your help.
6. They have to write a proper topic and closing sentence as well to start and complete the topic.
7. Monitor and help the students while writing.
8. Once they are finished, ask them to proofread their work by using attached checklist.



**CONCLUSION / SUM UP**

**3 MINUTES**

1. What is a topic sentence and what should be written in it?
2. What we write after the topic sentence?
3. What we write in the closing sentence?
4. How many senses do they have?
5. Name the five senses.



**ASSESSMENT**

**5 MINUTES**

1. Ask the students to exchange and check each other's work using the peer checklist.
2. Ask the students to note down their mistakes.

Friend check	Writing Checklist
	Are basic words spelled correctly?
	Is there a punctuation mark after each sentence?
	Does everything make sense?
	Is there a good topic sentence?
	Is there a good closing sentence?
	How many sentences were written?
	Is the handwriting neat?
	Capitalization
	Correct use of pronouns
	Grammar – subject verb agreement

3. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMework / FOLLOW UP

2 MINUTES

1. Ask the students to write a paragraph on 'summer season' using their five senses. (For taste they can write about the foods they eat specially in summer, such as mangoes or ice cream).

Writing: Paragraphs worksheet 3 - example 1

**1 Write a description**

Use the five senses to write a paragraph describing a cake.  
**Hint!** Don't forget to write a topic sentence on the first line.



\_\_\_\_\_

E.g. It is covered with chocolate.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**2 Now write a closing sentence to summarise:**

\_\_\_\_\_

# RECITING POEMS AND DRAWING OPINIONS



## STUDENT LEARNING OUTCOMES

- Recite poems with actions.
- Express opinion about them.

## INFORMATION FOR TEACHERS

1. Poems usually have rhyming words. Poems also have a shorter sentence structure and give the meaning in fewer words than prose.
2. The teacher must learn at least 2 to 3 poems by heart before the start of this period, as it will help him/her to make this period more interesting.
3. Students are familiar with poems from earlier classes. So just select a poem keeping that in mind. Don't choose one that is so simple that it becomes boring for your students.
4. While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- A few poems (select ones that tie in with a particular theme or has language aspects that the teacher would like to introduce or reinforce). You may use the ones in the appendix.



## INTRODUCTION

5 MINUTES

1. Stand in a position where every student of the class can see you easily.
2. Tell the students you will be sharing a favourite childhood poem through actions and they are to guess the poem.
3. Do the actions from a familiar poem (Twinkle Twinkle little star or any other).
4. Ask students to guess the poem and sing along if they remember it.
5. Ask student: "Why is it important to do actions with the poem?"
6. Tell students that actions and rhyme in poems help us remember the words and verses.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Recite the poem which is available in the appendix, without actions.
2. Recite it one more time without actions and ask students to repeat after you.
3. After you are done, tell the class that actions help in understanding and remembering things easily.
4. Ask them if there are any words whose meanings they do not know of. Jot them on the writing board.

5. Tell students that sometime they/we can understand things clearly from actions. When a word is connected with actions, we can understand it better.

**Activity 2: 10 Minutes**

1. Ask some students to volunteer to come up and recite the poem "Oh Little BEE" (see appendix) with actions and try to clarify the meaning with their actions. Don't interrupt and let them make their own meaning of unfamiliar words.
2. Now read the poem with actions with the class (display or write the poem on the board).



**CONCLUSION / SUM UP**

3 MINUTES

1. Ask them what they learned today through this poem. Ask them if they learnt new words.
2. Ask them if they could think of other ways in which we use actions: Do we use hand gestures when we speak? Do actors perform actions when they are singing songs in movies? What about when we express strong emotion?



**ASSESSMENT**

5 MINUTES

1. Ask one student to come up and perform one action from the poem, without reciting the words behind those actions (pantomime).
2. Ask the class to recite the verses according to those actions.
3. Ask them what they liked about the poem (Accept all responses since these are personal responses and need to be acknowledged as individual point of view).
4. Involve the students in solving problems given exercise at the end of unit/chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to recite and perform the poem in front of their parents and siblings.
2. Give the students a new poem and help them to learn it. Ask the students to come up with their own actions to depict the true meaning of each poem. Each student will have to recite and perform that poem in the next class, in front of the students.

**SAMPLE POEM:**

**Ten Fingers**

Sing the poems and do actions that are written in italics

I have ten fingers	(hold up both hands, fingers spread.)
And they all belong to me.	(point to self)
I can make them do things-	
Would you like to see?	
I can shut them up tight,	(make fists)
I can open them wide,	(open hands)
I can put them together,	(place palms together)
I can make them all hide.	(put hands behind back)
I can make them jump high,	(hands over head)
I can make them jump low,	(touch floor)
I can fold them up quietly,	(fold hands in lap)
And hold them just so.	

## Activity 2

### Oh little bee

There on my nose,  
You want to sting,  
I do suppose.  
It's your flower  
I must agree...  
Didn't see you  
Oh little bee.  
I just wanted  
One tiny sniff  
And not to cause  
This little tiff.  
Oh little bee,  
You stand there in  
That wicked crouch...  
You won't sting me,  
OUCH! OUCH! OUCH!

# WORDS BEGINNING WITH VOWEL SOUNDS



## STUDENT LEARNING OUTCOMES

- Classify more words that begin with vowel sounds.

## INFORMATION FOR TEACHERS

- Recall consonant and vowel letters. Vowels are further classified into short vowels and long vowels. e.g., in the word 'cat' the letter 'a' produces a short sound, whereas, in the word 'cake' there is a long sound of the letter 'a'.
- To articulate vowels, the vocal tract should be opened and unobstructed, whereas consonants have some obstruction in the vocal tract, e.g., while pronouncing /a/, the mouth is open and there is no obstruction. On the other hand, when we pronounce /b/, there is an obstruction in the vocal tract.
- Sometimes a word begins with a vowel letter that does not produce a vowel sound, like in 'university' the beginning letter is a vowel ('u') but it produces a consonant sound /yu/, and in the word 'honest', the beginning letter is a consonant ('h') but it produces a vowel sound /o/.
- In order to help students identify the beginning vowel sounds and to understand that certain vowels have short sounds whereas others have long sounds, it is important to give students ample opportunities to hear, identify, and practice the individual sounds in words.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Flashcards, chalks/markers, writing board, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Bring some realia to the classroom or show pictures of different objects to students, e.g., apple, egg, inkpot, orange, and umbrella. Tell them to say the names of these objects aloud and identify the first sound of each word.
- Write the vowel letters (a, e, i, o, u) on the board and review their short sounds with the whole class.
- Help students recall their knowledge of vowel and consonant sounds from previous lessons/ classes. Tell them that although there are just five vowel letters in the English alphabet, yet there are twenty vowel sounds in the English language. On the other hand, the twenty-one consonant letters have only twenty-four consonant sounds. Hence, the twenty-six letters of the English alphabet produce forty-four sounds.
- Tell students that today they are going to practice a few more words that begin with vowel sounds. Tell them that some of these words do not begin with a vowel letter, but still begin with a vowel sound!

**DEVELOPMENT**

23 MINUTES

**Activity 1: 13 Minutes**

1. Write 15 – 20 words that start with vowel letters “a, e, i, o, u” randomly on the writing board, e.g., apple, egg, office, igloo, ant, owl, axe, orange, etc. (at least 3 words for each vowel).
2. Divide the students into five groups and name them as vowel letters like; Group – A, Group – E, Group – I, Group – O, and Group – U.
3. Ask them to say aloud the name of their group one by one, and then make a list of the words (from the writing board) that begin with the sound of their group’s letter.
4. Write the words on the board in column form. Help students practice the beginning sound of each word and then pronounce the whole word.

a	e	i	o	u
apple	egg	ink	orange	umbrella
ant	elbow	igloo	owl	up
axe	elephant	insect	office	under

**Activity 2: 10 Minutes**

1. Copy the following table on the writing board:

List 1	List 2	Write the word that begins with a vowel sound:
umbrella	uniform	
one	orange	
egg	euro	
union	urge	
onion	once	
elephant	Europe	

2. Divide students into pairs.
3. Tell them to copy the table in their notebooks.
4. Next, ask them to pronounce the words of the first and second columns and notice the initial sounds of the vowel letter. Both the words in each row begin with a vowel letter, but only one of them begins with a vowel sound. Ask students to find that word from each row and write it in the last column.
5. Once they have completed the task, allow 2 – 3 students to share their answers with the whole class.
6. Review the answers with the whole class. Pronounce each word and help students identify the first sound of each word.
7. Also tell them that sometimes a word begins with a consonant letter but has an initial vowel sound, e.g., in the word ‘hour’, the initial letter is a consonant but the word begins with the same vowel sound as in ‘our’ and in the word ‘use’, the initial letter is a vowel but the word begins with a consonant sound.

**CONCLUSION / SUM UP**

2 MINUTES

1. Conclude the lesson by reviewing the key points with the whole class.



## ASSESSMENT

4 MINUTES

1. Make a column on the board.

Sounds	Examples			
Letter 'a' sound				
Letter 'e' sound				
Letter 'i' sound				
Letter 'u' sound				
<b>Consonant sounds</b>				
<b>Vowel sounds</b>				

2. Show flashcards for these words (under, igloo, axe, uniform, honest, university, x-ray, eye, egg, office, book, use, etc.) to students and tell them to identify/classify the initial sounds of given words and put them into the relevant column. This activity helps you to assess the students learning.



## HOMEWORK / FOLLOW UP

1 MINUTES

1. Ask students to write ten words for each vowel letter giving vowel sounds.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# EXPRESSING OPINIONS



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in a conversation to express and respond to an opinion.

## INFORMATION FOR TEACHERS

- The single most important reason for teaching speaking is to develop the ability to express oneself accurately and without undue hesitation.
- Maintain a careful balance between accuracy and fluency.
- As speaking begins with listening, students need exposure to correct models of spoken English, modmaking offers and apologies orally before asking the children to practice it.
- Students should be made aware of the functions of different kinds of communication, for example, to make requests/suggestions or express apology/disagreement politely.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, chart, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Tell students that their class is going to visit a hill station next week. Express your opinion, 'What place is worth seeing?'
- Encourage them to express their choices without hesitation.
- Explain to them that they will just give their own opinions and reasons. There is no right answer here.



**DEVELOPMENT**

**23 MINUTES**

### Activity 1:

**13 Minutes**

- Explain to students that we can politely express our opinion using certain phrases.
- Write the following phrases on the board or a chart:
  - ◇ *I think...*
  - ◇ *I believe...*
  - ◇ *I feel...*
  - ◇ *In my opinion...* and
  - ◇ *I would say...*

- ◇ *From my point of view...*
  - ◇ *From my perspective...*
  - ◇ *In my view... or*
  - ◇ *It seems to me that...*
3. Tell students that these phrases are commonly used to express opinions. Let's observe how to use these expressions in our daily life situations.
  4. Now model the use of the above-mentioned polite phrases. For example:
    - ◇ Wow! I think we should visit the Murree hills.
    - ◇ Nice to hear it! If you ask me, we could visit Nathiagali.
    - ◇ It seems to me that we should go to Kaghan valley.
    - ◇ To my mind, we should visit Murree hills.
    - ◇ To be honest, I don't agree with you people. We should better stay home. It is risky to go outside these days.

**(Try to change your voice while modelling each expression)**

5. Tell students we need to respect each other's opinions and respond politely.
6. Now, write the following phrases on the board or display them on a chart:
  - ◇ *I see what you mean.*
  - ◇ *You've got a point there.*
  - ◇ *That's a very good point.*
  - ◇ *That's a great suggestion.*
  - ◇ *That's one way of looking at it.*
  - ◇ *I agree.*
  - ◇ *I couldn't agree more.*
  - ◇ *I'm not sure I agree with you on...*
  - ◇ *I'm sorry but I don't agree.*
  - ◇ *I'm afraid I disagree.*
  - ◇ *I see what you're saying, but...*
  - ◇ *You have a point there, but...*
7. Review these phrases/ expressions with the whole class. Tell them these are some of the ways to respond to others' opinions during a conversation.
8. Ask students if they have any questions.
9. Tell them that they will practice using these expressions in the next activity.

**Activity 2:**

**10 Minutes**

1. Write the following statement on the board: 'Which food is the best for health?'
2. Invite a few students to share their responses orally.
3. Encourage them to make use of appropriate expressions while expressing their opinions and make corrections if necessary.
4. Now, ask students to practice these expressions in pairs.
5. Advise them to talk in quiet 'partner voices', which are almost a whisper so that they can hear each other without getting too noisy.



### **CONCLUSION / SUM UP**

2 MINUTES

1. Tell students that they have learnt how to express opinions by making use of certain polite phrases.



### **ASSESSMENT**

3 MINUTES

1. Informally assess students' use of appropriate phrases while they are expressing their opinions.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to practice using the learnt phrases while expressing their opinions during conversations at school and other places.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# DESCRIPTION OF A SERIES OF EVENTS



## STUDENT LEARNING OUTCOMES

- Describe a series of events or sequence in a picture, photograph and diagram.

## INFORMATION FOR TEACHERS

- Sequence of events in a picture, photograph or diagram tells us that every action is followed by another action connected to it.
- Extension worksheet for assessing students' picture depiction skills is also attached.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

Writing board, chalk/marker, duster, textbook, picture card attached.



**INTRODUCTION**

**5 MINUTES**

- Paste the picture card 1 given below on the blackboard (drawing of it on the chart paper or photocopy of the same will fulfill the purpose. Do not cut it from here).
- After looking at the picture: Ask them what is it about?

**Picture Card 1:**





## DEVELOPMENT

20 MINUTES

### Activity 1:

07 Minutes

1. Before you begin, point out to students that they have to look at the first row, from left to right, then go down to the second row.
2. Allow children to share the ideas by asking them: Give one word each that tells us something about the events in the picture card 1.
3. Write the correct responses on the black board.
4. Possible responses in one word form could be: woman, fish, fisherman, family, husband and wife, seaside, water/ sea or river, home, kitchen and dining room.
5. Encourage children to give responses in English, however correct response in any other language could also be appreciated and the English word for correct Urdu/ Punjabi or any other language must be repeated by the teacher).
6. Write their responses on the blackboard.

### Activity 2:

07 Minutes

1. Let children try to discuss in pairs and develop a sentence for each picture.
2. Ask them to write it on a page.
3. Once they have completed it, allow them to share their ideas.
4. Write the sentences on the board like this:
5. The picture describes a girl/ woman who has lost her gold ring as it falls in water near the sea/river shore.
6. The fish eats it, in water.
7. The next day her husband catches the fish.
8. He takes it back home.
9. His wife cooks the fish.
10. When they cut it with the knife, his wife finds her gold ring.
11. Both become happy/they are happy.

### Activity 3:

06 Minutes

Written work: Copy the sentences in the notebooks, add the dialogue/s, adjectives and the conjunction/s along with the scene setting / environment like this:

1. "Where's my ring?" the woman shouted.
2. It falls in water and the fish eats it/ swallows it.
3. The next day, her husband catches the fish with his rod.
4. He brings it back home.
5. Both are happy when, while having the meal, they find her lost gold ring.
6. Or when they cut it with the knife, his wife finds the gold ring.
7. Both become happy/ they are happy.

**(The husband looks a little surprised in the last picture, the wife looks happy).**



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly sum up the lesson by asking the students 'Suggest a suitable title for the story'.

**ASSESSMENT**

5 MINUTES

1. Assess students' understanding through their correct responses during introduction, activity 1, 2 and sum up.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Write two lines about how will you feel and what will you do if you find a gold ring.

# OFFERING AND ACCEPTING APOLOGIES



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in a conversation to offer and accept an apology.

## INFORMATION FOR TEACHERS

- The single most important reason for teaching speaking skills is to develop the ability to express oneself accurately and fluently.
- Maintain a careful balance between accuracy and fluency.
- As speaking begins with listening, students need exposure to correct models of spoken English.
- Model offering and accepting apologies orally before asking students to practice.
- Students should be made aware of the functions of different kinds of communication, for example, to make requests/suggestions or express apology/disagreement politely as an integrated part of different activities in the classroom.
- While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, charts, textbook etc.



**INTRODUCTION**

**5 MINUTES**

- Write the word 'SORRY' on the board.
- Ask students if they have heard this word. (Most students will say, 'Yes')
- Now, ask them when we use this word in our conversation.
- Encourage them to share their responses.



**DEVELOPMENT**

**20 MINUTES**

### Activity I:

**10 Minutes**

- Explain to students that if something goes wrong, we can redress it in a polite manner using certain phrases.
- Write the given phrases on the board or display a chart of written expressions:
  - ◇ *I am sorry that .....*
  - ◇ *I'm very sorry that .....*
  - ◇ *I shouldn't have done .....*



- ◇ *I'm really angry with myself for .....*
3. Let's observe how to use these expressions in our daily life situations.
  4. Now, model the use of the above-mentioned apologies. For example:
    - ◇ *I am sorry for being late.*
    - ◇ *I am sorry that I was so rude.*
    - ◇ *I shouldn't have done what I did yesterday.*
    - ◇ *I'm really angry that with myself for what I said.*
    - ◇ *I was so hungry I ate the rest of the cake. I'm sorry.*
    - ◇ *I'm sorry about my homework, teacher, I forgot to do it.*

(Try to follow intonation patterns while modeling each expression)
  5. Tell students that accepting others' apologies is a good habit and we could accept it by simply showing our agreement by using phrases like:
    - ◇ That's ok, no problem, don't mention it, it happens (for small matters).
    - ◇ It's quite all right. It's not important. We'll say no more about it (for very serious matters).
    - ◇ Well, that's not good enough. Don't do it again. Oh, all right then (for when you are still angry).

**Activity 2: 10 Minutes**

1. Now explain/narrate an imaginary situation to students and ask them, 'How will you respond in such a situation?'
 

**For example:**

  - ◇ If you pushed someone while getting onto the school bus.
  - ◇ If you hurt the other team's player while playing.
  - ◇ If you broke your classmate's pen/sharpener accidentally.
2. Provide them with clues and encourage them to make use of appropriate expressions.
3. Now, ask students to practice offering and accepting apologies in pairs.



**CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that we have learnt how to offer and accept apologies if something goes wrong.



**ASSESSMENT**

5 MINUTES

1. Informally assess student's communication skills while they are offering and accepting apologies during the practice activity.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to practice the phrases/ expressions during their communication with others in and outside the school.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# CREATING A SHORT POEM



## STUDENT LEARNING OUTCOMES

- Create a short poem using the rhyming words on a given topic.

## INFORMATION FOR TEACHERS

1. A poem is defined as any collection or arrangement of words that expresses an emotion or idea in a more concentrated style than prose (paragraph).
2. Poems are typically written in verses, rather than paragraphs. They can include complete sentences or incomplete sentences and often have a rhythm.
3. While composing a poem, the rhythm is set by the “stresses” or “accents” in the words themselves.
4. In poems, the poet often uses rhyming words to create a rhythm or a repeated pattern of sound.
5. Rhyming words are two or more words that don't start with the same sound but end with the same sound (or with the same letters). Some examples of rhyming words are: cat, fat, bad, ad, add, sad, etc.
6. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, poem chart, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Show a chart or write the given lines on the board.

**My Body**

With my eyes, I see  
 With my mouth, I speak  
 With my nose, I sniff  
 With my ears, I hear,  
 My mum saying, “Dear come here!”

2. Ask students, ‘Is it a paragraph or a poem?’
3. Arouse critical thinking of students by asking, ‘Why do you think it’s a poem or a paragraph?’
4. Draw students’ attention to the arrangement of words in each line. Ask them, “Are the words in normal order as you see in sentences?” Also, ask them to notice if there are any words that rhyme.

5. Encourage students to respond without worrying about wrong answers.
6. Conclude their responses by telling them that it is a poem. A poem is a piece of writing that can rhyme with words like “spout” and “out”, or have rhythm like “Jack and Jill went up a hill”, or sounds that repeat (“pick a peck of pickled peppers”), or be like a song or a chant, or just tell wonderful things.



## DEVELOPMENT

23 MINUTES

### Activity 1:

10 Minutes

1. Read a short poem given in the textbook paying attention to intonation patterns.
2. Explain to students the various poetic terms given in the ‘Information for Teachers’ section.
3. Tell them that one could create a poem following the given steps:
  - ◇ Choose a subject
  - ◇ Gather vocabulary (preferably rhyming words suited to the subject)
  - ◇ Write one line (carrying the main idea)
  - ◇ Now write supporting lines
  - ◇ Edit your poem
4. Ask students to pick out ‘rhyming words’ from the poem.

### Activity 2:

13 Minutes

1. Tell students, let’s try to create a short poem on the subject, “Home, Sweet Home”.
2. Ask them to brainstorm about the vocabulary relevant to the subject. For example:  
**home, roam; stay, away; heat, sweet; door, wore, play, day**
3. Show a chart of the rhyming words or write on the board.
4. Now, invite students to try to compose a short poem on the given topic using given rhyming words. (Students may use other words also).
5. Invite a few students to share their work with the class.
6. Encourage them for their first attempt and motivate others.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell students that we have learnt to create a short poem on a given subject using rhyming words.



## ASSESSMENT

3 MINUTES

1. Ask students to complete the given pairs of rhyming words:

**place** \_\_\_\_\_

**love** \_\_\_\_\_

**know** \_\_\_\_\_

**peace** \_\_\_\_\_

**best** \_\_\_\_\_



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read the poem they have created in school today to their siblings/parents.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## SHORT ANSWERS



## STUDENT LEARNING OUTCOMES

- Apply while reading strategies to interact with a text to locate/ scan specific information to answer short questions.

## INFORMATION FOR TEACHERS

- Scanning refers to looking through a text very quickly to find specific details. For example, when we are searching for a telephone number in a directory, we scan the page for the name of the specific person we are looking for. When we scan, we usually:
  - have an idea of what information we want from the text, and look for content words or visual clues that signal that information
  - read in blocks of words rather than word by word
- When scanning, some people find it helpful to run their finger down the middle of the text while their eyes move back and forth to quickly find the information they are looking for.
- Scanning requires silent reading, hence, do not always read a passage aloud. Always set a reasonable time limit for your learners to read a passage silently.
- Tell students that the following points have to be kept in mind while scanning a text:
  - Decide which clues will be helpful in finding out the specific information
  - A brisk eye movement on the pages of the text
  - Read that part of the text which they think contains the required information
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, Oxford Junior Dictionary, textbook, etc.



## INTRODUCTION

5 MINUTES

- Ask students to recall the previous lesson about scanning. Ask them the key steps for scanning a text to find specific information (i.e., looking down and around a page quickly, searching for **important words, facts, or phrases** to find **certain details**, while ignoring the unrelated information).
- Read aloud the title of the unit you are going to teach and ask students to guess what the text is about.
- Select a paragraph from the text containing certain specific details. Write it on the board. You can use the following paragraph as well:

**Muhammad Ali Jinnah was born on 25<sup>th</sup> December 1876. He was a barrister, politician, and the founder of Pakistan. He is honoured in Pakistan as the Quaid-i-Azam (“The Great Leader”). He was born at ‘Wazir Mansion’ in Karachi. Jinnah was trained as a barrister at Lincoln’s Inn in London, England.**

4. Ask the students to scan the text and find the following information within one minute:
  - ◇ When and where was Muhammad Ali Jinnah born?
  - ◇ Where did he study law?
  - ◇ What title is given to him by the people of Pakistan?



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Choose an informational text i.e. news report, instructional/procedural text (a recipe), timetables, summaries, etc. For example:

#### **Chicken Tikka Masala by Zubaida Aapa**

- ◇ 10 minutes preparation time
- ◇ 30 minutes cooking time
- ◇ Serves 4-6

#### **Ingredients**

- ◇ 500g boneless chicken
- ◇ 2 tbsp vegetable oil
- ◇ Half an onion
- ◇ 2 pieces garlic

#### **Method**

- ◇ Fry the onion and garlic gently in the oil. Add the chicken pieces and fry until golden brown and cooked all the way through.
- ◇ Add the sauce and boil for 5 minutes.
- ◇ Add the yogurt and stir through the sauce.
- ◇ Serve the chicken with rice.

2. Review the scanning techniques given in the ‘Information for Teacher’ section with students and ask them to scan the given recipe to find the answers to the following questions:
  - ◇ What’s the name of this recipe?
  - ◇ How many pieces of garlic are used?
  - ◇ How long should you boil it after adding the sauce?
  - ◇ When do you add yogurt?
  - ◇ What should you serve the chicken with?

### Activity 2:

10 Minutes

1. Select a lesson/unit from the textbook and ask the students to read it within five minutes.
2. After students have finished reading the text, start assessing their comprehension of the text by scanning it.
3. Ask simple questions to scan the selected text.
4. Invite a few students to share their responses orally.
5. Give learners feedback on their responses.

6. Explain whether a particular response is acceptable or not by verifying it from the given text.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that we have learnt how to scan a text and locate specific information given in it within the required time in order to answer short questions.



### **ASSESSMENT**

5 MINUTES

1. Select a paragraph from the textbook.
2. Write 3 – 4 questions based on it on the writing board.
3. Ask students to scan the selected paragraph and write short answers to the questions in their notebooks.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to read a recipe from a newspaper article/magazine and scan it for the following information:
  - ◇ Whose recipe is this?
  - ◇ To how many persons it can be served?
  - ◇ What are its key ingredients?
  - ◇ Should it be served separately or with something else?
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## PLURALS



## STUDENT LEARNING OUTCOMES

- Change the number of more regular and irregular nouns, and nouns with no change in number.

## INFORMATION FOR TEACHERS

- The plural of nouns is usually formed by adding 's' to a singular noun.  
**Examples:**  
**lamp/lamps, flower/flowers, fork/forks, pen/pens, cat/cats**
- Nouns ending in 's, x, z, o, ch', and 'sh' form the plural by adding 'es'.  
**Examples:**  
**moss/mosses, box/boxes, buzz/buzzes, potato/potatoes, dish/dishes, lunch/lunches**
- Nouns ending in 'y' preceded by a vowel form their plurals by adding 's'.  
**Examples:**  
**day/days, toy/toys, valley/valleys**
- Nouns ending in 'y' preceded by a consonant are formed into a plural by changing 'y' to -ies.  
**Examples:**  
**lady/ladies, city/cities, baby/babies**
- There are some nouns that form the plurals differently. Some nouns change their vowels in the middle of the singular form when forming the plural.  
**Examples:**  
**goose/geese, foot/feet, man/men**
- Several nouns form the plural by adding the letters 'en'.  
**Examples:**  
**ox/oxen, child/children**
- There are certain animals that have the same singular and plural form.  
**Examples:**  
**deer/deer, sheep/sheep, fish/fish**
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Write some regular and irregular nouns on the board. Some nouns should be singular and some should be plural.
2. Point to each noun and ask students to tell whether the noun is singular or plural.
3. Encourage students if they give correct answers. If students do not remember singular and plural nouns, tell them about singular and plural nouns with examples.
4. Ask the students to name the nouns that are same in both singular and plural forms e.g., sheep, deer, etc.
5. If students do not remember these nouns, re-tell them that spelling of some nouns remain same as singular and plural. Explain by writing examples on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask students to take out their notebooks and textbooks.
2. Students draw four columns in their notebooks (see the drawing at the end of the lesson plan).
3. Tell the students to find and write 10 singular nouns 10 plural nouns from textbook pages. Tell them to change the singular nouns into plural nouns and plural nouns into singular nouns.
4. Move in the classroom to help students with the work.

### Activity 2: 10 Minutes

1. Write five irregular nouns that remain same as singular and plural e.g. sheep, deer, gold, silver, hair.
2. Choose one noun (e.g. sheep) and make two sentences using it. In one sentence the noun should be used as singular.
3. In the second sentence the noun should be used as plural.
4. Ask students to make sentences using the remaining four nouns. Students can use the nouns in the sentences as singular or plural.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students about some regular and irregular nouns and their plurals. Ask them to name the nouns that do not change in number when changed into plural.
2. Ask students to memorize the plurals of the nouns that they have done in this lesson.



## ASSESSMENT

5 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introductory activity.
2. Check students' ability to change the number of regular and irregular nouns through activity 1.
3. Check students' ability to change the number of irregular nouns that do not change in number through the activity 2.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



1. Change the following into singular and then use them in sentences of your own.
  - ◇ feet
  - ◇ hair
  - ◇ knives
  - ◇ stories
  - ◇ benches

# USE OF DEFINITE AND INDEFINITE ARTICLES



## STUDENT LEARNING OUTCOMES

- Recall and apply the rules for the use of 'a' and 'an'. Choose between 'a' or 'an' before words that start with mute consonant letters. Identify and use the definite article the. Differentiate between use of definite and indefinite articles.

## INFORMATION FOR TEACHERS

- There are only three articles in English Language: 'a', 'an' and 'the'.
- The definite article (the) is used with singular and plural, countable and uncountable nouns when both the speaker and the listener already know the thing or idea.  
**For example:**
  - The car over there is fast.
  - The teacher is very good, isn't he?
- The first time you speak of something use 'a' or 'an', the next time you repeat that object use the.

### For example:

- The car over there is fast.
  - The teacher is very good, isn't he?
- The first time you speak of something use 'a' or 'an', the next time you repeat that object use the.  
**For example:**
    - I live in a house. The house is quite old and has four bedrooms.
    - I ate in a Chinese restaurant. The restaurant was very good.
  - The definite article is also used:
    - Before, seas, river, hotels, theatres/cinemas, museums, and newspapers.
    - The Pacific the Sindh, the Lahore Museum, the Ness, the Pearl Content, the Grand Theatre.
    - If there is only one.

**For example:** the sun, the moon, the world, the president.

- With superlative adjectives.
  - Farooq is the oldest in the class.
- (Teach the use of 'the' with superlatives adjectives only if students have been taught superlative adjectives previously).**
- Time division is tentative and can change as per need of the activity.
  - While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Start the lesson by asking students about the definite article 'the'. Ask them when definite article is used. Write a few examples on the writing board.
2. Reinforce the previously taught rules of using 'the' with examples:
3. Write 'the sun', 'the world', 'the moon' on the writing board. Teach students that 'the' is also used when we talk about objects which are only one.
4. Write 'the president of Pakistan' on the writing board.
5. Teacher students that because Pakistan has only one president and one prime minister, 'the' is used before them.
6. Ask students to give examples of presidents of other countries e.g. 'the president of India' etc.
7. Teach the use of 'the' with superlative adjectives only if students have been taught superlative adjectives previously.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write 5-7 sentences on the board. (See the sample at the end of the lesson plan).
2. Tell the students that they have to select 'a' or 'the'.
3. Tell the students that they have to keep in mind the rules for using 'a' and 'the'.
4. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.

### Activity 2:

10 Minutes

### Oral Activity

1. Write on the writing board two sentences (sample sentences are given at the end of the lesson plan.)
2. Ask one student to read aloud the sentence. Ask from the students what articles should be used in the blanks.
3. Help the students by explaining the rules to them.
4. Choose students to come to the writing board and fill in the blanks.
5. Do all the sentences one by one on the writing board. Try to involve maximum students.



## CONCLUSION / SUM UP

3 MINUTES

1. Write 5-7 sentences on the board. (See the sample at the end of the lesson plan).
2. Tell the students that they have to select 'a' or 'the'.
3. Tell the students that they have to keep in mind the rules for using 'a' and 'the'.
4. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.



## ASSESSMENT

5 MINUTES

1. Assess students' ability to recall the rules for the use of articles (the) through their correct responses during introduction.
2. Assess students' ability to choose between a or the through the correct choices made in

the activity 1 and 2.

3. Assess students' ability to use the definite article through the follow up activity.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make 5 sentences using 'the'.

### Sample- Activity 1

**Read the sentences and underline the correct article.**

1. What is a/the name of this street?
2. The/A sun is shining.
3. Paris is a/ the capital of France.
4. Where is Ali?' 'He is in the/a bathroom.'
5. Who is a/the president of Pakistan?
6. We are going to a/the Lahore museum.
7. I read the/ a Jung every Sunday.

### Sample- Activity 2

1. I bought \_\_\_ cap and \_\_\_ shirt at \_\_\_ shop.  
**\_\_\_\_\_ shirt is not of my size. I will change it tomorrow.**
2. Where are \_\_\_ children?'  
**'They are in \_\_\_ garden.'**
3. Where are my shoes?'  
**'On \_\_\_ floor, in \_\_\_ kitchen?'**
4. I went to \_\_\_ hotel last night.
5. What is \_\_\_ name of \_\_\_ hotel we went to last night?

**Answer key**

**1. a, a, a, the 2. the, the 3. the, the 4. a 5. the, the**

## ARTICLES



## STUDENT LEARNING OUTCOMES

- Recall and apply the rules for the use of a and an. Choose between 'a' or 'an' before words that start with mute/silent consonant letters.
- Identify and use the definite article the. Differentiate between use of definite and indefinite articles.

## INFORMATION FOR TEACHERS

1. There are only three articles in English Language: 'a', 'an' and 'the'.
2. A and an are the indefinite articles. They refer to unspecific nouns.
3. Indefinite articles 'a' and 'an' are always used with singular nouns.
4. A is used when the noun you are referring to begins with a consonant sound (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z).

**For example: a book, a holiday, a suitcase, a country.**

5. A is also used before words that start with a vowel sharing consonant sound.

**For example: a university, a unit (the words) start with a vowel but the vowel u sound as the consonant y).**

6. An is used when the noun are referring to begins with a vowel sound (a, e, i, o, u)

**For example: an eagle, an island, an owl, an umbrella.**

7. An is also used before words in which a consonant letter is mute or silent and the word starts with a vowel sound.

**For example: an hour, an honour (the consonant letters are mute and the word starts with the vowel sound o)**

8. Definite article the is used before singular and plural nouns when the noun is specific particular. The is used before a specific object that both the person speaking and the listener know.

**For example: the car over there is fast**

9. The teacher is very good isn't he?
10. The first time you speak of something use a or an, the next time you repeat that object use the.

**For example:**

- ◇ I live in a house. The house is quite old and has four bedrooms.
- ◇ I ate in a Chinese restaurant. The restaurant was very good.

11. Time division is tentative and can change as per need of the activity.
12. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Start the lesson by asking students few questions one by one:
  - ◇ What are the two articles?
  - ◇ Are the articles a and an used before singular nouns or plural nouns?
  - ◇ Do the words which start with consonant letters take a or an?
  - ◇ What are consonant letters?
  - ◇ What are vowel letters?
  - ◇ Do words which start with vowel letters take a or an?
2. Write an example of indefinite article an e.g. an aero plane on the writing board. ask students to give more examples. Write the examples on the writing board as students say them.
3. Correct the students if the give a wrong example.
4. Write an example of indefinite article 'a' e.g. 'a butterfly' on the writing board. ask the students to give more examples. Write the examples on the writing board as students say them.
5. Reinforce that the article an is also used before the words that start with a consonant letter BUT the consonant letter is not spoken; it is silent or mute. The next letter in such words is a vowel so the word starts with a vowel sound.
6. Write and pronounce examples of the words that start with mute consonant letters. Say the word so that the students understand.
7. Tell the students that the article a is also used before the words that start with a vowel letter BUT the vowel sounds as a consonant.
8. Write the examples of such words on the writing board and pronounce them.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write 7 sentences on the writing board (See the sample at the end of the lesson plan).
2. Tell the students that they have to add 'a' or 'an' before the words depending on the sound of the first letter of each word.
3. Remind the students that a word may start with a consonant letter but it can be mute. A word may start with a vowel letter but sound like a consonant. Take examples of word given in the textbook.
4. Suggest the students that they pronounce each word slowly to themselves to know the sound of first letter.
5. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.

### Activity 2: 10 Minutes

1. Write, on the board, a sentence taken from the textbook which has definite article 'the'.
2. Tell the class that in addition to 'a' and 'an', there is another article 'the' in English. 'The' is called definite article. Underline 'the' in the sentence written on the board.
3. Teach the use of definite article (see information for teacher above). Write examples on

the board while you are explaining.



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly review the lesson by asking the students questions like: What are 'a' and 'an' called? What is 'the' called? Which article is used when a word starts with a vowel? Which article is used when a word starts with a vowel but the vowel sounds like a consonant? etc.



## ASSESSMENT

5 MINUTES

1. Assess students' ability to recall and apply the rules for the use of articles (a, an) through their correct responses during introduction.
2. Assess students' ability to choose between a or an through the answers written in the activity 1.
3. Assess students' ability to choose between a or an before words that start with mute consonant letters through the activity 1.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write 4 sentences using the article 'the'.

### Sample- Activity 1

Write 'a' or 'an' in the blanks.

Haroon is \_\_\_ honest man.

Can you give me \_\_\_ idea?

This is \_\_\_ chocolate ice cream.

You have only \_\_\_ hour to finish the work.

Would you like to have \_\_\_ cup of tea?

That is \_\_\_ huge building.

I have to go to \_\_\_ wedding tonight.

## ADJECTIVES

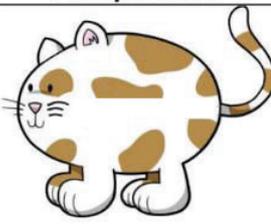
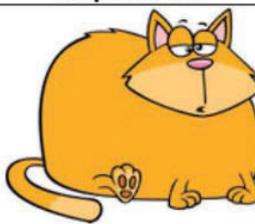


## STUDENT LEARNING OUTCOMES

- Articulate, identify and use degrees of regular adjectives and irregular adjectives.
- 70 minutes / 2 Periods

## INFORMATION FOR TEACHERS

- Adjectives have three degrees (1st, 2nd, 3rd) positive, comparative and superlative.
- There are two types of degrees of adjectives: regular and irregular.
- Following are the examples of regular degrees of adjectives:

Positive	Comparative	Superlative
 fat	 fatter	 fattest
 small	 smaller	 smallest

- Following are some of the examples of irregular degrees of adjectives.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst

- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, 4 – 5 pencils of different length, a tennis ball, a table tennis ball and a ball smaller than the table tennis ball, like playing marble (banta).



**INTRODUCTION**

15 MINUTES

- Show children a tennis ball.
- Ask them if it is a big or a small ball.

- If they say it is small, show them the table tennis ball and ask about its size.
- If they don't answer, tell them that this one is smaller.
- Repeat with the third ball or playing marble and introduce them to the word 'smallest'.
- Write a few adjectives on the board; big, small, clean, dirty, good, bad, etc.



## DEVELOPMENT

40 MINUTES

### Activity 1: 20 Minutes

- Pick up four or five real objects of the same kind. For example, four or five pencils of different length. Ask the students how they would differentiate between the pencils.

#### Examples

- ◇ This is a long pencil.
  - ◇ This pencil is longer than that.
  - ◇ This is the longest pencil.
- Using a few flashcards showing different characteristics of common objects, the teacher makes three sentences for three degrees of adjectives. The teacher may then show a list having the three degrees of adjectives in a tabular form.
  - Some other examples of such sort are given below:

Positive	Comparative	Superlative
small	smaller	smallest
short	shorter	shortest
warm	warmer	warmest
neat	neater	neatest

### Activity 2: 10 Minutes

- Tell the students about adding 'er' with the adjective to form the comparative degree and add 'est' for forming superlative degree of the adjective for examples, old, older, oldest (for more examples see information for teacher or consult a grammar book).
- After that tell them that the adjectives ending with 'y' are magic words. The 'y' changes into 'i' and then we add 'er' and 'est.' for example, happy, happier, happiest.
- Irregular comparison: Some adjectives are compared irregularly, i.e. their comparatives and superlatives are not formed from the positive. They don't follow any pattern, so you have to memorize these or learn them by lots of practice.

Positive	Comparatively	Superlatively
good	better	best
bad	worse	worst
little	less	least

### Activity 3: 10 Minutes

- Write the following sentences on the board.
- Ask the students to work in pairs and complete the sentences by choosing the correct degree of the adjectives given in brackets.
- Tell students that when 'than' is used, the comparative degree of the adjective is used such as in blanks 2 and 5 below.

- ◇ Ahsan is the \_\_\_\_\_ boy in our class. (tall, taller, the tallest)
- ◇ The class test was \_\_\_\_\_ than we had expected. (easy, easier, the easiest)
- ◇ King Aurangzeb was the \_\_\_\_\_ of the kings we have ever heard of. (wise, wiser, wisest)
- ◇ It is the \_\_\_\_\_ dress I have ever seen. (good, better, best)
- ◇ Salman is \_\_\_\_\_ than Rehan.  
(short, shorter, shortest)



### CONCLUSION / SUM UP

3 MINUTES

1. Discuss about irregular comparisons (good, better, best) and the comparative/ superlative degrees of the adjectives that end in 'y'.



### ASSESSMENT

5 MINUTES

1. Ask the students to complete the following table individually:

Positive	Comparatively	Superlatively
small		smallest
	better	
strong	stronger	
	more	most

2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. The related activity involving descriptions could be given as a follow-up of this concept.
2. Continue to use different degrees of adjectives in your daily conversation with students and remind them of their usage. For example: 'Today it's warmer than it was yesterday'.

# CLASSIFYING VOCABULARY



## STUDENT LEARNING OUTCOMES

- Classify items (e.g. vocabulary) required for a given task/topic.

## INFORMATION FOR TEACHERS

- Vocabulary provides the resources to create a standard piece of text.
- Relevant vocabulary helps a lot to produce more information about a topic.
- Extensive reading helps build vocabulary.
- While teaching the lesson, the teacher should consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, charts, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the word 'stationery' at the centre of the writing board.
- Ask the students to think about relevant vocabulary to elaborate on the word.
- Give them 1-2 minutes to brainstorm.
- Write their response on the board (e.g., pencil, eraser, notebook, sharpener, pen, etc.)
- Encourage students for more responses.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following words on the board:  
**Hammer, car, screwdriver, tyre, driver, pliers, patrol, nails, wrench, brakes, and wipers**
- Divide the class into two groups and select a group leader for each.
- Name the groups 'Tools' and 'Driving'.
- Ask the groups to read the words written on the board, discuss and decide which words are related to their group's name.
- Further, explain to them that the group "Tools" will write the names of the tools given in the list, and the group "Driving" will write the vocabulary related to driving.
- Ask the group leaders to share their list with the whole class.

**Activity 2:****10 Minutes**

1. Divide the class into two groups and select a group leader for each.
2. Name the groups as groups 'A' and 'B'.
3. Paste the following chart or write these words on the board in a row:

animal, tail, kitchen, meat, bedroom, walls, milk, veranda, legs, windows, horns, doors, skin, gate.
4. Assign the following topic to the groups and ask them to pick relevant vocabulary for their topics:
  - ◇ Group-A (House)
  - ◇ Group-B (Cow)
5. Ask them to write a paragraph on the given topic using these words.
6. Help them if they ask for additional vocabulary.
7. After both the groups have written the paragraphs, ask the group leaders to share their paragraphs with the class.
8. Appreciate both groups for participating in the activity.

**CONCLUSION / SUM UP****3 MINUTES**

1. Conclude the lesson by explaining how the vocabulary has relevance with a specific topic.

**ASSESSMENT****5 MINUTES**

1. Write the topic 'Classroom' at the centre of the writing board.
2. Ask students to brainstorm the relevant words for the given topic.
3. Write their responses around the topic 'classroom'.
4. Appreciate them for their participation.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to observe different types of things and activities at their homes and make three lists of words as follows:
  - ◇ List 1: Actions happening at their home (write just base forms of the verbs, e.g., eat, talk, etc)
  - ◇ List 2: Different items/ things (e.g., fridge, TV, etc)
  - ◇ List 3: Different features/ characteristics/ qualities of their home (e.g., cosy, clean, etc)
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# CONJUNCTIONS, TRANSITION WORDS, AND SEQUENCE MARKERS



## STUDENT LEARNING OUTCOMES

- Analyse and use conjunctions, e.g., and, but, or, because; transitional words, e.g., for example, for instance, therefore; and sequence markers, e.g., first(ly), second (ly), then, next, etc.

## INFORMATION FOR TEACHERS

- A **conjunction** is a word that joins together words, phrases, or parts of sentences.

**Examples: And, or, but, for, yet, so, because**

- The three most-used conjunctions are **and**, **or**, and **but**.

**Example: I'd like tea and biscuits after work.**

- A conjunction can also join phrases together, as given below:

**Do you want to go down the valley or up the mountain?**

- Conjunctions also join parts of sentences together, as given below:

**I ran, but the ice cream had already melted before I reached home.**

- Transition **words** help connect ideas, phrases, sentences, or paragraphs.

**Use of Transition words:**

- ◇ Showing consequence: *As a result, therefore*
- ◇ Adding information: *In addition, furthermore*
- ◇ Exemplifying: *For example*
- ◇ Summarizing: *In the end, overall*

**Examples of transition words showing addition:**

**Saad promised to love, honor, and also care for his family.**

**Moreover, he will help her with other tasks at home.**

**Furthermore, he is grateful that his family looked after him during his illness.**

- Sequence markers** are the words that help the readers understand the order of events that are taking place. They help organise events and stories. They manage the flow and structure of events.

**Examples:**

**First of all, I'd say goodbye to my family.**

**Next, I'd leave for the airport.**

**At last, I'd reach the new country.**

- All the above-mentioned concepts can be better explained to the students if taught by providing examples/situations from the local context.
- While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Flashcards, writing board, chalks, board markers, charts, textbook, and printed material.



## INTRODUCTION

5 MINUTES

- Write the following words on the board:  
**for example, as a result, firstly, but, and, a, at least, therefore.**
- Ask them, 'Can you identify which part of speech these words belong to?'
- Encourage their responses and provide clues.
- Briefly share with them the information given in the 'Information for Teacher' section.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following paragraph on the board:  
*Our family **and** relatives wanted to see wild animals. **Therefore**, we planned to visit the zoo. **However**, one of my uncles suggested we should visit Safari Park. So, everybody agreed with him and we left for Safari Park after breakfast. When we reached there, we saw many wild animals. **Since** I was scared, I did not get near any cage. The animals were beautiful **but** they were frightening too. My brother was happy **because** he loves wild animals.*
- Review the definition of conjunctions and transition words with the class.
- Now, ask students to point out various conjunctions and transition words used in the paragraph written on the board.
- Challenge the students to make short sentences using conjunctions and transition words given in the paragraph.
- Appreciate students' responses and provide feedback.

### Activity 2: 10 Minutes

- Show or write the given paragraph 'How to Make Tea' on the board.  
***Firstly**, take a kettle, a stove, half a cup of water, one tablespoon of tea, one cup of milk, and two teaspoons of sugar. **Next**, pour half a cup of water into the kettle and let the water boil. **Then**, add two teaspoons of sugar and one tablespoon of tea to the boiling water. **After that**, add one cup of milk to the mixture. **Finally**, cook it for three minutes and the tea is ready. Enjoy it with snacks!*
- Review the definition of sequence markers with the whole class.
- Now, ask the students to point out words that show the sequence of steps in making tea, i.e., sequence markers.
- Challenge the students to make short sentences using sequence markers given in the above paragraph.
- Appreciate students' responses and provide feedback.



## CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by telling the students that conjunctions and transition words help to link ideas and are used to connect words, phrases, and clauses. They make the sentences

smooth and easy to understand.

2. Sequence words are like signals or signs. They help us to identify when an event, story, or process starts, how events are taking place, and when they end. They organise the events. They help the readers understand the order of events that are happening.



### ASSESSMENT

3 MINUTES

1. Write the given sentences on the board and ask students to fill in the blanks with appropriate words:
  - ◇ I like milk \_\_\_\_\_ I dislike tea.
  - ◇ I like mangoes \_\_\_\_\_ they are sweet.
  - ◇ First boil water \_\_\_\_\_ put some sugar.
  - ◇ I like cars \_\_\_\_\_ bicycles.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a guided paragraph omitting conjunctions, transitional words, and sequence markers about 'My Daily Routine' and ask the students to complete it and rewrite it in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**2**

# PARAGRAPH WRITING

## (DESCRIBING SEQUENCE IN A PICTURE OR SERIES OF PICTURES)



### STUDENT LEARNING OUTCOMES

- Write a paragraph to describe/show sequence in a picture/series of pictures.

### INFORMATION FOR TEACHERS

- A picture/a series of pictures is one of the most important tools of instruction.
- In order to understand the sequence in a picture/series of pictures correctly, one needs to understand the actions or events shown in the picture/ series of pictures.
- Sequence markers (first, then, after, and finally) are used to show/describe the sequence in a picture/series of pictures.
- A picture/series of pictures can be effectively described with the help of a paragraph.
- While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



### MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, two charts (having two different series of pictures), and flashcards (having sequence markers), textbook, etc.



### INTRODUCTION

5 MINUTES

- Draw the following pictures on the writing board or a chart:



- Ask students to work in pairs and discuss what they can see in these pictures.
- Elicit from students that it is a story told through pictures.
- Ask them what happens first, next, and last?
- Tell them that today we are going to practice describing the sequence of events in pictures by writing a paragraph.



### DEVELOPMENT

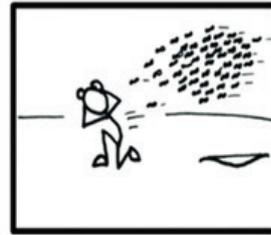
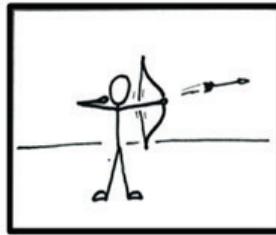
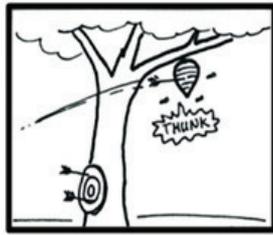
20 MINUTES

#### Activity 1:

10 Minutes

#### Picture Story

1. Draw the following pictures on the writing board or a chart:



2. Tell students to work in pairs.
3. Say: "Look at the pictures and discuss them with your partner. Number the pictures in a sequence (1, 2, and 3) that forms a story".
4. Once they have agreed on a sequence, ask for the sequence numbers and write in the boxes under each picture.
5. Now, tell them to discuss the actions/ events shown in the pictures using sequence words "first," "next," "then," and "last."
6. Next, ask 2 – 3 pairs to share their responses with the whole group.
7. Now, ask them to write one or two sentences for each picture on their notebooks to describe the action shown in each picture.
8. Once they have finished writing, say: "Show your story to another pair in the group. *Can they read and understand it?* Then, read their story. *Is it similar to your story or different?*"
9. Invite 2 volunteer pairs to come forward and share their stories with the whole group. Ask others to identify if the stories of both pairs are similar or different.

### Activity 2:

10 Minutes

### Writing a Paragraph

1. Review the concept of a paragraph with the whole class as follows:
  - A **paragraph** is a brief piece of writing – it is a group of sentences focusing on a single topic.
  - There are three main parts of a paragraph:
    - ♦ **Topic sentence** – it has the main idea
    - ♦ **Supporting details** – details that relate to and support the topic sentence
    - ♦ **Concluding sentence** – a brief statement about the main idea
2. Now, ask students to work with their partners again.
3. Tell them to read the sentences they wrote to describe events in the pictures in the previous activity.
4. Say: "Organise those sentences and write a paragraph to describe the events in the pictures".
5. Once they have completed this task, ask them to review each other's work: check if their paragraph has a topic sentence, supporting details, and a concluding sentence.



### CONCLUSION / SUM UP

2 MINUTES

1. To conclude the lesson, tell the students that:
  - ♦ Today we have practiced sequencing actions/ events shown in pictures.
  - ♦ We have also learnt how to write a topic sentence to describe the events/ actions shown in pictures.



## ASSESSMENT

6 MINUTES

1. Select a lesson from the textbook having a picture or a series of pictures showing certain actions or events. Ask students to:
  - ◇ Write a topic sentence to describe the series of actions/ events in the pictures.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to write a paragraph using the topic sentence that they just wrote sequence to describe the series of actions/ events in the pictures.
2. Tell them to use the sequence markers in their paragraph: **“first,” “next,” “then,”** and **“last.”**
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# LONG AND SHORT VOWELS AND DIPHTHONGS



## STUDENT LEARNING OUTCOMES

- Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech.

## INFORMATION FOR TEACHERS

1. Diphthongs are vowel sounds/semi-vowel sounds that combine two separate sounds into a single unbroken sound. OR
2. Words having two letters together with one vowel and making one sound are called diphthongs.
3. Two common diphthongs in English are /ow/ sound as in the word cow, how, bow, now, wow, owl, gown, allow and the /oy/ sound as in the word boy, toy, joy, royal, enjoy.
4. The focus of teaching will be on sound: /au/ and /aw/ as is sauce and raw because, sauce, August, fraud, taught, cause, laundry, saucer, saw, law, raw, jaw, yawn, lawn, draw, claw, straw, crawl.
5. Reinforcement of the long and short vowel sounds must be done.
6. An extension worksheet for conducting additional work session related to "Vowel Sounds" is also attached at the end of the lesson.
7. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

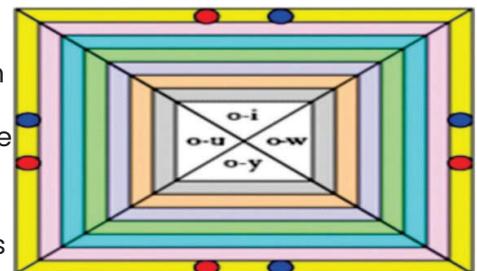
- Chalk/marker, duster, writing board, mini chart, extension worksheet 1 (5 in number).



**INTRODUCTION**

**5 MINUTES**

1. Draw information from the Mini Charts given below on the blackboard for recap activity.
2. Point to the Mini-Chart pasted / drawn on the blackboard and say, "In groups of four members make as many words as you can using 'oi', 'ow', 'oy', 'ou'. Each group to focus on one diphthong family. Give them three minutes for doing it. When there is just one minute left, announce it so they know that their time is running out.
3. Let the groups share their ideas. Record their responses on the board. Correct responses must be appreciated.





## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Divide the class in two groups. Give them five minutes to write /aw/ and /au/ words on the loose paper sheet.
2. Allow them to share their responses.
3. Record their answers on the board.
4. Allow one student to point to the words on the blackboard while the two groups alternate their sheets and add more words to each other's group work for /aw/ and /au/ sound words.
5. Say, "What do you notice about each group of two words?" (They have the same spelling patterns).
6. Say, "What is the common sound in the words law and straw?" /aw/ "How is it spelled?" (-a-w-).
7. Ask "Who knows a word that rhymes with law and straw?" (paw, saw). See in teacher's information column. As each word is offered, ask "How is /au/ spelled in this word?" (a-w-) Write students' examples on the board and ask them to spell them aloud.
8. Say, "So when we find a word that rhymes with one of the words in the list maintained on the blackboard, chances are it is normally spelled with the same vowel pattern."
9. Divide the class into small groups. Give each group a few blank paper sheets and ask children to look at the words recorded on the blackboard and to think of one new word that rhymes with the word on their sheet and write it on the blank paper sheets. If they think of more than one rhyming word, they can use the additional sheets. Remind them to keep the spelling pattern the same unless they think they have thought of an exception. Allow 5 minutes for this activity.
10. Ask each group to check the spelling of any words they have written by looking at other groups work.
11. Ask children to write the /ou/ and /oi/, /aw/ and /au/ diphthong words in the notebooks.
12. The attached activity sheets can be used as reinforcement of the lesson concept.



## CONCLUSION / SUM UP

3 MINUTES

- Quickly review the lesson by asking the students to read the words on the loose paper sheets.



## ASSESSMENT

5 MINUTES

1. Newspaper Diphthong Activities: Have students circle all the diphthong words they can find in the newspaper and paste them in the notebook. Share findings with the class by adding more words to the loose paper sheets displayed in class having oi, oy, ow, ou, aw and au words.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make words with the following diphthongs during their free time.

aw Diphthong

**Skill: Decoding "aw" words**

Remember, "aw" makes the sound you hear in the word saw.

Vowel                      Diphthong                      ----                      oo  
Skill:      Identifying                      the                      long                      "oo"                      sound

**Note:** The activity on this worksheet can be used to reinforce the vowel diphthong "oo".

2. Encourage students to say each picture name slowly while listening for the long "oo" sound. Remember, the vowel diphthong "oo" sometimes make a long sound, the sound you hear in the word moon.

### Word Race (aw)

Each student will throw the die then move around the track to the number of spaces indicated on the die. The player should successfully decode the word landed on, in order to advance around the track. The first player to reach the finish line wins.

**Skill:** Decoding words with the "aw" sound.

Name \_\_\_\_\_

# EXPRESSIONS IN CONVERSATION-I



## STUDENT LEARNING OUTCOMES

Use appropriate expressions in conversation to:

- ◇ express and respond to opinion.
- ◇ offer and respect apology.

## INFORMATION FOR TEACHERS

1. Study class 3 and 4 related lesson plans for activities to understanding and better progression of the SLO.
2. Keep the charts displayed in the class for some months.
3. Opinion is a judgement about someone or something/a thought or belief about something or someone.
4. Apology means to admit one's mistake and say 'sorry'.



**DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, charts, textbook.



**INTRODUCTION**

15 MINUTES

1. Write the following on the board and ask the class for their answers.

What should we do for Pakistan?

The responses to this question would be factual statements, not opinions.

2. Explain that the answers are different opinions (go over the meaning of opinion once again). All of us can not have the same opinions but all of us have a right for this.



**DEVELOPMENT**

40 MINUTES

### Activity 1:

15 Minutes

1. Explain the following table to the students. Divide the class in groups of five. Each student must get a turn to pick any one way of asking the opinion from the given table. The student must ask about which thing he/she wants the opinion. Any other student from the group can pick a way of responding by adding his/her point of view about that.
2. Then the next student will ask the opinion about something else and any other student will

reply. All the students should get a chance to both ask and answer in the group.

Asking about opinion	Ways of giving opinions
What's your opinion about .....?	To be honest.....
What do you think of .....?	If you ask me .....
How do you feel about .....?	I feel .....
Are you for or against .....?	To my mind .....
Do you think that .....?	It seems to me that .....

3. Emphasize that we need to respect each other's opinion.

### Activity 2: 15 Minutes

1. Explain that in apologies, the speaker admits responsibility. 'Sorry' is used in apologies when the speaker knows he has done the wrong thing.

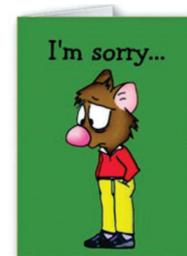
**For example:**

**I'm really very sorry**

**I am sorry that I was late.**

**I am sorry that I was so rude.**

2. I shouldn't have done what I did yesterday.
3. I'm really angry with myself for what I did.
4. I'm really sorry about this.
5. I was so hungry I ate the rest of the cake. I'm sorry.
6. I'm sorry about my homework, teacher, I forgot.
7. I didn't mean to scare you. I'm sorry.
8. Help the students practise the sentences with each other in the same way. Ask and help them change the reason to apologize.



### Activity 3: 10 Minutes

1. Discuss with your students how to receive the apology. How many times and for what things the apology should be received positively?
2. Explain that one can do this politely, or unpleasantly (pleasantly/politely is better).
3. Discuss and practice these examples:
4. That's ok, No problem, don't mention it, It happens (for small matters).
5. It's quite all right. It's not important. Don't worry about it (for more serious matters).
6. We'll say no more about it (for very serious matters).
7. Well, that's not good enough don't do it again Oh, all right then. (for when you are still angry)



### CONCLUSION / SUM UP

5 MINUTES

1. Ask the students that by admitting their mistakes and forgiving people make them a better person.
2. Ask how the words thank you, please, and sorry make our conversation polite?
3. Ask about the new expressions they learnt through this lesson.



## ASSESSMENT

8 MINUTES

1. Divide the class into 4 groups and make them sit in a circle. Assign a question from the following table about opinion to each group and ask to give opinion one by one (you can add or change the topics).
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

What's your opinion about the cleanliness in the school/class?	What do you think of teachers' behaviour?
How do you feel about spending money?	Do you think that we should study English?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Students will practice these common rules of courtesy with their friends, teachers and family.
2. (Note: Family members do not need to be literate for this, but the students practice will improve their own communication skills).

# EXPRESSIONS IN CONVERSATION-II



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to request and respond to requests live and respond to simple instructions and directions.

## INFORMATION FOR TEACHERS

- Requests are polite questions. Since the person making the request wants someone to do something. It is polite to ask if they are able to do it. "Can you pass me the salt, please?" "May I have the salt?"
- "Would you mind..." is followed by a gerund (verb + ing).
- Example: "Would you mind lending me your book? ", "No, I don't mind." (is a positive response to the request).



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart paper table of and responding the requests.



## INTRODUCTION

5 MINUTES

- Brainstorm the ways of requesting for things:
  - I need a ..... I need some.....
  - Can you give me some ....., please?
  - Could you give me a ..... please?
  - Could/May I borrow your .....?
  - Can/Could I use your.....?
- Brainstorm favorable responses:
  - Sure!
  - Of course!
  - Help yourself!
- Brainstorm unfavorable responses:
  - No, I need it.
  - No, there isn't/aren't any.
  - I'm sorry! I need it this morning.
  - Sorry, I don't have one/any.
- Brainstorm students about making alternative suggestions. For example:
  - Sorry! I need it. I think there's one in the storeroom.

- ◇ Sorry! I need it. Ask Ahmed. He may have one. (Everyday speech = He's got one)
  - ◇ Sorry, I don't have one/any. Can you ask the teacher?
5. Tell the students that favorable responses or the alternative suggestions are the best way to reply to a request.



**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

1. Draw the following table on the board (or show this on a chart). Practise the requests in pairs or groups. Discuss with the class that it's important to be polite when you ask for something.

Can you	Open the door for me, please?
Will you	
Could you possibly	
Would you mind	Opening the door for me?

2. Now ask them to make different requests and respond in different ways with the help of this table. (Do it in small groups or pairs).

Making request	Responding to requests
Can you show me your photo album, please?	Sure here you are.
Will you lend me your book, please?	Okay.
Could you possibly show me the way to the post office, please?	No, I'm sorry I need it
Would you help me with this exercise, please?	I'm afraid I can't.
Would you mind lending me your pen?	Sorry, I can't

**Activity 2: 10 Minutes**

**Instructions:**

- Ask the class to think of all the instructions a teacher may use. Write that on board or on a chart, e.g., be quiet, come here, open your book, write on the board, clean the board, write the date on the board, draw an apple/any object on the board, turn off the fan/lights, turn-on the fan/lights, sit down, stand up, listen, read the story, write on your notebook, repeat after me, make a line, make a circle, look at the board, etc.
- Ask the students to take a role of English teacher and make the instructions for the students.





## CONCLUSION / SUM UP

3 MINUTES

- Ask students to share the new vocabulary that they learnt to respond to different requests.



## ASSESSMENT

5 MINUTES

Ask students to make request using the following:

1. Can you \_\_\_\_\_?
2. Could you \_\_\_\_\_?
3. Will you \_\_\_\_\_?
4. Would you mind \_\_\_\_\_?



## HOMEWORK / FOLLOW UP

2 MINUTES

### Object drawing:

1. Ask the students to think of an object and give instructions to the class for drawing that. It can be done in pairs or with the whole class. Later the students can check each other.
2. Involve the students in solving problems given exercise at the end of unit/chapter.
3. Ask the students to perform the roles like teacher, principal, doctor, etc. and give instruction/directions. They can also act out making requests and responding to them.

# SKIMMING A TEXT



## STUDENT LEARNING OUTCOMES

- Skim a simple text to get a general idea.

## INFORMATION FOR TEACHERS

1. Skimming and scanning are two different reading techniques used for locating desired information in a text.
2. Scanning is a reading technique used to read a text quickly in order to look for a particular piece of information that is in the given text.
3. Skimming is when you look over a text quickly to get the general idea of it. You don't need to read every word – just pick out keywords and sentences.
4. Skimming helps you decide if the text is interesting and whether you should read it in more detail.
5. Sometimes you can use both reading methods. After you've skimmed a piece of text to decide whether it's of interest, you might then use scanning techniques to find specific information.
6. When you use the skimming technique you don't read the whole text word for word. You should look for the following clues in the given text :
  - ◇ the title, subtitles, and subheadings to find out what the text is about
  - ◇ the illustrations, diagrams, tables, or charts given in the text to give you more information about the topic
  - ◇ the first and last sentence of each paragraph
  - ◇ the introduction and summary.
7. While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, storybook/atlas/ textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Show any storybook/ atlas/textbook to students.
2. Ask them to have a quick look at the book within 2-3 minutes.
3. After that, ask, "Could you guess what this book is about?"
4. Accept all responses and conclude by telling the correct answer.
5. Further ask them, 'What clues did you use to make a guess?'
6. Draw their attention to the cover page, title, table of contents, pictures/ illustrations, and headings in the book. Tell them that these are major clues that help us find out what a book or text is about.



## DEVELOPMENT

21 MINUTES

### Activity 1:

11 Minutes

1. Write the following paragraph on the board:

**Advertising affects our lives every day.** Brand names are common household words. We start each day using the toothpaste, soap, and breakfast foods promoted by advertisers. Ads have made the cars we drive signs of our success. Our choices of food, dress, and entertainment are affected by ads. **Not one aspect of modern life is untouched by advertising.**

2. Ask students to read the paragraph silently within 2 – 3 minutes.
3. Tell them to identify the sentence (or sentences) that express the main idea of this paragraph.
4. Ask them to discuss their answers in pairs.
5. Next, invite a few students to share their answers with the whole class.
6. Appreciate students for their work and conclude the activity by telling them that the main idea is stated at the beginning of the given paragraph and then restated at the end.

### Activity 2:

10 Minutes

1. Choose a text of students' interest. For example:

#### **Spring is Here!**

**Spring is here,  
in the air,  
you can smell it coming,  
on the trees,  
leaves are green,  
Caterpillars sunning  
Birds are back,  
grass is out,  
busy bees are humming  
on the trees,  
leaves are green,  
Caterpillars sunning**

2. Share with them the skimming technique as explained in the 'Information for Teachers' section.
3. Now, ask them to skim the given poem quickly to find out its main idea.
4. Invite a few students to share the main idea of the poem with the whole class.



## CONCLUSION / SUM UP

2 MINUTES

- Tell students that we have learnt how to skim a text to get its general idea.



## ASSESSMENT

5 MINUTES

1. Informally assess student's ability to get a gist of the text while they are sharing their oral responses during the development activities.
2. Write the following paragraph on the board and ask students to skim it and find out the sentence that expresses its main idea:

There are great numbers of deer around here. **This whole area is a great country for hunters and fishermen.** There are bears, mountain lions, and coyotes. To the north, there are streams full of trout, and there are ducks and geese.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to read a poem/story/paragraph of their own choice and write the main idea in their notebooks.
2. Assign them to do the relevant activities/ exercises from their textbook as homework

# PRONOUNS AND TRANSITIONAL DEVICES



## STUDENT LEARNING OUTCOMES

- Identify and recognise the function of pronouns and transitional devices (therefore / however/ whereas/for example).

## INFORMATION FOR TEACHERS

- Pronouns are words that are used in place of a noun. They are also called substitution words. For Example:

**Ali and I were walking along the river.**

**We saw some pretty flowers. ('We' refers to 'Ali and I')**

- There are various kinds of pronouns i.e., personal, (I, we, he, she) indefinite, (anyone, someone, none, everything, many, few, etc.) reflexive, (myself, themselves, yourself ourselves, herself, himself, and itself) interrogative, relative (who, whom, whose, which and that)
- Transitional devices bring more sense to a paragraph by linking one sentence with another and help carry ideas from one paragraph to another in a coherent manner.
- Transition words can be used for various functions. For example, to show:
  - Effect / Result (So & therefore. Thus & hence),
  - Cause / Reason (Because & since, due to & because of)
  - Addition (for example, in addition to)
  - Contrast (However, whereas)
- While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, Chart of Pronouns, and Transitional words



**INTRODUCTION**

**5 MINUTES**

- Display a chart or write the following on the board:

he	she	him	I	you	we	his	her	them	they	us
----	-----	-----	---	-----	----	-----	-----	------	------	----

- Ask students to substitute the underlined words in each sentence below with a suitable pronoun from the given box.
  - Mariam** went to her school with her mother.
  - Father promised **me and Zaffar** that he would be home early.
  - The teacher told **Imran and Amal** to work quietly.
  - My brother and I** read to our sister.

- ◇ I don't know why **Hassan's** mother is always angry at **Hassan**.
- ◇ Mother cooked a meal for **Kabir and Sakina**.



## DEVELOPMENT

23 MINUTES

### Activity 1: 10 Minutes

1. Display a transition words chart or write the following on the board:

Therefore	whereas	for example	in addition to	however	because	so
-----------	---------	-------------	----------------	---------	---------	----

2. Ask students, "Do you know what these words/phrases are called?"
3. Appreciate students' responses.
4. Tell students that these words/phrases are called 'transitional device or transition words'.
5. Define 'transition words' and explain to students why we use 'transition words' for coherence in our writing.
6. Share with students more details given in the 'Information for Teacher' section.
7. Write the given sentences on the board to further explain the use of 'transitional words'.
  - ◇ Some people like fat meat, *whereas* others hate it.
  - ◇ *Because* it is cold outside, I will wear a coat.
  - ◇ The test was really hard. *Therefore*, only five students passed it.
  - ◇ We should avoid eating junk food. *For example*, pizza, chips, burgers, etc.
  - ◇ The scientist claimed that the vaccine was safe. *However*, they were still hesitant to use it on humans.

### Activity 2: 13 Minutes

1. Display or write the given paragraphs on the board.

**Another harm caused by human activity to this earth is pollution. People have become reliant on modern technology, which can have adverse effects on the environment. For example, reliance on cars causes air and noise pollution. Even seemingly innocent devices, such as computers and mobile phones, use electricity, most of which is produced from coal-burning power stations, which further adds to environmental pollution. If we do not curb our direct and indirect use of fossil fuels, the harm to the environment may be catastrophic.**

**Animals are an important feature of this earth and the past decades have witnessed the extinction of a considerable number of animal species. This is the consequence of human encroachment on wildlife habitats, for example, deforestation to expand human cities. Some may argue that such loss of species is natural and has occurred throughout earth's history. However, the current rate of species loss far exceeds normal levels and is threatening to become a mass extinction event.**

2. Ask students to read the given paragraphs and identify the 'transition words'.
3. Now, challenge them to tell what purpose is served by each 'transition word'.
4. Encourage students' responses and drop clues to motivate them.
5. Explain whether a particular response is acceptable or not by verifying it from the given text.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that we have learnt that:
  - ◇ Pronouns help us to avoid the repetition of nouns in sentences.
  - ◇ 'Transition words' link one sentence with another and help carry ideas from one para-

graph to another in a coherent manner.



### ASSESSMENT

3 MINUTES

1. Ask students to choose the correct transition word in the following sentences.  
(Because, Before) it was raining, I didn't walk my dog this evening.
2. She ran really fast, (therefore, since) she is very tired
3. Get up early, (also, otherwise) you will be late.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read a newspaper article/magazine/story, pick out 'pronouns' and 'transition words' learnt today, and write in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## PLURALS



## STUDENT LEARNING OUTCOMES

- Change the number of more regular and irregular nouns, and nouns with no change in number.

## INFORMATION FOR TEACHERS

- The plural of nouns is usually formed by adding 's' to a singular noun.

**Examples:**

**lamp/lamps, flower/flowers, fork/forks, pen/pens, cat/cats**

- Nouns ending in 's, x, z, o, ch', and 'sh' form the plural by adding 'es'.

**Examples:**

**moss/mosses, box/boxes, buzz/buzzes, potato/potatoes, dish/dishes, lunch/lunches**

- Nouns ending in 'y' preceded by a vowel form their plurals by adding 's'.

**Examples:**

**day/days, toy/toys, valley/valleys**

- Nouns ending in 'y' preceded by a consonant are formed into a plural by changing 'y' to '-ies'.

**Examples:**

**lady/ladies, city/cities, baby/babies**

- There are some nouns that form the plurals differently. Some nouns change their vowels in the middle of the singular form when forming the plural.

**Examples:**

**goose/geese, foot/feet, man/men**

- Several nouns form the plural by adding the letters 'en'.

**Examples:**

**ox/oxen, child/children**

**There are certain nouns that have the same singular and plural form.**

**Examples:**

**deer/deer, sheep/sheep, fish/fish**

- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Write some regular and irregular nouns on the board. Some nouns should be singular and some should be plural.
2. Point to each noun and ask students to tell whether the noun is singular or plural.
3. Encourage students if they give correct answers. If students do not remember singular and plural nouns, tell them about singular and plural nouns with examples.
4. Ask the students to name the nouns that are same in both singular and plural forms e.g., sheep, deer, etc.
5. If students do not remember these nouns, re-tell them that spelling of some nouns remain same as singular and plural. Explain by writing examples on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask students to take out their notebooks and textbooks.
2. Students draw four columns in their notebooks (see the drawing at the end of the lesson plan).
3. Tell the students to find and write 10 singular nouns 10 plural nouns from textbook pages. Tell them to change the singular nouns into plural nouns and plural nouns into singular nouns.
4. Move in the classroom to help students with the work.

### Activity 2: 10 Minutes

1. Write five irregular nouns that remain same as singular and plural e.g. sheep, deer, gold, silver, hair.
2. Choose one noun (e.g. sheep) and make two sentences using it. In one sentence the noun should be used as singular.
3. In the second sentence the noun should be used as plural.
4. Ask students to make sentences using the remaining four nouns. Students can use the nouns in the sentences as singular or plural.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students about some regular and irregular nouns and their plurals. Ask them to name the nouns that do not change in number when changed into plural.
2. Ask students to memorize the plurals of the nouns that they have done in this lesson.



## ASSESSMENT

5 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introductory activity.
2. Check students' ability to change the number of regular and irregular nouns through activity 1.
3. Check students' ability to change the number of irregular nouns that do not change in number through the activity 2.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



1. Change the following into singular and then use them in sentences of your own.
  - ◇ feet
  - ◇ hair
  - ◇ knives
  - ◇ stories
  - ◇ benches

## ACTION VERBS



## STUDENT LEARNING OUTCOMES

- Recognise and use more action verbs from extended environment including other subjects in speech and writing.

## INFORMATION FOR TEACHERS

- A verb is a word that expresses action, makes a statement, or links relationships.
- Action verbs are verbs that show actions. They are dynamic verbs that show something happening.
- There are regular and irregular action verbs.

**For example:**

**To walk is a regular action verb.**

**To run is an irregular action verb.**

- Action verbs are time-telling verbs. They also tell when something takes place.

**I walk every day (simple present). I am walking (present continuous). I walked yesterday (simple past). I was walking yesterday when I saw an accident (past continuous).**

**I run every day (simple present). I am running (present continuous). I ran yesterday (simple past). I was running yesterday when I saw an accident (past continuous).**

- Time allocation for each activity is flexible and can change as per need of the activity.
- Scoot: to go suddenly and speedily
- Skip: to move by hopping on one foot and then the other.
- Flip: to toss so as to cause to turn over in the air (flip a coin, flip one end of the scarf over your shoulder).
- Trip: to stumble or to fall.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

**Note:** The students studied the action verbs in Grade 2, 3 and 4. Therefore, review their existing knowledge of the action verbs in the introduction. Take the students to next level of difficulty by including more action verbs from extended environment.

- Begin the lesson by asking the students about verbs, action verbs, present, present continuous, past and past continuous forms of some regular and irregular verbs.

2. Re-teach the concepts that students recall poorly or seem to be confused about.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the poem on the board. If the textbook does not have a poem with action verbs, you can use the poem given at the end of this lesson plan.
2. Ask the students to read the poem.
3. Ask two volunteer students to perform the actions while the class is singing the poem.
4. Tell the students to recognise all the action verbs in the poem.

### Activity 2:

10 Minutes

1. Write 8–10 action verbs on the board (see the sample verbs at the end of the lesson plan).
2. Ask the students if they know the meanings of those action verbs.
3. Explain the meaning of each verb to the students.
4. Ask the students to give simple present and continuous, simple past and continuous and simple future form of the verbs. Write the forms in front of each verb as the students say.
5. Tell the students to make sentences using the action verbs in their notebooks (Students can choose any form of the verb to make sentence).



## CONCLUSION / SUM UP

3 MINUTES

- Recap the lesson by asking the students the action verbs.



## ASSESSMENT

5 MINUTES

1. Assess students' understanding and ability to recognise action verbs through their correct responses during introduction and activity 1.
2. Assess students' ability to use more action verbs in writing through the sentences produced in the activity 2.
3. Arrange an oral or written quiz after few days to further assess students' ability to use action verbs in speech and writing.
4. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to find 15 action verbs in the textbook and write them in their notebooks. Tell students to also try to find their meanings.

## Sample– Activity 1

Read the poem and underline all the action verbs.

### Play!

By Lill Pluta

I jump. I shake.

I dance. I hop.

I like to move.

I cannot stop.

I scoot and roll  
across the floor.

I spin in circles  
out the door.

I run outside.

I leap. I skip.

I bounce. I slide.

I swing. I flip.

But I'm still careful!

I don't trip!



## Sample– Activity 2

Exchange	is/ are/was/were exchanging	exchanged	will exchange
Expand	is/ are/was/were expanding	expanded	will expand
Gather	is/ are/was/were gathering	gathered	will gather
Narrate	is/ are/was/were narrating	narrated	will narrate
Install	is/ are/was/were installing	installed	will install
Purchase	is/ are/was/were purchasing	purchases	will purchase
Measure	is/ are/was/were measuring	measured	will measure
Build	is/ are/was/were building	built	will build
Break	is/ are/was/were breaking	broke	will break
Sleep	is/ are/was/were sleeping	slept	will sleep

# PARAGRAPH CONNECTIONS

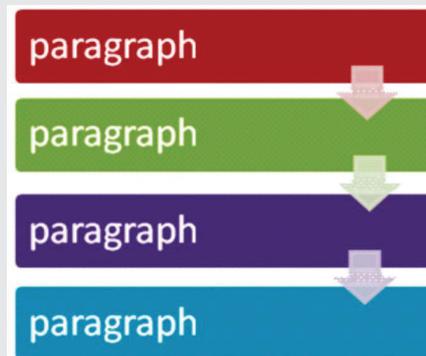


## STUDENT LEARNING OUTCOMES

- Show relationship between sentences in a paragraph, and between paragraphs.

## INFORMATION FOR TEACHERS

- A paragraph has a main sentence and then its explanation.
- When we write we must put all sentences about one thing or idea together in a paragraph i.e. every paragraph talks about just one thing in detail.



- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, chart of a 'paragraph mind map' for the activity as a reference (sample given).



**INTRODUCTION**

5 MINUTES

- Help students recall the concept of a paragraph learnt earlier in previous lessons/ grades.
- Share a simple paragraph by writing it on the board.
- Highlight how sentences within the paragraph are connected with each other.



**DEVELOPMENT**

20 MINUTES

### Activity 1:

20 Minutes

- Brainstorm (ask for ideas from students) about the topic MY HOME.
- Write the ideas on the board.
- Keep sample chart of mind map for your reference.

4. Collect ideas on board according to the chart. Do this for almost ten minutes
5. Ask students to write three paragraphs about the topic.
6. Give clear instructions to students. Remind them of parts of paragraphs, use of pronouns, transitional devices and punctuation to make a meaningful paragraph.

**CONCLUSION / SUM UP** | 3 MINUTES

1. Ask students to come forward and read their paragraphs to the class.
2. Display the paragraph in a prominent place, under the heading 'YOUNG WRITERS OF THE CLASS'.

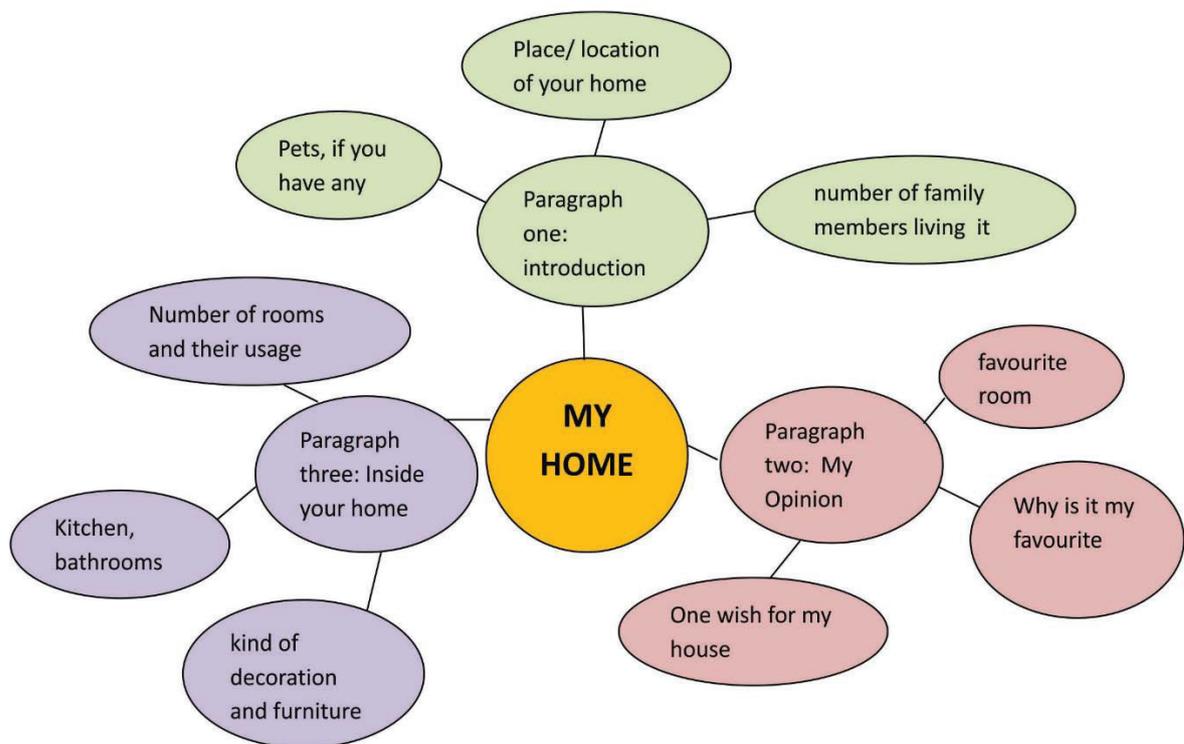
**ASSESSMENT** | 5 MINUTES

1. Assess students through their responses and written work.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP** | 2 MINUTES

- Ask the students to 'Illustrate the paragraph at home' (Draw and colour a picture according to the topic).

**Sample: Paragraph Mind Map**



# POSITION AND DIRECTION WORDS



## STUDENT LEARNING OUTCOMES

- Explain position and direction on a picture, photograph or a map.

## INFORMATION FOR TEACHERS

1. Position words or preposition: They tell us about the position, location or placement of things and people like on, in, under, up, down etc.
2. Direction words: They tell us about the direction and location of the things and people like left, right, north, south, east, west, straight etc.
3. The picture is attached at the end of the lesson.
4. Demonstration Method: It is used when we practically show or do something in front of the children/ students to show them how it is done.
5. You can conduct this lesson in one more period by reinforcing the concepts with examples for a photograph and a map.
6. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, duster, textbook, picture card 1 and 2, extension work.



**INTRODUCTION**

**5 MINUTES**

1. Recap/brainstorm the concept of 'in, under, on, right, left, up down position words' that they have already learnt in grade three and four.
2. Demonstrate on a student:
3. Make him/ her sit on the chair and ask: "Where is he/ she sitting?" (on the chair).
4. Make sure that students pronounce the prepositions loudly and clearly so you know they are saying it correctly.
5. Make him/ her sit under the chair/ table and ask: "Where is he/ she is sitting?" (Under the chair/ table).
6. Make him/ her place the book in the bag and ask: "Where has he/ she placed the book?" (in the bag).



**DEVELOPMENT**

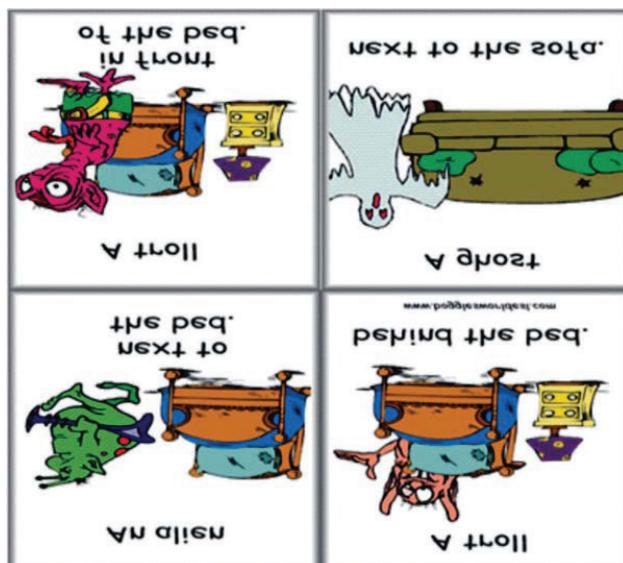
**21 MINUTES**

**Activity 1:**

**7 Minutes**

1. Picture Card 1: (for teacher's reference only to understand next to, behind, in front of position and direction words).

- Picture Card 1:
- Let two students stand close to each other. Introduce the vocabulary word next to/beside. Change their position and make one student stand in front of another, for introducing the vocabulary word behind and in front of.



- Divide the class in two groups.
- Say, 'This time, let half the class ask the questions and the other half say the answers'.
- Let the children ask the questions of the same pattern as given in introduction activity (use book or a notebook for the activity. Place the book/notebook on, under, in (bag), next to, in front of, behind, on the left and right side of a chair, on the top and bottom/ up and down the chair).

### Activity 2: 7 Minutes

- Paste picture card 2 on the writing board. Make the picture card yourself. Do not cut it from there.
- Reinforce the position words and direction words concept to children (information given in teacher's information column above).
- Ask students to make sentences to show the position of objects in the picture. They do the work in their notebooks independently by looking at the picture card 2. (Sample sentence given). You can write one on the writing board for them to write similar sentences.

### Activity 3: 7 Minutes

- Write 4-5 sentences about two children playing hide-and-seek (aankh macholi or chuppan chuppai).
- Describe where one is hiding and where the other is looking for him.
- Make a simple drawing to go with what you wrote.
- Give this opening sentence to the students. They can write the rest of them:
- Guddu and Bubbly were playing hide and seek inside their house. It was Guddu's turn to find Bubbly.
- The rest of the sentences students, will write themselves. For example:
- Bubbly thought of hiding behind the door. Then she ran and hid under the bed. Guddu started looking in the laundry basket. Then he opened the cupboard and checked there. When he jumped to see if she was sitting over the shelf, he fell down and screamed. Guddi heard him and came out from under the bed to help him.



## CONCLUSION / SUM UP

2 MINUTES

- Review the lesson by asking the students to read one answer for others from their notebooks after doing their written work.



## ASSESSMENT

5 MINUTES

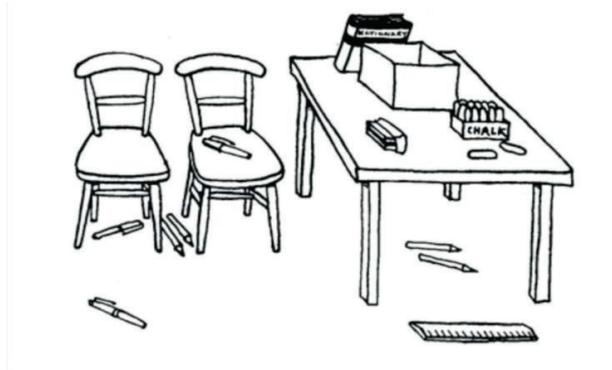
- Assess students' understanding through their correct responses during introduction, activity 1/ 2 and sum up.
- Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Newspaper Cutting Activities: Have students cut a picture from a newspaper (paste it in the notebook), and write two sentences using two direction and position words each related to the picture. They can even be allowed to draw a picture in case of non-availability of the newspaper.



- Use the following blanks for class work:

### Fill in the blanks:

- The book is \_\_\_\_\_ the table.
- The duster is \_\_\_\_\_ the table.
- The chair is \_\_\_\_\_ the table.
- The two pencils are lying \_\_\_\_\_ the two chairs.

### Answer Key:

- The book is on the table.
- The duster is on the table.
- The chair is in front of the table.
- The two pencils are lying between the two chairs.

Extension worksheet is also attached as an assessment tool for children.

## Prepositions of Place

Look at the pictures. Complete the sentences using the correct prepositions from the box.

Above – under – between – in – next to – behind

1. The cat is \_\_\_\_\_ the sun.



2. The small house is \_\_\_\_\_ the big house.



3. The building is \_\_\_\_\_ the two trees.



4. The computer is \_\_\_\_\_ the desk.



5. The subway train is \_\_\_\_\_ the city.



6. The books are \_\_\_\_\_ the cart.



7. The moon is \_\_\_\_\_ the three houses.



**Answers Key: 'Prepositions of place'**

1. next
2. behind
3. on
4. between
5. above
6. in
7. under

# INTERJECTIONS



## STUDENT LEARNING OUTCOMES

- Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

## INFORMATION FOR TEACHERS

- Interjections show strong feelings. e.g. Oh! (surprise) Hurray! (Joy) Ouch! (Pain). Eek (repulsion or fear), Oops (mistake or blunder), Mmmm (liking), Oh! (Surprise) and Yuk (disgust).
- Interjections have an exclamation mark “!” after them to express strong emotions such as anger, surprise, happiness, etc. as this is a feature of tone.
- Students should be able to infer the context of the situation from the picture/cartoon strip.
- Formulaic expressions and phrases are used: What a/an (adj+noun) to express opinion/emotion. e.g. What a beautiful day! What a pretty flower!
- Communicative purpose is also determined by the context e.g. to apologize, to seek permission, to request, to express gratitude, express wishes, etc.
- Emoticons are simple expressions shown through a round face:



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, attached worksheets.



**INTRODUCTION**

**5 MINUTES**

- Write ‘Hurray!’ on the board and ask the students what could have happened?
- (Possible answers: good news, victory, etc.).
- Encourage the students to say dialogues using ‘Hurray’ to express joy!
- Ask pairs of students to read the following dialogue aloud, with expression.

**Sample Dialogue:**

**1<sup>st</sup> student “Hurray! We won the match!”**

**2<sup>nd</sup> Student: “That’s great! Let’s celebrate!”**

**1<sup>st</sup> student: “Yes, lets’ have a party!”**

- Ask students to give feedback to each other. Did they read it with the right expression? Was there too much emotion or too little?
- Introduce the concept of interjections. Tell them that the force of emotion can’t be put on paper but we can use punctuation to show how a particular word was said i.e. through exclamation mark.

**DEVELOPMENT**

20 MINUTES

**Activity 1: 07 Minutes**

1. Draw or paste the picture on a chart and show it to the students.
2. Ask the students to tell what is going on in the pictures.
3. Write the words 'Ouch', 'Yuk', 'Wow', 'Ah', 'Oops', 'Eek', etc. on the blackboard and repeat how they are used at least three times.
4. Show the picture with the speech bubbles to the students.
5. Ask them to infer/guess from the expression of the children the emotion or feeling that each interjection is showing. What are the characters saying in these particular situations? Eek (repulsion or fear), Oops (mistake or blunder), Mmmm (liking), Oh! (Surprise) and Yuk (disgust).

**Activity 2: 06 Minutes**

1. Ask the students to write in groups a 3-4 lines dialogue that uses 2-3 of the interjections.
2. If they can't think of any ideas, help them think of situations where they themselves were very happy or angry, etc.
3. Once they are ready with their dialogue, ask each group to present their short dialogue.
4. Monitor and help the students.
5. When they are done, ask the answers from the students randomly.

**Activity 3: 07 Minutes**

1. Draw or paste worksheet 2 on a chart (it will be recyclable) and show it to the students.
2. Make speech bubbles on the blackboard and ask the students to draw the same in their copies.
3. Ask the students to tell what is going on in the picture.
4. Tell what Mrs. Khan is saying/ thinking/ doing?
5. What happened to Ali and what he is saying/feeling using appropriate interjections.
6. After some discussion, ask the students to write what Mrs. Khan is going to say/do using appropriate interjections.
7. Write what Ali is saying or will say in the speech bubbles in their copies (The context can be of two friends, one is hurt and the other is helping him).
8. Monitor and help the students while writing.

**CONCLUSION / SUM UP**

3 MINUTES

1. Ask the students:
  - ◇ What are interjections?
  - ◇ Say the interjections aloud.

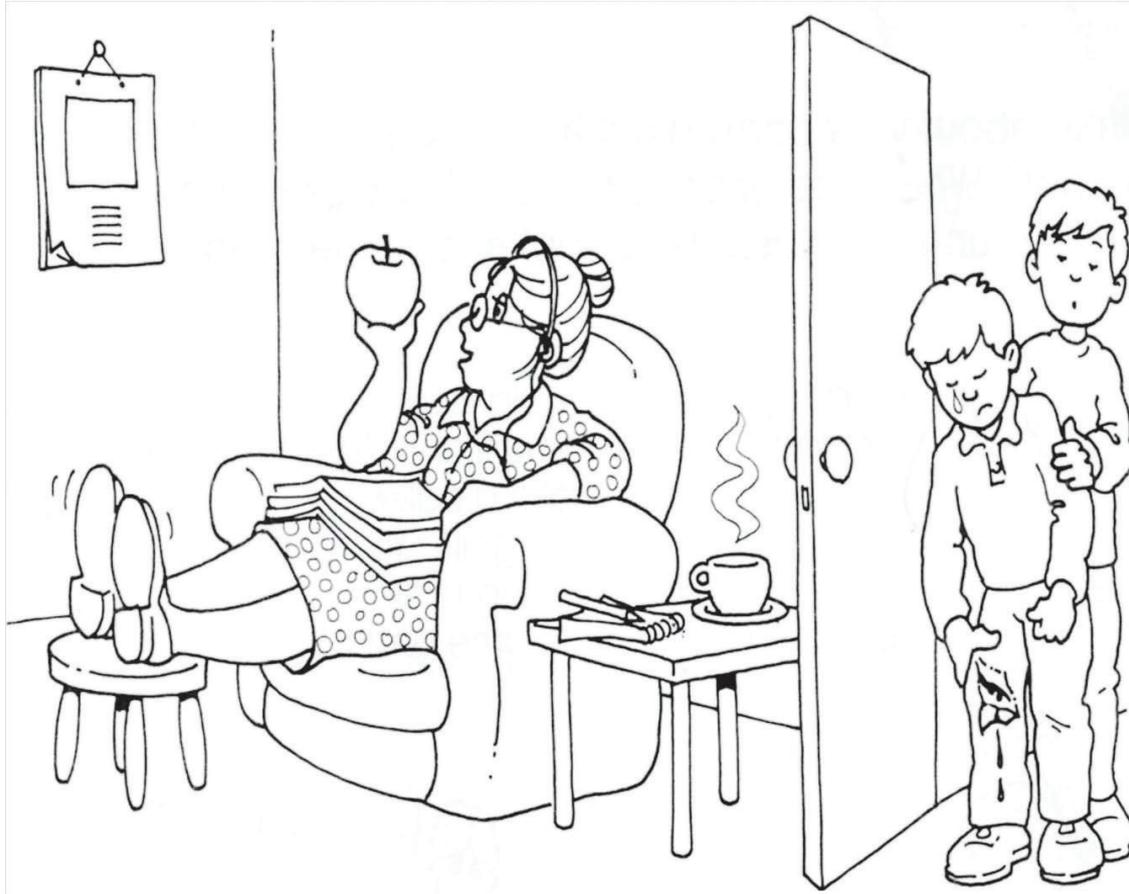
**ASSESSMENT**

5 MINUTES

1. When the students are done with the writing, ask them to do the peer checking.
2. Tell the students to write the second draft in the light of the feedback given by their peers.
3. Involve the students in solving problems given exercise at the end of unit/chapter.



1. Ask the students to observe their family members what they are doing and what expressions and interjections they are using at home and write them in their notebooks (not more than five).



## DIPHTHONGS



## STUDENT LEARNING OUTCOMES

- Pronounce and spell diphthongs as they occur as practice items and sentences in reading lessons and speech.

## INFORMATION FOR TEACHERS

- Go through the Grade 4 lessons on diphthongs.
- There are 26 letters of the English alphabet, 5 are vowels and the other 21 are consonants. The vowel letters produce 20 sounds. These sounds are called vowel sounds. Of these 20 sounds, 12 are single vowels known as monophthongs.
- Diphthongs are glided vowel sounds that combine two individual sounds within a single syllable. A diphthong is a type of vowel sound that is made up of a combination of two single vowel sounds but within the same syllable. The sound of a diphthong glides or moves smoothly from the first vowel to the second.
- There are eight are diphthong sounds among these 20 sounds. The International Phonetic Alphabet (a system to write 'sounds' of a language) uses certain symbols to represent these sounds. The letter combinations in the example words can help students recognise the relationship of these symbols with the sounds. This table may help you for a better understanding.

Serial No.	Letters	Diphthong Symbols	Examples of Diphthongs
01	o + i	/bɔɪ/	boil
02	o + u	/aʊ/	owl
03	g + o	/gəʊ/, /səʊ/	go, so
04	u + e	/aɪ /, / aɪ/	I, eye
05	o + i, o + y	/vɔɪs /, / tɔɪ /	voice, toy
06	a + y	/eɪ/	day
07	a + i	/tʃeə /	chair
08	e + a	/ɪə /, / dɪə/	ear, deer

- For an understanding of symbols, you can see the example words and notice the sound of each diphthong symbol.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/Marker, writing board, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

1. First, randomly write a few words that contain diphthongs and a few other words which do not have any diphthong.
2. Ask students to say aloud each of them.
3. Now circle the words having diphthongs.
4. Ask students if they feel any difference while pronouncing these words compared to others.
5. Ask them what difference they feel in pronunciation.
6. Collect their responses and underline the diphthong letters and write them separately.
7. Now, introduce your topic and tell the students that when a vowel sound is made up of a combination of two single vowel sounds but is pronounced in the same syllable we call it diphthong.



## DEVELOPMENT

20 MINUTES

### Activity: 20 Minutes

1. Tell students that they are going to practice diphthongs with the help of a song.
2. Ask them to follow the instructions and act likewise.
3. Recite the rhyme and ask students to recite after you:

**Come on, come on, say the diphthong poem; come on, come on, say the diphthong poem.**

**Diphthong turns two vowel sounds into one.**

**Let's all recite together.**

**o and i says /oi/ as oil and voice**  
**a and u says /au/ like august and sauce**  
**u and e says /ue/ as glue and true**  
**o and y says /oy/ like joy and toy**  
**o and w says /ow/ as owl and brown**  
**o and o says /oo/ like goose and choose**  
**e and w says /ew/ as flew and chew**

**Come on, come on, say the diphthong poem; come on, come on, say the diphthong poem.**

**Diphthong turns two vowel sounds into one.**

**Let's all recite together.**

**o and i says /oi/ as \_\_\_\_\_**  
**a and u says /au/ like \_\_\_\_\_**  
**u and e says /ue/ as \_\_\_\_\_**  
**o and y says /oy/ like \_\_\_\_\_**  
**o and w says /ow/ as \_\_\_\_\_**  
**o and o says /oo/ like \_\_\_\_\_**  
**e and w says /ew/ as \_\_\_\_\_**

### Note to the teacher:

- While reciting the second time, you should stop and let students complete with reciting

the examples.

- After reciting, review the concept of gliding in diphthong and tell students to think of a few more examples for each diphthong.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that learning diphthongs will help them to read and write better. Also, tell them that they should notice diphthongs while reading.



### **ASSESSMENT**

5 MINUTES

1. Divide the class into eight groups and assign each group a separate diphthong symbol.
2. Tell them to open any unit from their textbook and underline the examples of each provided symbol.
3. When they have completed their assigned work, write diphthongs diphthong symbols on the writing board in a row. Then, ask students to share example words for each diphthong.
4. Write the words under relevant symbols.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. For homework, tell them to pick the words having diphthongs from the newspaper, storybooks, or textbooks of their siblings, and write them in their notebook.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# SIMPLE INSTRUCTIONS AND DIRECTIONS



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to give and respond to simple instructions and directions.

## INFORMATION FOR TEACHERS

### a) Asking for Directions

- We mostly use polite words while asking for directions.

- ◆ **Examples:**

- ◆ Excuse me! Can you tell me the way to the hospital?
- ◆ What is the best way to the market?
- ◆ Where can I find a bookstore?
- ◆ Will you please tell me where the library is?

### b) Giving Directions/ Instructions

- We use imperative sentences to give orders or directions.

- ◆ **Examples:**

- ◆ It will be on your right.
- ◆ 'Eat your vegetables!'
- ◆ 'Turn left and go straight on.'

### c) Responding to Directions/ Instructions

- One should respond to instructions respectfully.

- ◆ **Examples:**

- ◆ Yes, I understand.
- ◆ Great! Thanks for your help.
- ◆ Thank you very much.
- ◆ Many thanks.
- ◆ It's very kind of you.
- ◆ I appreciate your help.
- ◆ I'm so grateful.

- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Conversation cards, audio/video device, writing board, chalks, board markers, charts, and textbook.



## INTRODUCTION

5 MINUTES

1. Begin the class by pretending you need to go to a certain place in the school (e.g., the principal's office, staff room, or library), but you don't know how to get to that place. Ask students to help you by giving you directions.
2. Let students give you directions to your desired destination. Keep asking until their directions are clear.
3. Appreciate students for helping you and tell them that sometimes we or someone needs to find a place and we need to ask someone else for help. We use certain phrases or expressions to ask for directions or give directions. In today's lesson, we are going to practice asking for and giving directions.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Say: "Imagine you are traveling to an English-speaking country. One of the most important things you are going to need to know is how to ask for directions because there are many places you don't know how to get to. So first we are going to practice some useful phrases to ask for directions. Remember to be polite when asking for directions, and don't forget to say "thank you"!"
2. Write the following sentences on the board:
  - ◆ **Can you give me directions to** the nearest post office?
  - ◆ Are we **on the right road for the city?**
  - ◆ **How do you get to** the railway station?
  - ◆ **Where is** the bus stop?
  - ◆ **Where can I find** the nearest bank?
  - ◆ **How do I get to** the library?
  - ◆ Is there a restaurant **near here?**
  - ◆ **Where is the nearest** hospital?
  - ◆ Do you know **where the mosque is?**
  - ◆ **Is there a** medical store **around here?**
  - ◆ Can you tell me **how to get to the airport from here?**
3. Ask students to read the sentences silently for a while. Then, review the sentences with the whole class – underline the phrases for asking for directions (as shown above).
4. Next, tell students that they are going to look at a few examples of giving directions.
5. Write the following sentences on the board and review them with the whole class:
  - ◆ *Go past the hospital.* (Pass the hospital.)
  - ◆ *Go along this road.*
  - ◆ *Go straight on/ahead.* (Stay on this road – don't turn.)
  - ◆ *Go through the tunnel.*
  - ◆ At the roundabout, take the first exit.
  - ◆ Turn left at the next corner.
  - ◆ Take the second right.
  - ◆ It's on your left.
  - ◆ You'll see it in front of you.

- ◇ It's on the other side of the road.
  - ◇ You're going the wrong way.
6. Tell them that giving instructions is similar to giving directions as the instructions are also imperative sentences – however, instructions are usually used for other tasks and situations, e.g., instructions for using a mobile phone or instructions for working in a team/group, etc. Tell them that often there are sequence words (first, second, next, then, after that, etc) used in instructions. Share a few examples of instructions with the class:

**“Practise English for ten minutes a day!”**

**“Be careful!”**

**“Come here!”**

**“Sit down!”**

**“Don't go!”**

**“Do not walk on the grass.”**

7. Tell students that in the next activity, they will get an opportunity to try using some of these expressions.

### Activity 2:

10 Minutes

1. Write the following dialogue on the board and ask students to practise it in pairs:
  - ◇ Sara: Excuse me! How do I get to the post office?
  - ◇ Tehreem: Sorry, I'm not from around here.
  - ◇ S: Do you know where the closest bank is?
  - ◇ T: If you cross the street, you will find a bank there.
  - ◇ S: Thank you!
  - ◇ T: Don't mention it.
2. Next, divide the class into small groups and ask students to practise the following role-play. The group should choose a 'teacher' and then practise the roleplay:
  - ◇ Teacher: Good morning, students.
  - ◇ Students: Good morning, Ma'am/Sir.
  - ◇ T: Did I give you homework last week?
  - ◇ S: Yes, Ma'am/Sir.
  - ◇ T: Now, show your notebooks!
  - ◇ S: All right, Ma'am/Sir.
  - ◇ T: It's hot today. Turn on the fan, please!
  - ◇ Irum: With pleasure, Ma'am/Sir.
  - ◇ T: Thank You!
  - ◇ I: Don't mention it, Ma'am/Sir.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students that expressions are important to convey thoughts. By giving proper instructions, we can guide and help others with ease. In this way, the listeners easily understand the conversation. It makes communication more effective.
2. Similarly, following and responding to instructions is an important life skill. When someone provides instructions, it is important to listen to those instructions attentively and respond appropriately.



## ASSESSMENT

3 MINUTES

1. Ask the students various expressions used in the conversation. Ask them to use expressions to give simple instructions. Ask the remaining students to respond to those instructions politely.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a dialogue between a doctor and a patient (in their notebooks) showing instructions and responses. Moreover, ask them to practise the dialogue with any family member.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# MAKING INFERENCES



## STUDENT LEARNING OUTCOMES

- Apply while reading strategies to interact with the text to make simple inferences using the context of the text and prior knowledge.

## INFORMATION FOR TEACHERS

- Inference means drawing conclusions based on information that has been implied rather than directly stated.
- While making inferences the reader uses the clues in the text to discover what is not directly stated.
- Making inferences requires students to combine what they are reading with what they already know, to reach into their personal knowledge and apply it to what they are reading.
- Teachers can use the following activities to reinforce inferring information from text:
  - ♦ **Guess meanings.** Use a short passage appropriate for the grade level and underline a few difficult words. Students must use clues in the passage to infer the meaning of the underlined words.
  - ♦ **Use pictures from magazines.** Have students bring in a picture from a magazine showing different facial expressions. Discuss each picture, talking about how the person might be feeling. Have students give supporting reasons for their opinion, such as, "I think he is angry because his face is tense."
  - ♦ **Shared reading.** Have students read in pairs; one student reads a short paragraph and must summarize the paragraph to his/her partner. The partner asks questions that have not been specifically answered in the summary to have the reader make inferences about the passage.
- While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, storybook/atlas/ textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the given sentence on the board.  
*After selling out all the fruit, Salman sat under a street light to complete his homework.*
- Ask students to read the sentence carefully and guess to find the answers about Salman.
  - ♦ Is Salman a rich boy?
  - ♦ Why do you think he is poor or rich?
  - ♦ What does he do?
- Encourage students to think and share their responses.
- Further ask them, 'Which words helped you to make a guess?'

5. Help them in identifying clues given in the text, e.g., he sat under a tree to complete his homework, which means he is working part-time to earn a living or support his family.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Choose a text of students' interest. For example:

*Alice was beginning to get very tired of sitting idly by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or illustrations in it, 'and what is the use of a book,' thought Alice 'without pictures or illustrations?'*

2. Invite students to guess the meanings of the underlined words.
3. Tell students to try to understand words in relation to other words given in the text and attempt to infer the meaning by combining what they are reading with what they already know.
4. Encourage students to respond and write correct responses on the board.
5. Share with students more details given in the 'Information for Teacher' section.

### Activity 2:

10 Minutes

1. Show or write the given passage on the board.

*My little sister hid behind the sofa as a storm roared outside. There was lightning and thunder. My sister sobbed each time she heard the thunder. My father tried to persuade my sister to come out, but he wasn't successful in convincing her to leave her hiding place.*

2. Have students in pairs.
3. Ask students to read the passage and answer the following questions:
  - ◇ Why was the little girl hiding behind the sofa?
  - ◇ How was the weather condition?
  - ◇ Why was she sobbing?
4. Facilitate students while they are working in pairs.



## CONCLUSION / SUM UP

3 MINUTES

Tell students that we have learnt to make inferences by making use of contextual clues and previous knowledge.



## ASSESSMENT

5 MINUTES

1. Get a picture from a magazine or newspaper and paste it on the writing board. Ask a few 'why' and 'how' questions about the picture, e.g.:
  - ◇ Why is the boy so happy?
  - ◇ How do you think the old man in the picture feels?
  - ◇ Why are the people standing and clapping?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to look for a picture story in a newspaper/storybook/textbook and write a sentence about each picture.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# INTEGRATED LANGUAGE LEARNING



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to: interact with text using intensive reading strategies (while reading).
- Use common graphical features such as pictures, tables and diagrams in texts to increase understanding.

## INFORMATION FOR TEACHERS

1. When reading a table, introduce key terms: columns, rows, down, across, top, bottom.
2. Integrate this lesson with content/text from other subjects' especially social studies where non-fiction text can be used to develop this intensive reading strategy. Some possible instances can be a text with information given in a table form e.g. crops of Pakistan or climate of Pakistan or any other content that relies on tabular data.
3. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Text with pictures and tables (appendix), writing board, chalk/ marker, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Ask the class to open up the pages of the text book which you have selected for this lesson (Refer to information for teachers: Social Studies and Science book).
2. Ask them to first look at the picture and guess what will be there in the text. Give them some time and then ask questions.
3. Then start reading the text and relate the text with the pictures and tables available. You must stop reading the text where anything important is going that can be related to the text.
4. Tell the class how important the pictures and diagrams are while reading the text.
5. Try to relate this lesson with the lesson of any other class, especially Science. The diagrams in the science book are really important because these diagrams help the students understand the real concept behind the lesson.



## DEVELOPMENT

20 MINUTES

### Activity 1:

**20 Minutes**

1. You have a sample text including a picture with you (appendix). Divide the class in different groups depending on the number of sample text copies you have.
2. Now ask each group to read the sample text with the pictures. After they are done, ask one

volunteer from each group to come up and explain the text only through pictures.

3. She / He just needs to show the pictures to the class and explain what is going on. You should add details which are missing.
4. This will help the class understand the importance of pictures with the text and also will improve the confidence of the students.
5. Ask students to use the hints given in the first column to fill in information in the second column (ways in which can be saved).



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by letting the students know that pictures and other graphical features are very important for learning. They need to relate the text with the pictures available for better understanding. Recap some key terms introduced.



## ASSESSMENT

5 MINUTES

1. You have the text with pictures included in it. Ask students to relate the text with the picture. Don't show them the text in the start, show them the picture and ask them what they can depict from it.
2. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

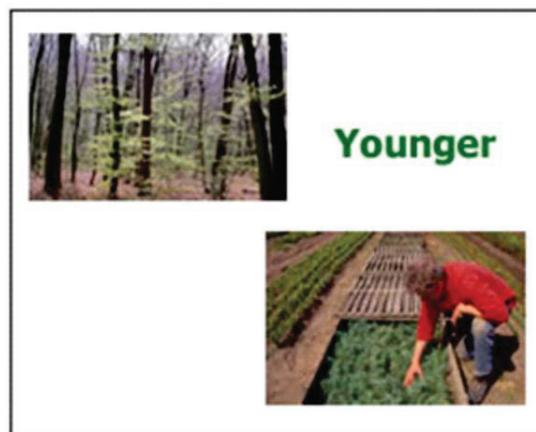
1. Tell the students to read picture story books at home.

### Trees

**Trees have many uses. They help purify the air. They protect land against erosion. They also protect our homes from being hit by floods by slowing down the flow of water. If we cut down too many trees, the rainfall in our country will become lesser and lesser and the climate will get warmer and warmer.**

2. There are many ways to group or classify trees.
3. We can group them by size:





## Water

Human beings cannot live without water. The supply of water is limited. It is important that we save it and use it carefully. Since Pakistan has few dams for storage of water, our water supply is very limited.

How can I save water?	
In the bathroom	
In the kitchen	
In the garden	
While washing a car or a bike	
While making ablution (Wazu)	

# WORD BUILDING/VOCABULARY ENRICHMENT



## STUDENT LEARNING OUTCOMES

- Make anagrams from simple two/three syllable words.

## INFORMATION FOR TEACHERS

- A word or phrase spelled by rearranging the letters of another word or phrase is called an anagram e.g. bear=bare, ode = doe. dear = read, tear = rate.
- It's a vocabulary building game.
- Clearly explain the meanings when needed.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Point to students what they are to do.
- Give them an easy word at this point to get them motivated, such as spin (pins).
- Just for interest, tell them that if you rearrange the letters in the word Decimal Point, you can make, I am a Dot in place!
- If you rearrange the letters in Schoolmaster you get The Classroom!
- Let them wonder over this and recheck if this is actually correct!



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

- Give the groups two syllable words to rearrange into other words.
- If students are unable to guess, give them clues such as for elbow you can say, it is a part of your arm.
  - ◇ below (elbow)
  - ◇ eager (agree)
  - ◇ refill (filler)
  - ◇ scared (sacred)
  - ◇ staple (plates, petals)



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the class that anagram is very useful in many aspects. Ask students the new words that they have learned.
2. Ask them if they know of other word games, such as crossword puzzles.



## ASSESSMENT

5 MINUTES

1. Observe their performance during class. No formal assessment is required.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find more two syllable words which have anagrams from home. Ask them to write them down in their homework copy.

## GENDER IN NOUNS



## STUDENT LEARNING OUTCOMES

- Classify and change the gender of more nouns from immediate and extended environment (masculine/feminine/neuter).
- Recognise and identify the common gender used for both male and female.

## INFORMATION FOR TEACHERS

1. Masculine – The masculine gender is used for male nouns (boys, men and male animals).
  - ◆ **Examples:**
  - ◆ man, lion, king, horse
2. Feminine – The feminine gender is used for female nouns (girls, women and female animals).
 

**Examples:**  
**woman, lioness, queen, mare**
3. Neuter – the neuter gender represents non-living things.
 

**Examples:**  
**chair, table, tree, car**
4. The masculine and feminine gender nouns may be distinguished from each other in three ways.
  - ◆ by the use of different word
 

**Examples:**  
**husband/wife, lord/lady, sir/madam, uncle/aunt, son/daughter**
  - ◆ by a different ending
 

**Examples:**  
**actor/actress, lion/lioness, tiger/tigress, host/ hostess**
  - ◆ by forming compound words
 

**Examples:**  
**gentleman/gentlewoman, grandfather/grand mother, landlord/landlady**
5. Common gender nouns are nouns that are used for both males and females.
 

**Examples:**  
**children, doctor, parent, bird**
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Ask students some simple masculine-feminine pairs to help them understand the concept.
2. Tell them that we are getting pairs together, one male and one female:
  - ◊ What is the other part of the pair for father? (mother).
  - ◊ What is the female partner of brother? (sister)
  - ◊ What is the female partner of boy? (girl)
  - ◊ Write masculine nouns on the board.
3. Tell them that the male in the pairs, they just made, is the masculine and the female is the feminine. Write feminine nouns also on the board.
4. Say 'Good' or 'Well done' if students give correct answer. Teach masculine nouns with examples if the students do not remember masculine nouns.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Divide the class into two teams; Team A, Team B.
2. Draw two columns on the board. Write Team A on top of the first column. Write Team B on top of the second column.
3. Explain to the students that they will say a noun and Team A will have to tell whether the noun is masculine, feminine or neuter.
4. Continue to play for 10 minutes. The team that scores most points, wins. Ask the whole class to clap for the winning team.

### Activity 2: 10 Minutes

1. Ask the students to take out their textbooks.
2. Assign 2 pages to each child.
3. Explain to the students to find the masculine/feminine/neuter nouns from the pages.
4. Tell the students that they have five minutes for this activity.
5. Then ask students to share what nouns they found. Also ask them to find if the noun they found is masculine, feminine neuter.



## CONCLUSION / SUM UP

3 MINUTES

1. Recap what masculine, feminine and neuter genders are. Orally ask students some nouns (masculine, feminine neuter) and ask for their gender.



## ASSESSMENT

5 MINUTES

1. Assess the students' ability to classify nouns according to their gender through their responses in the introductory activity.
2. Assess students' ability to recognise common gender nouns through the correct nouns selected in the activity 2 and follow up activity.

- Ask students to memorize the masculine for the feminine nouns and test them on it the following week.
- Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to write in their notebooks ten (9 masculine, feminine, neuter genders) that they find in their surroundings.

### SAMPLE QUIZ 1

Classify the following nouns according to gender.

Emperor	Mistress	Computer	Actress	Candle
Library	Doctor	Gentleman	Bride	Baby
Bread	Host	Uncle	Lioness	Hospital
Poet	King	Teacher	Policewoman	Friend

Masculine	Feminine	Neuter	Common

Answer Key:

Masculine	Feminine	Neuter	Common
Emperor	Policewoman	Computer	Doctor
Gentleman	Mistress	Candle	Teacher
Uncle	Actress	Bread	Friend
King	Bride	Library	Baby
Poet	Lioness	Hospital	Host

## SENTENCE STRUCTURE



## STUDENT LEARNING OUTCOMES

- Recognise and use simple SVO pattern sentences with direct and indirect objects.

## INFORMATION FOR TEACHERS

- The subject of a sentence is what the sentence is about:
- The verb in a sentence is the action word.
- The object receives the action of the verb.
- Ayesha (subject) reads (verb) a book (object)



## DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

15 MINUTES

- Instructions: Write the following on the board and explain:

"I like English a lot."	
<b>I</b> is the subject (who, what). <b>Like</b> is the verb (action, condition) <b>English</b> is the direct object (receives action)	The subject comes first, the verb second, and the object third. <b>Subject + Verb + Object (SVO)</b>



## DEVELOPMENT

40 MINUTES

## Activity 1: 10 Minutes

- Draw this table on the writing board/chart and explain through examples.

Subject (Who, What)	Verb (Action, Condition)	Object (Receives actions)
I Abrar	play is singing	football. a nice song.

- Now ask some students to write and explain their sentence as you did. Allow them to share any SVO pattern sentence from their English textbooks or storybooks.

## Activity 2: 15 Minutes

- Explain the following table to the students and make them do and write the same way.

- A direct object is a word that is affected by the action of the verb directly.
- An indirect object tells to whom or for whom the action of the verb is done.

**Examples:**

Subject (S)	Verb (V)	Indirect Object (S)	Direct Object (DO)
Umer	gave	Shahid	a present.
Umer	Gave	him	a present.
Subject (S)	Verb (V)	Direction Object (DO)	Indirect Object (IO)
Hadia	Gave	some flowers	To Faiza

**Q. Rewrite the sentences under S, V, IS and DO.**

	S	V	IO	DO
Hira gave Anum a biscuit.				
Ali left her bag in the train.				
Hasan gave mother a big hug.				
I sent her a birthday present.				
Babar gave his dog a bone.				
	S	V	DO	IO
He writes letter to cousins.				
Mother gave me some gifts.				
Saleem donated money to a hospital.				
I gave an application to the principal.				
The doctor gave medicine to a patient.				

**Activity 3: 15 Minutes**

Make a sentence for the following patterns:

- S-V-DO \_\_\_\_\_
- S-V-IO \_\_\_\_\_
- S-V-DO-IO \_\_\_\_\_
- S-V-IO-DO \_\_\_\_\_



**CONCLUSION / SUM UP**

5 MINUTES

- Ask the students for their understanding about Subject, Object, Verb, Direct object, and Indirect object with examples.



**ASSESSMENT**

8 MINUTES

- Instructions: Ask the students to read the sentences below and choose the correct SVO sentence structure:

Q. Underline the correct subject + verb + object sentence structure from the following set of sentences.

**For example:**

In the part met my friend I.

I met my friend in the park.

Met my friend I in the park.

<ul style="list-style-type: none"> <li>▪ Jamil took a test.</li> <li>▪ TOOK Jamil a test.</li> <li>▪ A test Jamil took.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shahid played tennis.</li> <li>▪ Played tennis shahid.</li> <li>▪ Tennis Shahid played.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Late get up did you this morning?</li> <li>▪ Did you late get up this morning?</li> <li>▪ Did you get up late this morning?</li> </ul>	<ul style="list-style-type: none"> <li>▪ He drives home after work.</li> <li>▪ He home drives after work.</li> <li>▪ Home he drives after work.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Everyone left the party early.</li> <li>▪ Left everyone the party early.</li> <li>▪ The party everyone left early.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you music listen to every day?</li> <li>▪ Do you listen to music every day?</li> <li>▪ Do you every day listen to music?</li> </ul>

2. Involve the students in solving problems given exercise at the end of unit/chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to select and write any 5 sentences from their English book for S-V and S-V-O patterns.
2. Anything related to the taught concept present in the textbook, must be practised with the students.

## CAPITALISATION



## STUDENT LEARNING OUTCOMES

- Use capitalisation according to the rules learnt earlier.
- Recognise and apply capitalisation to the initial letter of the key words in the titles of stories and books.

## INFORMATION FOR TEACHERS

- Rules of capitalisation learnt earlier are, "Recognise and apply capitalisation to the initial letter of the:
  - first word of a sentence
  - names of people, pets and places
  - proper nouns: days of the week, months of the year, names of holidays and special events and groups
- Teachers should also study class 3 and 4 lesson plans for the same SLO for better understanding and appropriate progression of the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, cuttings from newspapers any old children magazine.



## INTRODUCTION

5 MINUTES

- Write the sentences shown in the picture on the board with the circled letters and discuss the statement.
- Make the students think why some letters have been circled.
- Briefly discuss the meaning of the sentences.
- Then ask the students to capitalize the circled letters and tell the rules of capitalisation learnt earlier.
- Discuss following saying of Quaid-e-Azam and then ask to capitalize where required. First do it on the board with the whole class then they can do it in their notebooks.



"Pakistan is proud of her youth, particularly the students, who are nation builders of tomorrow".

Quaid-e-Azam MuhammadAli Jinah

**Activity 1: 10 Minutes**

1. Discuss the following statements in the box with the students.
2. Ask them to rewrite the sentences after applying capitalisation rules.
3. Tell them that all the sentences begin with a capital letter. We also capitalize proper nouns, which are names of special people, place, things, the days of the week, seasons, etc. Find the mistakes. Rewrite the sentences after making corrections.
  - ◇ during summer it is very hot.  
\_\_\_\_\_
  - ◇ yesterday December it is very cold.  
\_\_\_\_\_
  - ◇ during December it is very cold.  
\_\_\_\_\_
  - ◇ eid is a special day.  
\_\_\_\_\_
  - ◇ Is it Saturday tomorrow?  
\_\_\_\_\_
  - ◇ My pet cat billu is very active?  
\_\_\_\_\_
  - ◇ i went to become doctor and help people of my area.  
\_\_\_\_\_
  - ◇ sajid lives in Faisalabad.  
\_\_\_\_\_

**Titles of Books and Stories**

Rewrite each title using the correct capitalisation.

1. nursery rhymes (title of a book)  
Nursery Rhymes \_\_\_\_\_
2. the superman (title of book)  
\_\_\_\_\_
3. the fox and the grapes (title of a story)  
\_\_\_\_\_
4. the read riding hood (title of a story)  
\_\_\_\_\_
5. my friends and I (story title)  
\_\_\_\_\_

**Activity 2: 10 Minutes**

1. Make a chart (as shown below) in the classroom and involve all the students to fill it by using capitalisation rules. Encourage the students to get the names from different sources, e.g. textbook, newspapers, wrappers, television, advertisements, signboards, etc.
2. Display the chart in the classroom throughout the year.

	People
	Pets

	Places
	Days of the Week
	Months of the Year
	Names of holidays
	Special Events
	Seasons
	Books & Stories



### CONCLUSION / SUM UP

3 MINUTES

- Recap the capitalisation rules with examples.



### ASSESSMENT

5 MINUTES

1. Circle each letter that should be capitalized.
  - ◇ monday is the first day of the week, and tuesday is the second.
  - ◇ shahid and yousaf play football every sunday.
  - ◇ samina went to islamabad for her vocation.
  - ◇ last December I visited multan.
  - ◇ many children can speak english.
  - ◇ jacob loves december because it has christmas.
  - ◇ amjad got a gift of a storybook "my new school".
  - ◇ i recite the holy quran daily.
2. Select any paragraph from the textbook of grade 5. Make all those letters small which are capital. Then ask the students to rewrite the paragraph using capitalisation rules.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Make the students visit the school library (if they have one) and write some of their favourite titles. Students can also share with the class, if they have any good book/story of their level and interest at their home.
2. If there is no school library, you can bring 5-10 books to school that students can pass around and work with.

# TYPES OF PARAGRAPHS-I



## STUDENT LEARNING OUTCOMES

- Identify descriptive, narrative and expository paragraphs to note the differences.

## INFORMATION FOR TEACHERS

- In the previous lesson students learnt about these types of paragraphs. They have done these concepts in previous classes also so reinforcement and review is required.
- Lesson plan 2 will focus on practicing the three types of paragraphs in groups to identify differences and correct them.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

- Ask students about the three types of paragraphs they have learnt in previous lesson and their meanings.
- Recap their knowledge and inform students clearly that narratives are written like stories. They have characters, a problem or conflict to solve, some actions and a proper setting.
- Descriptive paragraphs describe objects or persons or places or events and use adjectives (to describe).
- Expository paragraphs explain a concept or procedure or a process e.g. making omelet or explain the importance of things (like they did for trees in previous class). Transitional words are used to write an explanation of a process or procedure.
- Ask students which one they prefer to read and to write. Ask them to vote for each one by a show of hands (that is, by raising their hands).



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

- Divide the class into six groups.
- Two groups write a narrative paragraph, two groups write descriptive paragraph and remaining two groups write an expository paragraph.
- Take ideas from students about the topics to be written for each paragraph. This will tell you how much they have understood the concept and the differences among the three paragraph.

**Activity 2:****10 Minutes**

1. Members of groups come forward and share their paragraphs with class.
2. Focus of this activity is to identify the three types of paragraphs and the type of words used to write them.
3. In place of this activity, you can also ask students to open their textbooks and identify the three types of paragraphs from the book.

**CONCLUSION / SUM UP****3 MINUTES**

1. Ask the meanings of three types of paragraphs and tell the differences among them.

**ASSESSMENT****5 MINUTES**

1. Through students' oral feedback and written work, determine whether they have been able to understand each type of paragraph.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Students re-write the paragraph they have written in their group, in their notebooks.

# PARAGRAPH WRITING – (DESCRIPTIVE)



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by:
  - ◊ Giving physical description and character traits/characteristics of a person/ object/ place moving from general to specific.

## INFORMATION FOR TEACHERS

1. The students should be able to use what they already know of paragraph writing.
2. Physical description: You describe the appearance and physical body of the person and object, i.e. how does it look. Use of adjectives is required.
3. Character traits/characteristics tell us the details about the person. The likes and dislikes and habits.
4. Students now learn to give fine details and exhibit their knowledge of grammar, vocabulary and tenses. Creativity in ideas is a must to give specific details. Instead of saying 'the red car', you can say 'the bright red sports car'.
5. Present or past tense can be used to write descriptions.
6. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.
- Newspaper/magazine cuttings; photographs; real objects that the students can see and describe persons from around the class/school. The printed pictures given below are for your reference only.



**INTRODUCTION**

**5 MINUTES**

1. Call a colleague teacher in your class. Ask the students to describe him/her; the dress he/she is wearing, shoes, colour of the hair, the type of hair (straight, wavy, long) and other physical feature. Ask them what he/she does and how he/she behaves with all in school, etc.
2. Before this activity, prepare students by telling them be kind and respectful while describing others. For example, tell them that even if someone is fat, we never say to them that they are fat.
3. Repeat the activity with one student also, again insisting on respect.
4. As an alternate, you can also use a large portrait photograph too, so that there is no danger of students saying something rude to anyone.
5. Note down the words describing the persons on writing board.
6. Reinforce the knowledge that 'the words which describe the colour, size, shape, quality of anything are known as adjectives'.

7. Tell the students that when we describe things/person/places we generally use the present tense.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask the students to write a descriptive paragraph on any one of the given topics: the school gardener or the school peon/aya/Naib Qasid.
2. Underline the verbs in the sentences.
3. Tell the class that since the described object is present in front of them, they must use verbs in the present tense e.g. is, does, has, have, likes, speaks etc.

### Activity 2: 10 Minutes

1. Ask students to take out their pencil boxes/lunch boxes/water bottles (whatever they have, it's a choice) and observe them carefully.
2. Ask them to describe one object to their partners by using at four to five describing words. Specific words must be used and details about the characteristics of the object must be written.
3. Remind the students of the structure of the paragraph – the main sentence, the body (details/related ideas) and the end / conclusion.
4. After they have shared, all students must write the descriptive paragraph of their object.
5. All students must write specific information about the object.
6. Possible adjectives that can be used to describe a lunch box or water bottle:
  - ◇ Coloured or transparent.
  - ◇ Clean or dirty.
  - ◇ Old or new.
  - ◇ Shiny or dull.
  - ◇ Shape: Round, oval, rectangular, square, cylindrical.
  - ◇ Does it have any cartoon figure drawn on it?



## CONCLUSION / SUM UP

5 MINUTES

1. Ask a few students to read out their descriptive paragraph in class.



## ASSESSMENT

3 MINUTES

1. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a descriptive paragraph on "My favourite place in our house" in notebooks.

# COMMON CONSONANT CLUSTERS IN INITIAL AND FINAL POSITIONS



## STUDENT LEARNING OUTCOMES

- Pronounce with reasonable accuracy, common three consonant clusters in initial and final positions.

## INFORMATION FOR TEACHERS

1. All the letters of English Language besides vowels are called consonants.
2. When we combine two or three consonants, they make consonant cluster words. Cluster means group, bunch or collection.
3. A consonant cluster in a word is a group of consonants with no vowels between them. The longest possible cluster in English is three consonant sounds at the start, such as 'splash', and four at the end, as in 'twelfths'.
4. Initial consonant clusters are the sounds that are found at the beginning of English words. They are called clusters because each of the sounds in a cluster can be heard.

**Examples of common three consonant clusters in the beginning of a word are scr, spl, spr, and str.**

5. Final consonant clusters are the sounds that are found at the end of English words.

**Examples of common three consonant clusters in final position of a word are mps, nds, nts, pts, and fts.**

6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk, writing board, (flash cards made by the teacher) - (spring, spray, sprinkle, sprite) picture cards attached.



**INTRODUCTION**

**5 MINUTES**

1. Divide students into groups of five members  
**each and ask them to write and share with other group members some consonant letters and words having three letters only, with consonant and vowel sounds in them. Give them three minutes for this activity.**
2. Write the words on the board.
3. **Play Games:**
  - ♦ **Play with volume.** Ask students to say it in a louder voice, increasing the volume (be wary of the classes next door) or ask students to speak in a whisper, very quietly.

- ◆ **Experiment with speed.** 'How fast can you say it?', building up speed like a train. Look at the board and tell the difference and similarity in the list of words maintained on the board. (Three letters having one vowel and two consonant letters).



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Show a picture card of spring and ask students: Which season is this?
2. Possible response: Spring.
3. Show a flashcard of spray and get students to say which word is it, writing their responses on board.
4. Read one of the words twice. 'What is similar in it? (three consonant letters 'spr').
5. Hold a bottle of sprite in your hand and ask students 'What is it? Possible response 'sprite'. Read the contrasting words. 'Is it same or different?' (same as it is having 'spr' letters – different as it has 'ng', 'ry' 'te' letters and vowels 'i' and 'a').
6. Ask the groups to discuss for three minutes and write 2 words starting with 'spr' (possible responses are given at the end of the lesson).
7. Let groups share ideas with other group members.
8. Record all the responses on the board.
9. Students practice the sounds by chanting/reading aloud using the list of words written on the board.
10. Introduce the idea of three cluster consonants in the initial position (see information for teachers).

### Activity 2:

10 Minutes

1. Show a picture card of spring and ask students: Which season is this?
2. Write 'nts' on the board.
3. Ask students to discuss in groups and give possible answers for the consonant cluster in final position.
4. Record their responses on the board.
5. Possible responses: ants, fonts, grunts, hints, hunts, pants, paints, tents, bunts, etc.
6. Point to a word and ask a student to read the word.
7. Students copy the words with 'spr' (initial consonant cluster) 'nts' (final consonant cluster 'nts') in their notebooks.
8. Students who finish the written work can reinforce and read it again.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to give any other example of 3 consonant cluster (spr\_ \_) in initial position (answers given at the end of the lesson.) or any other correct response must be appreciated.



## ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class during the lesson by checking their pronunciation.
2. Teacher is also required to involve the student in solving the problems given in the exercise at end of unit/chapter.



1. Ask your family, look at the newspaper to find three new words ending with 'nds'.
2. Possible responses: friends, ends, sounds, bends, lends lands.

**Consonant Clusters: spr**

**sprains, sprang, sprang, sprat, sprats, sprawl, spread, springy, sprinkle, sprinkled  
sprinkler**

**Consonant Clusters: nts**

**Absents, achievements, accents, accidents,  
agents, accomplishments, adjustments,  
agreements, ants, amounts, paints, dents, tents.**

# SOUNDS OF INDIVIDUAL WORDS



## STUDENT LEARNING OUTCOMES

- Read aloud for accurate reproduction of sounds in individual words and connected speech.

## INFORMATION FOR TEACHERS

1. Reading aloud enables the students to listen to the pronunciation patterns and practice pronouncing words and sentences effectively.
2. The students' attention shifts from pronouncing words and stopping (pausing) at full stops, commas, exclamation marks, and question marks to read and speak with correct expressions of words and sentences.
3. To make the speech flow smoothly, the way we pronounce the end, and the beginning of some words can change depending on the sounds at the beginning and end of those words.
4. Before coming to the class, select a passage /chapter /topic of the textbook for the lesson plan for reading.
5. Practice reading it at home to enable you to demonstrate it to the students by telling them to read and pronounce in connected speech.
6. While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write the following sentences on the writing board:
  - ◇ My father takes me fishing every Sunday.
  - ◇ He took tea and ate biscuits.
2. Invite some students to say these sentences with fluency.
3. You may see a lack of fluency and mistakes in pronunciation.
4. Tell the students that to read with fluency needs proper blending of sounds and careful use of weak forms.
5. Now read the sentences with fluency to the students twice.

**Activity 1: 13 Minutes**

1. Read aloud the following short story to the class using appropriate speed and expressions:

A lion was once sleeping in the jungle when a mouse started running up and down his body just for fun. This disturbed the lion's sleep, and he woke up quite angry. He was about to eat the mouse when the mouse desperately requested the lion to set him free. "I promise you, I will be of great help to you someday if you save me." The lion laughed at the mouse's confidence and let him go.

One day, a few hunters came into the forest and took the lion with them. They tied him up against a tree. The lion was struggling to get out and started to whimper. Soon, the mouse walked past and noticed the lion in trouble. Quickly, he ran and gnawed on the ropes with his sharp teeth to set the lion free. Both of them sped off into the jungle.

2. Ask students to listen carefully while you read aloud the story.
3. During reading, ask a prediction question and at the end ask a few comprehension questions.
4. Then, write a few selected words on the board and ask students to pronounce them.
5. Practice the following weak and strong forms of the verbs with the students.
  - ♦ **And:**  
Fish and chips (fish 'n chips)  
A chair and a table (a chair 'n a table)
  - ♦ **Can**  
She can speak Chinese better than I can.  
(The first "can" is the weak form, the second 'can' is the strong form)
  - ♦ **Of**  
A glass of water  
That is the pizza I'm fond of!
  - ♦ **Have**  
Have you finished?  
Yes, I have.
6. Ask students to work in pairs and write two examples for 'and', 'can' and 'have'.
7. Help and guide students during the activity.

**Activity 2: 10 Minutes**

1. Tell the students to remain in the same pairs.
2. Refer the pairs to a passage in the textbook.
3. Ask the students to read the passage aloud to each other in pairs with fluency.
4. Tell the students to focus on weak and strong forms.
5. Invite some pairs to come up and read the passage aloud to the whole class.
6. Provide feedback on the pronunciation of sounds in individual words and connected speech.



Conclude the lesson by telling the students that:

1. Reading aloud helps us to practice pronouncing words and sentences accurately.
2. Stopping at full stops, pausing, commas, exclamation marks, and question marks help us read with fluency.
3. In connected speech, only important words are stressed whereas others are spoken fast in weak forms.



### ASSESSMENT

3 MINUTES

1. Write the following tongue twisters on the writing board:
  - ◇ She sells seashells on the seashore every Sunday in the sunshine.
  - ◇ Peter Piper picked a peck of pickled peppers.
  - ◇ “Can you can a can as a canner can can a can?”
2. Ask students to read each sentence fluently.
3. Ask them to notice the pronunciation of the underlined words and tell if they are weak or strong forms.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read the slides that come on news channels while at home. It will help them practice pronunciation and fluency in connected speech.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**3**

# COMPOUND WORDS AND PREFIXES



## STUDENT LEARNING OUTCOMES

- Recognise specific parts of words, including common inflectional endings, compound words and affixes.

## INFORMATION FOR TEACHERS

- An inflection is an addition:
  - to the beginning of a root/base word e.g. 're', 'im' or 'un'.
  - to the end of the word e.g. s, es, ed, ful, less.
- When letters are added to the beginning of a root/base word to make a new word we call them prefixes.
- When letters are added to the end of a root/base word to make a new word we call them suffixes.
- Root word or base word is the main word on which inflection is done or to which we add prefixes or suffixes.
- Inflections are used to:
  - change words into plural form, or
  - change the tense of the word (timing of the action), or
  - make opposite words, or
  - make new words.
- When two or more words join together to make a new word, the new word is called a compound word.
- This SLO is divided into two plans: plan one will focus on prefixes and compound words.
- Second lesson plan for the same SLO will focus on suffixes and practice of prefixes and suffixes.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, flash cards of compound words (e.g. pencil + box, card +holder, foot + ball, lunch + box), you can also bring these real objects in class. Photocopies of worksheets for all students or make the worksheet on a chart paper and paste in class for the students to copy.
- Make all flashcards for compound words like the sample given below:





## INTRODUCTION

5 MINUTES

1. Spend five minutes with students and recap their knowledge about words and their different parts. e.g. write 'blackboard' and ask if it is one word. Students must reply 'no'. Some of them could say it is a compound word as they have learnt this concept in previous class.
2. Do the same practice with few more words. e.g. notebook, flashcard, class fellow, etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Hold a pencil box in your hand and ask the students to name it. Paste the flashcards of pencil box on the board and ask them as to why did you add a plus sign in both words.
2. Students must be able to tell that it is a compound word, because they have done this concept in previous classes.
3. Take some examples of compound words from the students to check their understanding and prior knowledge.
4. Students write the definition of compound words with few examples in their notebooks. (Definition: When two words join together to make a new word they are called compound words).
5. Do activity sheet 1.
6. Tell the students that like plants have roots, our language has root words from which other words grow.
7. Recap students' knowledge of root words because they had learnt it in the previous class.
8. Inform the class that new words can be made by adding some letters to the beginning of the root words. These letters are called prefixes. (Pre means before and fix means attached. So prefix is attached to a root word to make a new word).
9. Paste the flashcards or draw them on the board (flashcards for prefixes are given at the end of the plan).
10. Ask the students to pronounce the words.
11. Students can make more words with each prefix. Do not paste all the flash cards at the same time. Do the exercise first with the prefix 're', then 'im' and then 'un'.
12. Students should write the words in their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students the function of the inflections/ prefixes and definition of compound words. Give examples of words with prefixes.



## ASSESSMENT

5 MINUTES

1. Assess student's understanding through responses and written work.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make 5 compound words and draw their pictures in their notebooks.
2. Write five words with prefixes as well.

# PUNCTUATION RULES AND FLUENCY



## STUDENT LEARNING OUTCOMES

- Apply punctuation rules to assist accuracy and fluency in reading.

## INFORMATION FOR TEACHERS

- A capital letter is used at the beginning of a sentence or a proper noun.
- A full stop is used to show that the sentence has come to an end. A long pause is given when reading a sentence that finishes with a full stop.
- A comma is used to show a pause in the sentences, or when naming a list of items. Take a short pause or little breath when reading a sentence with a comma.
- A question mark is used at the end of a sentence when a question is asked.
- An exclamation mark is used to show strong feelings.
- Inverted commas show that the enclosed words were spoken by someone.
- The student improves reading and understanding when stopping (pausing) at full stops, commas.
- Exclamation marks and question marks help to read and speak with correct expressions and intonation patterns.
- Intonation is the rise and fall in speech. Speech can be made effective by using variety in speech.
- Fluency in reading comes with practice. If pronunciation is right, fluency will start to develop automatically.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, pencils, a chart of a short passage with dialogues and without punctuation marks taken from the book.



**INTRODUCTION**

5 MINUTES

- Ask the students what they know about punctuation marks.
- Call students one by one to write the names of punctuation marks on the board and draw their symbols.
- Ask the function of each punctuation mark.



**DEVELOPMENT**

20 MINUTES

**Activity 1:**

**10 Minutes**

- Before coming to the class you must select a short passage with dialogues. Passage must

- have commas, full stops, inverted commas, questions marks and exclamation marks.
2. Write that passage without any punctuation marks on the writing board.
  3. Call students individually to the writing board and ask them to insert punctuation marks, with coloured chalks.
  4. Whole class claps for every correct entry on the chart.
  5. Ask another student to do the correction in case of any mistake.
  6. In pairs, students compare and check the corrected passage with the one in the book.
  7. Practise reading the same passage from their textbook following proper punctuation rules.

**Activity 2: 10 Minutes**

1. Choose a dialogue from the students textbook.
2. Ask the students to work in groups (depending on the characters in the dialogue) to act out the dialogue in front of the class.
3. The students can keep their books with them to read out the dialogues.



**CONCLUSION / SUM UP**

3 MINUTES

1. Speak a sentence with a certain intonation and ask students which punctuation mark will be used in it. For example, read a question to them.



**ASSESSMENT**

5 MINUTES

1. Take any short paragraph from the students' textbook.
2. Write it on the writing board without adding nay punctuation marks.
3. Ask the students to copy the paragraph in their notebooks and add punctuation marks to it.
4. Use the conclusion activity to assess students' progress.
5. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Students must practise reading a passage from their textbook with proper pronunciation and fluency in speech.
2. Give students many opportunities to read aloud and notice punctuation in texts.
3. Ask students to read the slides that come on news channels. It would help them learn to read quickly with intonation and would give them practice of connected speech.

# SYNONYMS AND ANTONYMS



## STUDENT LEARNING OUTCOMES

- Locate, provide, connect and use words similar and opposite in meaning.

## INFORMATION FOR TEACHERS

- A synonym is a word that has almost the same meaning as another word.
- Antonyms are words that have opposite meanings.
- Use classroom materials and practical examples to make the students understand the difference between synonyms and antonyms.
- While teaching the lesson, the teacher should also consult the textbook as and when needed.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Ask the following questions one by one from the class.
  - Is ice cold or hot? Expected answer: cold.
  - Is fire cold or hot? Expected answer: hot.
  - Is an elephant big or small? Expected answer: big.
  - Is an ant big or small? Expected answer: small.
  - Is a pen heavy or light? Expected answer: light.
  - Is a desk heavy or light? Expected answer: heavy.
- Appreciate students' responses and tell the students that cold/ hot, big/ small, and heavy/ light are antonyms. i.e., words that are opposite in meanings.
- Now write the word "say" along with its synonyms on the writing board like,  
**Say ----- tell, pronounce, express, utter.**
- Ask students whether the words written against the word "say" are similar or opposite in meanings.  
**Expected answer: similar**
- Now, tell students that 'words with the same/ similar meanings are called synonyms.'



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following words on the writing board:  
**see, long, take, ask, short, give, question, watch, glad, laugh, rich, poor, cry, happy.**
- Make columns on the writing board as shown below:

Word	Similar

Word	Opposite

- Make pair of students in the class.
- Tell the pairs to find similar and opposite words from the words written on the writing board, and then write them in relevant columns, i.e., for similar words, use the left-hand columns, and for opposite words, use the right-hand columns
- As the pairs work, move around and provide the necessary help.
- Once they are done, review the answers with the whole class.

### Activity 2: 10 Minutes

- Write the following sentences on the writing board and ask the student to write them by replacing the underlined words with the words having same meaning:
  - Many people enjoy sports. (like, need, hate)
  - I admire my father. (see, dislike, like)
  - The courageous soldier fought the enemy. (humble, brave, cowardly)
  - Some people feel drowsy on the bus. (happy, sleepy, active)
  - The surface of the table is smooth. (rough, even, clean)
  - The man was furious on seeing the scratches on his car. (delighted, disappointed, angry)
- Divide the class into pairs. Ask the pairs to read the sentences written on the writing board and find correct synonyms for the underlined words.
- Do the first sentence as an example for the students.
- Allow students to discuss with one another or use a dictionary.
- Invite 2 – 3 pairs to come up and share their work with the whole class.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- A synonym is a word that has almost the same meaning as another word.
- Antonyms are words that have opposite meanings.



## ASSESSMENT

5 MINUTES

- Write the following words in columns 'A' and 'B' on the writing board.
- Ask students to match words in column 'A' with their opposites/antonyms in column 'B'.

Column A	Column B
Up	Night
Hungry	White
Under	Down
Day	Above
Black	Hot
Cold	Full



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Tell students to scan their textbook and find at least ten synonyms and ten antonyms and share with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## COMMON AND PROPER NOUNS



## STUDENT LEARNING OUTCOMES

- Classify more nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.).

## INFORMATION FOR TEACHERS

- Common nouns are general names. They are not capitalized unless they begin a sentence. Examples: country, chair, girl, boy, school, burger, city.
- Proper nouns are special names of persons, animals, places, mountains, holidays, rivers, lakes, months, etc. Proper nouns always start with capital letter. Examples: Pakistan, Ali, Lahore, Pakistan Day, River Sindh, September.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Begin your lesson by asking the students questions:
  - Which noun is always capitalized; common or proper?
  - Is your name a common noun or a proper noun?
  - Is your pet animal's name a common noun or a proper noun?
- Ask each student to give a common or a proper noun and write them in two separate columns on the board.
- Write the nouns on the board as students say them.



## DEVELOPMENT

20 MINUTES

## Activity 1:

20 Minutes

- Write ten sentences on the board and underline a common or a proper noun in each sentence. (Sample sentences are at the end of the lesson plan). You can also select sentences from the textbook.
- Explain to the students that they have to identify the underlined noun as common or proper. On the line given after each sentence, students have to write common noun or proper noun.



## CONCLUSION / SUM UP

3 MINUTES

- Go through the definition of common and proper nouns. Ask students to give few examples. Remind students that common nouns are not capitalized unless they begin a sentence and proper nouns are always capitalised.



## ASSESSMENT

5 MINUTES

- Assess how well students are able to classify nouns as common and proper through their performance in, activity 2 and follow up activity.
- Keep assessing whenever a proper noun appears in subsequent reading lessons.
- Arrange a quiz at the end of the concept 'noun' to further assess students' understanding.
- Include all the taught concepts related to noun (common, proper, countable, uncountable, collective, singular and plural) in the quiz.
- Involve the students in solving problems given exercise at the end of unit/chapter.

### Extension Activity

Select a short paragraph from a storybook, Social Studies textbook or English textbook. Write the paragraph on the board. Do not capitalize the proper nouns. Ask students to re-write the paragraph in their notebooks so that proper nouns are correctly capitalized.

### Sample Sentences – Activity 1

Identify the underlined word as common noun or proper noun. Write common noun on the blank if the noun is common, write proper noun on the blank if the noun is proper.

- My cousin is going to Karachi next month. \_\_\_\_\_
- Ahmad enjoys collecting coins of different countries. \_\_\_\_\_
- My father swam in river Ravi last week. \_\_\_\_\_
- The Supreme Court has to make an important decision today. \_\_\_\_\_
- Our teacher assigns a lot of homework over the weekend. \_\_\_\_\_
- My brother will go to school next year. \_\_\_\_\_
- His favourite cricketer is Imran Khan. \_\_\_\_\_
- My birthday is on January 15. \_\_\_\_\_
- Ayesha named her new puppy Toby. \_\_\_\_\_
- I want to travel to many countries when I grow up. \_\_\_\_\_
- The first country I want to visit is Italy. \_\_\_\_\_

### Activity 2

Write a correct proper noun for each common noun in the right hand column.

Common Noun	Proper Noun
1. Country	Pakistan
2. River	
3. Day	
4. Player	
5. City	
6. President	

7. Holiday	
8. Month	
9. Planet	

**Answers:**

1. Pakistan
2. The River Ravi
3. Monday
4. Imran Khan
5. Karachi
6. Ghulam Ishaq Khan
7. Labour Day/Independence Day
8. November
9. Earth/Mars



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Students list proper nouns for the following common nouns: person, animal, place, mountain, lake, river. The list can be put up in class with students continuing to add to it each time they hear a new proper noun.

# RULES OF PUNCTUATION



## STUDENT LEARNING OUTCOMES

- Recall the rules of punctuation learnt earlier.
- Recognise and use hyphen to join numbers, quantities and fractions.

## INFORMATION FOR TEACHERS

- The rules learnt earlier are the following:
- Recognise that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark.
- Recognise and use apostrophe to show possessions and exclamation mark to show strong feelings.
- Recognise and use full stop; apostrophe with contractions and hyphen to join two words that act as one unit.
- Study the punctuation lesson plans of class 3 and 4 for your understanding and better progress of the lesson.
- Prepare and display contractions chart in the classroom. (Add all the contractions of class 4 and 5 lesson plan).
- The hyphen helps to avoid confusion by telling the readers when combinations of two or more words (compound words) should be understood as a single word.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.

Full Stop	.
Exclamation Mark	!
Question Mark	?
Apostrophe	'



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

5 MINUTES

- Write and draw the following punctuation marks on the board. Ask some students to match punctuation marks with their names. Make sure that they identify and learn the names of these punctuation marks.
- Ask them to explain the use of these punctuation marks with the examples from the textbook or surroundings.



**DEVELOPMENT**

24 MINUTES

**Activity 1:**

**8 Minutes**

- Ask the students to match the contractions on the board/notebooks. Make the students practise reading the short forms. correctly.

Draw a line to match contractions (short forms)	
I am	Isn't
do not	haven't
I will	we'll
we have	don't
you are	I'll
is not	shouldn't
she will	you're
let us	she'll
should not	I've
could not	let's
have not	I'm
we will	couldn't
I have	we've

**Activity 2: 8 Minutes**

1. Explain the question and examples and then ask the students to fill in the blanks.
2. Use an apostrophe ( ' ) to show that someone or something owns something (possession)

**Adding " , " and "s" shows possession:**

**Book of Ali**

**Ali's book**

**If a plural ends in s, you only need to add an apostrophe ( ' ):**

**Books of students**

**students' books**

- ◇ house of Aslam

\_\_\_\_\_

- ◇ milk of cows

\_\_\_\_\_

- ◇ pencil of a girl

\_\_\_\_\_

- ◇ door of the car

\_\_\_\_\_

- ◇ ball of Shams

\_\_\_\_\_

- ◇ elephants of zoos

\_\_\_\_\_

**Activity 3: 8 Minutes**

1. Introduce hyphen to the students with the following examples and ask them to fill in the blanks. Use a hyphen (-)
2. With compound numbers from twenty-one to ninety-nine.
3. With fractions, e.g. two-thirds majority.
4. To join two adjectives together to form a compound adjective to make the meaning of the sentence clear. e.g. Jamal has ten-rupee note.
5. Write the following sentences on the writing board and ask the students to insert hyphen in them.

6. Between two numbers, e.g. page 2 – 15.

◇ Fifty two runs

---

◇ Seventy four points

---

◇ One third population

---

◇ When adding thirty four and forty two, you get seventy six.

---

◇ Sixty two people are invited to the wedding.

---

◇ Read pages 10 – 15 of textbook before the next class.

---

◇ The chef adds two thirds of a cup of flour and of a teaspoon of butter.

---

◇ He is seventy eight years old.

---



## CONCLUSION / SUM UP

2 MINUTES

Brief Class Discussion- Ask the students to tell when to use the taught 4 punctuation marks with one example. Help the students to tell in simple complete sentences like:

1. We use full stop to end a sentence.
2. We use question mark to end a question.
3. We use an exclamation mark at the end of a sentence to show surprise, urgency or excitement (very strong emotions).
4. We use apostrophe to show possession of a noun.
5. We use apostrophe to make contractions (short forms).
6. We use hyphen to separate double numbers, in fractions, etc.



## ASSESSMENT

3 MINUTES

1. Explain the question to the students and ask to do the assessment on their notebooks. It can be done on worksheet or on answer sheets as well.

- ◇ Use ? at the end of questions.
- ◇ Use . at the end of a sentence.
- ◇ Use ! at the end of strong feelings.
- ◇ Use ' to show possession of a noun.
- ◇ Use - to join numbers, quantities and fractions.

**Q.1** **Revise the following with the students.**

◇ "Oh no", Am I to late

---

◇ Would you like to play football with me

---

◇ Ouch The stove is hot

---

◇ Do you have my number in your mobile

\_\_\_\_\_

◇ That is Usman s house

\_\_\_\_\_

◇ Ouch I hurt my knee

\_\_\_\_\_

◇ Huma s sharpener is sharp

\_\_\_\_\_

◇ Where is your new pencil

\_\_\_\_\_

◇ Those are my friends bicycles

\_\_\_\_\_

◇ Hooray we are in new class

\_\_\_\_\_

◇ It is Monday today

\_\_\_\_\_

◇ May I go to the toilet please

\_\_\_\_\_

◇ I am so happy because today is my birthday

\_\_\_\_\_

◇ There are forty five students in my class

\_\_\_\_\_

**Q. 2 Rewrite the sentences using the correct contractions.**

I'm, haven't, don't, she'll, who's, what's, where's, we're, doesn't, that's

◇ I am your friend.

\_\_\_\_\_

◇ She does not like milk.

\_\_\_\_\_

◇ Where is my new pencil?

\_\_\_\_\_

◇ That is my bag.

\_\_\_\_\_

◇ We are waiting in the line.

\_\_\_\_\_

◇ Who is the new student?

\_\_\_\_\_

◇ They do not bring books.

\_\_\_\_\_

◇ I have not done my work.

\_\_\_\_\_

◇ What is your name?

\_\_\_\_\_

◇ She will be our new principal.

\_\_\_\_\_

2. Involve the students in solving the problems given in the exercise at the end of unit/  
chapter.



## **HOMEWORK / FOLLOW UP**

1 MINUTES

1. Practise reading passages from class 5 English textbook and children's story books with punctuation marks.

## GUIDED PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Write a guided paragraph using ideas gathered and organised through various strategies.

## Information for teachers

A good paragraph includes:

1. A Topic Sentence - this is the main idea or subject of the writing.
2. Detail Sentences - these are the sentences that describe and give more detail about the main idea.
3. Logical Order - the sentences have to be put together in a way that makes sense.
4. You also have to make sure that all the sentences are about the main idea.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

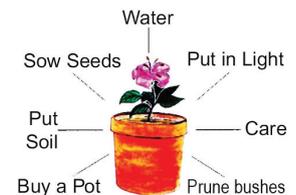
- Writing board, chalk/marker, duster, textbook, chart, pencil, permanent marker, attached worksheet.



## INTRODUCTION

5 MINUTES

1. Draw the picture of the flower pot on a chart and write the given prompts on it as well. You can also draw it on the writing board.
2. Ask the students to come up with different ideas about the picture.



## DEVELOPMENT

20 MINUTES

## Activity:

20 Minutes

1. After some brainstorming, ask the students to make sentences in pairs or small groups using the prompts written on the board/chart e.g. water, put in light, care, prune bushes, buy a pot, put soil, sow seeds.
2. When they are done with the sentences, ask them to organise the sentences in order of importance, for example, sow seeds, water, etc.
3. Once they have done with the sentences, ask them to review and edit their work for correct spellings, grammar, and appropriate vocabulary.
4. Ask the students to use the following paragraph template and write a paragraph on how you would grow a plant.
5. Use above made sentences and organise according to the template.

- ◇ Topic: What I know about \_\_\_\_\_.
- ◇ Supporting detail 1:
- ◇ Supporting detail 2:
- ◇ Supporting detail 3:
- ◇ Closing sentence:

6. Monitor and help the students while writing.



### CONCLUSION / SUM UP

2 MINUTES

1. What is a topic sentence and what should be written in it?
2. What do we write after the topic sentence?
3. What do we write in the closing sentence?



### ASSESSMENT

6 MINUTES

1. Ask the students to use the following checklist to exchange, check each other's work and give feedback.
2. Tell the students to write a second draft in the light of the feedback given by their peers.

Friend check	Writing checklist
	Are basic words spelled correctly?
	Is there a punctuation mark after each sentence?
	Does every sentence make sense?
	Is there a good topic sentence?
	Is there a good closing sentence?
	How many sentences are written?
	Is the hand writing gradable?
	Capitalization
	Correct use of pronouns
	Grammar – subject verb agreement

3. Involve the students in solving problems given exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to think of an object and give instructions to the class for drawing that. It can be done in pairs or with the whole class. Later the students can check each other.
2. Involve the students in solving problems given exercise at the end of unit/chapter.
3. Ask the students to perform the roles like teacher, principal, doctor, etc. and give instruction/directions. They can also act out making requests and responding to them.

# GATHERING AND ORGANISING IDEAS

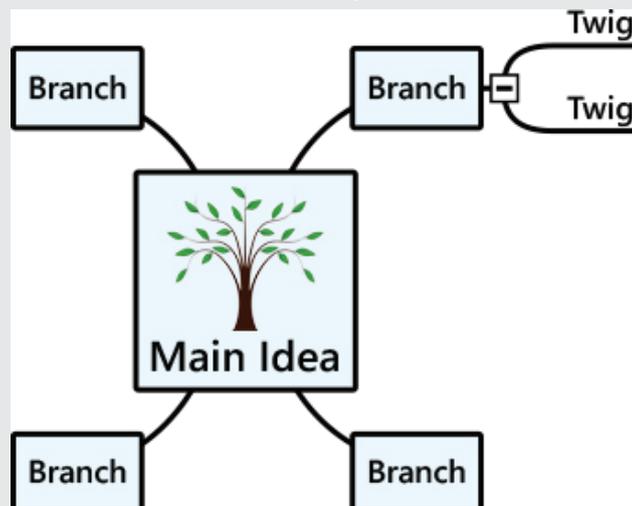


## STUDENT LEARNING OUTCOMES

- Select and use some strategies, e.g., brainstorming, mind mapping or making outlines, etc. to gather and organise ideas for their own writing.

## INFORMATION FOR TEACHERS

1. Brainstorming is an important technique to gather ideas.
2. One effective form of brainstorming is mind mapping. A mind map is a visual representation of your ideas, consisting of words, images, and colours.
3. Making an outline helps a writer organise ideas in a logical order and connect them to the main idea.
4. Help students brainstorm by engaging them in activities using real-life situations.
5. Give students practice in brainstorming ideas and then listing those ideas in mind maps, lists, and spider diagrams, etc.
6. Following is the structure of a basic mind map:



7. While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Draw ten circles on the writing board around a big circle in the centre.
2. Write "How can we help others?" in the large circle.

3. Ask students to think about ways of helping others.
4. Ask students to share their ideas and write them in short phrases in the small circles around the large circle.
5. Once all the circles are filled, there will be different words written on the writing board.
6. Now, tell students that this activity is called brainstorming and is used to gather ideas for a writing task. The mind map is a visual representation of the ideas we gathered. With the help of a mind map, we can organise our ideas in a better manner.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Tell students that mind maps are pretty simple to create, and they can create mind maps on a whiteboard or sketch them on a piece of paper.
2. Review the following steps of creating a mind map with the whole class:
  - ◇ Start in the middle With a central idea: This can be a word or an image/picture that represents the central topic you're going to map.
  - ◇ Create branches to represent sub-topics: These should be limited to words or short phrases. Keep a good amount of space between your ideas to leave room to add on later.
  - ◇ Add details to your Mind Map: Use different colors, word cases (i.e., capital or small), font styles, and even the thickness of your branch lines to separate or group different topics or ideas.
  - ◇ Make connections: You can draw lines or arrows between ideas in the map that you want to connect.
3. Review the concept of making an outline with the whole class using the following structure:
  - Main idea
    - A. Supporting idea-I to the main idea
    - B. Supporting idea-II to the main idea
      - i. Secondary idea to A
      - ii. Secondary idea to B
        - 1. Secondary idea to i
        - 2. Secondary idea to ii
4. Conclude the activity by summarizing the concepts of brainstorming, mind mapping, and outlining.

### Activity 2:

10 Minutes

1. Divide the class into six groups.
2. Assign the following topic to the groups with the following details:
 

**Topic: Plan a birthday party**

**Students will brainstorm about:**

  - ◇ The venue and invitees
  - ◇ Selection of refreshments, cake, candles, balloons, etc.
  - ◇ Selection of activities, e.g., songs, games, cake cutting, photo session, etc.
3. Tell the groups to brainstorm to generate their ideas and then organise their ideas using a mind map.
4. Move around the room and give guidance and feedback when and where required.
5. Ask the group leaders to come up and paste the chart on the writing board and share the

gathered ideas of their groups with the class.

6. Appreciate students for their work.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. We brainstorm to gather ideas about different tasks and activities.
2. We use tools like Mind Maps, Spider Diagram, and outlines to organise our ideas.
3. Brainstorming helps us create and generate ideas when we want to write on a topic.
4. Tell students to use this technique as the first step of their writing tasks.



## ASSESSMENT

5 MINUTES

1. Divide the class into pairs. Tell students to brainstorm about a picnic they are going to have. They should answer the following questions:
  - ◇ Where should we go for a picnic? Why that place?
  - ◇ How will we get there?
  - ◇ What will we eat?
  - ◇ What activities will we do there?
2. Move around and observe the work of pairs randomly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Give the following topics to students and ask them to generate ideas about these topics as a home task. List the ideas by using a mind map, outlines, or lists.

**A Visit to the Zoo, A Marriage in the Family, Celebrating Eid.**

3. Ask them to share their work with the class the next day.

# THREE-CONSONANT CLUSTERS IN INITIAL AND FINAL POSITIONS – I



## STUDENT LEARNING OUTCOMES

- Classify words that begin or end with the same consonant clusters.

## INFORMATION FOR TEACHERS

- Cluster means group, bunch or collection. When two or three consonants are combined they make consonant cluster e.g. ck, br, sk, bl, nd etc.
- It is important to distinguish between clusters and digraphs. Clusters are made of two or more consonant sounds, while a digraph is a group of two consonant letters standing for a single sound. For example, in the word ship, the two letters of the digraph 'sh' together represent the single consonant.
- Examples of some same common consonant clusters at initial and final positions:
  - sk skill, skin, skim, skip etc.
  - sp speak, special, speech, spark, sparrow, speed etc.
  - sk ask, desk, risk, dusk, brisk etc.
  - sp crisp, grasp, wasp etc.



- Make the similar flashcards for each word or you can add more word if you wish.
- At least make three flash card for each word. (according to the strength of the students).
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, picture cutouts or flashcards of the given consonant clusters in information for teachers.



**INTRODUCTION**

**5 MINUTES**

- Divide students in groups of five members each and ask them to write 3 words and colour or circle the consonant letters in those words.
- Share with other groups the words written by them telling the consonant letters in the

words. Give them three minutes for this activity.

3. Write them on the blackboard.
4. Write on the board words starting with sh, ch, sk and sp, and clarify how to pronounce these words.

**Explain to them the difference between digraph and consonant clusters (see information for the teachers).**

**Students realise that if two consonants without a vowel in between come together, then it is a consonant cluster.**



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Give the groups mixed flashcards of words starting or ending on the same consonant clusters.
2. Ask them to separate words starting and ending with the same consonant clusters.
3. Ask them to think and tell more words starting and/or ending with same consonant clusters.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students the difference between a digraph and a consonant cluster.



## ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class during the lesson by checking their pronunciation.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Look into a dictionary or newspaper or your textbook or any other book and find four new words starting with 'br', 'tr' and 'sc' consonant clusters. Possible responses: brow, brown, bread, bring, brought, broom, branch, tree, trip, trunk, treasure, trolley, try, trowel, trail, tray, scarf, scare, scale, scold (consonant cluster in the beginning / initial position) and write in your notebooks.

# INTRODUCING SELF AND OTHERS



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to introduce themselves and others and engage in conversation.

## INFORMATION FOR TEACHERS

1. Teach the students the vocabulary that can be used and is helpful for them to introduce themselves and others.
2. Modelling, or demonstrating for the class, is key, even when it comes to introductions. So, stay fully engaged with students during the entire lesson.
3. Keep the language English – if you notice some students struggling with listening and understanding English, use gestures, body language, and pictures to help them get the message. Use words and phrases from the local language only as a final resort.
4. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write the following words in bold letters on the writing board:  
**MY NAME, CLASS, CITY/VILLAGE, HOBBY, FAVOURITE BOOK**
2. Point towards each word and introduce yourself like:  
**My name is Ali. I'm a teacher of the 5<sup>th</sup> class. I'm from Peshawar. I like to play cricket. My favourite book is 'Alice's Adventures in Wonderland.'**
3. Ask students to work in pairs and introduce each other in the same way as you did. Tell them it is alright if they cannot speak complete or accurate sentences; they should try to use their gestures and body language to support what they say!



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

1. Write the following expressions on a chart or writing board:
  - ◇ My name is .....
  - ◇ I'm .....
  - ◇ Nice to meet you; I'm .....
  - ◇ Pleased to meet you; I'm .....

- ◇ Let me introduce myself; I'm .....
  - ◇ I'd like to introduce myself; I'm .....
  - ◇ I'm from.....
  - ◇ My hobby is .....
2. Point to the expressions and say: "These are a few ways of introducing yourself to others".
  3. Tell the students to work in pairs and practise introducing themselves to each other using the expressions from the list.

### Activity 2:

10 Minutes

1. Say: "Now that we have learned how to introduce ourselves to others, let's move on to the next part of today's lesson: introducing others".
2. Write the following expressions on a chart or writing board:
  - ◇ Ali, please meet Babar.
  - ◇ Rida, have you met Fatima?
  - ◇ I'd like you to meet Kashif.
  - ◇ I'd like to introduce you to Hafsa.
  - ◇ Umar, this is Hassan. Hassan, this is Umar.
3. On another chart or a part of the writing board, write the following:

#### Useful responses when introducing yourself or other people:

- ◇ Nice to meet you.
  - ◇ Pleased to meet you.
  - ◇ Happy to meet you.
  - ◇ How do you do?
4. Ask the students to work in the same pairs again. Ask each other the following questions and note down the answers for each other:
    - ◇ What is your name?
    - ◇ Where are you from?
    - ◇ What is your hobby?
  5. Now, ask each pair to turn to another pair and introduce their partners.
  6. Each student from one pair should introduce his/ her partner to the other pair – the introduction should be based on the answers to the three questions given above.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. "When introducing yourself or other people in a formal situation use full names." ("I'm Ali Kamal.") or ("I'd like to introduce you to Hazrat Gul.")
2. To introduce ourselves, we may use the following expressions:
  - ◇ I am Bilal.
  - ◇ I live in Peshawar.
  - ◇ I study in class 5.
  - ◇ To introduce others, we may use the following expressions.
  - ◇ Please meet Bilal Khan. (or I'd like to introduce you to Bilal Khan).
  - ◇ He lives in Peshawar.
  - ◇ He studies in class 5.



## ASSESSMENT

5 MINUTES

1. Divide the class into pairs.
2. Tell students to introduce themselves to each other for three minutes.
3. Tell some of the students to come up and introduce themselves to the class.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to interview at least five people from their family members, relatives, teachers, and friends, etc. by using the following interview questions:
  - ◇ What is your name?
  - ◇ What do you do?
  - ◇ What is your favourite dish?
  - ◇ Which festival do you like the most?
3. Then, select one of the above for an introduction to the class.

# SILENT READING WITH COMPREHENSION



## STUDENT LEARNING OUTCOMES

- Read silently and with comprehension.

## INFORMATION FOR TEACHERS

1. Silent reading helps students concentrate on the meaning of the text and makes it more meaningful.
2. Students concentrate on important information related to the text and understand it better.
3. They answer questions given at the end of the passage to show comprehension.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, a comprehension passage with questions selected from the textbook.



## INTRODUCTION

5 MINUTES

1. Before coming to the class you must have selected the passage for reading.
2. You must write the topic of the passage chosen on the writing board.
3. Discuss the topic of the passage without asking the students to open the books.
4. For example if the passage is about food you can ask general questions about food, what do they eat, what they like in food, can they cook something, should we eat healthy food etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Ask students to open up the page of the passage to read.
2. All students to read silently.
3. Students underline all words which are new, or they don't know the meaning of or they don't know how to pronounce.
4. You should move around in the class to monitor silent reading. Make sure that every student is reading.
5. Students raise their hands to ask questions if they have any problem. You must go to the students and help.

**Activity 2:****10 Minutes**

1. When students have finished reading the passage, ask short questions related to passage to check their understanding.
2. Discuss the questions given at the end of the passage to know their correct answers.
3. Ask students to write answers to the questions in their notebooks.

**CONCLUSION / SUM UP****3 MINUTES**

- Ask students to read their answers in class. Correct them, if there are any errors.

**ASSESSMENT****5 MINUTES**

1. Assess students' responses during discussion and written work.
2. Give a similar passage to students from their textbooks and ask them to answer the questions.
3. Involve the students in solving problems given exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. The students must read a unit in their science/social studies textbook. The teacher can hold a discussion session the next day to check the students understanding and comprehension about the unit they have read.
2. If possible, make a variety of texts in English available to students so that each child can choose to read something according to his/her individual taste: You may have joke books for children, riddle books, children's section of English newspapers, fairy tales, story books about monsters, books about different countries of the world.

# DISTINGUISH BETWEEN FACTS AND OPINIONS



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with text using intensive reading strategies (while reading) to:
  - ◊ Locate an opinion.
  - ◊ Distinguish fact from opinion.

## INFORMATION FOR TEACHERS

1. Opinion is a view or a personal opinion or preference. People have different opinions. For example, "I like sunset".
2. A fact is a piece of information about circumstances that exist or events that have occurred. For example, "The sun sets in the west".
3. It is important that students learn to distinguish between facts and opinions. Also, it is equally important that they learn to accept that others might have different opinions and that we should respect their opinions. Opinion/ viewpoint is never right or wrong. It is just another way of looking at a thing.
4. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

1. Introduce the topic by providing following pair of sentences on the writing board:
2. Islamabad is the capital of Pakistan (fact: officially stated in all documents) it is a very peaceful city (opinion).
3. Monsoon season begins around July and ends in August (fact: stated in geography books and happens regularly every year). It is the best season of the year (opinion).
4. My friend Bilal always stands firsts in his class (Fact: his result s shows this). He is the best boy of the class (opinion).
5. Tell them the difference between a fact and an opinion in very simple words.
6. Tell students that people argue because they think that their opinion is the only right one.
7. Or that their opinion about something is a fact. For example, we think Pakistan is a wonderful country. That is an opinion. It is not a fact and people may have a different opinion about Pakistan too.
8. Fact: Knowledge or information based on real happenings.
9. Opinion: View, a way of looking at something.
10. Ask them to open the page of the text book which you have selected to demonstrate.

11. Ask them to read that page and differentiate between fact and opinion. Let them do it themselves.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Divide the class in two groups. Let the groups be seated in front of each other.
2. Give them a topic to discuss. Try to select a topic which is of higher interest for the students. For example, Cricket/tele-vision /homework, vacations.
3. Ask one group to make a list of facts about the topic.
4. Ask the other group to make a list of opinions about the topic.
5. Students then read out their lists and other groups listen and ask clarifying questions when required.
6. Ask the other group of students to listen to the discussion and stop the discussion where they hear a fact. They must explain how it is a fact and not an opinion. Then resume the discussion.

### Activity 2:

10 Minutes

1. Copy each of the sentences below into your books and write (in brackets) whether you think each one is presented as a fact or an opinion.

**Extension: Groups \_\_\_\_\_ -> explain your reasoning)**

2. The car was blue. (Fact)
3. The man had lost his coat. (Fact)
4. Lahore Lions are the best cricket club in Pakistan (opinion)
5. I do not like that television programme. (opinion)
6. Aslam's album sold the most copies last year. (fact)
7. I believe that he can win. (opinion)
8. Shahid Afridi is the most stylish cricketer in the world. (opinion)
9. Shahid Afridi was the highest wicket taker in World Cup 2011. (Fact)
10. I don't have coat. (Fact)
11. The library is the tallest building in the town. (Fact)



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by highlighting the importance of politeness when expressing opinions. Ask them how one should respond if someone disagrees with one or has a different opinion than one's.

1. Model following phrase
2. "You are right but..."
3. "I understand what you are saying but..."
4. "In my opinion..."
5. "I think..."



## ASSESSMENT

5 MINUTES

1. Ask the students:
  - ◇ Write two facts about school.

- ◇ Write two opinions about school.

OR

- ◇ Write two facts about food.
- ◇ Write two opinions about food.

2. Involve the students in solving the problems given in the exercise at the end of unit/  
chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask students to write a short paragraph on a given topic where they write sentences stating facts and expressing opinion.

# INFLECTIONAL ENDINGS AND COMPOUND WORDS



## STUDENT LEARNING OUTCOMES

- Recognise specific parts of words, including common inflectional endings and compound words.

## INFORMATION FOR TEACHERS

- A change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender is called an inflectional ending.
- An inflectional ending is a group of letters added to the end of a word to change its meaning. While learning about inflected endings, students will note that a root word lies within (bat, bats).
- Compound words are formed by joining two or more simple words to create a new word with a different meaning. Examples are: air+plane=airplane, play+ground=playground, etc. Help students understand that these are three different ways of writing compound words – some compound words are spelled as two words, some are spelled as one word, whereas some are joined with a hyphen (-). Share one example of each type of compound: **an open compound** e.g., ice cream; **a closed compound** e.g., bedroom; and **a hyphenated compound** e.g., check-in, seventy-five, etc.
- Compound words are also formed from complete words e.g., in the word 'lunchbox', both 'lunch' and 'box' are complete words.
- Studying compound words is fun, helps students understand the language, builds interest in words, and prepares students to learn prefixes, suffixes, and word roots.
- Using the Word Wall strategy for compound words is also effective – the teacher should work with the class throughout the year to develop a word wall of compound words by listing them as and when students come across a new compound word in a lesson.
- While teaching the lesson, also consult the textbook at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Spend five minutes with students and recap their knowledge about words and their different parts e.g., write 'blackboard' and ask if it is one word. Students may reply 'no'. Some of them may say it is a compound word as they have learnt this concept in the previous class.
- Do the same practice with few more words e.g., notebook, flashcard, class fellow, etc.
- Write the word 'help' on the writing board and ask students to think of a few variations of

this word. Expected answer: helping, helped, helps, helpful, etc.



## DEVELOPMENT

23 MINUTES

### Activity 1:

10 Minutes

1. Write one example of each type of compound: an open compound e.g., ice cream; a closed compound e.g., bedroom; and a hyphenated compound e.g., check-in, seventy-five, etc. Tell students that these are three different ways of writing compound words – some compound words are spelled as two words, some are spelled as one word, whereas some are joined with a hyphen (-).
2. Write the following word equations one by one on the writing board.
3. Ask the students to work in pairs and help you complete the equation, i.e., what word will be created if two words with the addition sign are combined. Give them an example: sun + flower = sunflower
4. The first pair to raise hands will be allowed to answer.
  - ◇ snow + ball =  
Compound word:  
-----
  - ◇ grass + hopper =  
Compound word:  
-----
  - ◇ living + room =  
Compound word:  
-----
  - ◇ high + school =  
Compound word:  
-----
  - ◇ father+in+law =  
Compound word:  
-----
  - ◇ two+fold =  
-----

### Activity 2:

13 Minutes

1. Tell students that now they are going to learn how changing the end of a word by adding an inflectional ending can change its meaning. Define an inflectional ending as a group of letters added to the end of a word.
2. Give a few examples of some common inflectional endings. Tell your class that the ending *-ing* shows that something is in the **present tense**, or happening right now. Write an example of this (such as *I am working*) on the writing board.
3. Explain that the ending *-ed* shows that something is in the **past tense**, or already happened. Write an example of this (such as *I worked*) on the writing board.
4. Similarly, tell students that the inflectional endings *-s* and *-es* change a noun from singular (one) to **plural** (more than one): cat/cats, bench/benches.
5. Next, write down and separate the different inflectional endings at the top of the board. Then, as a class, have the students come up with words that use the endings effectively. Here is what your board would first look like:

<b>s</b>	<b>es</b>	<b>ing</b>	<b>ed</b>
----------	-----------	------------	-----------

6. Your board will look something like this, once student start adding words to it:

<b>s</b>	<b>es</b>	<b>ing</b>	<b>ed</b>
socks	dresses	singing	bumped
parks	fixes	laughing	looked

7. Appreciate students for their responses.



### CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by telling the students that:
  - Compound words are two or more words that join to make a new word with a new meaning.
  - The inflectional endings -s and -es change a noun from singular (one) to plural (more than one): cat/cats, bench/benches. The inflectional endings -ing and -ed change the tense of a verb: eat/eating, walk/ walked.



### ASSESSMENT

3 MINUTES

- Tell students to go through the first lesson in the textbook and find at least five compound words and five words with inflectional endings.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Tell the students to observe different materials in their homes denoting compound words and write names of 10 such materials.
- Go through a newspaper or a magazine and find 10 inflectional words.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

# HOMOPHONES



## STUDENT LEARNING OUTCOMES

- Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms.

## INFORMATION FOR TEACHERS

- Homo means same and phones are sounds.
- Homophones are the words with the same sounds but different meanings and spellings e.g. tail/tale.
- They are commonly known as pair of words.
- Homonyms (also called homophones) are words that sound like one another but have different meanings. Some homonyms are spelled the same, like bark (the sound a dog makes) and bark (the outer layer of a tree trunk). Some homonyms are spelled differently, like one (the number) and won (having been victorious).



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

- Make an announcement "Speaking aloud is not allowed in the library."
- Ask them what is odd/funny about the statement (possible answer: same sounding words: aloud/allowed).
- Ask a student to write it on the board.
- Tell them that there are many words in English that sound the same but have different spelling.
- Introduce homophones and homonyms to the students.
- Give and ask for a few examples.



**DEVELOPMENT**

**20 MINUTES**

**Activity I:**

**07 Minutes**

- Teacher will show the pictures, given at the end of the lesson, to the students and ask them to tell what they can see in the pictures.
- Write the students' responses on the board in pairs for example hair-hare.
- Once this activity is finished ask the students to come up with some other homophones.

**Activity 2:****07 Minutes**

- Write the following exercise on the blackboard and ask the students to copy.
- Ask them to read the sentence and mark the correct option.
  - ◇ Is this computer for \_\_\_\_\_? (sail, sale)
  - ◇ Did the architect visit the \_\_\_\_\_? (site, sight)
  - ◇ How does your \_\_\_\_\_ work? (maid/ made)
  - ◇ Let's \_\_\_\_\_ candies from the canteen. (by, buy)
  - ◇ Does it \_\_\_\_\_ in summer? (rein/rain)
  - ◇ Do the muslim women wear \_\_\_\_\_? (vale/veil)
  - ◇ My aunt has two daughters and a \_\_\_\_\_ (son, sun)
  - ◇ Amna has beautiful long black \_\_\_\_\_ (hare, hair)

**Activity 3:****06 Minutes**

- Ask the students to make sentences of the following pairs of words (homophones/ homonyms).
- Ask them to try to use them in parallel sentences so that the meaning is clarified. e.g. their son is standing there.
  - ◇ their/there
  - ◇ made/maid
  - ◇ flour/flower
  - ◇ sight/site
  - ◇ aloud/allowed
- Monitor and help the students and give your input where required.

**CONCLUSION / SUM UP****3 MINUTES**

- What are homophones and homonyms?

**ASSESSMENT****5 MINUTES**

- Once the students are done with the sentences, ask them to exchange and check each other work and give feedback.
- Ask the students to correct their wrong sentences and write them again.
- Involve the students in solving problems given exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

- Ask the students to find out five homophones from their English book.
- Continue to remind students of spellings of homophones from the textbook.

## REFLEXIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Illustrate use of pronouns learnt earlier. Use the personal pronouns myself, yourself, yourselves, himself, herself, ourselves, themselves and itself.

## INFORMATION FOR TEACHERS

- Pronouns are words that take the place of common and proper nouns.
- Pronouns are used in English to avoid repeating information that is already clear. In general it makes the sentence less confusing because the same information is not being repeated.
- A reflexive pronoun is usually used when the object of a sentence is the same as the subject. The reflexive pronoun can also be used to give more emphasis to the subject or object.

**For Example:**

- ◇ I hurt myself.
  - ◇ He shot himself.
  - ◇ She cut the hair herself.
  - ◇ She looked at herself in the mirror.
- Each personal pronoun (such as I, you, he, and she) has its own reflexive form. Reflexive pronouns end in “-self” (singular) or “-selves” (plural). There are eight reflexive pronouns:

Personal Pronouns	Reflexive Pronouns
▪ i	▪ myself
▪ you (singular)	▪ yourself
▪ you (plural)	▪ yourselves
▪ he	▪ himself
▪ she	▪ herself
▪ it	▪ itself
▪ we	▪ ourselves
▪ they	▪ themselves

In these sentences the subjects and objects are NOT the same persons	In these sentences the subjects and objects are the SAME pronouns (Reflexive Pronouns)
I saw <b>him</b> . (I saw someone else)	I saw <b>myself</b> in the mirror. (I saw my own self in the mirror)
Ali sent <b>him</b> a copy. (Ali sent someone else a copy)	Ali sent <b>himself</b> a copy. (Ali sent his own self a copy)

Zahid sent <b>her</b> a copy. (Zahid sent someone else a copy)	Meena sent <b>herself</b> a copy (Meena sent her own self a copy)
My dog hurt <b>the car</b> .	My dog hurt <b>itself</b> . (My dog hurt its own self)
We blame <b>you</b> . (We blame someone else)	We blame <b>ourselves</b> . (We blame our own selves)
They cannot look after <b>the babies</b> .	They cannot look after <b>themselves</b> . (They cannot look after their own selves)

5. Time allocation is estimated and can change as per need of the activity.
6. Keep reinforcing the reflexive pronouns whenever they come in the textbook.
7. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, textbooks.



## INTRODUCTION

5 MINUTES

1. Start the lesson by telling the class that all of them will play a short game of guessing an object or a person. Explain to the students that one student will have to guess the object or the person.
2. Choose one volunteer student and send him/her out of the classroom. Tell him to go and sit in the next classroom until you call him/her back.
3. Choose an object or person to be guessed along the rest of the students. Call back the student who was sent out.
4. The whole class tells the student the gender of the person or object to be guessed (masculine, feminine, neuter, common). The class also tells the student whether the object or person to be guessed is singular or plural.
5. The class gives hints to the student, using appropriate pronouns, until the student guess the answer. For example, if the person to be guessed 'is a male hairdresser', the class may say things like:  
**He uses scissors. He needs training. He make different styles.**
6. Provide students with the related vocabulary while they are giving hints.
7. After the student has guessed the object or the person, ask the whole class to clap for him/her.
8. Write the pronouns used by students on the writing board and ask them what are these words called? Also ask the students why these words are used. Write the pronouns learnt earlier on the writing board.
9. Tell the class that today they will learn about another type of pronoun called Reflexive Pronoun. Write the topic 'Reflexive Pronouns' on the writing board.
10. Write all the eight reflexive pronouns on the writing board. ask the students to find as many reflexive pronouns in their textbooks as they can in two minutes. Give hint by telling them some page numbers where they could find these pronouns.
11. Explain to the students that a reflexive pronoun is usually used when the object of a sentence is the same as the subject. The reflexive pronoun can also be used to give more emphasis to the subject or object.
12. Help students understand through the examples they found in their textbooks.



## DEVELOPMENT

20 MINUTES

### Activity

20 Minutes

1. Write the sentences and the pronouns on the board (See the sample at the end of the lesson plan).
2. Tell the students to write only the sentences in their notebooks.
3. Explain to the students that they have to choose and write in the blanks the correct reflexive pronoun. Tell them to choose pronouns from the list written on the board.
4. Provide help to the students where necessary.
5. You can give more sentences if students finish the work before time.



## CONCLUSION / SUM UP

3 MINUTES

1. Give students a quick recap by reinforcing the definitions of reflexive pronouns.



## ASSESSMENT

5 MINUTES

1. Check students' ability to recall the pronouns learnt earlier in the introduction activity by asking them about pronouns.
2. Assess students' ability to use reflexive pronouns through their performance in the activity 1.
3. Check the work given as homework to judge students' ability to use reflexive pronouns correctly.
4. Assess students' understanding of pronouns by giving them a short test after all the pronoun lessons are taught.
5. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write 5 reflexive pronouns on the board. Tell students to use the pronouns in their own sentences

### Sample- Activity 1

Look at the underlined noun in each sentence. Choose the correct reflexive pronoun and write in the blanks.

<b>Myself</b>	<b>yourself</b>	<b>himself</b>	<b>herself</b>
<b>Itself</b>	<b>ourselves</b>	<b>yourselves</b>	<b>themselves</b>

1. Ahmad made this sandwich \_\_\_\_\_.
2. Mehwish did the homework \_\_\_\_\_.
3. I wrote this poem \_\_\_\_\_.
4. She cut \_\_\_\_\_ with the knife while she was cooking.
5. They collected all the tickets \_\_\_\_\_.
6. The elephant can defend \_\_\_\_\_.
7. Sara, did you write this story \_\_\_\_\_.
8. We all enjoyed \_\_\_\_\_ very much on the picnic.
9. Zainab and Adnan, you should look after \_\_\_\_\_.

10. Did they behave \_\_\_\_\_?

**Answer Key:**

**1. himself, 2. herself, 3. myself, 4. herself,  
5. themselves, 6. itself, 7. yourself, 8. ourselves,  
9. yourselves, 10. themselves.**

# POSSESSIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Demonstrate the correct use of my - mine, your - yours, etc.

## INFORMATION FOR TEACHERS

1. Possessive pronouns are used in English to avoid repeating information that is already clear. In general it makes the sentence less confusing because the same information is not being repeated.
2. There are seven possessive pronouns in English: his, hers, mine, yours, its, ours, and theirs.

### Example:

- ◇ This book is my book, not your book.
- ◇ This book is mine, not yours.
- ◇ (Mine and yours are possessive pronouns)
- ◇ In the sentence, mine is a possessive pronoun that replaces my book.
- ◇ In the sentence, yours is a possessive pronoun that replaces your book.

Subject	Possessive Pronouns
▪ I	▪ Mine
▪ You	▪ Yours
▪ He	▪ His
▪ She	▪ Hers
▪ It	▪ Its
▪ We	▪ Ours
▪ Their	▪ Theirs

3. Time allocation is flexible and can change as per need of the activity.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, duster and textbooks.



**INTRODUCTION**

**5 MINUTES**

1. Announce in the class that today's lesson will begin by playing the game 'Detective'. Explain to the students the rules of the game. One student will act as a detective. He/she will be sent to the next classroom for one minute. When the detective comes back after a

minute, he/she will be given an object. The detective then asks from one of the students: Is this yours? He keeps asking this question till he gets an answer in Yes.

2. Now play the game.
3. Send the detective into the next classroom for one minute. Ask one student to give you some object (e.g. a pencil).
4. Instruct all the students that if the detective asks any of them about the pencil, they must say: No, it is not mine.
5. Tell the students that they can also say: No, it is not mine. I think it is hers/her.
6. Call back the detective. Give him/her the pencil. Tell the detective to ask the students one by one: Is this your pencil or Is this yours? (If the number of students is more than 20, tell the detective to ask from only those students on whom he/she thinks it can be theirs).
7. The detective asks one student whether it is his/her pencil. The student replies, as instructed: No, it is not mine. I think it is his/hers (pointing at another students).
8. The detective then asks the student indicated, and so on asks all the students (if the number of students is more than 20, the detective asks from only those students on whom he/she has doubt).
9. At the end, the detective has to try to identify who is the owner of the object. (Through this activity, the students demonstrate correct use of my, mine, your, yours, his, hers. The game can be easily finished in 8 – 10 minutes).
10. After the game is finished, ask the students to recall the pronouns they used in the game. Write one pronoun on the writing board so that students start giving responses.
11. Reinforce that possessive pronouns my, your, our, their, her come before noun. Write few examples on the writing board for students' understanding (This is my computer. Our classroom is very clean. Her sister is playing with a doll).
12. Reinforce that possessive pronouns mine, yours, hers, ours, theirs are used without nouns. Write few examples on the writing board. (This computer is mine. That clean classroom is ours. This doll hers. These pictures are theirs).
13. They have already studied this concept earlier. Hence they should be able to answer and respond well in class.



## DEVELOPMENT

20 MINUTES

### Activity

10 Minutes

1. Write sentences on the board (See the sample at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the work in their notebooks. Repeat the instructions if necessary.
3. Do the first sentence on the writing board for students to understand better.
4. Move in the classroom to monitor students' work and provide help.
5. Give students some more sentences if they finish the work well before time.

### Activity 2:

10 Minutes

1. (You must select the sentences from the textbook before the class begins).
2. After students have finished doing the activity 1, clean the board.
3. Write at least five sentences, selected from the textbook, on the board. Tell students that the sentences are taken from their textbooks and they can look for them in the books later.
4. Explain to the students that they have to re-write the sentences in their notebooks by changing the possessive pronoun. For example, 'my' would change into 'mine', 'your' would change into 'yours', 'our' would change into 'ours' (see the sample at the end of the lesson plan).
5. Do the first sentence on the board for students' understanding. Help students while they are doing the exercise.



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly review the lesson. Ask the students, "Do the possessive pronouns mine, hers, yours, ours come before a noun or my, her, your, our come before a noun?"



## ASSESSMENT

5 MINUTES

1. Check how well students' recall the possessive pronouns learnt earlier in the introduction activity through the correct demonstration of use of possessive pronouns.
2. Check the written work given in the classroom to assess students' ability to use the possessive pronouns correctly.
3. Assess students' ability to demonstrate correct use of my – mine, her – hers, our – ours, etc. through the correct sentences given in the activity 2.
4. Assess students' ability to demonstrate correct use of possessive pronouns by giving them a short test (exercise) at the end of the week.
5. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make sentences using the seven possessive pronouns.
2. Note: Give students enough practice exercises in following classes.

### Sample- Activity 2

Re-write each sentence by changing the possessive pronoun. (The first one has been done for you.)

1. This is their book.                      This book is theirs.
2. Those are his shoes.
3. That is her job.
4. These are our paints.
5. This is my handkerchief.

#### Answer Key:

2. Those shoes are his.
3. That job is hers.
4. These paints are ours.
5. This handkerchief is mine.

# SUBJECT-VERB AGREEMENT



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of subject-verb agreement according to person and number.

## INFORMATION FOR TEACHERS

1. The subject of a sentence can be singular (one) or plural (many).
2. The verb form can change depending on whether the subject is singular or plural. e.g.,
  - ◊ This computer (singular subject) is (verb) old.
  - ◊ These computers (plural subject) are (verb) old.
3. The verb must always agree with its subject. Therefore, a singular subject takes a singular verb, and a plural subject takes a plural verb.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write the following sentences on the writing board and ask the students which one is correct, do ask for the reasons why one is right or wrong.
  - ◊ This is a book.
  - ◊ This are a book.
2. Briefly review the terms 'verb' and 'subject' with the whole class. Then, explain the following:
  - ◊ The verb must always agree with its subject.
  - ◊ A singular subject takes a singular verb, and a plural subject takes a plural verb.



**DEVELOPMENT**

**21 MINUTES**

### Activity 1:

**11 Minutes**

1. Make a chart of the following table about the present tense subject-verb agreement and paste it on the writing board:

He /She/ It	Verb + 's' or 'es'
I/You/We/They	Verb
I	Am

He/she/It	Is
You/we/they	Are

2. Explain to students which subjects take which verbs and then write the following exercise on the board:

**Write correct verb form in the following sentences:**

- ◇ I ----- happy. (am, are)
- ◇ Rashid ----- cricket. (plays, play)
- ◇ Jamil ----- a good student. (is, am)
- ◇ You ----- ill. (are, is)
- ◇ I ----- apples. (eat, eats)

3. Divide the class into pairs.
4. Ask each pair to complete the blanks.
5. Tell the students to refer to the exercise written on the board when and where they need it.
6. Invite some pairs to come up and share their responses with the class.

**Activity 2: 10 Minutes**

1. Write the following verbs and table on the writing board:

**eat, speak, eats, speaks, walk, walks, run, runs, harvest, harvests, sleep, sleeps**

Subject	Verb
I	
We	
You	
He	
She	
It	
They	
Boys	
Farmer	

2. Tell the students to remain in the same pairs and copy the chart in their notebooks.
3. Ask students to write corresponding verbs in front of the subjects and complete the chart.
4. Invite some students to come up and share their answers/responses.



**CONCLUSION / SUM UP**

2 MINUTES

1. Conclude the lesson by telling the students that:
  - ◇ The verb must always agree with its subject. Therefore, a singular subject takes a singular verb, and a plural subject takes a plural verb.



**ASSESSMENT**

5 MINUTES

1. Write these sentences on the writing board.
  - ◇ So many people are/ is outside.
  - ◇ The office is/are closed.
  - ◇ He cooks/ cook food.

- ◇ There is/ are three books.
- 2. Ask students to write the correct verb form in their notebooks.
- 3. Review each sentence with the whole class. (Ask students: 'raise your hand if you chose 'are'... 'cooks'...and so on).



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Refer students to the subject-verb agreement exercise in the textbook and ask them to solve the exercise as a home task.
2. Tell students to share their work in the upcoming class the next day.

# NARRATIVE PARAGRAPH-I



## STUDENT LEARNING OUTCOMES

- Identify narrative paragraphs to note differences.

## INFORMATION FOR TEACHERS

- A narrative paragraph narrates an incident, event, experience, or story.
- A narrative paragraph mostly talks about the events related to the past.
- Tell students that a narrative paragraph contains three types of narration:
  - 1st person i.e. I, we.
  - 2nd person i.e. you
  - 3rd person i.e. he, she, it, they, a name.
- While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the following sentence starter on the writing board:  
**Last time .....**
- Tell students to think about a picnic they had in the recent past.
- Ask some students to share their experience by starting with the sentence starter written on the board. e.g., date, venue, conveyance, etc.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

- Write the following sentence on the writing board:
  - I am Ali.
  - You are Ali.
  - He is Ali.
- Ask students if they find any difference in these sentences.
- Take responses from a few students.
- After discussion tell students that:
  - 1<sup>st</sup> sentence is in the first person and is told by Ali himself.

- ◇ 2<sup>nd</sup> sentence is in the second person and is told by a person standing in front of Ali addressing him directly.
  - ◇ 3<sup>rd</sup> sentence is in the third person and is told by a person who is not addressing Ali. Even, Ali may not be present there when this person said it.
5. Write the following sentences on the writing board:
    - ◇ I went to Peshawar.
    - ◇ He plays cricket.
    - ◇ You win the match.
  6. Divide the class into pairs and tell them to identify the persons in the sentences written on the writing board.
  7. Invite some students to share their answers.

### Activity 2: 10 Minutes

1. Write the following short paragraphs on the writing board.
  - ◇ Once a fox was hungry. He went to a garden and saw some grapes. He wanted to eat them, but the grapes were very high. He jumped up again and again but could not reach the grapes. He got disappointed and went away saying "The grapes are sour".
  - ◇ I am a fox. Once, I was very hungry. I went to a garden and saw some grapes. I tried to eat the grapes, but they were too high. I jumped up again and again but could not reach. I was so disappointed that I left saying "The grapes are sour."
  - ◇ You are a fox. One day you were very hungry. You went to a garden and saw some grapes. You wanted to eat them, but the grapes were too high to reach. You jumped up again and again but could not reach. You got disappointed and went away saying "The grapes are sour".
2. Divide the class into pairs and tell them to read all three paragraphs written on the writing board and find out the differences between narrations.
3. Ask students to compare their answers with another pair.
4. Allow 2 – 3 students to share their answers with the whole class.



### CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling the students that:

1. A narrative paragraph contains three types of narration which are as follows.
  - ◇ 1<sup>st</sup> person i.e. I, we
  - ◇ 2<sup>nd</sup> person i.e. You
  - ◇ 3<sup>rd</sup> person i.e. He, she, it, they, a name.



### ASSESSMENT

5 MINUTES

Ask the students to write a short narrative paragraph on one of the following topics:

1. The happiest day of my life
2. My first day in school.



### HOMEWORK / FOLLOW UP

3 MINUTES

- Tell the students to complete the task as follows.
1. Read the following narration:

**Once there was a crow. He was very thirsty. He searched for water and came to a garden. He saw a pitcher of water. He wanted to drink the water, but the water was very**

**low. He saw some small stones nearby. He hit upon an idea and started throwing the stones one by one in the pitcher. The water rose slowly, he drank the water and flew away happily.**

2. Identify the narration type:

**First, second or third.**

3. Convert the narration into other two narration types.

- Assign students to do the relevant activities/ exercises from their textbook as homework.

# NARRATIVE PARAGRAPH-II



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by narrating an activity from immediate surroundings.

## INFORMATION FOR TEACHERS

- This lesson will be a development of the earlier lesson on narrative paragraphs.
- Students will learn to relate their knowledge to familiar situations.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, photographs from newspapers/ magazines can be used as resource.



## INTRODUCTION

5 MINUTES

- Ask students to brainstorm on events that happened the day before, after school.
- Ask them:
  - Did you have any guests yesterday or did you go to visit any relatives?
  - Did you do anything naughty yesterday?
  - Did anyone at home get scolded yesterday?
  - Did you or your brothers or sisters do anything interesting or enjoyable yesterday?



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Ask students: Do you play cricket? What do you do when you play cricket? What do you do when you only watch others playing cricket?
- Write the words and phrases as well as past tense form of words / phrases / sentences on the writing board.
- Students should write about a cricket match they played or watched recently.
- Ask them to use action words to describe the situation.
- Further remind them that since the action has already taken place, they have to use the past tense.
- Inform them that when they narrate events, it is called a narrative and they will write a paragraph on it.

**Activity 2:****10 Minutes**

1. Ask students to share their work with the student next to them. Work together to correct errors in the writing.
2. Also ask students to point out to their pair of any interesting or important piece of information if missing.
3. Inform them that this is known as editing.
4. Ask students to re-write the revised paragraph neatly in notebooks.
5. Ask students to underline all the verbs/action words that have been used.

**CONCLUSION / SUM UP****3 MINUTES**

1. Let sample work be read out in the class.

**ASSESSMENT****5 MINUTES**

1. Assess students' written work and give marks. You can take a test in the following week.
2. Involve the students in solving problems in the given exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Write a narrative paragraph, describing an activity at home. (It can be about some guests who visited your house or something naughty that you did or saw someone else do).

# WORDS BEGINNING WITH CONSONANT AND VOWEL SOUNDS



## STUDENT LEARNING OUTCOMES

- Identify and practise the use of the words starting with consonant and vowel sounds.

## INFORMATION FOR TEACHERS

- The letters a, e, i, o, and u are called vowels. The other letters in the alphabet are called consonants.
- A vowel sound is pronounced without any obstruction in the vocal tract.
- A consonant sound is produced by obstructing the breath anywhere in the vocal tract before it comes out of the mouth or nose to utter the sound.
- Focus on the continuous practice of consonant and vowel sounds identification and manner of articulation.
- Maintain a 'sound chart' in the classroom with example words for all 44 sounds in English.
- While teaching the lesson, the teacher should consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Draw two columns on the writing board and write vowels and consonants as follows:

Column A	Column B
a, e, i, o, u	n, b, q, d, h, y, f

- Ask some students to pronounce each letter from the writing board as written in column A and column B.
- Tell students that the letters written in column 'A' are called vowel letters while the letters written in column 'B' are called consonants.
- Explain to the students that there are 26 letters in the English alphabet, five letters are vowels, and the remaining 21 letters are consonants. However, the five vowel letters produce as many as 20 vowel sounds whereas the 21 consonant letters produce only 24 consonant sounds.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Say: "I'll say two words aloud. Listen carefully and tell me which sound each word starts with."
2. Say these words aloud: petrol, astronaut
3. Write the following words on the writing board:  
**pen, orange, book, sea, apple, air, ball, eat, wall, balloon, hour, universe.**
4. Divide the class into pairs.
5. Tell pairs to pronounce these words and identify which one starts with a vowel sound and which words start with consonant sounds. Tell them that sometimes a word has a vowel letter at the start but it does not begin with a vowel sound, whereas these are a few words with consonant letters at the start but they begin with a vowel sound. For example, the word 'union' starts with a vowel letter 'u' which produces a consonant sound /yu/.
6. Tell students that they have 3 minutes to complete their task.
7. Invite a few students to come up and share their answers with the whole class.

### Activity 2: 10 Minutes

1. Students will remain in the same pairs.
2. Refer the students to a lesson in the textbook.
3. Ask students to find out words starting with vowel and consonant sounds and list them.
4. Invite a few pairs to come up and share their findings with the whole class.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. A vowel sound is pronounced without any obstruction in the vocal tract.
2. A consonant sound is produced by obstructing the breath in the vocal tract.
3. Explain to the students that there are 26 letters in the English alphabet, five letters are vowels, and the remaining 21 letters are consonants. However, the five vowel letters produce as many as 20 vowel sounds whereas the 21 consonant letters produce only 24 consonant sounds.
4. Some words begin with a vowel letter that produces a consonant sound or vice versa.



## ASSESSMENT

5 MINUTES

1. Say the following words one by one:  
**table, umbrella, bag, under, fan, ice cream**
2. Tell students to stand up if the word starts with a vowel sound and keep seated if the word starts with a consonant.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through the first lesson in their textbooks and find out at least 5 words beginning with vowel sounds and 5 words beginning with consonant sounds. Ask them to fill out the following table as shown below:

Word	Vowels	Consonants
elephant	/e/	
history		/h/

# ENGAGING IN A CONVERSATION



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to engage in conversation.

## INFORMATION FOR TEACHERS

1. Involve students in active communications.
2. Use appropriate vocabulary for the topic.
3. Focus on engaging students in conversation/discussions.
4. Use gestures (body language) to support your talking.
5. Give students practice in short informal sentences.
6. Engage students in short discussions and dialogues.
7. While teaching the lesson, consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Divide the class into groups of 4 – 5 students
2. Ask students to discuss any two topics for two minutes each:
  - ◇ The best thing about our school
  - ◇ The best teacher in our school
  - ◇ Best season in our village/town/city
3. Tell them that everyone in the group must say something about these topics.



**DEVELOPMENT**

**20 MINUTES**

**Activity I:**

**10 minutes**

1. Write the following information sheet on the writing board and ask students to copy it on their notebooks.

Question	Answer	Student's Name
What is your favourite food?		
Where do you spend your weekend?		

Name your favourite sports?		
What are your favourite subjects?		

- Now tell the students that they will get up and mingle in the room.
- They will have the information sheet with them, they should talk to at least four different students and ask one question from each student.
- Tell students that they must have at least one answer for each question.
- Tell students to write the name of each student against each question he/she answered.
- After five minutes tell students to take their seats.
- Ask a few students to share their gathered information i.e., answers with student names.

### Activity 2: 10 Minutes

- Divide the class into four groups.
- Nominate a group leader from each group to moderate the discussion.
- Give them the following topic for discussion:
  - ◇ TV is good or bad?
  - ◇ How can we help others?
- Tell students to talk about these topics and engage in conversation.
- Move around the room and observe the conversation in different groups.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- In order to participate in a discussion/conversation, it is important to think of an idea.
- Do not hesitate to express your ideas.
- Use body language/gestures and easy words to convey your message.
- Tell students to interact and engage in active conversations as much as possible.
- Focus on vocabulary and pronunciation for fluency.



### ASSESSMENT

5 MINUTES

- Ask students to discuss their favourite foods/ places/ TV programmes in pairs.
- Move around and listen to their conversations.
- Identify any students who are struggling/ shy and provide them additional support during recess time. Encourage them to participate in conversations. Tell them it is ok to use incomplete or grammatically inaccurate sentences during practice. If they do not know a word, they should use gestures or body language to convey their message.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students to converse with their family members, friends, relatives, and teachers about the weather, sports, professions, etc.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

## RETELLING A STORY



## STUDENT LEARNING OUTCOMES

- Retell a story briefly but sequentially.

## INFORMATION FOR TEACHERS

- It is important that children are able to retell the story including significant details about major characters and correct sequence of events.
- Sequencing words of time are an important part of the story. For example then, after that, in the end, it starts with, from etc.
- Always look up the meaning of the difficult words from a dictionary before the lesson. This helps you give the best/concise meaning to the students.
- While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

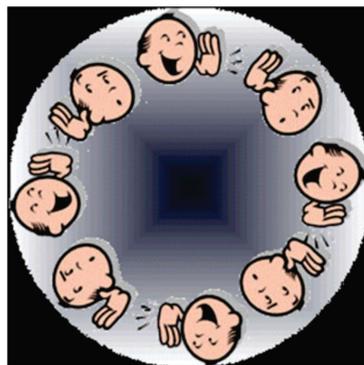
- Story book (preferably with some illustrations/ pictures to aid comprehension and maintain interest level). Sample story (appendix).



## INTRODUCTION

5 MINUTES

- Tell students that you are going to play a memory game. Tell them to listen carefully and remember the order in which things happened.



- This is the cow that kicked the dog that chased the cat that ate the mouse that ate the cheese in the house that Ali built.
- Write the words in bold writing on the board but in jumbled order. Ask students to remember which one came first.
- Once they have done it, ask them if there was a pattern in the sequence (Yes, the pattern was starting from the biggest and then moving to the smallest animal).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Divide the class in three groups.
2. Each group should be given a sample story copy (appendix) and they should all be able to see the book and the pictures in it.
3. Now read the story and tell them about the pictures in the book and the events those pictures are showing.
4. Try to use pauses and breaks, which will help the students to see the pictures related to what you said. Read with intonation and expression.

### Activity 2: 10 Minutes

1. Ask the class: Was the story interesting? What was the best part of the story? Discuss the story in brief.
2. Now ask a student to volunteer to retell the story in his/her own words. Encourage using complete sentences and correct tense use.
3. Make it a chain story. You start retelling the story and stop at a point and ask the next student to take the story from there. Ensure that you monitor the pace of retelling the story so that every child can get a chance.
4. Ask the children to add in any details missing.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by retelling the story yourself to the class. Take students ideas about the importance of remembering and being able to retell/narrate what happened.



## ASSESSMENT

5 MINUTES

1. Ask some questions from the story. Like description of the characters and their behaviors. Using the 5 'wh' questions (Who, what, where, when, why). Also ask using the doing, saying, feeling prompts to elicit responses about the characters and events.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Students must be able to retell/narrate their favorite story to their pairs. The pairs would retain the events told and would write it in their notebooks.

**SAMPLE STORY:****The Grasshopper and the Ants**

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting, as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are helping to store food for the winter," said the ant, "and think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper.

But the ants went on their way and continued their hard work.

The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.

He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.

"What!" cried the ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store any food," complained the grasshopper; "I was so busy playing music that before I knew it, the summer was gone."

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

Don't forget -- there is a time for work and a time for play!

**Month**

**4**

# APPLYING INTENSIVE READING STRATEGIES



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with text using intensive reading strategies (while reading) to:
  - ◊ Guess meanings of difficult words from context.
  - ◊ Use context to infer missing words.

## INFORMATION FOR TEACHERS

1. Intensive reading requires that students try to understand the text thoroughly.
2. Critical thinking means applying their prior knowledge, the given information and reasoning to analyze and reach a logical conclusion.
3. To 'Infer' means to understand or grasp the meaning when there are no direct or obvious clues in the text. Inference requires looking at context (background, setting, information, and topic) of the text.
4. Similarly missing words can be guessed using the information already given and by looking at the meaning of the other words in the same sentence and the rest of the text.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- White board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Ask the students the meaning of the word overcast.
2. When they are unable to answer tell them not to be disappointed. They can always guess the meaning of a word in a sentence without a dictionary.
3. Write the following text on the writing board:
4. Asad could hear thunder. He looked up and saw that the sky was overcast. He rushed to pick up the clothes that he had put out to dry after washing.
5. Now ask them to guess the meaning again. (Cloudy, about to rain).
6. Ask them which words/information helped them to guess the meaning.
7. (Correct responses will depend on the following clues: thunder/ rushed to pick up the clothes that he had put out to dry after washing).
8. Tell the students that they will be guessing the meanings of difficult words by keeping in mind the context of the text, that day.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Take a relatively difficult text for the class (from their textbook) which has some difficult words in it.
2. Start reading the text and tell the students to underline difficult words as you read along.
3. Now ask the students about the meaning of the words. If no one is able to answer, point out the clues in the context and ask the class to guess the meaning by keeping in mind the same. They will surely be able to tell the meaning or at least they will come closer to the meaning.
4. Conduct this activity for all the underlined words.
5. Appreciate the students who guess the words correctly and encourage the students who are not able to. Try to ask the shy students to participate in the session.

### Activity 2: 10 Minutes

1. Take a paragraph from the text book and delete some key words from it, in a worksheet (no more than 8-10 words in a paragraph of 15-20 lines).
2. Make a table and write the missing words and a few distracters i.e. words which are not the right choices.
3. Divide the class in pairs and give the worksheet to them.
4. Ask them to use the context of the words and sentences and infer the missing words from the list given to you.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask them the new words they have learnt in this lesson.
2. Ask them how the skill of guessing from the context will be useful for them.



## ASSESSMENT

5 MINUTES

1. Give them another short text from their text book with difficult meanings and ask them to find out the meanings of 4 words through guessing.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students text from a poem and see if they can guess the meaning of difficult words.

# ELEMENTS OF A STORY



## STUDENT LEARNING OUTCOMES

- Identify the elements of a story: plot, beginning, middle, and the end of a story with conflict and resolution; human, animal, imaginary characters and their roles; dialogues and setting.

## INFORMATION FOR TEACHERS

- Read out the story to the class with effective intonation and expression to capture the interest of the students.
- The purpose of the story is to entertain.
- Interesting characters and setting, a good beginning, middle, and end and the logical sequence of events/actions make the story interesting.
- Each story has a problem or conflict to resolve.
- The characters of the story may be people, animals, or other creatures.
- Dialogues are all the sentences/statements given or uttered by the characters.
- The setting is the 'place' and 'time' where the story takes place.
- The beginning introduces the characters, the setting, and the problem of the story.
- In the middle, the problem develops.
- The end is how the problem/conflict is resolved.
- Roleplay will help students understand the story better so that they can attempt the written task easily.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Ask the following questions from students:
  - Do you like reading stories?
  - What are your favourite stories?
  - How many of you have heard about the story "The Hare and the Tortoise"?
- Tell students that you will read out the story so that those of them who have never heard about it may also know it.
- Get the story written on the writing board or a chart pasted on the wall.

**Activity 1: 10 Minutes**

1. Read the story aloud with a clear voice.
2. Keep the voice high enough for the whole class to listen to.
3. Read with an appropriate rise and fall of the tone indicating happiness, pride, fear, etc.
4. Change your voice to act out the roles of hare and tortoise.
5. Pause and repeat the sentences if you feel that the class is having a problem listening clearly.
6. Observe students infer if they are understanding the story or not.
7. Write the following elements on the writing board:
  - ◇ characters
  - ◇ setting
  - ◇ Plot
  - ◇ Conflict
  - ◇ Problem
  - ◇ Solution
  - ◇ Theme
8. Divide the class into pairs and ask them to brainstorm about these words.
9. Tell students to turn to their partners after brainstorming and share their answers.

**Activity 2: 10 Minutes**

1. Ask students to recall the story they just heard in the previous activity.
2. Now discuss each element of the story with the help of the following table:

<b>Somebody</b>	<b>Somewhere</b>	<b>Wanted</b>	<b>But</b>	<b>So</b>	<b>Then</b>
Who is the main character?	Where does the story take place?	What does the main character want?	What is the problem or conflict?	How does the problem get solved?	What is the result or outcome?

3. Write the following questions about the story on the writing board.
  - ◇ What are the characters?
  - ◇ How many characters are there in the story?
  - ◇ What are the names of the characters?
  - ◇ What different characters do in the story?
  - ◇ What is the location of the story?
4. Divide the class into five groups.
5. Ask the groups to think of a story they all have heard and discuss these questions and find the answers.
6. When students have answered all the questions correctly, tell them that these questions are related to the characters and setting of the story.
7. Then, ask students to recall the events of the story, i.e., beginning, middle, and end.
8. Ask students to work in the same groups and find and discuss the beginning, middle, and end of the story.

9. Write the following prompt on the writing board and ask the students to complete it.

**Beginning** -----  
----

**Middle** -----  
----

**End** -----  
----

10. Ask representatives of the groups to come up and share their responses.



### CONCLUSION / SUM UP

3 MINUTES

1. Review the key story elements with the whole class.
2. Tell students that every story has a beginning, a middle, and an end.



### ASSESSMENT

5 MINUTES

1. Ask students to recall the story of 'The Hare and the Tortoise' and answer the following questions. Write these questions on the board:
  - ◇ Why did the hare and tortoise have a race?
  - ◇ Who won at the end?
2. Ask students to go through a story in their textbook and find the following:
  - ◇ characters
  - ◇ setting
  - ◇ plot
  - ◇ conflict
  - ◇ problem
  - ◇ solution
  - ◇ theme



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read the story again at their homes and find answers to the following questions:
  - ◇ What lesson did they learn from the story?
  - ◇ What are their feelings about different characters and events of the story?
2. Ask students to go through their textbooks and find another story.
3. After finding the story do the following:
  - ◇ Find beginning, middle, and end.
  - ◇ Find characters and setting.
  - ◇ Find the conflict of the story and its solution.

# CHARACTERISTICS OF A STORY



## STUDENT LEARNING OUTCOMES

- Recognise and describe briefly story elements:
  - ◊ Tell when and where the story is set.
  - ◊ Describe the character in a story.
  - ◊ Express preferences about them giving reasons.

## INFORMATION FOR TEACHERS

1. All stories have some common elements: place and time (setting), characters, and plot (events).
2. The important parts of the story are beginning/ middle and the end. Students need to be able to retell the story in the correct sequence.
3. Select a short story. It will help to save time in reading and you can discuss the elements better.
4. Different readers respond differently to different narratives. Some might love the story, yet other may not like the characters or the ending of the story.
5. While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Story book (preferably with some illustrations/ pictures to aid comprehension and maintain interest level), Sample story (appendix).



## INTRODUCTION

5 MINUTES

1. Ask students to tell the names of their favourite stories (that they have read or have listened).
2. Ask them what stories teach us/tell us.
3. Ask them if they like ghost stories, fairy tales or adventure stories.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Tell them that there are a number of elements in a story which complete the story. Tell them a brief introduction of each element i.e. time and place of the story, characters and their preferences etc.
2. Divide the class in a number of groups depending on the number of story response sheets you have with you (you can write this information on the writing board too).

3. Read the story to the students. Read it through without any pause but read it loudly and clearly. Your tone and facial expressions, should help children understand the story better.
4. Distribute the story sheet. Now ask the class about the time and place of the story. They have a picture with the text. Ask them to look at the picture and guess what time it is. Ask them the place where the story is set? The picture and the events in the story will help them in answering these questions.
5. Ask one member of each group to share the responses on their response sheet.
6. Ask students about what they liked about the story. Also ask if they would like to change anything about the story. Ask them to explain their preferences and the reasons for particular likes and dislikes.
7. Ask the class to fill in their responses.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by telling them the story elements again. Give a brief recap.



### **ASSESSMENT**

5 MINUTES

1. Assess them on their story response sheet.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to retell the story to their family members and to their friends.
2. Ask them what part of the story they would like to change. If given a chance would they like to change the end of the story? If yes, how and why? If not, then why not? Encourage critical thinking by asking what part they changed and which character they would like to be and why?

**SAMPLE STORY:**

The Grasshopper and the Ants.

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting, as they struggled to carry plump kernels of corn.

'Where are you going with those heavy things?' asked the grasshopper.

Without stopping, the first ant replied, 'To our ant hill. This is the third kernel I've delivered today.'

'Why not come and sing with me,' teased the grasshopper, 'instead of working so hard?'

'We are helping to store food for the winter,' said the ant, 'and think you should do the same.'

'Winter is far away and it is a glorious day to play,' sang the grasshopper.

But the ants went on their way and continued their hard work.

The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.

He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.

'What!' cried the ants in surprise, 'haven't you stored anything away for the winter? What in the world were you doing all last summer?'

'I didn't have time to store any food,' complained the grasshopper; 'I was so busy playing music that before I knew it, the summer was gone.'

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

Don't forget – there is a time for work and a time for play!

**Student's Response Sheet**

Element	Response by the Students
Who	
What	
When	
Where	
How	
Beginning	
Middle	
Ending	

# COMPOUND WORDS



## STUDENT LEARNING OUTCOMES

- Use common compound words in speech and own writing.

## INFORMATION FOR TEACHERS

- Compound words are formed by joining two or more simple words to create a new word. Examples: air + plane = airplane, play + ground = playground.
- Compound words are words that are formed from complete words and not prefixes or suffixes: week + end = weekend but week + ly = weekly is NOT a compound word.
- Studying compound words is fun, helps students understand the language, builds an interest in words and will help prepare students to learn prefixes, suffixes and word roots.
- It also helps learn spelling of lengthy words.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Tell the students that today you are going to help them learn a trick to increase their vocabulary.
- Remind them addition sums and signs of + and =.
- Introduce compound words to the students by writing following words as sums:
  - post + man = postman
  - moon + light = moonlight
  - tea + spoon = teaspoon
- Ask the students to match the following words to form compound words in small groups and write the compound word in the 3rd column.

arm	fast	armchair
post	guard	
tea	man	
break	wash	
after	maker	
white	chair	
safe	light	
moon	lord	
shoe	noon	
land	spoon	

5. Monitor and help the students.
6. Once they are finished with the activity, ask them randomly to tell the compound words.
7. Ask the students to make corrections side by side in their note books.



## DEVELOPMENT

20 MINUTES

### Activity 1: 07

1. Divide the students into two big groups: Group A and Group B.
2. Draw a table on the board with two columns. Write group A and B in the columns.
3. Tell the students that they are going to play a game and they have to make compound words with the given words.
4. Tell them that you will pick a student and give him a chit with a root word written on it. These students will come to the board to write their compound words with their team shouting out their guesses.
5. Root words: tea (spoon, pot, house, room, shop), tooth (paste/brush/ache), back (yard/ground/ache/ward/pack), book (shelf/ store/rack), sun (shine/ flower/set/rise), foot (ball/path/ rest/wear), etc.
6. Ask the other group to tell the correct word if a group member writes a wrong compound word.
7. Allow only 2 words per group. This will save time.

### Activity 2: 05 Minutes

1. Ask the students to make 6 sentences using any 3 root words (2 compound words each).
2. Monitor and help the students.

### Activity 3: 08 Minutes

1. Prepare flash cards of following words. The head word needs to be in a different colour paper or written in a different colour ink (included in appendix).
2. Write the following on the board.
3. Ask students to read and discuss in pairs and analyse the relationship of the compound words with each other for example sun + shine.
  - ◇ Words start with rain (water, bow, fall, coat)
  - ◇ words start with good (goodbye, goodnight)
  - ◇ Words start with after (noon, shocks, wards, shave, effects)
  - ◇ Words start with sun (shine, flower, set, rise)
  - ◇ Words that end with one (some, every, any)
  - ◇ Words that end with body (every, some, any)
  - ◇ Words end with house (farm/ dog/doll/guest)
4. Explain the meanings where needed.
5. Distribute the flash card of headwords to one group of students and make them stand in a line.
6. Read the words from other flashcards and ask students to tell which compound word can be made. Whichever student gives the correct answer holds the card and stands behind the child with the correct head word.



## CONCLUSION / SUM UP

3 MINUTES

1. What are compound words? Give few examples.



## ASSESSMENT

5 MINUTES

1. Ask the students to exchange and check each other's work and give feedback for improvement.
2. Tell the students to correct their work in the light of the feedback given by their peers.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Take at least five compound words from the textbook and use them in sentences of their own.

# USING COMPOUND WORDS



## STUDENT LEARNING OUTCOMES

- Join some words to make common compound words and use them in speech and writing.

## INFORMATION FOR TEACHERS

- Compound words are formed when two smaller words combine to form a new word, as in these examples:
  - ♦ **mail + box = mailbox**
  - ♦ **milk + shake = milkshake**
  - ♦ **note + book = notebook**
- Compound words are formed from complete words e.g. in the word lunchbox, both 'lunch' and 'box' are complete words. Help students understand that these are three different ways of writing compound words – some compound words are spelled as two words, some are spelled as one word, whereas some are joined with a hyphen (-). Share one example of each type of compound: **an open compound** e.g., ice cream; **a closed compound** e.g., bedroom; and **a hyphenated compound** e.g., check-in, seventy-five, etc.
- Studying compound words is fun, helps students understand the language, builds interest in words, and also helps prepare students to learn prefixes, suffixes, and word roots.
- Using the Word Wall strategy for compound words is also effective – the teacher should work with the class throughout the year to develop a word wall of compound words by listing them as and when students come across a new compound word in a lesson.
- While teaching the lesson, also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, notebooks, a collection of newspapers, magazines, storybooks, and textbooks, etc.



**INTRODUCTION**

**5 MINUTES**

- Ask students to use a word (such as the word, rain) to make a new word (e.g., raindrop, rainfall, rainbow, raincoat).
- Give students the opportunity to think, pair, share with a partner, and then allow them to share in a brief class discussion.
- Ask students to recall their learning from a previous lesson about compound words studied in Grade 4 as well as another lesson about compound words and inflectional

endings studied in Grade 5.

4. Quickly review the definition of compound words with the whole class.
5. Tell them that they will be learning how to join some words to make common compound words and use them in speech and writing.



## DEVELOPMENT

21 MINUTES

### Activity 1:

11 Minutes

1. Review the concept of compound words and three ways of writing the compound words (see information for teachers).
2. Use some compound words so you can show that they are everywhere (i.e., ask students to **brainstorm** to find words to write on the **whiteboard** or the **blackboard** in the front of the **classroom**. Ask them to put their hands on **textbooks**, on the **desktop**, or **bookshelf**.
3. Ask the students a few more questions to get them thinking, e.g., "Did anyone brush their teeth this morning? What did you use?" After getting their answers, tell them that **toothbrush** and **toothpaste** are both compound words! Ask them, "Did **anyone** have **breakfast** this morning? You all ate a compound word today! Break+fast. Did anyone eat lunch this **afternoon**? Another compound word! After+noon.
4. The easiest way to introduce compound words is with letter tiles (can be created on the writing board with different colour markers/ chalk or using flashcards). Choose a word, such as bathtub, from the textbook and build it with the tiles.



5. Explain to your students that the word *bathtub* **has two smaller words in it, and invite** them to find those two smaller words. Letter tiles are great for this activity because students can separate the compound word into two words, like this:



6. Practice this concept with fun words like *sandbox*, *anthill*, *backpack*, and *windmill*. This is a wonderful method for helping students to visualize how words join to form compound words.

### Activity 2:

10 Minutes

1. Divide the class into 4 – 5 groups.
2. Give each group a set of words written on slips of paper or cards as shown in the 'Joining Words' activity resource given at the bottom of this lesson.
3. Ask students to work in their group, discuss, and help each other as a team to make as many compound words as they can within 7 minutes. Tell them that the group that forms the highest number of correct compound words will win this game.
4. Set a timer on your wristwatch or mobile phone and keep reminding the groups of the time left for the activity.
5. When the time finishes, ask each group to quickly share their compound words with the whole class. Write the number of correct compound words they formed. In the end, announce the winner team and ask the class to clap for them.



## CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by defining compound words.
2. Give some more examples of compound words like bookstore, eggshell, daylight, carwash, etc.



## ASSESSMENT

5 MINUTES

1. Write these compound words on the board broken into their two parts (e.g., sky+scraper, spring+time, on+going, sea+side, and air+bag) in a jumbled manner and ask students to quickly find out the complete compound words and write them in their notebooks.
2. Review the answers randomly by allowing a few students to share their words.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five compound words from their English textbook and make one more word from the root word of that compound word.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

### Resource for Joining Words Activity

**Directions for teachers:** Photocopy the following sheet and cut out words or write these words on separate slips of paper and give them to students in each group to make into compound words.

fire

water

life

ball

eork

house

eye

down

wood

ache

work

ear

room

town

fighter

fly

head

storm

phone

bath

# SIMPLE INTERROGATIVE SENTENCES



## STUDENT LEARNING OUTCOMES

- Recognise and use 'be' and 'do' to make interrogative sentences.

## INFORMATION FOR TEACHERS

- Following are the forms of 'be' and 'do':

Tense	be	do
Present	is are am	do does
Past	was were	did
Past participle	been	done

- We use these verb forms (except the past participle) at the beginning of sentences to make interrogative sentences.
- Give students practice in functions of all these verb forms.
- Enable students to use sentences with different combinations of these verb forms.
- While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, notebooks, textbooks, etc.



## INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board:
  - I am a teacher.
  - This is a writing board.
  - Those are windows.
  - She was reading a storybook yesterday.
- Say the above-mentioned sentences loudly, highlight the 'be' forms of verb i.e., am, is, are.
- Also, point towards the items/ persons mentioned in the sentences.
- Repeat the process twice.
- Now underline the verb 'be' forms and ask students to note them down on their notebooks.
- Tell students that when we put the verb "be' at the start of the sentence, we make an

interrogative sentence. We put a question mark '?' at the end of an interrogative sentence.

- Convert a couple of statements into interrogative sentences and write them on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following sentences on the slips of paper as per the number of students:

SET 1	SET 2
This is a book.	Is this a book?
He was my friend.	Was he my friend?
You like noodles.	Do you like noodles?
We were playing.	Were we playing?
They were eating Kabuli Pulao.	Were they eating Kabuli Pulao?
I am a doctor.	Am I a doctor?
He went to school.	Did he go to school?
She reads a book daily.	Does she read a book daily?

- Mix up the slips and distribute them randomly to students.
- Ask students to move around and ask one another to find their matching slip.

### Activity 2: 10 Minutes

- Write the following sentences on the writing board:

- ◇ He is present in the class.
- ◇ I am happy.
- ◇ You are my friend.
- ◇ She was cooking.
- ◇ They were running.
- ◇ You write poems.
- ◇ She offers her prayers daily.
- ◇ I ate an egg in my breakfast.
- ◇ I cooked food.
- ◇ I am hungry.

- Ask students to copy the sentences on their notebooks.
- Now, ask them to get up and form two lines facing each other. If the classroom is small, perform this activity in an open space outside.
- While standing face to face, one student will say a sentence and the other student standing in front of him will convert the sentence into an interrogative. Students will swap roles during the activity.
- Move around and monitor the students' performance.
- Provide feedback when and where required.



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by reviewing 'be' and 'do' verbs i.e., is, are, am, was, were, do, did, and been with the whole class.

2. Tell students that we can form negative sentences by putting the 'be' and 'do' verbs (except their past participle forms) at the start of the sentence.
3. Tell them that always put the question mark '?' at the end of the interrogative sentence.



### ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board.
  - ◇ I was busy.
  - ◇ You are coming.
  - ◇ They were eating.
  - ◇ I drink water.
  - ◇ She plays tennis.
2. Ask students to identify 'be' verbs and then change the sentence into interrogative forms.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through the first lesson of their textbook and do the following:
  - ◇ Find 10 sentences using 'be' and 'do' verbs and underline them.
  - ◇ Convert the sentences into interrogatives by using the rules learnt in the lesson.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## GAPPED SUMMARY



## STUDENT LEARNING OUTCOMES

- Summarise a short folktale through a gapped summary exercise.

## INFORMATION FOR TEACHERS

- A folktale is a story originating in popular culture, typically passed on by word of mouth.
- Folktales are stories in the oral traditions or tales that people tell each other orally and are not in written form.
- Folktales include fables, myths, and fairytales.
- Tell the students that while when summarising a story, we only focus on important points and exclude extra details.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Ask the students if they remember any story they have heard from their parents/ grandparents or neighbours, etc.
- Ask a few students to narrate any story they have heard from their parents, grandparents, or any elders in the family.
- Now, tell the students that the story they heard from their parents or any other source orally is called folktale.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

- Summarize one of the stories narrated by the students.
- Tell the students that while summarizing a story, we only focus on important points and exclude extra or unnecessary details.
- Write the following folktale along with question prompts on a chart.

**In a field one summer's day, a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.**

**"Why not come and chat with me," said the grasshopper, "instead of toiling and moiling**

in that way?"

"I am helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper; "We have got plenty of food at present." But the ant went on its way and continued its toil.

When the winter came the grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. He requested the ant for some food. The ant said, "You wasted time all summer singing songs merrily, now go and eat those songs." Then the grasshopper knew: it is best to prepare for days of need. As he turned sadly to walk back to the snow-clad field, the ant said, "Stop! I can give you food and shelter if you promise to work hard next summer." The grasshopper nodded his head while pressing his starving stomach with his hand. The ant invited him inside and gave him food and a cosy corner of the house to spend the winter. He was a changed grasshopper next summer!

### Questions

1. Ask the students to identify:

Who	What	Where	When	Why

2. Divide the class into small groups.
3. Tell the students to read the folktale and find answers to 'wh' questions shown on the writing board.
4. Ask 2 - 3 groups to briefly share their answers.

### Activity 2:

10 Minutes

1. Tell the students to remain in the same group.
2. Write the following gapped summary of the story on the board:

The fable is about a \_\_\_\_\_ that has spent the \_\_\_\_\_ singing while the \_\_\_\_\_ worked to \_\_\_\_\_ food for \_\_\_\_\_. When that season arrives, the \_\_\_\_\_ finds itself dying of \_\_\_\_\_ and \_\_\_\_\_ the **ant** for \_\_\_\_\_.

3. Ask students to discuss in their groups, fill in the blanks to complete the summary, and write it on a page. They can consult the chart as well.
4. Once they have completed the task, invite group leaders one by one to share their stories with the whole class.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Folktales are stories in the oral traditions or tales that people tell each other orally and are not in written form.
2. Folktales include fables, myths, and fairytales.
3. Tell students that while summarizing a story, we only focus on important points and

exclude extra or unnecessary details.



### **ASSESSMENT**

5 MINUTES

1. Ask students to narrate the folktale in their own words.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Tell students to ask their parents/ grandparents to narrate a few folktales to them.
2. Ask students to listen to those stories and use the question prompts of the previous activity to write a summary of those stories heard from their parents/ grandparents.
3. Tell students to share their work in the upcoming class.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

## STORY WRITING



## STUDENT LEARNING OUTCOMES

- Write a guided story using the elements of story writing.

## INFORMATION FOR TEACHERS

- Refer to the previous lesson on the elements of a story.
- A story is narrative writing. The main elements of a story include character, setting, plot, conflict, resolution, and theme.
- Every story has a beginning, a middle, and an end.
- While teaching the lesson, consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

- Ask students if they remember any story they have heard from their parents.
- Listen to the stories from a few students.
- Now, tell students that a story is also called a narrative.
- Ask students to recall the previous lesson about the elements of a story.
- Review the key elements of a story using one of the stories as an example with the help of the following table:

Who	Where/When	What	But	Then	Why
The <b>characters</b>	<b>Setting</b> When the story happens	<b>Plot</b> Series of events	<b>Problem</b> Concept	Solution	Theme

- Tell students that today they are going to write a story keeping in mind the story elements.



## DEVELOPMENT

23 MINUTES

## Activity 1:

10 Minutes

- Write the following story on the writing board with some underlined words:

Once upon a time, there was a dog. One day, he was very hungry. He went to a butcher's shop and found a piece of meat. He ran away with it to find a safe place. He came towards a bridge over a stream. While crossing the bridge, he saw his own reflection in the water. He thought it to be another dog and wanted his piece too. When he opened his mouth, his own piece fell into the water. Moral: Greed is a curse.

2. Ask students to read the story silently.
3. Ask students what the underlined words mean.
4. Ask students to think about these words in relation to the story elements. Have a discussion and conclude it by reviewing with the class that these words refer to:
  - ◇ Plot: A dog who is hungry and wants to satisfy his hunger.
  - ◇ Character: A dog
  - ◇ Setting: Butcher's shop, bridge, water
5. Remind the students of the key elements of a story:
  - ◇ Plot: Beginning, middle, and end (storyline)
  - ◇ Characters: persons, animals, or other creatures.
  - ◇ Setting: Where and when a story occurs.
  - ◇ Conflict: The problem that the story develops.
  - ◇ Theme: The main idea in a story.
  - ◇ Point of view: Type of the narrator who tells the story. (First person, Second person, Third Person).

### Activity 2:

13 Minutes

1. Divide the class into three groups.
2. Give each group one story beginning and ask them to write a short story on it:
  - ◇ One day, a boy went to.....
  - ◇ There was an old man who lived in a.....
  - ◇ Once upon a time, there was a princess .....
3. Tell the groups to discuss their story starter, brainstorm the elements of a story, and decide the beginning, middle, and end, and then write a story on it.
4. Tell students that they can use 5Ws to plan their story, i.e., what, when, how, why, where.
5. Tell the students to give a title to the story as well.
6. Give students guidance and feedback as and when needed.



### CONCLUSION / SUM UP

2 MINUTES

1. Ask a representative from each group of students to come up and read the story.
2. Appreciate the students and give them necessary feedback.
3. Conclude the lesson by reviewing the key story elements, i.e., plot, characters, setting, conflict, theme, etc.



### ASSESSMENT

3 MINUTES

- Assess students' performance during Activities 1 and 2 above.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to write two short stories on any topics of their choice and share them with the class the next week.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# LONG AND SHORT VOWEL SOUNDS



## STUDENT LEARNING OUTCOMES

- Classify more words that begin with vowel sounds.
- Identify and pronounce long and short vowel sounds in minimal pairs.

## INFORMATION FOR TEACHERS

1. There are five vowels in English. They are: a, e, i, o, u.
2. Letter 'a' is pronounced as in apple, 'e' is pronounced as in egg, 'i' as in ink, 'o' as in orange and 'u' as in umbrella.
3. **Minimal pair:** Minimal pairs are pairs of words or phrases that differ only in one sound in a word and have totally different meaning. Practising minimal pairs can help students understand the often minute differences in pronunciation between one word and another. Minimal pairs are for vowels and consonants both. In this lesson focus is only on vowel minimal pairs.
4. **Short and Long Vowel sounds:**  
**There are five short vowel sounds:**
  - ◇ short 'a' – as in and,
  - ◇ short 'e' – as in pen, hen
  - ◇ short 'i' – as in it, in
  - ◇ short 'o' – as in top, hop
  - ◇ short 'u' – as in, cup, tub
5. **Six long vowel sounds:**
  - ◇ long 'a' – in make, take
  - ◇ long 'e' – in beet, feet
  - ◇ long 'i' – in tie, lie
  - ◇ long 'o' – in coat, toe
  - ◇ long 'u' – (yoo) in rule
6. You can conduct this lesson in one more period of same subject by reinforcing the concepts using modeling and chanting methods (information given above).
7. The same song with a new list of vowel sound words besides few mentioned here were taught at grade 4 level.
8. Extension work for students is also attached.
9. Important: Keep a dictionary handy to check if a word that the students are making is a word or not. You may not know of all words, so it is good to consult a dictionary before you tell students that a word that they have put on their list is wrong.
10. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, 5 loose paper sheets for each group, pencils, notebooks, textbook.



## INTRODUCTION

5 MINUTES

- Begin by reviewing- ask several students to write examples of vowel sounds/letters on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

#### Short Vowel Sounds

1. Divide the class into five groups. Provide each group with a sheet of paper, writing 'an', 'en', 'in', 'ot' and 'un' individually on each separate sheet of paper. (With vowel sounds/ letters 'a', 'e', 'i', 'o' and 'u' common consonant letter 't' is attached for making short vowel sound words).
2. Ask each group to write five or more than five words using one consonant letter adding to each individual vowel consonant blend. Tell the groups that they have five minutes for this activity.
3. Monitor the groups to ensure all group members' participation in the activity.
4. Possible Responses for 'an' could be: ban, can, fan, man, pan, van.
5. For 'en': den, hen, men, pen, ten.
6. For 'in': bin, fin, kin, pin, tin, win.
7. For 'ot': cot, dot, got, hot, jot, lot, not, pot, rot.
8. For 'un': bun, fun, gun, nun, pun, run, sun.
9. Tell the students to stop writing after five minutes. Ask one member from each group to share his/her group work with whole class.
10. Reinforce the fact that these sets of words are minimal pairs with short vowel sounds. (Information is given above in information for teacher's column).
11. Select any correct five minimal pair short vowel sound words from students' work and write them on the blackboard. Ask whole class to write them in their note books.

### Activity 2:

10 Minutes

#### Long Vowel Sounds

Students have already discussed the vowel letters, sounds and vowel patterns.

1. Begin the lesson by singing the following songs. All are to the tune of "Are You Sleeping?":

The Long 'a' Song

Where is long a?

Where is long a?

Here I am.

Here I am.

I am in a skate, lake, shake, take, make, cake, fake, name game, pain, pail and bake.

a a a a a

The Long 'e' Song

Where is long e?

Where is long e?

Here I am.

Here I am.

I can see Ali's beat, treat, seat, scene, scream, screen.

He eats beans and meat. e e e e e e

The Long 'i' Song

Where is long i?

Where is long i?

Here I am.

Here I am.

I am in a lime, pie, tie, die,  
dine fine line pine prime shine. i i i i i

The Long 'o' Song

Where is long o?

Where is long o?

Here I am.

Here I am.

I am in a row boat, goat, port, short,  
Toad's toe and Rose's coat. o o o o o o

The Long 'u' Song

Where is long u?

Where is long u?

Here I am.

Here I am.

I am in a cute, suit, mute, jute,  
cube, tube and June's flute. u u u u u u

2. Write few examples on the blackboard.
3. Ask the students to write on a page some words that they listen to while you sing the poem again.
4. Students share the lists prepared by them individually in groups now and then you write the list of words provided by students on the blackboard.
5. Whole class writes at least five to six words, each under 'a', 'e', 'i', 'o', 'u' category for long vowel sound, in their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

1. Review the lesson by going through the list of words written on the writing board for long and short vowel sounds.



## ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class in both lessons.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### Short vowels

Circle the short vowel sound in each picture name.



a e i



e u o



e i o



a i e



e o u



e i a



e i o



o u a



e i o

Name \_\_\_\_\_

Short Vowels ---- "a, e, i, o, u"

Skill: decoding words with short vowel sound.

Note: Encourage students to decode each answer choice before making a selection.

Short vowels		
Circle the correct picture name.		
 <p>hem ham him</p>	 <p>cup cap cop</p>	 <p>nut net not</p>
 <p>pin pen pan</p>	 <p>pin pen pan</p>	 <p>bun bin ban</p>
 <p>lag log leg</p>	 <p>pot pet pit</p>	 <p>hot hut hat</p>
Name _____		

## TURN-TAKING



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to take turns.

## INFORMATION FOR TEACHERS

1. Turn-taking occurs in a conversation when one person listens while the other person speaks. As a conversation progresses, the listener's and speaker's roles are exchanged back and forth (a circle of discussion).
2. Make them realize they should wait for their turn when speaking.
3. They should wait until another person has spoken.
4. Involve students in active communications.
5. Engage students in discussions and dialogues.
6. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Ask the following question from the students:  
**What is your name? (Expect students to answer at once and at a time.)**
2. Now, tell students that if they want to answer someone or want to be a part of a conversation, they should wait for their turn to answer.
3. In the classroom, they should raise their hands and wait for their turn to speak.
4. Also, tell them that taking turns in conversation helps the conversations go on smoothly and everyone can understand it.



DEVELOPMENT

23 MINUTES

## Activity 1:

10 Minutes

1. Select eight volunteer students and form two groups of those students, i.e., Group-A consisting of four students and Group-B also consisting of four students. Nominate a group leader in each group.
2. Give the following question starters to the group leaders:
  - ◇ Assalam-o-Alaikum, I live in Karachi, where do you live?
  - ◇ I like to play cricket. Which sports do you like?
  - ◇ I love to eat fish and rice. What foods do you like?

3. The group leader will ask the given questions from his/ her group. Instruct the two groups secretly as follows:
  - ◇ Students in Group A: Tell them that when the group leader asks a question, they will answer the question talking all at once, without taking turns.
  - ◇ Students in Group B: Tell them that when the group leader asks a question, they will first raise their hands and then answer the questions on their turns.
4. Instruct the whole class that they will observe the conversation of both groups and then tell the difference in how the students in both groups respond to the questions. Ask them to consider these questions:
  - ◇ Which group responded to the questions in a more organised manner?
  - ◇ Which group's members spoke one by one at their turn?
  - ◇ Which group's members spoke all at once?
5. When both the groups have completed their discussion, ask the class to share their observations.
6. Conclude the activity by sharing the concept of turn-taking with the class. Tell them that turn-taking occurs in a conversation when one person listens while the other person speaks. Turn-taking is an important skill to participate well in conversations with others. If you are not able to take turns during interactions, you may interrupt the other person who is speaking or may not actively listen.

### Activity 2:

13 Minutes

1. Divide the class into four groups.
2. Assign a group leader in each group to moderate the conversation.
3. Give each group one of the following topics:
  - ◇ If you have a chance to cook a dish, what would you like to cook?
  - ◇ Which sports do you like? And why?
  - ◇ If you had to choose three picnic spots, what would those be?
  - ◇ What is the best gift you have ever given? Why was it so special?
4. Move around the room and observe the conversation in different groups.
5. Observe passive students and engage them in the conversation.
6. Keep reinforcing that students need to take turns in conversation by raising hands.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students that:
2. We should take turns while interacting and participating in active conversation.
3. The benefit of turn-taking is that it will keep the conversation smooth and understandable.



### ASSESSMENT

3 MINUTES

- Assess students through their performance in the previous activities.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice turn-taking in their conversations at their homes.
2. Tell them that they will be observed in upcoming classes about using turn-taking in their conversation.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# FOLLOWING INSTRUCTIONS IN MAPS



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with text using intensive reading strategies (While reading) to:
  - ◊ Follow instructions in map or short public notices or signs.

## INFORMATION FOR TEACHERS

1. Good readers use what they know about language and the world to interact with what they are reading. This helps them create meaning from the words on the page.
2. Simple text relevant to their everyday life should be selected e.g. traffic signals, directions, notices about school procedures such as getting a library card issued etc.
3. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Worksheet with traffic signs on it, map of Pakistan, compass, board, chalk/marker, textbook.



## INTRODUCTION

5 MINUTES

1. Tell the students that you saw a sign while crossing the road, when you were coming to school that morning. Draw any sign on the board, and ask the students if they know what it means.
2. Then, ask the students to share any experience when they saw any similar instruction on the roads or any other every day examples of signs and symbols.
3. Ask: "Are the signs in Urdu or English?" (Possible answer: they are pictures, not in any language. They are universal i.e. same the world over in every language).



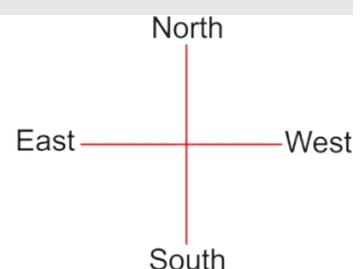
## DEVELOPMENT

20 MINUTES

### Activity 1:

07 Minutes

1. Paste on the board, a picture of a big cross with directions written on the ends of the lines. You must be sure of the directions yourself.
2. When you are done with pasting it on the blackboard with the real direction, ask the students to read the compass (the image above).
3. Now ask some students to come up and tell them to stand on



different positions in the class room.

4. Stand in the middle of the class with a compass in your hand. Ask one student to raise his/her hand and tell the class about his/her direction. For example, North, East etc.
5. Repeat the activity with 3 to 4 students and then ask the class to tell the directions of others.
6. This will help the students to strengthen the concept of directions given in the compass.

**Activity 2: 07 Minutes**

1. Distribute map of Pakistan, or ask the class to open their Social Studies book on the page which has the map of Pakistan (appendix).
2. Ask the class to check for the following: rivers, capital city, signs of water bodies and land, borders, cities etc.
3. Ask them about the compass.
4. Tell them how to locate cities with the help of compass (Directions: north, south, east & west).
5. Ask them to tell where the Arabian Sea, India, Iran are on the map? (Arabian Sea is in the South of Pakistan. Remind them of what they have studied in Social studies).
6. Help them in reading with the help of the compass.

**Activity 3: 06 Minutes**

1. Distribute the worksheets.
2. They have read these signals in the previous grades but now there are some additions to this. Ask them about the signals and help them in reading the signals which they don't know.
3. Ask students and appreciate if they are able to tell.



**CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by asking them about other instructions/or public notices that they can recall. Ask them about the importance of correctly/ accurately reading instructions written on public notices and maps.



**ASSESSMENT**

5 MINUTES

1. Ask them to draw three different signs that they have seen on the roads and explain what they mean.
2. Involve the students in solving problems given exercise at the end of unit/chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask them to see the world map at home and locate Pakistan in it. Locate other important countries as well. (They all have world maps at home?)

# USING ALPHABETICAL ORDER



## STUDENT LEARNING OUTCOMES

- Use alphabetical order to locate words in a dictionary for an increase in vocabulary and aid in comprehension of text.

## INFORMATION FOR TEACHERS

- Alphabetical order is an indexing method in which names, words, and terms are arranged in a similar sequence as letters of the alphabet. i.e., the words beginning with the letter 'A' are listed first, then the words beginning with the letter 'B' and so on. Within the list of words starting with 'A', the alphabetic order is followed again, i.e., words with 'a', then words with 'aa', and then with 'ab', and so on.
- Alphabetical order comes in handy for consulting the dictionary and also for making sequential order in lists/items as in the attendance register.
- The selection of words should be from the students' reading range of familiar words.
- Students were made familiar with alphabetical order and use of dictionary in the previous grades but at a very basic level. Now is the time to help them enhance these skills further.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, dictionary, word list from the textbook, etc.



**INTRODUCTION**

5 MINUTES

- Recap any recent lesson from the textbook. Ask them if they can recall any difficult words they do not know the meaning of. Jot down those words on the board.
- Make them recall dictionary skills learnt in the previous class. Ask students about alphabetical order.
- Point out how their names are listed in alphabetical order in the school register and how the dictionary has words listed in that order too.
- After they are done with that, review the concept of alphabetic order with the whole class.



**DEVELOPMENT**

20 MINUTES

### Activity 1:

10 Minutes

- Write the following text on the writing board:

**We were learning about the environment in school, so our teacher took us on a tour of the city. We saw a power plant, a factory, and a workshop. They were big buildings with lots of smoke coming out of their chimneys. It made the sky look dark.**

2. Ask students to read the passage and tell if they know the meanings of the underlined words. Some students may tell the meanings but most of them will not be able to do.
3. Divide the class into five groups. Assign a group leader and provide him with a dictionary.
4. Write the following steps on the writing board and ask groups to find the meanings of the underlined words by following the steps written on the writing board: Also, do a demonstration for the first word "Environment".
  - ◇ Step # 1: Open the dictionary.
  - ◇ Step # 2: Go to the page starting with the letter 'E'.
  - ◇ Step # 3: Go to the page with the letters 'En'.
  - ◇ Step # 4: Go to the pages with the next letters 'v', 'i', 'r', and so on.
  - ◇ Step # 5: Keep repeating this alphabetical order until you get to the desired word.
5. Tell the students to work in groups and find the meaning of the remaining words by following the same steps.
6. Invite representatives of the groups to share their work with the class.

**Activity 2: 10 Minutes**

1. Divide the class into groups depending on the number of dictionaries available. Give each group a dictionary.
2. Write the following words on the writing board :  
**Dislike, recover, correct, happiness, spot**
3. Recap the concept of alphabetical order which they have also learnt in the previous activity.
4. Draw the following table on the writing board and ask students to copy the table in their notebooks.

Sr. No	Word	Your meaning	Meaning	Word class	Guide word & page #
1	Necessary	Important	Required, which is needed and cannot be avoided	NOUN & ADJECTIVE	Neat

5. Tell students to locate the words in the dictionary.
6. Then ask them to fill this table for each word.
7. When they are done, ask them to share their work with another group.



**CONCLUSION / SUM UP**

3 MINUTES

1. Ask the students that learning alphabetical order in using a dictionary will enable them to increase vocabulary and comprehension of text quickly.
2. Tell the class that direction is very important in their lives. Alphabetical order provides a direction for the arrangement of so many words in a language.



**ASSESSMENT**

5 MINUTES

1. Give the class more words that have the same first and second alphabet but different third and other alphabets (master, marker). Ask students to find their entries in a dictionary but this time they must do it individually.

2. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Tell students to select a paragraph from the textbook, read it, highlight the unfamiliar words, guess their meanings with the help of the context, write their meanings, then verify correct meanings by looking the words up in a dictionary.
2. Tell students to follow the template given below to record the meaning.

<b>Sr. No.</b>	<b>Word</b>	<b>Your meaning</b>	<b>Dictionary Meaning</b>

## VOCABULARY BUILDING



## STUDENT LEARNING OUTCOMES

- Recognise the meanings of common adjectives and verbs in relation to each other.

## INFORMATION FOR TEACHERS

- Adjectives tell the qualities of a noun, for example big, short, small, black, white, etc.
- A verb shows an action e.g., sleep, walk, talk, jump, run, etc.
- Some present participles (i.e. the -ing forms of verbs) act as adjectives and are called verbal adjectives, for example, we went to a swimming camp, I am watching a cooking show, I went to the gaming zone, etc. A **present participle** is a word that (1) ends in "-ing," (2) is formed from a verb, and (3) is used as an adjective or to form verb tense.
- While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the following words on the writing board:  
**big, wash, small, brave, large, cook, sing, rough, walk, push, hard.**
- Ask students to tell which of these words are adjectives and which ones are verbs.
- Write students' answers in the following table:

Adjectives	Verbs

- Ask them to use them in sentences to clarify meaning, jot down a few sentences on the writing board.
- When done with these words, ask students to come up with some more adjectives and verbs. Write them in relevant columns on the board.
- Review the definitions of verbs and adjectives as well as present participle form with the class (see the 'Information for Teachers' section).



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Write the following verbs on the writing board and ask the students to copy them.

**drive, cycle, try, play, win, dry, fly, live, cry**

2. Ask the students to work in pairs and make adjectives of these verbs by adding “ing” endings to them.

**For example: run=running, stop=stopping,**

3. Once the students have done it, ask them randomly to share their answers.
4. Now, write the following sentences on the board and ask students to copy them:
  - ◇ This washing powder does not clean clothes well.
  - ◇ I am improving my playing style.
  - ◇ Don't take your drinking water from that jug, it is not clean.
  - ◇ I walked on the running track in the park.
  - ◇ I was going on the cycling track in the evenings with my brothers.
  - ◇ I got a little toy sewing machine for my birthday.
5. Ask students to work in pairs and circle the nouns and underline the adjectives that tell us something more about these nouns.
6. As the pairs work, move around and provide the necessary support.
7. Once students have done it, allow 2 – 3 pairs to share their work with the whole class.
8. Tell them to make corrections side by side.
9. Give your input where required.

**Activity 2:**

**10 Minutes**

1. Write the following words on the board:
  - ◇ Cooking (pan, stove, pot, class)
  - ◇ Shopping, (list, bag, trip, mall)
  - ◇ Living, (room, style)
  - ◇ Shaving (brush, cream)
  - ◇ Running (water, track, speed, shoes)
  - ◇ Gardening (gloves, tools, equipment)
2. Ask students to write sentences for each adjective using the words given in the brackets.
3. Monitor and help students.



**CONCLUSION / SUM UP**

**3 MINUTES**

1. Ask: “How can we change verbs into adjectives?”
2. Allow 2 – 3 students to respond, and then conclude the lesson by reviewing the definitions of verbs, adjectives, and present participle forms of adjectives.



**ASSESSMENT**

**5 MINUTES**

1. Write the following verbs on the board and ask students to work individually and convert these verbs into adjectives by adding ‘ing’ endings:  
**demand, fly, hide, wait, teach, learn, beat, win, lose**
2. Review students' work randomly by moving around in the classroom.



**HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Ask the students to find at least five sentences with verbal adjectives from their textbooks and write in their notebooks.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

# MAIN VERBS AND HELPING VERBS



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of 'be', 'do', '-ing', and 'have' along with their negative forms as main or helping verbs in sentences.

## INFORMATION FOR TEACHERS

1. Main verbs can stand alone, or they can be used with a helping verb, also called an auxiliary verb. Example: watch, clean, see, run, speaks, divide, collect, copy, construct, etc.
2. Helping verbs have no meanings of their own. We usually use helping verbs with main verbs to "help" the main verb (which has the real meaning).
3. A helping verb always comes before the main verb in a sentence.

**Example: I am reading my favorite novel. ('am' is the helping verb, 'reading' is the main verb). The verbs 'be', 'have', and 'do' can be used as main verbs or as helping/auxiliary verbs. The form 'ing' is used as a helping verb to make continuous tenses.**

**Example: She is watching cartoons. ('is' as the helping verb, 'watching' as the main verb).**

4. The verb have is used as a helping verb to make perfect tenses.

**Example: I have finished my classwork. (have as the helping verb, finished as the main verb).**

5. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write the following sentence on the board.
  - ◇ She is walking on the road.
2. Ask students to identify the verbs in it.
3. If students identify both verbs (is, walking), praise them, if they give only one verb, tell them that there are two verbs in the sentence.
4. Underline the verbs as follows:
  - ◇ She is walking on the road.
5. Ask students to say the underlined words.
6. Tell the students that one verb is the helping verb and the other is the main verb in the sentence.
7. Ask students to identify them.

8. Praise the students if they identify the helping verb (is) and the main verb (walking).
9. Tell students that today they are going to practice certain verbs as main verbs and helping verbs.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following sentences on the writing board.
  - ◇ I am Naik Amal Khan
  - ◇ I am playing cricket.
  - ◇ He has a pen.
  - ◇ She has written a poem.
  - ◇ You do not work hard.
  - ◇ I run very fast.
  - ◇ They were going to school.
  - ◇ We are asking questions.
  - ◇ You have a nice bag.
  - ◇ I have seen it in the classroom.
  - ◇ We haven't visited the library today.
2. Divide the class into pairs.
3. Ask students to identify the main verb and helping verbs in the sentences.
4. Invite some students to share their answers.
5. Review the sentences with the whole class and explain how 'be', 'do', and 'have' work as main verbs as well as helping verbs.

### Activity 2:

10 Minutes

1. Copy the following table on the writing board:

I			
We	is		
You	are		
He	am	read	a book.
She	has	eat	Kabuli Pulao.
It	have		
They			

2. Review the table with the whole class.
3. Add 'not' and review the negative forms.
4. Divide the class into five groups.
5. Ask students to take out their notebooks.
6. Tell them to make as many sentences as possible using each verb and with different helping verbs.
7. Move around to monitor when students are working. Provide help where necessary.



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by asking students if they can recognise 'be', and 'have' verbs as main

or helping verbs, wherever they read or hear in their textbooks, storybooks, magazine television.



### ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board:
  - ◇ You do not work hard.
  - ◇ I am coming.
  - ◇ You have a pen.
  - ◇ We do not cook food.
  - ◇ He is learning the lesson.
2. Ask students to copy these sentences in their notebooks and underline the main and helping verbs in the given sentences.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan a unit of their textbook and find as many examples as possible for the verbs 'be', 'do', 'have', and 'ing'.
2. Ask them to share their work with the class the next day.

# PREPOSITIONS



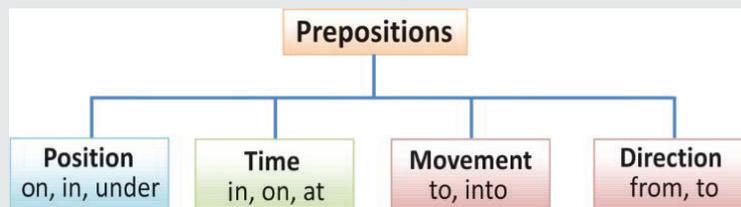
## STUDENT LEARNING OUTCOMES

- Demonstrate the use of some words showing position, time and movement.

## INFORMATION FOR TEACHERS

1. Prepositions tell the position of a noun.
2. For example (on, in, out, behind, under).
  - ◇ The book is on the table.
  - ◇ The book is in the bag.
  - ◇ The book is behind the bag.
  - ◇ The book is under the table.
3. Prepositions here are telling the position of the noun "book"

Kinds of Prepositions



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, chart paper to draw the tables on it, if easily available otherwise draw the tables on the board.



**INTRODUCTION**

**5 MINUTES**

1. Ask students the following questions about dinner time. Ask them to recall their dinner last night and answer them:

**Where do you and your family sit and eat?**

**(in the dining room? at the table, at a dinner-spread (dastar-khwan)?**

2. Tell me about the food, where does it come from and where is it placed?

**(from the kitchen, placed in the middle, my mother puts it in our plates).**

**What do you do after dinner?**

**Watch T.V in the lounge, lie down on bed.**

3. How do you prepare for school the next day?

**put books in the bag, put the uniform on the hanger, etc.**

4. Remind them what prepositions are and ask them to point out the prepositions in their

answers.



## DEVELOPMENT

20 MINUTES

### Activity

10 Minutes

1. Make the following charts on the board.
2. Ask the students at random to provide examples for each preposition. They must then use any two prepositions in their sentences. (The answers are highlighted in the column of examples).

#### Preposition of Time

Preposition	Usage	Example
on	days of the week	on Monday
in	months / seasons time of day year	in August / in winter in the morning in 2009
at	for night for weekend a certain point of time (when?)	at night at the weekend at 7 of clock

### Activity 2:

10 Minutes

#### Preposition of Time

Preposition	Usage	Example
on	room, building, street, town, country, car, taxi	in the kitchen, in Pakistan, in the car, in a taxi
in	meaning next to, by an object for table, for events, place where you are to do something typical (watch a film, study, work)	at the door, at the station, at the table, at a concert, at the party, at the cinema, at school, at work
at	attached being on a surface for a floor in a house	the picture on the wall on the table on the first floor

#### For example:

- ◇ I live in Pakistan.
  - ◇ Somebody is at the door.
  - ◇ Glass is on the table.
3. Use the above mentioned prepositions of position in a short paragraph to describe an imaginary house and its decorations.

**Activity 2:****10 Minutes****Preposition of Time**

Preposition	Usage	Example
From	Coming Room, street, town, country, etc.	From the room, from Lahore, from school
to	Going Room, street, town, country, etc.	To the room, to Lahore, to school

1. Ask students to write a short paragraph about a bee flying in the room and how it bothered them.
2. (It came in from the window, flew to my plate, then it flew to my little sister who ran out of the room screaming!).

**CONCLUSION / SUM UP****3 MINUTES**

1. Briefly discuss the prepositions of movement and direction.

**ASSESSMENT****5 MINUTES**

1. Assess students' performance on the last three activities.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. The related activity from the textbook should be given as a follow up.

# WORD RECOGNITION AND CLASSIFICATION

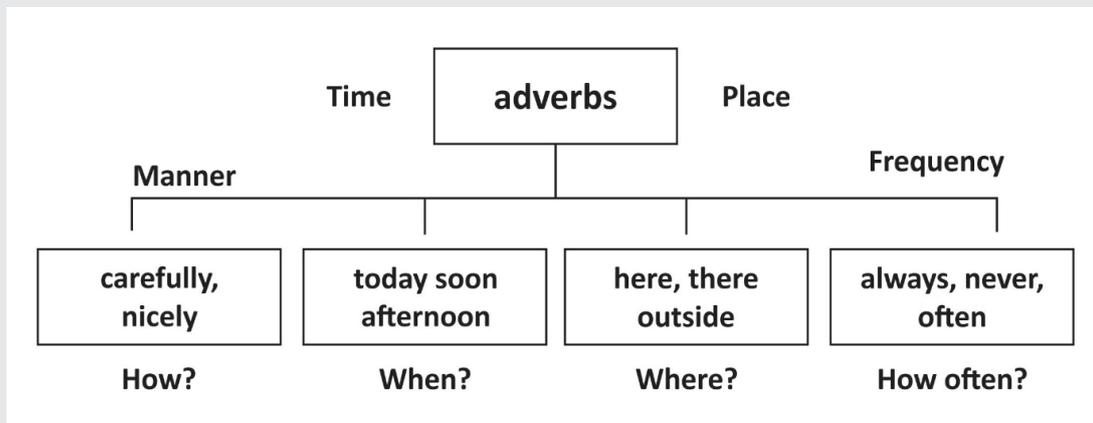


## STUDENT LEARNING OUTCOMES

- Identify and use adverbs of manner, time, place, and frequency.

## INFORMATION FOR TEACHERS

- An **adverb** is a word that modifies (describes) a verb (he talks *loudly*), an adjective (*very* tall), or another **adverb** (ended *too* quickly).
- An adverb of time indicates when an action happens. It answers the question "when".
- An adverb of manner shows how an action takes place. It answers the question "how".
- An adverb of place tells where an action takes place. It answers the question "where".
- An adverb of frequency tells how often the action takes place. It answers the question 'how often.'
- Another type of adverbs, called 'adverbs of purpose', will be introduced in later grades (in middle school). **Adverbs of purpose** (sometimes called **adverbs of reason**) tell us why something happens or is the case. Since it is often in the form of **conjunctive adverbs, prepositional or infinitive phrases, or adverbial clauses**, it is above the 5<sup>th</sup> grade's level.



- Adverbs answer the question 'how', 'when', 'where', and 'how often' an action takes place.

### Example:

- He is sleeping peacefully. (How is he sleeping?)
  - Answer: (peacefully: adverb of manner)
  - I will go to the market today. (When will I go to the market?)
  - Answer: (today: adverb of time)
  - He was sitting here. (Where was he sitting?)
  - Answer: (here: adverb of place)
  - He always comes late. (How often does he come late?)
  - Answer: (always: adverb of frequency)
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

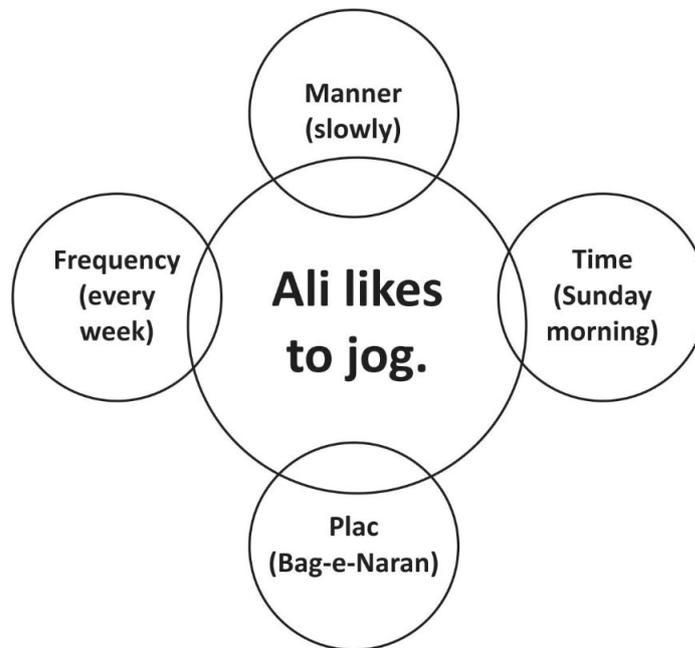
- Writing board, chalk/marker, and flashcards, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Review the definition and types of adverbs with the whole class. (Use the 'Information for Teachers' section for definitions and examples).
2. Create a mind map.
3. Give students a root sentence and ask them to add adverbs to it:



4. The root sentence is:
  - ♦ **Ali likes to jog.**
5. Ask students to add the first adverb and rewrite the sentence, then add the second adverb and write the new sentence, and continue till the last adverb has been added.
6. Tell students to remember that the **order of adverbs** is manner, place, frequency, and time.
7. With the addition of the four types of adverbs, the sentence would look like this:
  - ♦ Ali likes to jog slowly in Baghe-e-Naran morning every week on Sunday morning.
8. Give another root sentence to students and ask them to use adverbs of time, place, manner, and frequency one by one and then all in one sentence. For example, I run to catch my school bus. (Adverbs: quickly, down the street, each morning, after breakfast)



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Ask students what they think is the function of adverbs, based on the introduction activity.
2. Tell them that there are different kinds of adverbs but we will discuss adverbs of manner, time, place, and frequency.

3. Draw four columns on the board and ask students to copy them in their notebooks.

### Adverbs

Manner	Time	Place	Frequency
slowly	now	here	always
sadly	yesterday	there	often
happily	today	everywhere	never
excitedly	tomorrow	outside	again
loudly	before	inside	once

4. Divide the class into pairs.
5. Ask students to make at least two sentences on each adverb type by adding adverbs to the following sentences:
  - ◇ He works.
  - ◇ You go.
  - ◇ They came.
6. Tell them to use adverbs given in the table above.
7. As the pairs work, move around and provide the necessary help.
8. Once they have completed the task, allow 2 – 3 students to share their sentences with the whole class.

#### Activity 2:

**10 Minutes**

1. Divide the class into pairs.
2. Ask the pairs to discuss and write a paragraph on one of the following topics, using adverbs of time, place, frequency, and manner:
  - ◇ My daily routine.
  - ◇ What I did last summer.
  - ◇ The best event of my life.
3. Ask pairs to recall the 'writing process' they studied in the previous grade: first brainstorm the ideas, then organise them (to write a topic sentence, 3 – 4 supporting sentences, and a concluding sentence), next, draft the paragraph. Then, add appropriate adverbs to provide more information about the verbs. Write the final draft.
4. Once they have completed the task, allow 2 – 3 students to read aloud their paragraphs to the whole class. Other students should note down the adverbs used in that paragraph.
5. Appreciate students for their work.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Adverbs tell us more about verbs. They tell us 'how', 'when', 'where' and 'how often' something is done.
2. An adverb of time indicates when an action happens. It answers the question "when".
3. An adverb of manner shows how an action takes place. It answers the question "how".
4. An adverb of place tells where an action takes place. It answers the question "where".
5. An adverb of frequency tells how often the action takes place. It answers the question 'how often.'
6. When we write different adverbs in one sentence, the **order of adverbs** is manner, place, frequency, and time.



## ASSESSMENT

5 MINUTES

Write the following statements on the board and ask students to identify which statements are 'true' and which ones are 'false':

1. Joyfully and slowly are adverbs that tell HOW something was done.
2. Adverbs are the name of a person or thing.
3. Yesterday and later are adverbs that tell WHEN.
4. Adverbs should always be capitalized.
5. Away and upstairs are adverbs that tell WHERE.
6. Adverbs never end with an "ly."
7. Some adverbs say HOW OFTEN something was done.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan a unit of their textbook to find adverbs of manner, place, frequency, and time. Then, write them in four columns on a page and share them with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**5**

## SHORT NOTES



## STUDENT LEARNING OUTCOMES

- Read short notes written for different purposes to write short notes of their own to friends and family members.

## INFORMATION FOR TEACHERS

1. Short notes would mean that through reading sample notes they are made familiar with the conventions / rules of writing notes and letters. This also provides them with the format/layout of short notes so that they can fill in relevant personal information.
2. Short notes for different purposes should be relevant to the students. Some interesting instances can be: sharing some exciting news, reminder, lost and found, announcing some important event, appreciation, and gratitude.
3. Tell the students that notes are different from letters.
4. Reinforce capitalisation of proper nouns/ names and punctuation.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



INTRODUCTION

15 MINUTES

## Ask the students:

1. Do you wish your friends and family members on their birthdays?
2. Do you write notes for this purpose or send text messages, or make phone calls?
3. How do you say thank you when somebody wishes you on your birthday or congratulates you on passing the exam?
4. Do you say get well soon to your friends or family members when they are not well?
5. Introduce the conventions/rules of writing notes.
6. There are 3 parts of a note; address and date, greetings, body/note, closing and signature or the first name.



DEVELOPMENT

40 MINUTES

## Activity 1:

25 Minutes

1. Write the following letter on the blackboard and ask the students to copy.
2. Tell the students to read the following 'thank you' and 'get well soon' notes.

3. Ask the students to read the notes carefully.
4. Once they have done the reading ask them to tell what this note is about.

121, Jinnahabad,  
Abbottabad.

June 1, 2021

Dear Grandmother,

Assallam O Alaikum! Thank you very much for the beautiful sweater you sent on my birthday. I can't wait to wear it to school on Monday morning. You are such a kind grandmother for remembering my birthday!

Thank you once again for the gift.

15, Jamal-ud-din Afghani Lane,  
Abdara Road, Peshawar.

June 1, 2021

Dear Ayesha,

Assallam O Alaikum! I am sorry to hear that you are not feeling well. I know that everyone gets sick sometimes, I just don't like to see someone as nice as you suffer. I am praying for you to have a complete and quick recovery.

Get well soon!

Your friend  
Hiba

5. Monitor and help the students.
6. Give your input where required.

### Activity 2:

15 Minutes

1. Ask the students to write similar 'thank you' and 'get well soon' notes to their friends and family members.
2. Tell them to follow the same format as written above.
3. Ask them to be careful about capitalisation, punctuation, spellings and grammar.
4. Monitor and help the students.



### CONCLUSION / SUM UP

5 MINUTES

1. Ask questions, such as the following, to conclude the lesson:
  - ◇ Who can we write a thank you note to?
  - ◇ Why do we write thank you notes?
  - ◇ What are some of the ways we can say thank you?



## ASSESSMENT

5 MINUTES

1. Ask the students to exchange and check each other's work and give feedback.
2. Tell the students to write the second draft in the light of the feedback given by their peers.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

5 MINUTES

- Ask the students to write a 'get well soon' note to anyone important in their life (grandparent/ parent/sibling).

# WRITING INFORMAL INVITATIONS



## STUDENT LEARNING OUTCOMES

- Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations.

## INFORMATION FOR TEACHERS

- Introduce informal invitations to the students. Tell them that main themes in invitations are the following:
  - Purpose of writing the invitation
  - Date & Time of that party/function
  - Venue of that party
  - Name of addressee and sender i.e. students have to write their own name and of the addressee.
- Write the given template (see activity 1) on the board and tell students to write only the information asked on the cards. Tell them not to draw lines and write the words in brackets.
- Forms of addressing elders. M.r/Mrs./Miss./ Ms. etc.
- Reinforce capitalisation of proper nouns. Tell the students that they have to write the names, places, days, months with capital letters. For example, Ayesha, Ali, Iqbal Town, Saturday, February, etc.
- Reinforce punctuations for writing date and time.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

- Ask the students if they invite their friends and relatives on their birthdays or their brother/sister's wedding?
- Ask them how they invite people (by writing an invitation or by giving them a phone call or by asking them when they meet).
- Introduce the conventions of short informal invitation writing by using above information.

**Activity 1: 10 Minutes**

1. Write the following invitations on the blackboard and ask the students to copy.
2. Tell the students to read carefully and underline and point out the conventions of invitation writing such as purpose, date & time, venue, and the name of the addressee and sender.
3. Monitor and help the students.

Shami Road,  
Peshawar.

Ali invites you to

A Birthday Party  
On Friday 10th March  
At 6 p.m.

At 60 Shami Road,  
Peshawar.

Tel: 35435499

2 Fort Road,,  
Peshawar.

Dear \_\_\_\_\_

Join us at the Wedding Ceremony  
Of my beloved brother Ahsan  
On Saturday 10th April  
At Tabaq Restaurant  
Faisalabad  
At 8 p.m.

Tel: 34367654

4. Once they have done the activity, ask the students to point out the venue, date, time, name of the person being invited and the name of the host (The host is the person who is sending out the invitation).

**Activity 2: 10 Minutes**

1. Ask the students to write similar invitations to their friends and family members on a piece of paper.
2. Ask them WHO they would like to invite, WHERE they are going to host the party, WHEN is the party.
3. Write their responses on the board for each WH word.

4. Monitor and help the students.
5. Ask them if they would like to decorate their invitation with a simple drawing of balloons or flowers, etc. Once they have decorated their invitations, display them up in the class.



### CONCLUSION / SUM UP

3 MINUTES

1. What is an invitation?
2. Why are invitations written?
3. What are the conventions of writing an invitation?
4. How should the invitation make the invited person feel? (It makes him/her feel welcomed, it makes them want to come).



### ASSESSMENT

5 MINUTES

1. When the students are finished with writing, orally go over the checklist of all the conventions of an invitation and ask them to check their own work and add anything that is missing before handing over their work to you for checking.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to bring to class any invitations that their family may have received and share them with their class fellows.
2. Discuss different parts of the invitation cards that students bring. Notice and point out to the students if there is something that is different from the way the class wrote their invitations.

# ACCEPTING AND DECLINING INVITATIONS



## STUDENT LEARNING OUTCOMES

- Write replies accepting or declining an invitation.

## INFORMATION FOR TEACHERS

- Revise the following information from the previous lesson:
- Introduce informal invitations to the students. Tell them that in invitations they have to write the
  - Purpose of writing the invitation
  - Date & Time of that party/function
  - Venue of that party
  - Name of addressee and sender i.e. students have to write their own name and of the addressee.
- Write the given template on the blackboard and tell students to write only the information asked on the cards. Tell them not to draw lines and write the words in brackets.
- Forms of addressing elders. Mr./Mrs./Miss./ Ms., etc.
- Reinforce capitalisation of proper nouns. Tell the students that they have to write the names, places, days, months with capital letters. For example, Ayesha, Ali, Iqbal Town, Saturday, February, etc.
- Reinforce punctuations for writing date and time.
- Reinforce accepting invitation notes. Please see activity 1 for information on writing an accepting note/letter.
- Introduce declining invitation notes/letters. To decline the invitation means that you cannot attend the party due to some reason. Please see activity 2 for information on writing a declining note.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

- Recap the last lesson and ask the students to tell what are invitations.
- Why are invitations written/sent?
- Why is it important to respond to an invitation?

**(Because it is polite to reply to an invitation if the host knows how many people are**

coming they can arrange for food and seating accordingly).



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following template on the blackboard and ask the students to copy it.
2. Ask the students to read the invitations they have written in the previous/last lesson on 'birthday party invitation' and on 'brother/sister's wedding'.
3. Tell the students to write a short note for telling their friends that they are very happy to get the invitation of his/her birthday party or brother/sister's wedding and they will join him/her on that occasion.
4. Tell the students to:
  - ◇ Thank their friend for the invitation.
  - ◇ Say you would love to come.
  - ◇ Tell you will come and join them.

	Your Address
	-----
	-----
Dear _____,	
Thank_____	
-----	
I would_____	
-----	
See you there.	
Your Friend,	
-----	

5. Monitor and help the students.
6. Once they have done, ask them to exchange and check each other's work and give feedback.
7. Tell the students to write the second draft in the light of the feedback given by their peers.

### Activity 2:

10 Minutes

1. Once the students are done, ask them to think of reasons for not being able to go.
2. Ask why they should write a note even if you can't go. Explain the importance of being polite.
3. Write a note for declining the invitation by using the following template.
4. Tell the students to write a reply using these ideas:
  - ◇ Thank your friend for the invitation.
  - ◇ Say you would love to come but you can't and give the reason for that.
  - ◇ Remember to mention the reason briefly.
  - ◇ Tell when you will visit them after the wedding or the occasion.

Your Address

Dear \_\_\_\_\_,

Thank \_\_\_\_\_

I would \_\_\_\_\_

but \_\_\_\_\_

Because \_\_\_\_\_

I will \_\_\_\_\_

and \_\_\_\_\_

Have a nice day!

Your friend,  
\_\_\_\_\_



### CONCLUSION / SUM UP

3 MINUTES

1. What should be written in an accepting invitation note?
2. Why is it important to write an acceptance of invitation note?
3. Why should we write a declining note?
4. What should be written in a declining note?



### ASSESSMENT

5 MINUTES

1. Ask the students to exchange and read each other's work and give feedback.
2. Tell the students to write the second draft in the light of the feedback given by their peers.
3. Involve the students in solving problems given exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write an accepting and declining note to their friends' invitation on a party to celebrate success in final exams.
2. Brainstorm with students the different ways in which the same information can be shared:
  - ◇ through a written note
  - ◇ through a phone call
  - ◇ through a text message
  - ◇ through an e-mail

# USING POLITE EXPRESSIONS TO SEEK ATTENTION



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to use polite expressions to seek attention.

## INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention politely. Examples are given below:
  - ◊ Excuse me! May I talk to you?
  - ◊ Excuse me! Do you have some time?
  - ◊ Excuse me! May I take a minute?
2. Help students understand that “excuse me” is what we say when we would like the attention of another person. We can say, “excuse me” when we want to talk to another person. When we use “excuse me” we wait for the other person to look at us, move, or speak to us. Sometimes people are busy and we may have to wait our turn.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, chart, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write the following expressions on the writing board:
  - ◊ “Get out of the way.”
  - ◊ “Excuse me.”
2. Say: “You want to enter into the staff room to talk to your teacher, but somebody is standing in the way. Which of these expressions would you use to ask them to move out of the way, so you can walk by?”
3. Have students discuss in pairs and decide their answer.
4. Ask 3 – 4 students to share their responses.
5. Say: ‘Excuse me’ is a phrase that is used in many situations. It is very rude to tell someone to, “Get out of the way.” Instead, say, “Excuse me” as a polite way to ask someone to move out of the way, so you can walk by.
6. Say: If you want to get someone’s attention, you can say, “Excuse me. This is also a polite way to interrupt or disagree with a speaker.” Write the following examples on the board:
  - ◊ Excuse me, but I do not understand.
  - ◊ Excuse me, can you repeat what you just said?

- ◇ Excuse me, I have a question.
  - ◇ Excuse me, I do not agree with your statement.
7. Ask them to think about how they get a teacher's attention in the classroom. Allow 2 – 3 students to respond. Conclude the activity by saying: 'You can say "excuse me" or add it at the start of a request to politely seek someone's attention. Just as in a classroom, you can raise your hand and say, "Excuse me" to get your teacher's attention.'



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Tell the students that if they want to get somebody's attention they should use certain polite expressions so that the others do not feel bad/upset/offended.
2. Write the following expressions on the board, and ask a student to come forward and act out the following expressions with him.
  - Excuse me, may I talk to you?
    - ◇ Sorry, I'm already getting late. Can we talk later?
  - Excuse me, may I have a minute of your time?
    - ◇ Sure.
  - Excuse me, do you have some time?
    - ◇ Yes, how may I help you?
3. Tell the students that "Sorry to bother you..." can be used as a polite way of interrupting someone when you would like their attention. For example, if you have to interrupt someone because you need their help, you can say:
  - ◇ Sorry to bother you, but I need your help.

**Here are a few other examples:**

  - ◇ Sorry to bother you, but do you know what time it is?
  - ◇ Sorry to bother you, but do you know if this bus goes to the mall?
4. Say: "Now that we have learned the polite expressions to use to seek someone's attention, let's practice using these expressions during the next activity."

### Activity 2: 10 Minutes

1. Tell students that they are going to do a role play in a given situation to practice using polite expressions to seek attention.
2. Ask students to work in pairs.
3. Write the following scenarios on the writing board and assign each pair one scenario distributing in a sequence.
4. Give them time to prepare and practice, then present their skits for the class.
  - ◇ **You want someone to pass you the salt, which is at the far end of the table.**
  - ◇ **You burp or sneeze in the middle of a conversation with your teacher.**
  - ◇ **You have to squeeze between two people having a conversation, to get to your desk.**
  - ◇ **You have to yawn when you are listening to your friend tell you about a book he/she read the night before.**
  - ◇ **You want to express your opinion during a discussion but others are continuously talking.**
5. Once the pairs have practiced well, invite one pair for each scenario to present their skit for the class.
6. Appreciate students for their hard work.



## CONCLUSION / SUM UP

3 MINUTES

1. Today we have learnt how to take turns during discussions and how to seek attention using polite expressions.
2. Tell students that they should practise using the following five polite expressions in their routine interactions with others: 1) Excuse me, 2) Sorry, 3) I'm afraid..., 4) Please, and 5) Thank you! These expressions would make their communication very effective.



## ASSESSMENT

5 MINUTES

1. Assess students' understanding of the expressions during the practice activity.
2. Involve the students in solving the exercise at the end of the unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to practice using the expressions they have learnt, with their friends, class fellows, school fellows, and family members.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# THREE SOUNDS OF 'ED'



## STUDENT LEARNING OUTCOMES

- Recognise and practise that 'ed' has three sounds, i.e., /d/, /t/, /id/ through context.

## INFORMATION FOR TEACHERS

- Consult the 4th-grade lesson on the ending sounds of 'ed'.
- Verbs are action words or doing words, e.g., write, eat, drink, play, dance, land, fly, run, etc.
- Students have already learnt about verbs in previous grades/lessons, so recap the concept in this lesson.
- While teaching the past tense pronunciation for regular simple verbs, give students practice of adding "-ed" to the end of the base form of the verb.
- Explain to the students that the three sounds of 'ed' are "d", "t", and "id".
  - If 'ed' ending follows the letter 'p, k, sh, ch, s, f', the ending sound will be 't' as in helped, looked.
  - If 'ed' ending follows the letter 'b, g, l, m, n, v, z' the ending sound will be 'd' as in called, used.
  - If 'ed' ending follows the letter 't or d', then the ending sound will be 'id', as in loaded, wanted.
- A second syllable with the last sound (not the last letter) is a /t/ or /d/, for example, "wanted", "decided", "needed", or "invited". The last sound for the words "want" and "invite" is /t/, the last sound for the words "decide" and "need" is /d/. These two sounds require that added -ed ending be pronounced with an additional syllable.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk, writing board, duster, loose paper sheets, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Review the concept of regular and irregular verbs with the class.
- Ask students to work with a partner on their left and write as many regular verbs as they can.
- Let students share their work and appreciate the correct responses.
- Let them work in pairs again to convert the verbs into past tense form by adding 'ed'.
- Next, ask them to pronounce the past forms of the verbs they wrote and notice any differences in the ending sounds.

- Ask 2 – 3 students to share their responses with the whole class.
- After this activity, explain the rules for ‘-ed’ ending sounds. (see Information for Teachers)



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Review the three sounds of ‘ed’ (i.e., /t/, /d/, and /id/) with the whole class.
- Divide the class into pairs.
- Display a chart in front of the class with the following activity or write it on the writing board:

rhymed, cooked, tried, played, hunted, wasted, started, charged, fixed, amazed		
/t/	/d/	/id/

- Tell pairs to write -ed ending word in the relevant column after carefully pronouncing the word and identifying its ending sound.
- After completion of the task, exchange their answers with another pair.
- Invite some pairs to come up and share their answers.
- Guide and explain during the activity.

### Activity 2: 10 Minutes

- Divide the class into small groups:
- Paste the following chart on the front wall.
  - ◇ I laughed at the joke.
  - ◇ Our work is finished.
  - ◇ The snake killed the mouse.
  - ◇ The teacher helped the student.
  - ◇ When I was younger, I wanted to walk on the moon.
  - ◇ We hiked to the top of the mountain.
  - ◇ They rented a car to visit Murree.
  - ◇ We can’t go swimming because the pool is closed due to Covid-19.
  - ◇ That old house on the hills is haunted.
  - ◇ We hunted for her keys, but could not find them.
- Ask students to read the sentences with a focus on the ending sounds of the verbs.
- Tell the groups that they are going to have a competition: they should find out the ending sound of the ‘ed’ verbs in each sentence and write a /t/, /d/, or /id/ for each verb. The group that comes up with the highest number of correct answers wins the game.
- Give them 3 – 4 minutes to complete the task. Then review the answers with the whole class. Find out the group with the highest number of correct answers and have the class clap for them.



## CONCLUSION / SUM UP

3 MINUTES

- Reinforce the rules of ‘-ed’ endings and provide some more examples.

t	d	id
help – helpt	robbed – robbd	hunted – hunted
laughed – lafft	arrived – arrivd	graded – gradid
worked – workt	jogged – joggd	lifted – lifted
passed – past	surprised – surprisd	decided – decided
pronounced – pronounst	roared – roared	



### ASSESSMENT

5 MINUTES

1. Write some sentences using ‘-ed’ ending words on the writing board and invite a few students to underline the different ‘-ed’ ending sounds e.g., ‘t’, ‘d’, ‘id’.
2. Assess students’ understanding of the sounds through their correct responses during introduction, activity 1, and sum up.
3. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to search and note down different ‘-ed’ sounds found in their English textbooks.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

## STUDY SKILLS – I



## STUDENT LEARNING OUTCOMES

Use textual aids such as table of content and glossary for greater comprehension of texts.

## INFORMATION FOR TEACHERS

1. Table of content can help the students to find the units and chapters. It also gives information about the type of text i.e. poem, story, dialogue, fiction, non-fiction.
2. A glossary is an alphabetical list of terms in a particular area of knowledge with the definitions for those terms. Traditionally, a glossary appears at the end of a book and includes terms within that book, which are either newly introduced or at least uncommon. (See sample of glossary at the end of this book).
3. Try to use their textbook (math/science) to find the words for demonstration.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, sample glossary list, chart papers to display glossary prepared by students.



## INTRODUCTION

5 MINUTES

1. Ask the students to open their books on the table of contents page. Tell them how to use it to find some lesson/unit.
2. Ask them to open the table of content and find some pages by using it.
3. You can ask questions like; on what page is narrative writing? etc.
4. Tell them the concept of glossary. Link it with dictionary skills. Tell them that not every book does not have a glossary, but there are many books that have glossary at the end.



## DEVELOPMENT

20 MINUTES

## Activity 1:

20 Minutes

1. Ask them to open the page of the book that you have selected for them.
2. Ask them to read the text in groups.
3. Ask them to underline the difficult words, which they are not familiar with.
4. After they are done with it, ask them to open the glossary list. (Give them the glossary list if the book has no glossary list included).
5. Distribute the glossary list and ask them to tell you what they have noticed about it. (Possible answer: alphabetical order).

6. Ask how it is different from dictionary.
7. Tell them to recall the alphabetical order and look up the difficult words in the glossary.
8. Paste the glossary list in the class for further assistance.



### **CONCLUSION / SUM UP**

3 MINUTES

- Conclude the lesson by telling the importance of table of contents and glossary. Paste the list of glossary in the class for further assistance.



### **ASSESSMENT**

5 MINUTES

1. Ask them to find some more words from the glossary list and ask them to write down the list on their note book.
2. Involve the students in solving problems given exercise at the end of unit/chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask them to bring books from home or library and share the glossary list with the class.

# READING AND INTERPRETING MAP INFORMATION



## STUDENT LEARNING OUTCOMES

- Read simple keys/legends on maps.
- Read tables and charts in textbooks.

## INFORMATION FOR TEACHERS

1. Maps give an idea about the location of different things/places at some location. Maps can be picture maps of a small place like a house/school/building or routes e.g. way to a railway station or of geographical features e.g. cities, countries or continents etc. Legends and keys are the description of different signs/symbols on a map and are universal i.e. the same in nearly all the languages (like traffic signals).
2. There are many tables and charts in the science/social studies text book, which can be used for this lesson for interpretation of data.
3. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Sample Pakistan Map (the map given in social studies textbook can be used), text book.



**INTRODUCTION**

**5 MINUTES**

1. Recap the lesson which they have learnt about picture maps and legends in the previous grade. Ask them simple questions about the types of maps they have seen and where they have seen those. Make them participate in the discussion by asking how these maps are helpful in everyday life.
2. Tell them that they have learnt to read the picture map, now they will be learning to read the real map of Pakistan which includes the keys and legends with it.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

1. Show class a map of Pakistan.
2. Ask the class about the number of provinces in our country. Ask them to name them.
3. Ask them the name of their city and in which province it is present.
4. After this brainstorming activity, show the map to the class.
5. Ask them how many of the students have already seen the map of Pakistan.
6. Now ask how the information is represented or shown on the map.
7. After this brainstorming activity, show the map to the class.

8. Ask them how many of the students have already seen the map of Pakistan.
9. Now ask how the information is represented or shown on the map.
10. Ask them to read the maps and try to see how signs are used. The sample map has legends which indicate the color of the province in the map.
11. Tell them that if they are unable to read or understand something in the map, they can see the legends or keys which are there for the understanding.
12. Explain the key or the legend.
13. Encourage students to locate different features using the legend.
14. Ask why a particular symbol is used (e.g. blue for water, brown for mountains etc.).

**Activity 2: 10 Minutes**

1. You have a simple butterfly life cycle with you (It is assumed that this chart is there in the class room).
2. Ask the students to turn their table to the chart side.
3. Help them in reading that chart.
4. They have done this in science class so this would not be difficult for them.
5. Ask two or three random students to come up and read the chart by explaining the signs and symbols (e.g. arrows and bubbles used).
6. Appreciate the students.



**CONCLUSION / SUM UP**

3 MINUTES

- Conclude the lesson by recapping the whole lesson by asking the kind of maps they have seen in their everyday life.



**ASSESSMENT**

5 MINUTES

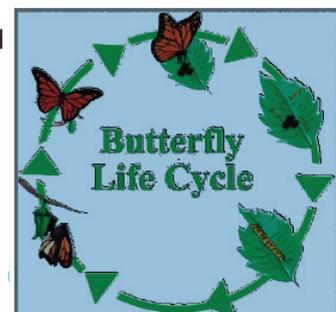
1. Give them a pie chart from the previous lesson and ask some students to come up and interpret the data from it. This will just be a practice exercise for them.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Have students pick their favorite book or pick a class favorite together.
2. Then have the students draw a map of the setting of the story. For example, if you picked "The Three Little Bears", students could draw a map that shows the bears' home, Goldilocks's home, the forest, and all the paths in between.
3. Encourage students to use clues from their stories to create a realistic map.
4. Maybe there is a general store where the bears get their porridge or a lake where Goldilocks' likes to play. Have students share their maps with the class.



Life cycle of Butterfly

# CARDINAL DIRECTIONS



## STUDENT LEARNING OUTCOMES

- Recognise and use cardinal directions.

## INFORMATION FOR TEACHERS

- Cardinal directions** are the four main **points** of a **compass**: north, south, east, and west which are also known by the first letters: N, S, E, and W. These four **directions** are also known as **cardinal points**.
- Make sure that the students know about their surroundings.
- They must know about their right and left.
- The students must differentiate in east, west, north, and south.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Introduce the concept of directions by pointing to east, west, south, and north with the gesture of arms.
- Face the sunrise direction.
- Ask the students what's this direction called. Some of them may answer 'east'.
- Give students rehearsal of standing and saying:

Facing sun	→	East
Back	→	West
Right	→	South
Left	→	North



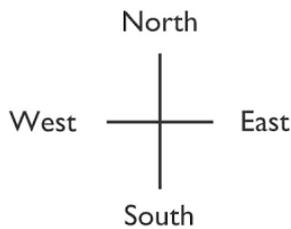
**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**06 Minutes**

- Paste the following chart in front of the class.



2. Explain the concept by giving some examples from the surroundings.
3. Make sure by frequent repetition so that students fully understand the concept of cardinal directions.
4. Ask a volunteer to stand and tell him/ her to face the south.
5. Ask another one to face the west.
6. Ask the next one to face the north.
7. Ask the fourth one to face the east.
8. Ask other students to verify if these four students are standing in the right direction. Ask them for suggestions/ corrections.
9. Appreciate students for their work.

### Activity 2:

**14 Minutes**

1. Divide the class into four groups and name them A, B, C, and D.
2. Assign them titles as:
  - Group – A: North**
  - Group – B: South**
  - Group – C: East**
  - Group – D: West**
3. Make sure that every member knows about the titles assigned to her/his group.
4. Mingle the groups at the center of the classroom.
5. Instruct them that when you say their group's name, all the group members should move towards their assigned direction and stand facing their direction.
6. Repeat the activity with all the groups so that each group has a clear idea of the directions.
7. Ask students to go back to their seats.
8. Next, ask a volunteer to identify a destination, then ask a different student to raise their hand to provide an insight into which direction you would have to travel to reach that destination. Repeat this step several times to engage more students for different destinations and directions.
9. Now, ask students to work in previous groups and think of the surroundings of their school and make a list of places that lie in all four directions, and then write simple sentences. For example, there's a hospital to the north of our school.
10. As the groups work, move around and provide support.
11. Once they have completed the task, invite a representative from one of the groups to share their sentences. Ask other groups to listen and compare with their sentences. If they have identified a place in a certain direction which this group has missed, they can raise their hands and share their sentence about the missed place.
12. Appreciate students for their active participation in the activities.



### CONCLUSION / SUM UP

3 MINUTES

1. Sum up the lesson with more explanation of cardinal directions. Give a few more examples:

- ◇ Afghanistan is to the west of our locality.
  - ◇ The major part of Pakistan is to the south of our province.
  - ◇ Our province is in the north of Pakistan.
  - ◇ India is to the east of our country.
2. Tell them that every place is in a certain direction.



### ASSESSMENT

5 MINUTES

1. Ask the whole class to stand up facing the sun.
2. Ask them to name the direction.
3. Then, ask them to stretch their right hand and name the direction.
4. After that, ask them to stretch their left hand and name the direction.
5. Finally, ask them to pat their back with their hand and name the direction.
6. Repeat the activity for all the directions with random students.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice these cardinal directions at home. For example:  
**East** → ?  
**West** → ?  
**South** → ?  
**North** → ?
2. Tell them to sketch their home, mentioning these four directions. Then, write a few sentences describing places in the surroundings of their home.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

## STUDY SKILLS – II



## STUDENT LEARNING OUTCOMES

- Recognise alphabetical arrangement of words in a glossary or a dictionary.

## INFORMATION FOR TEACHERS

- Glossary is an alphabetical list of terms used in a particular subject or field of knowledge with definition of each term/concept. e.g. a medical book will have a glossary of biology and science terms; mathematics book will have glossary of terms/concepts of arithmetic, geometry & algebra.
- A dictionary or a glossary usually has items/ words listed in an alphabetical order.
- When giving practice words for locating words, keep the level of the students in mind. Try to use their textbook (math or science) to find the words for demonstration.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, dictionary, science or math textbook with glossary.



## INTRODUCTION

5 MINUTES

- Tell them that the alphabetical order is very important while using the dictionary and glossary.
- Tell them that alphabetical order of first, second and third letter is really important while using dictionary. There are many words which have the same first and second letters, so you have to check for the third word to find out the particular word.
- Explain the concept of glossary and why it is there in the book. Show them any glossary. (You can show them the glossary of this book).
- Tell them that there are many books which have no glossary, but many of them do have. Give examples and show a few without one and with one.



## DEVELOPMENT

20 MINUTES

## Activity 1:

20 Minutes

- Ask some 8 or 10 volunteers to come up and bring one paper and a pen with them. This will be a recalling activity, just to make them recap the concept of alphabetical order. they have already done this activity in the previous grade but repeating the activity will help them in strengthening the idea.
- Ask them to write their full names on the paper in bold.

3. Ask them to stand in front of the class with their name papers in their hand and facing the class (the names should be clearly written in bold).
4. Ask the class to arrange them in alphabetical order according to their first names.
5. They will have difficulty in arranging the students who have the same first name but different last name. If students have the same first name, ask their second names for the alphabetical order.
6. Help them in arranging the names and tell them that this alphabetical order exercise will help them in using dictionary and glossary.

### Activity 2:

10 Minutes

1. Write some words on the board which have same first and second letter and different third letter. For example mode, mood, mock, mobile, model, etc.
2. Ask the class to find the words in a dictionary.
3. Arrange the words on the board as per appearance in the dictionary.
4. Appreciate the students who complete it first.
5. Do the same activity with the help of glossary. Give them some words and ask them to find the alphabetical arrangement.



### CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students the importance of dictionary in their lives. Tell the importance of alphabetical arrangement while using the dictionary and glossary again.



### ASSESSMENT

5 MINUTES

1. Put these words into alphabetical order  
**colour, college, frame, card, mould, pattern, texture palace, tone, painting, artist, paper**
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make a list of ten words. Ask your fellow in pair to put your words into alphabetical order.

# ALPHABETICAL ORDER



## STUDENT LEARNING OUTCOMES

- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.

## INFORMATION FOR TEACHERS

- Alphabetical order comes in handy for the dictionary skills and also for making sequential order in list/ items as in attendance register.
- Comprehension means understanding.
- The selection of words should be from the students reading range of familiar words.
- Students are made familiar with alphabetical order and use of dictionary in the previous grades, but at a very basic level.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, dictionary, word list from the textbook.



**INTRODUCTION**

**5 MINUTES**

- Recap any recent lesson from the textbook. Ask them if they can recall any difficult words they don't know the meaning of from that lesson. Jot down those words on the board.
- Make them recall dictionary skill learnt in previous class. Ask students about the alphabetical order.
- Point out how their names are listed in alphabetical order in the school register and how the dictionary has words listed in that order too.
- After they are done with that, repeat the concept in front of the class.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**20 Minutes**

- Divide the class in different groups depending on the number of dictionaries you have with you.
- Use the difficult words from their textbook because the words should offer some challenge.
- Recap the concept of alphabetical order which they have also learnt previously. You can write some words and ask them to arrange the words in alphabetical order. don't spend any more time on this than you think is absolutely necessary.

- Draw a table on the writing board and ask the students to copy the table on their notebook.

Sr. No.	Word	Your meaning	Meaning	Word class	Guide word & page #
1.	necessary	important	required, which is needed and cannot be avoided	NOUN & ADJECTIVE	Neat

- Give each group 3 different words to locate from the dictionary.
- Then ask them to fill this table for each word.
- When they are done, ask each group to share the words they have looked up with the other group.
- This will help to share all the words with each other.



### CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by telling the class that dictionaries are very important in their lives.
- Ask them to tell the words that they now know meanings of.



### ASSESSMENT

5 MINUTES

- Give the class more words which have same first and second alphabet but different third and other alphabets (master, marker). Ask the students to fill the table again but this time they must do it individually.
- Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask them to underline the words which are new to them and write the meanings of the words with lead pencil over the word, which will help them in reading the next time.
- Ask students to make a story using the new words. Write all the words on the board and ask students to choose any 5 to write a paragraph on. They can write a story.
- Give them story-starters to get them started. Some examples are:

**I have so many wishes. My first wish is that...**

**When I grow up, I want to be able to...**

**I once had a strange dream. I saw that..**

# NOUN – PRONOUN AGREEMENT



## STUDENT LEARNING OUTCOMES

- Recognise that pronouns agree with their nouns in gender and number.

## INFORMATION FOR TEACHERS

- A pronoun must agree with its noun in **number** and **gender**.
- Use a singular pronoun to refer to a singular noun. Example: The **mother** is cooking dinner for **her** children. (**mother**- singular noun, **her**- singular pronoun).
- Use a plural pronoun to refer to a plural noun. Example: **Ayesha** and **Asma** are playing with **their** younger sister. (**Ayesha** and **Asma**- plural nouns, **their**- plural pronoun).
- The masculine gender pronouns **he**, **his**, and **him** are used for males. Example: The man is driving his new car. (**Man**-masculine noun, **his**-masculine pronoun). Example: Fahad doesn't like Adnan. / Fahad doesn't like **him**. (**Adnan** masculine noun (object), him masculine pronoun (object)).
- The feminine gender pronouns **she** and **her** are used for females. Example: The old woman is walking with **her** granddaughter. **She** is carrying a bag. (**woman**-feminine noun, **her**-feminine pronoun).
- The neuter pronoun **it** and **its** are used for non-living things, or male and female animals. Example: The **cat** is playing with **its** kittens. (**Cat**-neuter gender noun and its neuter gender pronoun). Example: **Apple** is a delicious fruit. It is good for health. (**Apple**-neuter gender noun, **it** neuter gender pronoun).
- If a noun is masculine its pronoun must always be masculine. If a noun is feminine, its pronoun must always be feminine. If a noun is singular neuter, the pronoun "it" is used. If a noun is plural neuter, the pronoun "their, or they" are used.
- Students have learnt about pronoun gender and number agreement in previous grades. Therefore, this is a reinforcement lesson.
- Time allocation for all activities is flexible and can change as per the need of the activity.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the following pair of sentences on the writing board:

- He is my cousin.
- She is my cousin.

2. Ask the students to point out the differences in these sentences.
3. Their response may be that 'He' and 'She' are different words in these sentences.
4. Now, write the following pair of sentences on the writing board.

- Yahya rides **his** bicycle.
- They read **their** books.

5. Ask them about 'his' and 'their'. To whom these words refer in the given sentences.
6. Give them 2-3 minutes for their responses.



## DEVELOPMENT

20 MINUTES

### Activity I:

10 Minutes

1. Divide the class into four groups and name them as:

**Female (singular)**

**Female (plural)**

**Male (singular)**

**Male (plural)**

2. Elect a leader for each group.
3. Paste the following chart on the front wall of the classroom.

She helps her mother.  
Rani and Sobia are going to their homes.  
I am Asad. I do my work.  
Salman and Amar are brothers. They are walking with their dog.  
Maria and her sister are here. They study.  
Ayeza is a nice girl. She speaks politely.  
Yahya drinks water. He is thirsty.  
They are boys.  
Hamna watches cartoon. She is fond of it.  
Ali and his uncle enjoy their weekend.  
Ibrar takes tea in his office.  
Huma and her aunt went to the market.

4. Ask the groups to choose and write the sentences in their notebooks that match their names, i.e., the 'female singular' group must pick the sentences with a female singular subject
5. Give them 3-4 minutes and guide them wherever they need guidance.
6. Now, ask them to underline the nouns and their corresponding pronouns in the chosen sentences.
7. Once they have done, invite the group leaders by turn to read the sentences and identify nouns and pronouns in them for the class.
8. Appreciate the students for their work.

**Activity 2:****10 Minutes****Part – 1**

1. Write the sentences from the sample activity on the writing board. (See the examples at the end of the lesson plan.)
2. Explain to the students that they have to recognise the underlined pronoun in each sentence as singular or plural.
3. If the pronoun is singular, they should circle a singular noun. If a pronoun is a plural, they should underline plural nouns.
4. Do one sentence on the blackboard for students' understanding.
5. You must move about to monitor guide students' work and provide help.

**Part – 2**

1. Ask students to take out their textbooks.
2. Open the chapter that students have to read in today's class.
3. Read the chapter with the students.
4. In the end, choose various gender pronouns (his, her, he, she, it) and ask the students about their gender.
5. If time allows, ask the students to find the noun of each pronoun. Once they have identified the nouns, ask the students the gender of the nouns.
6. Ask the students if there was any pronoun whose gender was different than its pronoun.

**CONCLUSION / SUM UP****3 MINUTES**

1. Quickly review the lesson by asking the students if a noun is a masculine singular what pronoun is used, etc.

**ASSESSMENT****5 MINUTES**

1. Check students' ability to recall the singular, plural, masculine, feminine, and neuter pronouns learnt earlier in the introduction activity.
2. Assess how well the students recognise that pronouns agree in number through the correct choices made in activity 1.
3. Assess how well students recognise pronouns' gender agreement in activity 2.
4. Assess students' understanding of pronouns' gender agreement by giving them a short oral or written test.
5. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Write 5 sentences on the board and ask students to copy them in their notebooks. Explain to the students that they have to re-write the sentences by changing the gender of the nouns and their pronouns: they must be the same.

**Sample Activity**

2. Look at the pronoun with brackets in each sentence. Circle the correct pronoun in each sentence.
  - ◇ When (Amir, Amir, and Azeem) slipped on the step, he fell.

- ◇ The (doctor, doctors) believed their opinion of a fracture was correct.
- ◇ The (cat, cats) are eating their dinner now.
- ◇ The (cups, cup) is in its box.
- ◇ (Sara, Sara, and Sana) rode their bicycles at 2:00 today.
- ◇ After they saw the puppet show, (he, they) went home.
- ◇ The (tree, trees) have lost their leaves.
- ◇ (Aliya, Omer, and Aliya) always try to be helpful to her class fellows.

## MODAL VERBS



## STUDENT LEARNING OUTCOMES

- Illustrate the use of can/cannot and, may/may not to express permission, prohibition, and doubt.

## INFORMATION FOR TEACHERS

1. Can, may, and should are called modal verbs.
2. 'Can' is used to express ability or to say that something is possible. For example: I can speak English.
3. To form the negative we add 'not' after can to form one word: cannot. For example: She cannot eat two burgers.
4. 'May' is used in formal style to request permission (in questions), giving permission (in affirmative sentences), and refusing permission (in negative sentences). For example: May I borrow your book for a day? You may have my book.
5. To form the negative we add "not" after may: may not
6. The verb that comes after 'can' and 'may' is in the infinitive (base form of the verb) without to. For example: I can bake cakes. May I sit here?
7. Time allocation is flexible and can change as per the need of the activity.
8. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

Note: The students studied the use of can / cannot, may /may not in grade 4. Therefore, reinforce these concepts in the introduction.

1. Begin the lesson by telling students that you have chosen an animal (e.g. monkey) in your mind and they have to guess it. Tell the students that all of them know the animal; some may have even seen it also. They have to ask questions about the abilities of the animal to guess its name. Their questions must start with 'can'. Tell the students that you will reply with "yes, it can." Or "no, it cannot."
2. Start the game. Continue the game till students have asked several questions using 'can'. Provide them with words if they do not know the English words for what they want to say.
3. Students will most likely guess the animal. If they cannot guess it within five minutes, you can end the game by saying that now they must give the name.
4. Ask them to clap for themselves in the end.
5. Ask the students if they can now tell when can and cannot are used. If they cannot

answer, tell them that we use 'can' and 'cannot' to tell whether someone has 'the ability to do something.'

6. Similarly, ask students about 'may' and 'may not'. Reinforce that may is used to ask for permission to do something and may not is used to refuse permission.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Display the following chart on the front wall.
2. Make sure that the chart is easily readable for all the students.
  - ◇ It may rain today. (Possibility)
  - ◇ May I use your pen? (Permission)
  - ◇ You should do your homework. (Obligation)
  - ◇ He may not come. (Doubt)
  - ◇ They should not make a noise. (Prohibition)
3. Ask a student to read the first sentence loudly.
4. Explain the sentence to students and tell them how we use modal verbs for showing possibility.
5. Repeat the same with other students randomly for all the sentences in the chart.
6. Now, divide the class into five groups like 1, 2, 3, 4, and 5 and choose a leader for each group.
7. Assign them titles as:
  - Group – 1: Prohibition**
  - Group – 2: Doubt**
  - Group – 3: Obligation**
  - Group – 4: Permission**
  - Group – 5: Possibility**
8. Ask them to write three sentences of their own according to their titles.
9. Give them 2-3 minutes.
10. Then, ask the leaders of the groups by turn to read aloud the written sentence.
11. Appreciate them for their work.

### Activity 2: 10 Minutes

1. Ask the groups to write four sentences mentioning the titles of other groups leaving their own title.
2. For example, Group-3 will have to write four sentences showing 'prohibition', 'doubt', 'permission', and 'possibility'.
3. Group-3 will not write a sentence showing 'obligation' because two sentences on this title have already been written by this group.
4. Give them 4-5 minutes and guide them accordingly.
5. Once they have completed the task, ask the leaders by turn to read aloud the written sentences.
6. Ask the class for feedback on the new sentences.



## CONCLUSION / SUM UP

3 MINUTES

1. Recap the lesson by telling students that they will be able to use can/cannot, may/may

not in the future.

2. Summarise the concepts of permission, prohibition, and doubt with a few examples.



### ASSESSMENT

5 MINUTES

- Involve students in solving the problems given in the exercise at the end of the unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students five professions (doctor, teacher, farmer, driver, and mechanic) and tell them to write five sentences telling what these people can do.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## ADVERBS



## STUDENT LEARNING OUTCOMES

- Identify and use adverb of manner, time, place and frequency.

## INFORMATION FOR TEACHERS

- Adverbs tell us more about verbs. They tell us 'how', 'when', 'where' and 'how often' something is done.
- An adverb of time indicates the time of action. It answers the question "when".
- An adverb of manner shows how the action takes place. It answers the question. "how"
- An adverb of place tells where the action takes place. It answers the question "where".
- An adverb of frequency tells how often the action takes place. It answers the question 'how often'.
- Adverbs answer the questions 'how', 'when', 'where' and 'how often' the action takes place.



- Example:**
- He is sleeping peacefully. (How is he sleeping)? Ans: (peacefully)
  - I will go to market today. (When will I go to market)? Ans: (today)
  - He was sitting here (Where was he sitting)? Ans: (here)
  - He always comes late. (How often does he come late)? Ans:( always)
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, flashcards.

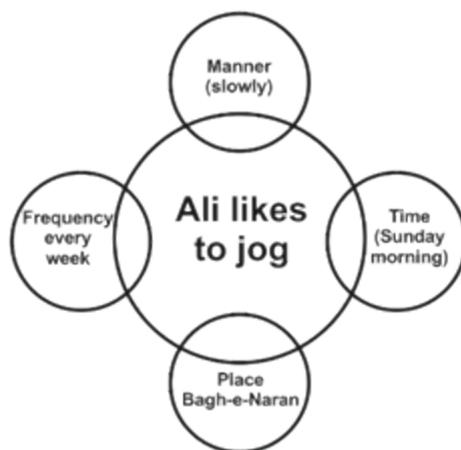


**INTRODUCTION**

**5 MINUTES**

- Create a mind map.
- Give students a root sentence and ask them to add adverbs to it.

**For example:**



- The root sentence is Ali likes to jog.
- With the addition of the 4 adverbs it becomes:  
**Ali likes to jog slowly in Bagh-e-Naran on Sunday morning every week.**
- Give other root sentences to students and ask them to use adverbs of time, place, manner and frequency to them one by one or all in one sentence.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Ask students what they think is the function of adverbs, based on the introduction activity.
- Tell them that adverbs have different kinds but we will discuss.
- Draw four columns on the board and ask the students to copy them in their notebooks.

#### Adverbs

Manner	Time	Place	Frequency
slowly	now	here	always
sadly	yesterday	there	often
happily	today	everywhere	never
excitedly	tomorrow	outside	again
loudly	before	inside	once

- Explain that adverbs of manner usually end in "ly".
- Through examples clarify their concept of different types of adverbs. Example: (model sentences).

- Adverbs of manner

- She writes **neatly**.
- She talks **loudly**.
- He is sitting **quietly**.

Adverb of manner answers the question how the action is done.

- Adverb of time

- My friend will come **today / tomorrow**.
- I am working **now**.
- Annie bought a toy **yesterday**.

It answers the question when the action takes place.

- Adverb of Place  
It answers the question where.
  - ◇ The train will stop **here**.
  - ◇ He is standing **outside**.
  - ◇ I looked for my pen **everywhere**.
- Adverb of frequency  
It answers the question how often somebody does something.
  - ◇ He **always** speaks the truth.
  - ◇ Ali **never** misses his bus.
  - ◇ He will come **again**.

**Activity 2: 10 Minutes**

1. Ask the students to write two short paragraphs on these topics, using adverbs of time, place, frequency and manner.
  - ◇ My favourite activity during the day
  - ◇ What I like to see my mother do
  - ◇ What I like to see my father do



**CONCLUSION / SUM UP**

3 MINUTES

- Ask students to sum up what we have learnt today along with the samples of various kinds of adverbs.



**ASSESSMENT**

5 MINUTES

1. Ask the students to write five sentences using the following adverbs. It is better if the sentences are connected to each other. For example, they can be written as a paragraph on 'One day in school'.  
**Use happily, quickly, loudly, here, always, etc.**
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Any related task from the textbook must be done as extension / follow up task.
2. Continue to point out adverbs to students in their daily conversation.

# USING FULL STOP WITH ABBREVIATIONS



## STUDENT LEARNING OUTCOMES

- Recognise and use the full stop with some abbreviations.

## INFORMATION FOR TEACHERS

- When a word is abbreviated after the first few letters, a full stop is used at the end as: **Prof. for 'professor', Dr. for 'doctor', Govt. for 'government'.**
- The teacher should go through the textbook and identify abbreviations before entering into class.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, a pair of charts, one list of abbreviations without full stops and other with full stops, textbook, pointer, flash card, etc.



## INTRODUCTION

5 MINUTES

- To introduce the use of full stop with abbreviations, ask students:
  - What word do we use for respect before the name of a male person?
  - Write the expected response from the students 'Mr.' on the board. (when told by a student)
- What do we write before the name of an unmarried female?
  - Write the expected response of students 'Ms.'" on the board. (when told by a student)
- How do we write the word 'Doctor' in a short form?
  - Write the expected response of students 'Dr.' (when told by a student)
  - Here, if they cannot respond, then ask them to check on page 56, of the textbook: Dr. Haroon.
- Then tell them that these reduced words with a full stop at the end are called abbreviations and now we will work on such words.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following abbreviations in one column on the board:
  - Ms.
  - Prof.
  - Math.

- ◇ E.g.
  - ◇ i.e.
  - ◇ p.t.o.
  - ◇ Etc.
  - ◇ Mrs.
2. Then ask students randomly to write the full word against its abbreviation in the second column and to confirm from other students if one student cannot write then ask the other one.
  3. Ask students to pronounce the abbreviations along with their full words.

### Activity 2:

10 Minutes

1. Write the following abbreviations on the board: Ms., Ltd., Hon., No. and tell students to note down in their notebooks with the use of full stop.
2. Next, ask them to work in pairs to discuss and find out the full words for these abbreviations.
3. As the pairs work, move around and provide the necessary support.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain to students the use and importance of full stop:
  - ◇ Full stop completes the sentences.
  - ◇ Full stop separates sentences from each other in a paragraph.
  - ◇ It is also used to reduce a word to a short form called an abbreviation.
  - ◇ Abbreviations are used for saving time and space.



### ASSESSMENT

5 MINUTES

1. Ask students to identify and note down in the notebooks three abbreviations from the textbook.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read an English daily newspaper and select five abbreviations.
2. Ask them to write a statement of ten sentences with appropriate use of full stop.
3. Discuss different parts of the invitation cards that students bring. Notice and point out to the students if there is something different from the way the class wrote their invitations.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

## CENTRAL IDEA OF POEMS



## STUDENT LEARNING OUTCOMES

- Write the central idea of a given poem in simple language.

## INFORMATION FOR TEACHERS

- A poem is a piece of writing that shows feelings, emotions, thoughts and ideas in lyrical form.
- Recall that if two words end in the same sound they are called rhyming words.
- They are used in poetry to provide a musical effect.
- All poems may not rhyme.
- Every poem is also written around a central idea just like a paragraph.
- Central idea tells the main theme of the poem i.e. what the poem is about.
- While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- A poem from the textbook, writing board, chalk/ marker, textbook, etc.



## INTRODUCTION

5 MINUTES

- Read a short poem to the students.
- Ask them: What will you say to a friend who is absent today, about the poem? How will you briefly describe the poem?
- Write student responses on the board.
- Tell students that the main theme of a poem is called the central idea.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Before coming to class you must have select a poem from the textbook to use in this lesson plan.
- Students open their textbook to a poem.
- Do the model reading of the poem with proper intonation, emotion and variations in tone and reading.
- Ask two to three students to come forward and read the poem allowed.
- Ask the students what the poem is about.
- Take all possible answers from students and write them on the writing board.

7. Encourage them to give you an answer in complete sentence.
8. Give the heading: Central idea.
9. Discuss the central idea of the poem (As given in information for teachers section).
10. You can write the main words of the central idea of the poem on the writing board. start with the sentence: This poem is about.....
11. Central idea of the poem should not be more than 3 – 4 sentences.
12. Students write the central idea in their notebook.

**Activity 2:**

**10 Minutes**

1. Ask students to check their work, in pairs, for any mistakes in spelling, punctuation or handwriting.



**CONCLUSION / SUM UP**

**3 MINUTES**

1. Ask few students to read the central idea of the poem, allowed.



**ASSESSMENT**

**5 MINUTES**

1. Assess students through their responses and written work.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Give the following task as homework:
2. Write a rhyming poem about "my family".  
**(Draw and colour a picture of your family).**

# RHYMING WORDS



## STUDENT LEARNING OUTCOMES

- List rhyming words and write a poem based on the same central idea.

## INFORMATION FOR TEACHERS

- Words ending in the same sound are called rhyming words e.g., goat, coat play and clay, etc.
- Rhyming words are used in poetry for the provision of musical effects.
- Poetry is the expression of thoughts, emotions, and ideas in an ordered lyrical form.
- The central idea of the poem is the theme or what the poem is about.
- Draw the attention of students to the topic and main theme, every time they read a poem/rhyme.
- Help students maintain a word bank of rhyming words in the classroom throughout the year.
- While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, charts, pointer, textbook, etc.



## INTRODUCTION

5 MINUTES

- Tell students that rhyming words are two or more words that have the same or similar ending sounds. For example, car and bar rhyme, bat and fat rhyme. If the two words produce different ending sounds, they do not rhyme.

### Here are some more rhyming words:

- ◇ hero – zero
  - ◇ change – range
  - ◇ sheet – feet
  - ◇ dish – wish
  - ◇ nine – shine
- Now, ask students to work in pairs and write rhyming words for the following:
    - ◇ well –
    - ◇ cave –
    - ◇ hot –
    - ◇ cook –
    - ◇ late –

- ◇ house –
- ◇ ball –
- ◇ play –
- ◇ but –
- ◇ see –



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Review the concept of rhyming words with the class.
2. Write the following poem on a chart:

*Twinkle, twinkle, little **star**,  
How I wonder what you **are!**  
Up above the world so **high**,  
Like a diamond in the **sky**.*

*When the blazing sun is **gone**,  
When he nothing shine **upon**,  
Then you show your little **light**,  
Twinkle, twinkle, all the **night**.*

*Then the traveller in the **dark**,  
Thanks you for your tiny **spark**,  
He could not see which way to **go**,  
If you did not twinkle **so**.*

*In the dark blue sky you **keep**,  
And often through my curtains **peep**,  
For you never shut your **eye**,  
Till the sun is in the **sky**.  
Twinkle, twinkle, little **star**,  
How I wonder what you **are!***

3. Read the poem with proper intonation. As you read, ask students to notice the rhyming words in the poem.
4. Ask 2 – 3 students to come forward and read the poem aloud.
5. Ask them to concentrate on the rhyming words highlighted in the poem.
6. Ask the students what the poem is about. Give them the following clues.  
**star, sky, shining like a diamond, shine, twinkle all night, etc.**
7. Help students identify the rhyming words in the poem.

### Activity 2: 10 Minutes

1. Ask the students to work in pairs and write a poem with the same central idea with the help of the given outline:

2. Concentrate on the rhyming words in the outlines.
  - ◇ I am a little star,
  - ◇ But \_\_\_\_\_ so far.
  - ◇ Though \_\_\_\_\_ very high.
  - ◇ Still \_\_\_\_\_ sky.
  - ◇ I \_\_\_\_\_ at night.
  - ◇ When \_\_\_\_\_ a light.
3. As the pairs work, move around and provide the necessary support. Ask students to think creatively. Tell them not to worry about incorrect ideas or grammar.
4. Once they have completed the task, invite 2 – 3 students to share their completed poems with the whole class.
5. Appreciate students for their work.



### CONCLUSION / SUM UP

3 MINUTES

1. Sum up the lesson by completing the poem. The poem can be like this:
 

**I am a little star.**  
**But I live and stay so far.**  
**Though I dwell very high.**  
**Still, I shine in the sky.**  
**I'm with you all the night,**  
**When you need a little light.**
2. Ask the students that practicing rhyming words increases vocabulary.



### ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
  - ◇ man –
  - ◇ soon –
  - ◇ ten –
  - ◇ map –
  - ◇ skip –
2. Ask the students to think of words that rhyme with them.
3. After a while, say the first word on the list and ask a student to say a rhyming word for it.
4. Continue with the rest of the words with randomly selected students.
5. Ask them to pronounce more than one rhyming word for a single word. For example:
6. The word 'sheep' can be rhymed with 'deep', 'keep', 'beep', 'jeep', 'peep,' 'leap' etc.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read a poem in the textbooks and list the rhyming words used in it as a home assignment.

# FINDING SYLLABLES IN A WORD



## STUDENT LEARNING OUTCOMES

Find out how many syllables a word has.

## INFORMATION FOR TEACHERS

1. A syllable is a group of letters that has one vowel sound in it. Each beat in the word is a syllable (the times a word breaks into parts while pronouncing it). Say the word 'dinosaur' and count the beats as you say the word. This word has three syllables (di/no/saur).
2. Students have learnt this concept in previous classes, hence a recap must be done.
3. Students will recognise and differentiate between monosyllabic, disyllabic, and trisyllabic words.
4. An important first step in dividing up a word into its syllables is knowing how many syllables the word has. You may already know that 1 vowel sound = 1 syllable. If a word has 3 vowel sounds, for example, then it has 3 syllables. (Notice that it's vowel sounds, not actual vowels. The word "cupcake," for example, technically has 3 vowels. But the 'e' is silent. It only has two syllables because the vowel sounds we hear are the short u and the long a, 2 total vowel sounds.)

### Basic Syllable Rules:

A. To find the number of syllables:

- ◇ count the vowels in the word,
- ◇ subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels are together in a syllable)
- ◇ subtract one vowel from every diphthong, (diphthongs only count as one vowel sound.)
- ◇ the number of vowel sounds left is the same as the number of syllables.

**The number of syllables that you hear when you pronounce a word is the same as the number of vowel sounds heard. For example:**

**The word "came" has 2 vowels, but the "e" is silent, leaving one vowel sound and one syllable.**

**The word "outside" has 4 vowels, but the "e" is silent and the "ou" is a diphthong that counts as only one sound, so this word has only two vowel sounds and therefore, two syllables.**

B. Divide between two middle consonants.

**Split up words that have two middle consonants. For example:**

**hap/pen, bas/ket, let/ter, sup/per, din/ner, and ten/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th", "sh", "ph", "ch", and "wh".**

C. Usually divide before a single middle consonant.

**When there is only one syllable, you usually divide in front of it, as in:**

**"o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious short sound, as in "cab/in".**

D. Divide before the consonant before an "-le" syllable.

**When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: "a/ble", "fum/ble", "rub/ble" "mum/ble" and "thi/stle". The only exception to this are "ckle" words like "tick/le".**

- E. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds.  
**Split off the parts of compound words like “sports/car” and “house/boat”. Divide off prefixes such as “un/happy”, “pre/paid”, or “re/write”. Also divide off suffixes as in the words “farm/er”, “teach/er”, “hope/less” and “care/ful”. In the word “stop/ping”, the suffix is actually “-ping” because this word follows the rule that when you add “-ing” to a word with one syllable, you double the last consonant and add the “-ing”.**
- Additional worksheet for teacher’s reference and students’ reinforcement of the taught topic is also attached at the end of the lesson.
  - While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



### DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, duster, mirror, a basket filled with word strips (sample for word strips is provided at the end of the lesson plan, cut out the strips before the ‘\_’ sign. Make your own word strips first and then cut them out. Do not cut from here.



### INTRODUCTION

5 MINUTES

- Ask students to place their fists under their chins.
- Pronounce the word ‘cat’.
- Ask students to repeat it after you, counting how many times their chin touches their hand. (For some students, you may need to have them look into a mirror at the same time, counting how many times they see their chin and hand connect.) Do it with a few more words until students feel the movement of the chin at the fist, e.g., computer, football, luckily, abnormal, wonderful, scientist, etc.
- Explain that the parts of the words that are heard or felt like a movement of the chin are called “syllables” and that every word has at least one syllable.
- Do the same actions with a one-syllable word, e.g., book. (Students must be able to tell that the chin moves once only when ‘book’ is pronounced).
- Ask each student to repeat the word and count the syllables. (e.g., chair, September) (chair has one syllable, September has three).



### DEVELOPMENT

20 MINUTES

#### Activity 1: 10 Minutes

- Write the following words on the writing board:  
**water, butterfly, teacher, lesson, sentences, drinking, paper, important, something, wonderful.**
- Ask a student to pronounce one word clearly. Then, ask other students to tell how many syllables they heard. Then, ask everyone to say the word with their fist under their chin and feel the movement of the chin to count the syllables.
- Ask another student to pronounce another word clearly. Repeat the steps given above.
- Repeat this practice for all the words with different students.
- Now, pronounce the words yourself and ask students to listen to you carefully.
- Concentrate on syllables while pronouncing the words.

- Now re-write the words with syllabic division as:  
**Wa-ter, but-ter-fly, tea-cher, les-son, sen-ten-ces,  
Drin-king, pa-per, im-por-tant, some-thing, won-der-ful.**
- Now, ask students to pronounce the words as they are written.
- After completing this practice, review the concept of syllables using the 'information for teachers' section.

**Activity 2: 10 Minutes**

- Make four groups from the class and elect a leader for each group.
- Name the groups as A, B, C, and D.
- Provide them the strips containing jumbled syllables (given in the worksheet at the end of this lesson).
- Ask each group to match the syllables in order to complete the words.
- Move around and guide the groups to make words from the given strips of syllables.
- Once they have done, ask the leaders by turn to pronounce their completed words loudly.
- Appreciate them for their participation.



**CONCLUSION / SUM UP**

5 MINUTES

- Review the key points of the lesson with the whole class. Make sure to recap the 5 rules/ tips of the syllabic division.
- Explain to them about the syllabic division of words with more examples like independence, enjoyable, characteristics.



**ASSESSMENT**

3 MINUTES

- Assess students' understanding through their correct responses during the introduction, Activity 1, and Activity 2.
- Involve students in solving the problems given in the exercise at the end of the unit/ chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask students to write the words on their own and find out the vowels seen, vowels heard, and the number of syllables for each word. Ask students to divide the words into syllables. Do not forget to put a slash between syllables.

**Worksheet:**

**Group-A:**

bas	ket	com	pu	ter	um	brel	la
-----	-----	-----	----	-----	----	------	----

**Group-B:**

can	dle	com	plex	ap	ple	far	mer
-----	-----	-----	------	----	-----	-----	-----

**Group: C**

beau	ti	ful	flex	ab	le	bo	nus
------	----	-----	------	----	----	----	-----

**Group: D**

con	struct	pump	kin	vis	it	re	sult
-----	--------	------	-----	-----	----	----	------

NOTE: Use scissors to cut every syllable. Do not mix the syllables from one group with another group.

- Assign students to do the relevant activities/ exercises from their textbook as homework.

# AGREE/DISAGREE POLITELY



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to agree/disagree politely.

## INFORMATION FOR TEACHERS

1. While discussing an event, a match, a situation, etc., we have to agree or sometimes disagree with our friends/ parents/ class-fellows, etc. We should not be harsh, rather we should be very polite whether we agree or disagree.
2. Here are a few common phrases used to express agreement:
  - ◊ I (completely / really / totally / absolutely / honestly / truly) agree with you (on that)
  - ◊ I hold the same opinion.
  - ◊ I see what you mean and I (must) agree with you.
  - ◊ I see it that way, too.
  - ◊ I share your opinion/view.
  - ◊ I was just going to say that.
  - ◊ You're (completely / totally / absolutely) right.
  - ◊ That's (so / completely / absolutely/ perfectly) true.
  - ◊ That's a really good point.
  - ◊ Fair enough.
  - ◊ Yes, of course.
  - ◊ No doubt about it.
3. Following are a few common phrases to express disagreement:
  - ◊ I'm afraid I can't agree with...
  - ◊ I'm sorry but...
  - ◊ You may be right, but...
  - ◊ That might be true, but...
  - ◊ I beg to differ.
  - ◊ I think otherwise.
  - ◊ I take a different view.
  - ◊ That doesn't make much sense to me.
  - ◊ That's not always the case.
  - ◊ That's not always / necessarily true.
4. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Show a pencil to students and say, "It's a marker." You may notice certain expressions on the faces of students as they might look confused. Ask them if they agree with you.
2. Now, show the pencil again, and say, "It's a pencil." Ask students to express if they agree with you this time.
3. Ask students to think of a few phrases that can be used to agree/disagree politely. Their possible responses may be:
  - ◇ I agree with you. That's true. You are absolutely right. Exactly. (agree)
  - ◇ I don't think so. I'm afraid I disagree. That's not always the case. Not necessarily (disagree).
4. Use your facial expressions to show agreement /disagreement etc. while talking to students.



## DEVELOPMENT

20 MINUTES

### Activity 1:

08 Minutes

1. Write the following dialogue on a chart or writing board.
  - ◇ Talha (excitedly): Our Sports Day is on Tuesday.
  - ◇ Ahmad (surprised): I don't think so. Who told you about it?
  - ◇ Talha: Yesterday, the teacher announced it in the class.
  - ◇ Ahmed: That's great, but don't you think it is too hot these days?
  - ◇ Talha: You are absolutely right. They should not arrange it this month.
  - ◇ Ahmad: I am afraid I do not agree with you.
  - ◇ Talha: why?
  - ◇ Ahmad: Actually, the next month will be even hotter.
  - ◇ Talha: Very true. Let's eat ice cream now.
  - ◇ Ahmad and Talha (together): That's great.
2. Divide the class into pairs.
3. Ask the students to take the role of Ahmad and Talha and practice the dialogue.
4. Once they have had sufficient practice, invite a volunteer pair to perform the dialogue in front of the whole class.
5. Instruct other students to listen to them carefully and note their expressions to agree/disagree.
6. After practicing the dialogue, ask the students whether the speakers of the dialogue were polite or harsh.
7. Encourage them to discuss and respond.

### Activity 2:

12 Minutes

1. Divide the class into pairs.
2. Ask students to draw a table as follows on their notebooks:

Agree	Disagree

3. Write the following phrases on the board:

Absolutely, not sure, that's not right, I couldn't agree more, I am not sure about that, me too, you are right, I totally disagree, you have a point there, I beg to differ

4. Ask the pairs to discuss and write these in their respective columns on their notebooks.
5. Once they have completed the task, invite 2 – 3 pairs to share their work with the whole class.
6. Appreciate students for choosing correct expressions.



### CONCLUSION / SUM UP

3 MINUTES

1. Today we have learnt how to agree and disagree with others politely.
2. Give them some more expressions for better understanding, like:
  - ◇ No doubt about it, fair enough, we are of one mind. (agree)
  - ◇ I think otherwise, that's not always the case, I'm sorry but... (disagree)



### ASSESSMENT

5 MINUTES

1. Ask students to decide which of the following expressions are used for agreeing and which ones are used for disagreeing:
  - ◇ That's right.
  - ◇ You're right.
  - ◇ I'm afraid I can't agree with you.
  - ◇ Exactly.
  - ◇ Excuse me, but ...
  - ◇ Of course not.
  - ◇ Absolutely.
  - ◇ I'm sorry, but ...
  - ◇ I agree (entirely / absolutely).
  - ◇ I couldn't agree more.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice using the expressions to agree/disagree they have learnt, with their friends, class fellows, school fellows, and family members and note down in their notebooks 10 such expressions.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# DISTINGUISH BETWEEN FACTS AND OPINIONS



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with the text using intensive reading strategies (while reading) to: distinguish fact from opinion.

## INFORMATION FOR TEACHERS

- An opinion is a view or a personal preference. People have different opinions. For example, "I like the sunset".
- A fact is a piece of information about the circumstances that exist or events that have occurred. For example, "the sun sets in the west".
- Students must learn to distinguish between facts and opinions. Also, it is equally important that they learn to accept that others might have different opinions and that we should respect their opinions. Opinion/viewpoint is not always right or wrong. It is just another way of looking at a thing.
- While teaching the lesson, consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Introduce the topic by providing the following pair of sentences on the board:
  - Islamabad is the capital of Pakistan (fact: officially stated in all documents). It is a very peaceful city (opinion).
  - Monsoon season begins around July and ends in August (fact: stated in geography books and happens regularly every year). It is the best season of the year (opinion).
  - My friend Bilal always stands first in his class (fact: his results show this). He is the best boy in the class (opinion).
- Tell students the difference between a fact and an opinion in very simple words, that a fact is universally admitted and opinion is a viewpoint of an individual which may be correct or not and others may agree/ disagree with that opinion.
- Tell students that people argue because they think that their opinion is the right one.
- Or that their opinion about something is a fact. For example, we think Khyber Pakhtunkhwa is the best province in Pakistan. It is our opinion. Other people in Pakistan may have a different opinion about it. Write the following on the board:
  - Fact:** knowledge or information based on real happenings.
  - Opinion:** view, a way of looking at something.
- Ask them to open the page of the textbook which you have selected to demonstrate the

difference between facts and opinions.

6. Ask them to read that page silently and try to differentiate between fact and opinion. Let them do it themselves.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following questions on writing board.
  - ◇ What do you like to eat?
  - ◇ What is the colour of the milk?
2. Ask students to answer question-1.
3. They may answer something like this:
  - ◇ I like to eat rice.
  - ◇ I like to eat mutton.
  - ◇ I like to eat potatoes.
  - ◇ I like to eat leafy vegetables.
  - ◇ I like to eat burgers.
4. Then ask them to answer question-2.
5. Their possible answer will be:  
**The colour of the milk is white.**
6. Now, explain to them how to differentiate 'fact' from 'opinion' with the help of the given responses.

### Activity 2:

10 Minutes

1. Now, write the following paragraph on the board:

Fahad is an intelligent student. He is ten years old. He reads in 5<sup>th</sup> class. He likes to read stories. He is a very good cricketer too. His father is a nice person. He is a teacher in a nearby school. Fahad's mother is a housewife. She is a kind-hearted woman. She loves all her children. Fahad belongs to a happy family.

2. Divide the class into pairs.
3. Assign the task that one member of the pair will write those sentences of the given paragraph that express 'facts' and the other member of the pair will write the sentences that express 'opinions'.
4. Give them 4-5 minutes and help them to understand the sentences.
5. Then, ask them to share their sentences with their peer.
6. Randomly ask a few pairs to come in front and read aloud the sentences showing 'fact' by one member of the pair and showing 'opinion' by the other member.
7. Appreciate them for their work.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by highlighting the importance of politeness when expressing opinions. Ask them how one should respond if someone disagrees with someone or has a different opinion than them.
2. Ask the students what the model phrases for disagreeing with one's opinion may be. For example:
  - ◇ "You are right but..."

- ◇ I understand what you are saying but.....”
  - ◇ “In my opinion....”
  - ◇ “I think....”
3. Tell them that having different opinions about something is not a negative thing. It is always important to respect others’ opinions and respond politely even if you disagree with them.
  4. Ask students to write five facts regarding their school.



### ASSESSMENT

5 MINUTES

1. Ask students to:
  - ◇ Write two facts about school
  - ◇ Write two opinions about schoolor
  - ◇ Write two facts about fast food
  - ◇ Write two opinions about fast food
2. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write a short paragraph on a given topic where they write sentences stating facts and expressing opinions. For example, write a paragraph on ‘My Village/ Town/ City.’
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# OPEN-ENDED AND PERSONAL RESPONSE QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following questions types:
  - ◊ Personal response.
  - ◊ Open ended.

## INFORMATION FOR TEACHERS

1. Some types of questions which the students in this grade will face can be: personal response and open ended.
2. Personal response questions can have different answers depending on person to person. They usually involve personal opinions and beliefs and are based on one's personal experiences.
 

**For example:**

  - ◊ How does wearing a uniform affect your studies?
  - ◊ Which character in the story would you want to be?
  - ◊ What is the message in the story?
  - ◊ Which event helped you get this message?
  - ◊ Would you like to read something else by this author?
  - ◊ Why or why not?
3. Open ended questions are those questions in which (unlike in a multiple choice questions or a fixed response/yes or no questions) possible answers are not suggested, and the respondent answers it in his or her own words. Some personal response questions can be open-ended questions too, as the two are quite similar.
4. Recap of question formation structure is necessary for this lesson. Question structure is of two types: Wh questions (Who, what, where, when, how, why) and yes or no questions that begin with helping verbs (can, do /does/ did, should, could, has/have).
5. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

1. Recap the previous lesson. Ask some questions from the students.
2. Give them some examples for each of the questions type. The example questions should be very simple.
3. Did the child in the story tell a lie? (Yes/No question).

4. What did the child say? (Open ended response from the text).
5. In your opinion, can a lie ever help us? What do you think are the disadvantages / consequences of telling a lie? (Personal response).
6. Tell them the concept of Open ended questions. Give them some examples from the previous lessons.

**Note for teachers:**

**Please prepare your own question on the basis of above examples using any story/text from the textbook lesson students have already done.**



**DEVELOPMENT**

20 MINUTES

**Activity 1:**

**20 Minutes**

1. Read the sample story to them.
2. Divide the class in different groups depending on the number of work-sheets you have with you.
3. Distribute the sample text sheet which has questions at the end.
4. Write the open ended questions on the board.
5. Ask the groups to discuss and orally answer the questions.
6. Jot down a few answers on the board. Explain how each group provided the response in their own words using same details.
7. Now do the same with Personal response questions.
8. Discuss how the each response was based on personal view point and experiences.



**CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by recapping the concepts behind the personal response and open ended questions.
2. Ask the students to tell you which question they enjoyed answering and why.



**ASSESSMENT**

5 MINUTES

1. Ask a few more personal response questions from a text book lesson done previously.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



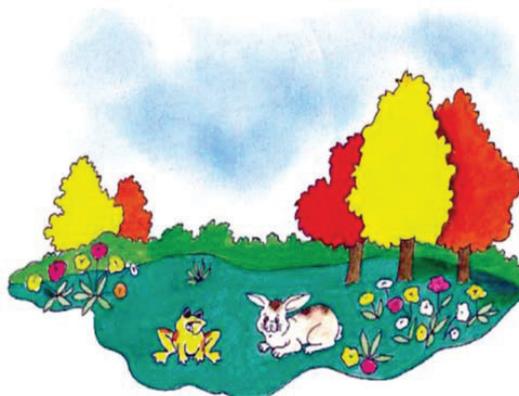
**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give them another text from the text book and ask them to comprehend the questions and answer them in their textbooks.

## SAMPLE TEXT WITH QUESTIONS

A frog was in his garden. A Rabbit came there to see him. "What a fine garden you have. Frog!" he said. "Yes," said the Frog, "it is very nice, but it was hard work." "I wish I had a garden," said the Rabbit. "Here are some flower seeds. Plant them in the ground," said the Frog, "and soon you will to have a garden."



"How soon?" asked the Rabbit.

"Quite soon," said the Frog.

The Rabbit ran home. He planted the flower seeds. "Now seeds, start growing!" said the Rabbit. The Rabbit walked up and down a few times. The seeds did not start to grow. The Rabbit put his head close to the ground and said loudly, "Start growing."

The Frog came running up the path. "What is all this noise?" he asked. "My seeds will not grow," said the Rabbit. "You are shouting too much," said the Frog, "these poor seeds are afraid to grow." "My seeds are afraid to grow?" asked the Rabbit.

"Off course!" said the Frog, "leave them alone for a few days. Let the sun shine on them, and water them daily. Soon your seeds will start growing." The Rabbit said, "I will tell the seeds a story. Then they will not be afraid."



The Rabbit told a long story to his seeds. All the next day, the Rabbit recited poems to his seeds. For many days he continued this practice.

One day the Rabbit looked at the ground. The seeds still did not start to grow. "What should I do?" cried the Rabbit. Then the Rabbit felt very tired and fell asleep.

"Rabbit, Rabbit, wake up," said the Frog.

"Look at your garden!"

The Rabbit looked at his garden. It was full of beautiful flowers. "At last, my seeds have started growing and now I have colourful flowers in my garden," said the Frog. "Yes, but you were right, Frog, it was hard work," said the Rabbit.

**"Hard work is the key to success."**

### Answer the following questions:

1. Why did the Rabbit want to plant seeds? (Open ended)
2. What types of plants would you like to grow? (Personal response)
3. How can you help plants grow better?
4. What was the experience like? (Personal response)
5. What did the Rabbit have to do to help the plants grow better? (Open ended)
6. Why did the plants take so much time to grow? (Open ended)

**Month**

**6**

# PAIRS OF WORDS



## STUDENT LEARNING OUTCOMES

- Locate, provide, connect and use words similar and opposite in meanings. Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms.

## INFORMATION FOR TEACHERS

1. 'Homo' means same and 'phone' means sounds.
2. Homophones are the words with the same sounds but different in meanings and spellings e.g. tail/tale.
3. They are commonly known as pairs of words.
4. Homonyms are words that sound alike but have different meanings. Some homonyms are spelled the same, like bark (the sound a dog makes) and bark (the outer layer of a tree trunk).
5. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Make an announcement "speaking aloud is not allowed in the library".
2. Ask students what they notice about the words in this statement (possible answer: same sounding words aloud/allowed).
3. Ask students to write them in their notebooks.
4. Tell them that there are many words in English that sound the same, but have different spellings or meanings.
5. Introduce homophones and homonyms to the class.
6. Give a few more examples, like *knew* and *new* – cell, sell (homophones) ad, add – accept, except (Homonyms), etc.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Make eight groups of the class and elect a leader for each group.
2. Name the groups as A, B, C, D, E, F, G, and H.
3. Provide them the strips containing jumbled words (given in the worksheet at the end of

this lesson).

4. Ask groups A-D to match the words with similar meanings.
5. Ask groups E-H to match the words with opposite meanings.
6. Move around and guide the groups to match the words assigned.
7. Once they have done, ask the leaders by turn to read aloud the words similar/opposite in meanings.
8. Appreciate them for their participation.

### Activity 2:

10 Minutes

1. Write the following words on the writing board.

**ate, hare, tail, gait, right, hat, pin, scene, blow, know**

2. Divide the class into pairs.
3. Ask them to make two columns in their notebooks.
4. Instruct them to write these words in the first column.
5. Ask them to write the homophones/ homonyms for these words in the next column.
6. Give them 4-5 minutes and guide them wherever necessary.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain to them the difference between homophones and homonyms with the help of the following examples:

**Homophones are:**            **ate and eight; deer and dear; buy and bye**

**Homonyms are:**            **address and address;            right and right**  
**(to speak to/location; correct/direction)**



### ASSESSMENT

5 MINUTES

1. Once the students are done with the sentences, ask them to exchange and check each other's work and give feedback.
2. Ask them to correct their wrong sentences and write them again.
3. Review the key points of the lesson with the class.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to find five homonyms from their English textbooks and use them in their own sentences.
2. Ask them to write five homophones from their English textbook and use them in their own sentences.
3. Involve students in solving the problems given exercise at the end of the unit/chapter.

### Worksheet:

#### Group-A:

answer	reply	begin	start	big	huge	arrive	come
--------	-------	-------	-------	-----	------	--------	------

**Group-B:**

cry	weep	stop	finish	fast	quick	worthy	precious
-----	------	------	--------	------	-------	--------	----------

**Group-C:**

hurt	injured	idea	thought	little	small	new	modern
------	---------	------	---------	--------	-------	-----	--------

**Group-D:**

portion	section	correct	true	say	tell	beautiful	lovely
---------	---------	---------	------	-----	------	-----------	--------

**Group-E:**

absent	present	alive	dead	always	never	bad	good
--------	---------	-------	------	--------	-------	-----	------

**Group-F:**

begin	end	before	after	top	bottom	white	black
-------	-----	--------	-------	-----	--------	-------	-------

**Group-G:**

cold	hot	dark	light	full	empty	far	near
------	-----	------	-------	------	-------	-----	------

**Group-H:**

day	night	first	last	happy	sad	loss	win
-----	-------	-------	------	-------	-----	------	-----

NOTE: Use scissors to cut every word. Take care not to mix the words of one group with another group.

# DEMONSTRATIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Identify and illustrate extended use of words that point to something.

## INFORMATION FOR TEACHERS

- Demonstrative pronouns are used for pointing out something/someone that we are talking about.
- There are four demonstrative pronouns:
  - This
  - These
  - That
  - Those

	Near	Far
Singular	This	That
Plural	These	Those

- The use of demonstrative pronouns depends on the number of things/ people that we are talking about and whether the subject(s) is/ are near us or far from us.

**For example: That is my book. => Negative form: That isn't my book. This is a fruit basket. => Negative form: This isn't a fruit basket. These are dolls. => Negative form: These aren't dolls. Those are Irum and Farah. => Negative form: Those aren't Irum and Farah.**

- To change a statement into a question, we reverse the order of the demonstrative pronoun and the verb. For example: This is a paper bag. => Is this a paper bag? That is a locker. => Is that a locker? These are 5th-grade students. => Are these 5th-grade students? Those are boards. => Are those boards?
- The same words are used as **demonstrative adjectives** when they modify nouns or pronouns: "this apple," "those boys."
- In giving short answers to questions using demonstrative pronouns, we can use it to replace 'this' and 'that', 'they' to replace 'these' and 'those'.

This is	a watch?	Yes, it is.
Is this		No, it isn't
That is	a watch?	Yes, it is.
Is that		No, it isn't

- Demonstrative pronouns should be taught and practiced using actions and gestures.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write 'this', 'these, that', and 'those on the writing board. Ask students to recall the use of these words. Ask them:
  - ◇ If someone or something is placed close to you, which word is used to point to it? (This)
  - ◇ If someone or something is placed at a distance from you, which word is used to point to it? (That).
  - ◇ If there are many people or things placed near you, which word is used to point to them? (These).
  - ◇ If there are many people or things placed far from you, which word is used to point to them? (Those).
2. Encourage the students with expressions like "good" or "well done" if they give correct answers. Reinforce the rules to use demonstrative pronouns.
3. Show students how to form questions by using demonstrative pronouns (reverse the order of the subject and the verb).
4. First, write a sentence on the board and then change the statement into a question. For example: This is a clean shirt. Is this a clean shirt?



**DEVELOPMENT**

**20 MINUTES**

**Activity 1: 10 Minutes**

1. While standing in front of the class, ask students the following questions.
  - ◇ What is this? (pointing to a nearby chair)
  - ◇ What is that? (pointing to a chair in the last row of the classroom)
2. Now, ask students the difference between the two questions. (Their possible answers may be 'this' and 'that'.)
3. Tell them that 'this' is replaced by 'these' and 'that' is replaced by 'those' for plural things.
4. Now, ask a few students randomly to repeat the questions for walls, students, windows, and charts in the classroom.
5. Encourage them to participate and help them wherever they need.

**Activity 2: 10 Minutes**

1. Collect a few objects from the classroom and arrange them in two groups as shown below:

Group – A	Group – B
a few pencils, two rulers, a notebook, a mobile phone, two chairs, a chart.	a few pens, five books, a marker or piece of chalk, two bottles, a table, a geometry box.

2. Keep the objects in Group-A on a chair in front of the class.



# REGULAR AND IRREGULAR VERBS



## STUDENT LEARNING OUTCOMES

- Recognise verbs as regular and irregular and use forms of more regular and irregular verbs.

## INFORMATION FOR TEACHERS

- The present form of any verb is called its base form.
- A regular verb is a verb that adds '-ed' or '-d' to its base form when used in the past tense. For example: help (base form or present form), live (base form or present form), help + ed=helped (past form) live + d=lived (past form)
- An irregular verb is a verb that does not follow the same rule to make past tense as a regular verb does. For example: 'Drink' is an irregular verb because the past form of drink (is 'drank', and not 'drinked'). 'Go' is an irregular verb too because the past form of go is 'went', and not 'goed'.
- A verb changes its form according to the tense (time).
- With most regular verbs, the simple past is created by adding '-ed'. However, with some verbs, you need to add '-d'. For example: live +d = lived, boil + ed = boiled.
- Both regular and irregular verbs use an '-ing' for continuous tenses, e.g., I am boil+ing=boiling an egg. She is drink+ing=drinking milk.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

Note: Students studied simple present, simple past, and present continuous tenses in Grade 3 and 4. Students must have also learnt past continuous and simple future tenses by now. They must also know the present, past, and future forms of some regular and irregular verbs.

- Review students' knowledge of the present, past, and future tenses learned so far by asking questions, e.g. if you did something two days before, would you use present tense, past tense, or future tense to talk about it?
- Write base forms of few regular and irregular verbs on the writing board. You can choose verbs from the textbook.
- Ask students to give the present, past, and past participle forms of those verbs.
- Reinforce the concepts of these forms if students have difficulty recalling them.
- Write a few sentences (using regular and irregular verbs) on the writing board and ask students to identify the tenses.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following forms of verbs on the writing board:
  - ◇ Help    helped        helped
  - ◇ Play    played         played
  - ◇ Write   wrote         written
  - ◇ Go      went            gone
- Ask students to find out the difference between the first two and the last two verbs. (Their possible answer may be the similarity in the 2<sup>nd</sup> and 3<sup>rd</sup> forms of the first set of verbs and the difference in all three forms of the second set.)
- Tell students that the first two are 'regular verbs' and the last two are 'irregular verbs'.
- Now, make pairs of the class and ask them to scan a unit of their textbook to find out a few more examples of regular and irregular verbs and their different forms.
- Give them 3-4 minutes and provide them guidance and support.

### Activity 2: 10 Minutes

- Divide the class into four groups.
- Provide them a worksheet (given at the end of this lesson) to complete after discussion with group members.
- Give them 5-6 minutes to complete the worksheet.
- Guide and help them wherever they need.



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by explaining to students the forms of different regular verbs and irregular verbs.



## ASSESSMENT

5 MINUTES

- Assess students' ability to recognise forms of simple regular verbs and irregular verbs through their correct responses during the introduction, development activity 1, and activity 2.
- Give students a mix of some simple regular and irregular verbs (past forms) and ask them to write the present and future forms of the verbs (an oral class quiz).



## HOMEWORK / FOLLOW UP

2 MINUTES

- Give students five verbs from the chapter they are currently reading to use in their own sentences.

### Worksheet

1 <sup>st</sup> Form of Verb	2 <sup>nd</sup> Form of Verb	3 <sup>rd</sup> Form of Verb	Regular/Irregular
drink			
kick			
cook			
show			

sit			
open			

**Sample Activity 1**

**Q. Change the verbs into the correct form.**

- We \_\_\_\_\_ (open) the store in 2009.
- Adil \_\_\_\_\_ (buy) a new bag two days ago.
- Aliya \_\_\_\_\_ (eat) the whole cake last night.
- My brother \_\_\_\_\_ (work) every day.
- It \_\_\_\_\_ (rain) tomorrow.
- Yesterday, I \_\_\_\_\_ (sleep) at 5 o'clock.
- Mother \_\_\_\_\_ (cook) dinner now.

**Forms of some irregular verbs**

Base form	Past form	Future form	Continuous form (with helping verb be)
do	did	will/shall do	doing
run	ran	will/ shall run	running
have	had	will/ shall have	having
come	came	will/ shall come	coming
begin	began	will/ shall begin	beginning
go	went	will/ shall go	going
see	saw	will/ shall see	seeing
take	took	will/ shall take	taking
win	won	will/ shall win	winning
sing	sang	will/ shall sing	singing
make	made	will/ shall make	making
break	broke	will/ shall break	breaking
fall	fell	will/ shall fall	falling
bring	brought	will/ shall bring	bringing
sit	sat	will/ shall sit	sitting
grow	grew	will/ shall grow	growing
drive	drove	will/ shall drive	driving
send	sent	will/ shall send	sending
hear	heard	will/ shall hear	hearing
write	wrote	will/ shall write	writing
keep	kept	will/ shall keep	keeping
stand	stood	will/ shall stand	standing
wear	wore	will/ shall wear	wearing
sleep	slept	will/ shall sleep	sleeping
build	built	will/ shall build	building

## MODAL VERBS-II



## STUDENT LEARNING OUTCOMES

- Illustrate use of can/cannot, may/may not, and should/should not to express permission, prohibition, doubt, and obligation.
- (This SLO is achieved in two lessons. Use of can / cannot and may / may not was taught in the previous lesson plan).

## INFORMATION FOR TEACHERS

1. We use should and shouldn't to give advice, opinions, to talk about what we think is right or wrong (correctness), to make suggestions, or to talk about obligation.
2. The negative of should is should not.

**For example:**

**He should exercise every day. (Advice)**

**She should wear black sandals with this dress. (Suggestion)**

**You should not write on the wall. (Correctness)**

**We should respect our elders. (Obligation)**

3. The verb that comes after should is infinitive (base form of the verb) without to.
4. Time allocation is flexible and can change as per need of the activity.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

**Note:**

The students studied the use of should/should not in grade 4. Therefore, reinforce the concept in the introduction.

1. Review the use of can/cannot and may/may not with students.
2. Write a sentence on the board using 'should'. e.g. Students should speak English in the classroom.
3. Ask the students when is 'should' used?
4. Praise the students if they give correct answer. Reinforce the use of 'should' and 'should not' with the help of examples (see Information for Teachers above).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask the students to take out their notebooks.
2. Write the sentences on the board and tell the class to fill the blanks with 'should' or 'should not'.
3. Provide support where necessary while students are doing the work.

### Activity 2: 10 Minutes

1. Write 'Playground Rules' on the board.
2. Tell students to think and tell some playground rules. They must use 'should' and 'should not' in each rule.
3. Write one rule on the board for student' understanding. e.g. Playground should be used by students to play.
4. Write rules on the board as students give them. Provide students with vocabulary where they need.
5. Tell the students to write in their notebooks the 'Playground Rules'.



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly review with the students the situations in which should/should not is used.



## ASSESSMENT

5 MINUTES

1. Assess students' ability to demonstrate use of verb should/should not through their correct responses during introduction.
2. Assess students' ability to use should/should not through the correct answers given in the activity 1 and the language produced during the activity 2.
3. Give students a written test in which they have to write five classroom rules for behavior.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write on the board 'What should / should not we do to keep our house clean'. Tell the students to write three suggestions on what should we do to keep our house clean. Tell them to write two sentences on what they should not do so that their house becomes dirty.

# APOSTROPHE WITH CONTRACTIONS



## STUDENT LEARNING OUTCOMES

- Recognise and use the apostrophe with contractions.

## INFORMATION FOR TEACHERS

- Apostrophes are used to show missing letter (s) in a word. Apostrophes are also used to form contractions, such as 'they will' can change to 'they'll'.
- A contraction is a combination of two words that results in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing.
- Make a table of contractions on a chart and display it in the class throughout the year. Keep adding more in the same charts according to the English textbook and sentences used in the classroom. Ask students to help you increase the lists by naming more contractions.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, chart paper, and textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Paste the following chart on the front wall of the classroom:

Do not	Don't
You will	You'll
Have not	Haven't
I am	I'm
They are	They're
<b>Phrases</b>	<b>?</b>

- Ask students to look at the chart and point out the differences between the two columns.
- Ask them to read the phrases with the apostrophe.
- If they hesitate to answer, read out the phrases to them with the apostrophe.
- Ask them to repeat after you.

**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

1. Divide the class into pairs.
2. Make the following columns on the writing board:

Phrases	Contractions
	I'm
	You'd
	We're
	He'll
	It's
	Doesn't
	Hasn't

3. Ask the pairs to write the phrases in their notebooks for the given contractions.
4. Tell them to be ready to present the written phrases in front of the class.
5. Ask some pairs randomly to present their written work verbally.
6. After completing the task, randomly ask for one phrase from one pair and write it in the relevant row.

**Activity 2: 10 Minutes**

1. Make two sets of slips: one containing 'contractions' and the other containing 'phrases'.

**List-1: Contractions****List-2: Phrases**

2. Distribute slips randomly among students.
3. Make sure that one student gets one slip.
4. Ask them to read their slips and move around asking other students to find their matching phrase or contraction. For example:

**Do you have my phrase/contraction?**

5. When two students match their slips, ask them to make a pair.
6. When all students make pairs, then randomly ask some of the pairs to pronounce the phrases and their constrictions in front of the class.

**CONCLUSION / SUM UP**

3 MINUTES

Explain to the students with more examples how contractions are made by using the apostrophe. For example:

- ◇ Cannot → can't
- ◇ You are → you're
- ◇ I will → I'll etc.

**ASSESSMENT**

5 MINUTES

1. Write the following text on the writing board.

He's my friend. He doesn't quarrel. I'm proud of him. We're reading together. I'll go with him to school tomorrow. We don't waste our time because we can't afford to waste it.

2. Ask the students randomly to come in front and encircle the contractions in the text.
3. Allow one student to encircle one contraction only.
4. Appreciate them for correct responses.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the student to scan a story/unit from their textbook to find out contractions.
2. List all contractions in that story/unit.
3. Write the full forms of all the contractions.

# ADVERBS OF FREQUENCY



## STUDENT LEARNING OUTCOMES

- Identify and use adverbs of frequency.

## INFORMATION FOR TEACHERS

- Adverbs of frequency describe verbs/adverbs. For example:
  - They rarely come here.
  - You never miss offering the prayer.
- The words rarely and never are adverbs that describe the verbs come and miss respectively.
- Display a scale or ladder of frequency in the classroom and refer it to the students during relevant lessons.
- While teaching the lesson, consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, duster, flashcards, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- After routine greetings, begin the lesson by asking students a few questions about the frequency of actions. For example:
  - Do you brush your teeth often or sometimes?**
  - Do you do your homework frequently or rarely?**
  - How often do you go for a picnic?**
- Ask students to discuss their responses in pairs.
- Invite 2-3 students to share their responses with the whole class.
- As they speak, write adverbs of frequency on the writing board.
- Now, define the adverbs of frequency.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

- Review the examples of adverbs of frequency with the class.
- Instruct students to keep their pencils and notebooks ready.
- Paste the following chart on the right side of the front wall:

quickly, always, hardly, slowly, never, highly, only, sometimes, exactly, often

4. Ask them to discuss with a partner and pick out adverbs of frequency from the given chart and write in their notebooks.
5. Give them 3-4 minutes and guide them accordingly.

### Activity 2:

10 Minutes

1. Write the following sentences on the writing board.
  - ◇ Adil is very punctual. He \_\_\_\_\_ comes late.
  - ◇ Fawad is fond of eating rice. He \_\_\_\_\_ miss a chance to eat rice.
  - ◇ Ayeza likes beautiful dresses. She \_\_\_\_\_ talks about them.
  - ◇ Anam and Yahya are very generous. They \_\_\_\_\_ help the poor.
  - ◇ We are busy friends having two leaves in a week. We \_\_\_\_\_ go for a picnic on Sunday.
2. Divide the class into five groups.
3. Ask them to fill in the given blanks in the sentences after discussing with group members.
4. After completion, ask one student from each group to come in front by turn and read one of the complete sentences loudly.
5. Ask other groups to compare their answers, so each group gets an opportunity to read a different sentence.
6. Ask the students for their feedback.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain adverbs of frequency to students with more examples.
2. Use the following adverbs of frequency for a better understanding of the students.  
**normally, repeatedly, seldom, sometimes, frequently.**



### ASSESSMENT

5 MINUTES

1. Give them the adverbs of frequency discussed in the concluding session of the class to use them in their own sentences.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write five adverbs of frequency and use them in their own sentences as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# PROCESS TO WRITE A PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.

## INFORMATION FOR TEACHERS

- This is a reinforcement of the skills being developed in the previous lessons.
- The focus will be on the use of clear steps to describe the procedure and appropriate words like the, next, after that, etc. to define the different steps in completing the procedure.
- Select an activity which is familiar to students and easy to perform.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, if possible, bring pictures of the steps of making ablution (wuzu) and prayers in the class and paste them on the writing board. You can follow a similar plan for the procedure or process given in the textbook. If you have students of other religions in your class ask them to share the steps in a ritual from the own religion.



## INTRODUCTION

5 MINUTES

- Ask students the steps to describe the process/procedure they follow to making ablution (wuzu before offering prayers)?
- If you have students of other religions in your class, ask them to share the steps in a ritual from their own religion.
- Ask them what they learned from this activity? (One example: That certain steps have to be followed in an order/a specific procedure has to be followed).
- Explain that this procedure is called sequencing.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Brainstorm with students about the different activities for which we have to follow a number of steps in a fixed sequence.
- One example is wuzu.
- Another can be the different functions at weddings – Mehndi is held before Barat and

after Barat is Walima, you cannot change the sequence.

**Activity 2:**

**10 Minutes**

- In pairs, ask students to write about any one of the procedures that they discussed during the brainstorming session.



**CONCLUSION / SUM UP**

**3 MINUTES**

1. Groups share their work with the class by reading aloud. Class fellows can correct in case of any mistake.



**ASSESSMENT**

**5 MINUTES**

1. Assess students' responses to know how much they have learnt. Students' work can be marked.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Students write the procedure of making an omelette in their notebooks. They can take help from their mothers if they don't know the ingredients or procedure.

# PROOFREADING AND EDITING A TEXT



## STUDENT LEARNING OUTCOMES

- Revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject antecedent agreement, and tenses.

## INFORMATION FOR TEACHERS

### To Revise:

- Use commas to separate items in a series of more than two for example:  
**My father brought potatoes, tomatoes, lemons, spinach, and many other vegetables.**
- Use a comma before a conjunction, e.g. yet, but, also, etc.
- Use commas for series of adjectives, e.g., tall, handsome, intelligent, etc.
- Correct spellings of words.
- Check the pronoun-antecedent agreement. The word antecedent refers to something that comes before, or precedes, something else. In English grammar, an antecedent is a subject that will be renamed by another word later in a sentence. Most often the word replacing the antecedent is a pronoun, though it can also be a noun or noun phrase.
- Check the subject-verb agreement.
- Inverted commas ( " ") are used to highlight something or mention a quotation.
- Question mark (?) is used at the end of interrogative sentences/phrases.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the following paragraph on the writing board.  
Ahmad is an intelligent student. His father is a teacher. His mother is also a teacher. They help their son in his study. They want to make their son a successful man in the future.
- Ask students to focus on the underlined words.
- Tell them that these underlined words show pronoun-antecedent agreement and subject-antecedent agreement along with tense. Explain to students that:
  - A pronoun takes the place of a noun.
  - The pronoun which replaces the noun must agree with it in these ways:
    - A subject pronoun must replace a subject noun.
    - An object pronoun must replace an object noun.
    - A feminine pronoun must replace a feminine noun.

- d) A masculine pronoun must replace a masculine noun.
  - e) A singular pronoun must replace a singular noun.
  - f) A plural pronoun must replace a plural noun.
4. Explain to them that in the paragraph written on the board:
- ◇ 'His' refers to Ahmad.
  - ◇ 'They' refers to Ahmad's parents.
  - ◇ 'Their son' refers to Ahmad, etc.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write a few sentences on the board as shown below. The sentences should be without commas, inverted commas, question marks, or with incorrect spelling, apostrophes, exclamation, and question marks:
  - ◇ He likes banana apricot milk and orange.
  - ◇ He said hurrah we have won the match
  - ◇ He who digs a pet for others himself falls into it.
  - ◇ She do not work hard
  - ◇ I eat banana
2. Ask students to work in pairs to read these sentences, identify errors, and make corrections in their notebooks.
3. As the pairs work, move around and provide the necessary support.
4. Next, invite 2 – 3 pairs to share their work with the whole class.

### Activity 2: 10 Minutes

1. Write a story on the board with mistakes in grammar, spelling, antecedent-pronoun, agreement, and subject-verb agreement as:

Once there was a lazy boy. He use to Do work late. He adopts the habit delaying things. He puts off his studies in the start of the year. He hope that he will make preparation two in on the before the examination. Part unlucky fell ill two month before in examination and fail in make preparation consequently he cannot pass the examination. It was well said do not put till tomorrow what you can do today.

2. Ask students to work in the same pairs and identify antecedent pronoun agreement, subject agreement. Tell them to correct the tense, spelling pronouns, and punctuation in their notebooks and to
3. Ask students to check their work in pairs and compare it with other pairs.



## CONCLUSION / SUM UP

3 MINUTES

1. Explain to the students about pronoun-verb agreement with the help of the following examples.
  - ◇ You kick the ball.
  - ◇ She cooks rice.
  - ◇ We play football.
  - ◇ He catches the ball.
2. Review the key points of the lesson with the whole class.



## ASSESSMENT

5 MINUTES

1. Give a piece of writing to students with mistakes in spelling, punctuation, and tenses, and ask them to revise it.
2. Pronounce the following words loudly and ask students to write their spellings:
  - ◇ Element
  - ◇ Pomegranate
  - ◇ Buffalo
  - ◇ Lengthy
3. Ask students to correct the following sentences written on a chart/writing board:
  - ◇ He do not write.
  - ◇ Aslam written a letter
  - ◇ I does not eat
  - ◇ She eat an apple.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to scan a unit of their textbook to identify the use of pronoun-antecedent agreement and subject-antecedent agreement.

# LEAD AND FOLLOW



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of group oral interaction to lead and follow.

## INFORMATION FOR TEACHERS

1. The best leader has the greatest number of followers.
2. A good leader must be innovative, bold, a decision-maker, mentally strong, hardworking, punctual, responsible, respectful, etc.
3. Followers must have a reason to follow a leader.
4. The teacher should know the importance of oral interaction to lead and follow.
5. During group activities and discussions, assign leading roles to different students so that everyone gets opportunities to lead.
6. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. After entering into the classroom, interact with students by saying:
  - ◇ Assalam-o-Alaikum
  - ◇ Stand up.
  - ◇ Come here, Rehan.
  - ◇ Jawad, bring me your homework, please.
  - ◇ Go out of the class one by one.
  - ◇ Come into the class.
2. Once students have responded to the instructions, ask them what they were doing.
3. If they cannot answer, tell them that they were following your instructions.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Ask students, "How much do you talk during a conversation?"
2. Allow 3 – 4 students to respond. Appreciate them for their responses and tell the class that you are going to share a few tips for a good conversation with them:

- ◇ The first and most important rule of conversation is that it is not all about talking; it's also about listening. Try to keep a balance between talking and listening in any conversation. In other words, 'talk well, but also be a good listener'. That means, during a conversation, take turns – talk and listen to the other person too.
  - ◇ During a conversation, ask the other person questions like, "What do you think about this?" or "What's your opinion about it?" This will give you an idea of how well the other person is following what you are saying!
  - ◇ Respond to what others are saying. Say something that shows them you are listening and paying attention, e.g., "That's just so interesting!" or "I've never thought about it that way."
  - ◇ Be friendly and polite. Use expressions like, "Please", "Excuse me", "Thank you", and "Sorry".
3. Tell students that now they are going to practise these techniques during conversations.
  4. Divide the class into pairs.
  5. Write the names of four seasons (spring, summer, autumn, and winter) on the board.
  6. Tell the pairs to discuss what makes each season good, e.g., spring has a lot of beautiful flowers and birds. Both partners in a pair should express their ideas about what makes each season good.
  7. As the pairs work, move around and provide the necessary support.
  8. Once they have completed their conversations, allow 3 – 4 pairs to share their key points with the whole class.
  9. Appreciate students for their active participation.

### Activity 2:

10 Minutes

1. Divide students into pairs.
2. Randomly assign the following roles to different pairs:
  - Doctor-patient (the doctor explaining to the patient which foods are good to eat)**
  - Teacher-student (the teacher explaining to the student how to get good grades in the exams)**
  - Father-son / daughter (The father explaining to the son/ daughter how to behave with others)**
  - Elder brother-younger brother (The elder brother explaining rules of a game, e.g., cricket, volleyball, or hockey, etc. to the younger brother)**
3. Give them 3 – 4 minutes to discuss.
4. Help them by providing new vocabulary.
5. Instruct them that one will lead and the other will follow during their conversation.
6. Randomly ask two pairs to perform in front of the class one by one.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain to the students how can we lead or follow by interacting verbally in some specific situations.
2. Practise with a new situation for better understanding.



### ASSESSMENT

5 MINUTES

1. Ask students to recall the tips for a good conversation you shared with them during the first activity. Ask them to tell you a few polite expressions to use during a conversation.
2. Next, ask them to share one technique to keep the listener engaged in the conversation.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the student to practice using oral interaction skills to lead and follow, with their friends, class fellows, school fellows, and family members.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## ROLE PLAY



## STUDENT LEARNING OUTCOMES

- Express understanding of story through role play.

## INFORMATION FOR TEACHERS

- In role play students act out roles according to the events of a story.
- Role play requires use of gestures, actions, expressions and tone of voice to show how different characters are feeling, what they are thinking, and what they are doing.
- Role play allows students to perform in front of the class and this participation increases their confidence.
- You must select a story which can be easily performed by the students and is easily understandable.
- You must model for them to show them how to do a role play and to help them overcome their shyness. If you are shy to act, the students will remain shy too.
- While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- White board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Ask students if they can pretend to be someone else, or if anyone can act like someone else. If not, then go on to the next step.
- Practice a few voices before you go to class. Now show them how you can say the same sentence in different ways, as if you are playing different roles.
- Ask them to guess whose voice you are producing.
- Say this sentence: "I am lost. Can you help me?", in the voice of a worried child.
- Then say it in the voice of a young woman if you are a male teacher, and say it in the voice of a man if you are a female teacher.
- Point out to students that in role play we pretend to be someone else.
- Tell the students that gestures and postures are really important in their lives. Explain them the concept of gestures and postures and how they can help different characters in a story.
- Tell them that they have to show through their gestures, actions and tone of voice how different characters are feeling, what they are thinking, and what they are doing.



## DEVELOPMENT

20 MINUTES

### Activity: 20 Minutes

1. Ask the students to open the story of 'The Hare with many friends' which they have already done.
2. Now ask one student to start retelling the story. Ask them to tell it as CHAIN STORY i.e. each student says one sentence and then the next student carries on from there.
3. Add in key details or information where the students fail to provide it.
4. Tell the students that they have to perform a role play. Ask the students to volunteer for roles. Allow students to think about how they are going to perform the actions. Let them rehearse for 10 minutes.
5. Ask them to write the animal's name on the paper and pin that paper on their chest.
6. Don't interfere in the role play because this will break their tempo. Encourage students to be creative and add details without changing the story.
7. When they are done, ask the class to appreciate them by clapping.
8. Ask the next group to do their role play.
9. This will improve the confidence and it will encourage the other students to do this.



## CONCLUSION / SUM UP

5 MINUTES

1. Conclude the lesson by telling the class that you can understand a story by just watching some students performing in front of you. They can see the dramas and movies on T.V which is also a perfect example of role play.



## ASSESSMENT

5 MINUTES

1. Ask the class to retell the story and discuss what they have understood about the characters and actions from the role play.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the class to try to act out a role play at home. Give a chance to all of the students to perform a role play in front of the class (for different stories).

## SAMPLE STORY:

### **The Hare with Many Friends**

A hare was very popular with the other animals in the jungle who all claimed to be her friends. One day, she heard the hounds approaching her and hoped to escape them by the aid of her friends. So, she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master. "I feel sure," he said, "that all her other friends would come to her assistance." She then went to the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady; but I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might do her some harm if he took her upon it. The ram, he felt sure, was the proper friend to ask for help. So she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The hare then applied, as a last hope, to the calf, who regretted that he was unable to help her, as he did not like to take the responsibility upon himself, as so many older persons than himself had declined the task. By this time the hounds were quite near, and the hare took to her heels and luckily escaped.

### **Two Moral of the story:**

1. He who has many friends has no friends.
2. God helps those, who help themselves.

# USING A DICTIONARY FOR SYLLABIC DIVISION



## STUDENT LEARNING OUTCOMES

- Use a dictionary to find out how words are divided into syllables.

## INFORMATION FOR TEACHERS

- Syllables: Each beat in the word is a syllable. (The times a word breaks into parts while pronouncing it). Say the word dinosaur and count the beats as you say the words- di/no/saur. This word has three syllables. Princess- prin/cess has two syllables.
- Syllable is a group of letters that has one vowel sound in it.
- Dividing words into parts, or "chunks" helps reading. Knowing the rules for syllable division can help students read words more accurately and fluently. It can also help students learn to spell words correctly.
- There are six types of syllables in English Language. Focus in this lesson will be only on the two given below: (two ways to demarcate (separate/ identify) a syllable).
- Simple syllables have no consonant clusters.
- Additional worksheet for teacher's reference and students' reinforcement of the taught topic is also attached at the end of the lesson.
- The selection of words should be from the students reading range of familiar words, preferably the list should be of words selected by the students from their textbook.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, 6 dictionaries, textbook.



**INTRODUCTION**

**5 MINUTES**

- Take a dictionary to the class. Ask the students what is it used for? Ask them if they have one at home.
- Open any page and ask them to look at the layout of the page. (Distribute one dictionary per group if possible to have a closer look).
- Recap alphabetical order and ask them to see how syllables are broken into parts.
- Let the students work in pairs to write any two words divided/ split into parts/ syllables.
- After they are done with that, record their responses on the blackboard.

**DEVELOPMENT**

20 MINUTES

**Activity 1: 20 Minutes**

1. Ask students to discuss what a syllable is.
2. Ask students to work for two minutes in pairs and break their parents' names in syllables.
3. Students share the responses with their pair partner and with whole class. (Possible answers: Sa/dia, Wa/qar. Wa/leed (2 syllables) gul (1 syllable).
4. Divide the class in different groups depending on the number of dictionaries available.
5. Find the words from their textbook because the words should not be out of their vocabulary list.
6. Explain the concept of alphabetical order which they already have.
7. Give them different words to locate from the dictionary. This time they not only will find the words from the dictionary but also search for the number of syllables each word divides into.
8. Draw a table on the board and ask the students to copy the table on their notebook.

Sr. No	Word	Page on the dictionary	Division of words in syllables and number syllables

9. Ask them to fill this table for each word. Give them no more than 4 words each. Students will count the number of syllables after looking into the dictionary.
10. Repeat if time permits. Encourage students to choose different words.
11. Ask students to do the oral drill with each other aloud.
12. Tell students that simple syllables have no consonant clusters.

**CONCLUSION / SUM UP**

3 MINUTES

1. Quickly review the lesson by asking children to define syllables.

**ASSESSMENT**

5 MINUTES

1. Conclude the lesson by telling the class that dictionary is a great study tool.
2. Assess students' understanding through their correct responses during introduction, activity 1 and sum up.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask children to copy words from their textbook and to check and write the total number of syllables each word has. Also copy the word with syllables division on their notebooks. The number of words could be between 8-10, at least.

## WORD FAMILIES



## STUDENT LEARNING OUTCOMES

- Organise vocabulary items learnt in class and from extended environment (including media) in a notebook according to parts of speech and word family.

## INFORMATION FOR TEACHERS

- Word class or family is another name for the parts of speech.
- For the purpose of this lesson recap of earlier grammar work is required i.e. naming words, action words and describing words and prepositions. Ensure that students have been introduced to and are familiar with the above concepts.
- As children read, their vocabulary bank increases. Giving them an organizing system helps them add on to their range. This also helps them give greater meaning.
- Vocabulary can be organised in various ways: according to theme, subject, alphabetical order, etc. but organizing it through word class is a better way since it helps in understanding the usage of a particular word.
- It is recommended that each teacher maintain a set of vocabulary word class flash cards in class. Old shoeboxes, envelopes made of chat paper and hung on walls can be used to classify each word class. Encourage students to write new vocabulary words on these chits/card board pieces and place them in the relevant pocket or box. Over the year keep on adding to the list as students learn new words.
- Students can be asked to maintain a "My Word Book" where they list down new words learnt. This can be done at the back of their notebooks too. It gives students a sense of achievement as they see their word bank increase!



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

- Ask the students the meaning of 'treasure' and what are the things that are found in a treasure chest.  
**(Possible answers: gems/gold/jewels/something valuable/rich/kings) (Relate it with any old story they may have read).**
- Tell them that today they are going to prepare a treasure of their own! A treasure of words which they will keep on adding to add soon they will have a rich vocabulary! Make them excited and thrilled about it!
- Ask them if they have learnt any new vocabulary words in the last week. Give them chits of paper (this can be done as a group if there are more than 30 children in the class) and ask each one of the to write their word (groups can write theirs on one chit).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write the following words on the board and make 5 columns.
2. Write Noun, Verb, Adjective, Adverbs (of manner) Preposition in the columns.
3. Recap and recall word class briefly.
4. Ask the students to read their word and tell you which word class does it belong to and you write it in the column accordingly.
5. Give your input where required.
6. Ask some other student help if any student writes some word in a wrong column.

### Activity 2: 10 Minutes

1. Divide class into groups and assign one chapter from the textbook that they have read.
2. Ask the groups to open their chapters and find and come up with different words from their notebooks (2 for each word class i.e. 2 nouns, 2 verbs, 2 adjectives and so on).
3. Once they are done with the words written in the notebook, ask the students to add one more word they have heard on the T.V, radio, etc.
4. Give each group pre-cut blank flash cards / chits of paper (2" x 6").
5. Ask each group to write their word on the flash card and write the word class on the reverse side of the flash card.
6. Guide them to write it in clear bold writing so that it is easily read.
7. Create a system to organise things but also understand that the word banks that students create will not be perfectly organised, so encourage them and appreciate their work without having very high expectations of them.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to recall word class.



## ASSESSMENT

5 MINUTES

1. Ask the students to exchange their work with the other groups and check each other's work.
2. Tell them to circle the words in the wrong word class.
3. Put the boxes or pockets with word class mentioned on the top and ask each group to place their words into the respective pocket or box.
4. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Keep a few blank flash cards ready and at the end of each English lesson ask your students to add new vocabulary words in the word bank.
2. They can be asked to maintain one such box or organiser at home as well.
3. Encourage students to make beautiful diaries with stickers or drawings to make their word bank, so that it really feels like a treasure chest.

# QUESTIONS



## STUDENT LEARNING OUTCOMES

- Illustrate use of question words learnt earlier.
- Identify and use question words why, how and how often, etc.

## INFORMATION FOR TEACHERS

1. Questions words are used to ask questions.
2. The question word “what” is used to ask for information about something.  
**For example: What are the women talking about?**
3. The questions word “where” is used to ask for place.  
**For example: Where is the nearest gas station?**
4. The question word ‘which’ is used to ask about choice.  
**For example: Which of these is your kite?**
5. The question word “who” is used to ask about what or which person or people.  
**For example: Who is knocking at the door? Who is your favourite actor?**
6. The question word “whose” is used to ask about ownership.  
**For example: Whose gloves are these?**
7. The question word “when” is used to ask about general or specific times.  
**For example: When do you like to go out? When does the bus leave?**
8. The question word “how” much is used to ask about quantity of uncountable nouns.  
**For example: How much petrol we need to travel to Islamabad?**
9. The question word how many is used to ask about quantity of uncountable nouns.  
**For example: How many plates are on the table?**
10. The question word how often is used to ask about frequency of an action; how many times an action is done.  
**For example: How often do you study? How often you visit your grandparents?**
11. The question word how far is used to ask about distance.  
**For example: How far is the railway station?**
12. The question word how old is used to ask about age.  
**For example: How old are you? How old is he?**
13. A question always ends with a question mark (?)
14. Time division is flexible and can change as per need of the activity.
15. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Make the diagram on the board (see the sample diagram at the end of the lesson plan). You can add more question words that students have learnt earlier e.g. which, whose, who, how many, how much.
2. Ask two students to ask each other one question using what, where; one student asks a question using what, the other student asks a question using where. e.g. What is this? Where is my book?
3. Repeat with many pairs of students by giving each pair two question words. Help students where needed. You can tell the Urdu words for question words to facilitate students' understanding, (only if they do not understand).
4. Continue the exercise until all the question words written on the board are used by students.
5. Reinforce that question always ends with a question mark (?). Write an example on the blackboard.
6. Clean the board and write How often, How far, and How old on the board.
7. Teach the students the use of these question words through examples.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write the sentence on the writing board (sample is given at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the work in their notebooks.
3. Monitor students' work while they are doing and provide help where needed.

### Activity 2: 10 Minutes

1. Tell the students that you will choose one of them and will ask him/her a question using any of the newly learnt question words. e.g. How often do you read a story book? How old is your brother? How far is your house from the school?
2. Tell the students that:
  - ◇ If the question word is 'how often', they can reply with daily, sometimes, always, or not regularly.
  - ◇ If the question word is how old, they have to tell age or they can say I don't know.
  - ◇ If the question word is how far, they can say 1 kilometre, very far, nearby, very close, not very far.
3. You can write these responses on the board so that students can refer to them while speaking.
4. Tell the class that you will select and ask question from the first student and then the selected student will choose the next student and ask question from him/her.
5. Continue the activity as long as time allows.



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly review the lesson by asking the students questions: when do we use how old? When do we use how far and how often?



## ASSESSMENT

3 MINUTES

1. Assess students' ability to use question words learnt earlier through the correct answers given in introduction.
2. Assess students' ability to identify and use question words "how often", "how far" and "how old" through the activity 1 and 2.
3. Assess students' ability to use question words through the written work produced in the follow up.
4. Arrange an oral and written test once in a month to assess students' ability to use question words learnt.
5. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make six sentences using how often, how far and how old.

### Sample Diagram – Introduction



### Sample– Activity 1

Write "How far" "How old" or "How often" to complete the sentences.

1. \_\_\_\_\_ are you?
2. \_\_\_\_\_ you go to library?
3. \_\_\_\_\_ is the post office?
4. \_\_\_\_\_ does she visit Pakistan?
5. \_\_\_\_\_ is the canteen?

## PREPOSITIONS



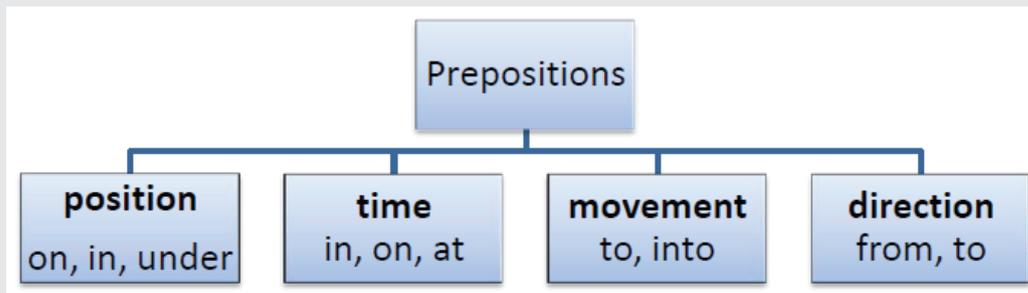
## STUDENT LEARNING OUTCOMES

- Demonstrate the use of words showing movement and direction.

## INFORMATION FOR TEACHERS

1. Prepositions tell the position of a noun.  
**For example (on, in, out, behind, under).**
  - ◇ The book is **on** the table.
  - ◇ The book is **in** the bag.
  - ◇ The book is **behind** the table.
  - ◇ The book is **under** the table.

## Kinds of Prepositions



2. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, chart paper to draw the tables on it, if easily available otherwise draw the tables on the board.



INTRODUCTION

5 MINUTES

1. Ask students the following questions about dinner time. Ask them to recall how their family eats dinner usually. Give them hints by asking:  
**Where did you and your family sit and eat last night?**  
**(in the dining room? At the table? at a dinner spread (dastar-khwan)?**
2. Say, "Tell me about the food, where did it come from and where was it placed?"  
**(from the kitchen, placed in the middle, my mother puts it in our plates)**  
**Then ask, "What did you do after dinner?"**  
**Watch T.V in the lounge, lie down on the bed.**

### How do you prepare for school the next day?

- Put books in the bag; put the uniform on the hanger, etc.
- Remind them what prepositions are and ask them to point out the prepositions in their answers.



## DEVELOPMENT

20 MINUTES

### Activity 1:

12 Minutes

- Review the definition, examples, and types of prepositions with the whole class using the 'information for teachers' section.
- Help students identify the prepositions in each sentence:
  - Example 1: "We ran into the building."  
**(into - shows the relationship between ran and building)**
  - Example 2: "The dog dug under the bush by the house."  
**(under - shows the relationship between dug and bush)**  
**(by - shows the relationship between bush and house)**
  - Example 3: "The dog jumped over the bush while the cat slept beneath it."  
**(over - shows the relationship between jumped and bush)**  
**(beneath - shows the relationship between slept and it)**
- Review the following commonly used prepositions with the whole class:

at	but	by	down	for
on	out	over	per	through
from	in	like	of	off
till	to	up	with	above

### Activity 2:

08 Minutes

- Write the following instructions on the writing board:
  - Stand up.*
  - Come here.*
  - Turn right.*
  - Go outside.*
- Explain these instructions briefly.
- Now, ask 3-4 students to 'stand up'.
- Then, ask some other students to 'come here'.
- Ask some more students to stand up and 'turn right'.
- Ask a few students to 'go outside'.
- Ask the whole class to note the responses of the students after receiving directions.
- Appreciate the students for their responses.



## CONCLUSION / SUM UP

3 MINUTES

- Review the definition of prepositions with the whole class.
- Briefly discuss the prepositions of movement and direction. For example into, to, from, etc.

**ASSESSMENT**

5 MINUTES

1. Assess students' understanding of prepositions by asking them to think of two words that describe what they could do with a box.
2. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask them to repeat the same practice with their siblings at home.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# SIMPLE PRESENT TENSE



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing.

## INFORMATION FOR TEACHERS

- Simple Present Tense is used to tell about the actions that take place in present.
- It tells about routines or habitual actions.
- It is also used for universal truths/facts or statements.
- In Simple Present Tense, infinitive (first form) of verb is used. We add 's' or 'es' with the verbs used with he, she, it or any singular noun.

Subject	1 <sup>st</sup> form of the verb
He/she/it/Amna/	Smiles.
I/We/You/They	Smile

- For making negative sentences use does not / do not with infinitive (first form) of verb.

Subject	Helping verb	1 <sup>st</sup> form of the verb
He	Does not	Smile.
I	Do not	Smile

I, We, They	Do not
He, She, It	Does not

- For making interrogative sentences use the helping verb do/does in the beginning of the sentences.

Do	you	smile?
Does	he	smile?

<b>Does</b>	<b>He, She, It (Singular Subjects)</b>
<b>Do</b>	<b>I, We, They (Plural Subjects)</b>

- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Ask student to think about any two things which:
  - ◇ They like/do not like to do.
  - ◇ Their best friend likes/does not like to do.
2. Take the feedback from the students randomly. Write the responses of the students on the writing board, leave the repeated responses.
3. Responses could be:
  - ◇ I do not like to get up early in the morning.
  - ◇ I like to recite the Holy Quran.
  - ◇ Amna likes to play in the park.
  - ◇ Ali does not like to drink milk.
4. Reinforce the concept of adding s/es and using do/does not.



## DEVELOPMENT

20 MINUTES

### Activity 1:

6 Minutes

Explain how the negative and interrogative sentences are formed in simple present tense (Share everything with the students that is written in information for teacher).

#### Examples:

1. We go to the cinema on every weekend.
2. We do not go to the cinema every weekend.
3. Do we go to the cinema every weekend?
4. Write at least 5 similar examples with the help of the students.

### Activity 2:

8 Minutes

1. The following paragraph is in Simple Past Tense, write it on the board. You can also get it photocopied if possible.
2. Ask them to change it into Simple Present Tense.
3. Underline some of the verbs of simple past tense from the paragraph to help the students.

#### Milk Bottles

It was a windy day. A milkman came to the front door of a house. He had two bottles of milk in one hand. He knocked the door with his other hand. A woman opened the door and said, "hello". The milkman replied, "hello!". The milkman opened his mouth to say something but he slipped. All the milk fell on the floor. He felt sad. . He got up and went back home.

### Activity 3:

6 Minutes

1. Ask students to write a five to seven sentence paragraph about likes and dislikes on the topic of junk food and healthy food.

#### For example:

- ◇ I want to eat healthy food, but I like chips. I also like toffees.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to read out their writing.
2. Repeat information on the use of tenses and how it is useful in writing.



## ASSESSMENT

5 MINUTES

1. Change the following sentences into negative and interrogative sentences.
  - ◇ Ahmed drives a big red car.
  - ◇ Sophia and Saba speak English very well.
  - ◇ I polish my shoes every day and wash my clothes too.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Choose a paragraph of a story from the textbook. Ask the students to work in pairs and change the sentences in Simple Present Tense.

# USING A HYPHEN TO JOIN WORDS



## STUDENT LEARNING OUTCOMES

- Recognise and use a hyphen to join two words that act as one unit.

## INFORMATION FOR TEACHERS

- Punctuation marks are very essential for written expressions.
- A hyphen is the punctuation mark that joins two words to make a single word.
- Hyphens connect two words to make a single word.
- Hyphens are also used to attach a prefix to a word.
- In some sentences, hyphens connect adverbs and adjectives to describe a noun. This can be avoided by rewording the sentence.
- The placement of a hyphen can greatly change the meaning of a word and thus the entire sentence.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Usually, a hyphen joins two different words to make an adjective. For example:
  - light + hearted = light-hearted man
  - dark + green = dark-green paint
  - well + known = well-known artist
- Explain to students how a hyphen joins two words to make a new word with more common examples.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**08 Minutes**

- Paste the following chart on the front wall of the classroom:

Mr. Ali	boy's bat	T-shirt	wow!	I say, "go".	part-time
tall, strong	and healthy	one-third	they'veself-respect		

- Ask students to point out the phrases/words with a hyphen.
- Ask them to write them in their notebooks.

4. Ask them to add at least two more words having a hyphen.
5. Guide and help them wherever they need.
6. Ask some of them randomly to share the new words with the class by writing them on the board.
7. Appreciate them for their work.

### Activity 2:

12 Minutes

1. Write the following words on separate pieces of paper:

one
active
forty
class
self
dirty
x
high
in

half
boy
five
room
service
shirt
ray
school
depth

2. Distribute the pieces of paper among the students.
3. Instruct them to move around and find a match for their words.
4. Give them 5 – 6 minutes.
5. Once all of them have found a peer to match her/his word, ask them to write their complete word on the writing board using a hyphen.
6. Appreciate them for their responses.



### CONCLUSION / SUM UP

3 MINUTES

- Explain to students how we can identify and use a hyphen to join two words to make a new word. Give them a few more examples like 'run-in', 'one-sided', 'off-site', 'u-turn', 'self-service'.



### ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:

check in      full moon      sixty four      big hall      father in law

2. Ask students to recognise the words that can be hyphenated.
3. Ask them to put hyphens wherever required and rewrite those words.
4. Check their work randomly and appreciate their hard work.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write at least ten hyphenated words at home. They can use several sources to find these words, e.g., newspapers, magazines, storybooks, and textbooks, etc.
2. Instruct them to get help from their elders at home.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

## STUDY SKILLS-III



## STUDENT LEARNING OUTCOMES

- Identify and utilize effective study skills e.g. brainstorming for ideas, read a diagram, make a mind map, note-taking.

## INFORMATION FOR TEACHERS

- Brainstorming means trying to solve a problem or getting ideas together by making a note of all ideas presented by everyone.
- Note-taking means writing brief notes (and not complete sentences) to remind yourself what the teacher had said in class. Note-taking is a very good practise. It helps students with remembering the lessons and they can then write notes which will help them in exam preparations.
- Note-taking requires using signs and symbols to indicate important points. Underlining key words and jotting down meanings are a part of note taking. Notes are taken in bullet points i.e. only key points written in words or phrases. For example, if you are explaining the poem Daffodils, instead of writing the word 'daffodils each time, they can just put a capital "D" in their notes.
- Notes are for students' reference only and are not neat work.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart papers or sheets of paper for note taking and mind maps.



## INTRODUCTION

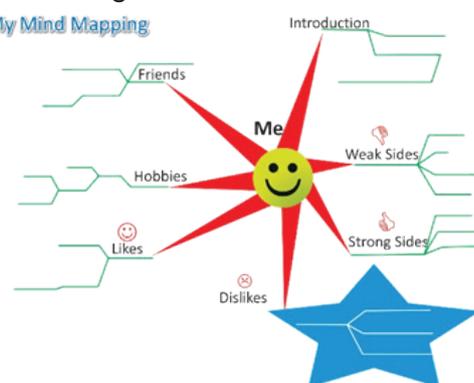
5 MINUTES

- Tell them that discussion on some topic is very important to extract more information about the topic because sharing their ideas helps in adding more information.
- Ask students to come up with ideas for the school lawn. Tell them it is an imaginary thing, since you will not actually plant the flowers.
- Ask them what kind of plants they would grow (trees, flowers, green plants, vegetables).
- Ask them what colours they would like to see.
- Point out to them that what they just did was brainstorming. Explain to them what it is.
- Recall the concept of mind map which they have already practised before.

**Activity 1:****10 Minutes**

1. Select a topic for discussion in the class.
2. Make a similar diagram given below with the students ideas. Tell them that one thought leads to another and that is how they would keep on adding more details to the topic.
3. Write the name of their science/social studies lesson in a bubble in the centre of the board, and ask the students to tell you information about it. Write the information by making branches.
4. Write down all the information that the students tell you. In the end, read everything aloud and ask the students if they think that some information needs to be removed.
5. Look at the sample mind map. You can use this as a sample and ask students to map their weak side, likes, interests etc. on a mind map like the one given below.
6. You can choose any topic and ask students to organise their ideas on a mind map.
7. In the center is the main idea.
8. The main headings are next (to the main idea).
9. The smaller branches show further subheadings under each of the main ideas.
10. After the activity ask students for what can the information represented on a mind map be used?

**(To write an essay, to write a story or a poem, to give a speech, to learn for an exam)**

**My Mind Mapping****Activity 2:****10 Minutes**

1. Divide the class in different groups depending on the size of the class.
2. Give one of these topics to half the groups and the other one to the other half.
  - ◇ My dream job
  - ◇ Being the richest person in the world
3. Ask all the students to take down notes of the discussion.
4. Teach them that they should just write a word or phrase to remind themselves what was said.
5. For example, for topic B, if a group member said that if she had money she would want to travel to Dubai, Malaysia, Switzerland etc. the other group members can write down a note: World travel. That is all they need to write to remind themselves of what was said
6. Ask them why notes need to be written in brief words (Because we talk faster than we can write, so it is not possible to write down everything that is said, so we write only the important key words so we don't miss writing any important point.).
7. Help them with this activity. Make sure that they are not going back to their habit of writing proper sentences.
8. After they are done, appreciate the groups and display their work in the classroom.



1. Conclude the lesson by asking about some note taking techniques and symbols that each group used.
2. Remind students that studying is not just about sitting with a book and reading it. Brainstorming, note-taking and mind mapping are skills that help students learn better.



## ASSESSMENT

5 MINUTES

1. Ask different group to explain their notes to each other.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to take down notes in the class. Ask them to use a separate note book/rough copy for this and tell them that you will be checking that note book off and on.

**Note: These are skills like reading and writing and should be used in other subjects and in other lessons of English.**

# ORGANISING IDEAS FOR WRITING



## STUDENT LEARNING OUTCOMES

- Select and use some strategies to organise ideas for writing such as simple mind maps, etc.

## INFORMATION FOR TEACHERS

1. Consult the previous lessons related to brainstorming and mind-mapping.
2. Brainstorming means generating ideas about a topic.
3. A mind map is a way of organising your ideas.
4. Teach students to remember there are no right or wrong words, or good or bad ideas when you are brainstorming. Just write whatever comes to your mind. It's later when you start organising the ideas that you decide if an idea is relevant/ irrelevant, to be omitted/ added, etc.
5. While teaching the lesson, consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, duster, worksheet below (attached).



**INTRODUCTION**

**5 MINUTES**

- Ask the students randomly:
  - ◇ What are your favorite subjects?
  - ◇ What are your favorite dishes?
  - ◇ Which words best describe you, e.g., helpful, honest, etc.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

1. Paste the following picture on the front wall (or bring a collection of stationery items to the classroom and place it on the front table where all students can see it).
2. Make sure that the picture is easily visible and understandable for the whole class.
3. Ask students to look at the picture (or table) and say the names of stationery items.
4. As they respond, write the names of stationery items on the board.
5. Next, divide the class into small groups.

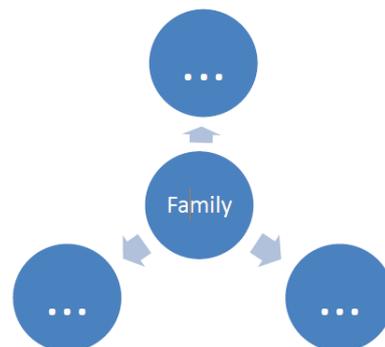


- Say, "We are going to make a birthday card for our school principal using some of these stationery items. What else do we need? How can we use these items? What will we write on the card? Which colours should we use?"
- Ask students to work in their groups, think, discuss and then write their answers to these questions (write the questions on the board).
- As the groups work, move around and provide the necessary support.
- Once they have completed the task, ask 2 – 3 groups to share their work with the whole class.
- Appreciate them for their work.

### Activity 2:

10 Minutes

- Create the following simple mind map on the writing board with the word 'family' at the centre as shown below:
- Ask students to work in pairs and write the words related to the word 'family' in the form of a list in their notebooks.
- Once they have found sufficient words, ask them to draw a similar mind map in their notebooks (as shown on the board) and organise their words around the central word 'family'.
- Next, ask them to write a paragraph using their ideas from the mind map.
- When they have written their paragraphs, ask them to compare their work with that of another pair.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by reviewing the following key points with the class:

- Brainstorming means generating ideas about a topic.
- A mind map is a way of organising your ideas.
- Remember there are no right or wrong words, or good or bad ideas when you are brainstorming. Just write whatever comes to your mind. It's later when you start organising the ideas that you decide if an idea is relevant/ irrelevant, to be omitted/ added, etc.



### ASSESSMENT

5 MINUTES

- Give the following instructions to students and observe how well they follow:
  - ◇ You are going to write a paragraph about your favourite season.
  - ◇ Turn a blank page on its side and start writing at the center.
  - ◇ Write your main idea here – or draw an image that represents your main idea.
  - ◇ Add branches and connect them as they relate to the central idea.
  - ◇ Use one keyword per line.
  - ◇ Add any sub-branches if you need them.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Assign students to do the relevant activities/ exercises from their textbook as homework.
- Tell the students to write a paragraph on the subject "All about me", using the same process, i.e., brainstorm ideas, organise them using a mind map, and then write the paragraph.
- Share the mind map and the paragraph with the class the next day.

# READING AND WRITING



## STUDENT LEARNING OUTCOMES

- Use the reading texts as models for their own writing.

## INFORMATION FOR TEACHERS

- Model texts guide students in understanding sentence structure, grammar use and punctuation use. Therefore model text should have grammar and other features such as theme and vocabulary according to the level of the children.
- Revise pronouns, capitalisation, punctuation and use of Simple Present Tense for daily routines.
- When using a reading text for this purpose, make sure that these aspects are highlighted so that students can apply these in their own writing.
- Reinforce Simple Present Tense.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Ask the students:
  - How many family members do they have?
  - What is their mother's/father's profession?
- Ask them what more can they tell about their family? e.g. routine, preferences, etc.
- Tell them that today they are going to read about Azra's family. This will help them write about their own family.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following text on the writing board / have photocopies or write on a chart paper and display on the writing board. ask the students to read (Copy the text but don't underline the words).

#### **Azra's Family**

**My name is Azra. There are 6 members in my family; my parents, myself, one sister and one brother and our grandmother.**

**My father is a doctor and goes daily to work in a hospital. He is about forty years old. He keeps good health because he exercises regularly. He likes to go for a morning walk. He offers his prayers five times a day.**

**My mother is an M.A in English, she teaches in a college. She also teaches us at home and helps us in doing our homework. Like my father, she prays five times a day.**

**She prepares our breakfast and lunch for school She always advises us to do good things.**

**My brother Omer is nine years old. He is in class IV. He is very healthy and active. He gets up early in the morning to go to school. All his teachers like him.**

**Zoha is my my sister. She is seven years old. She is in class two. She is fond of studies and has many friends. She is very punctual.**

2. Once the students finish reading, ask them following questions to check their comprehension:
  - ◇ How many family members are there in the story?
  - ◇ What is the age of Azra’s father? What information is given about him?
  - ◇ What does her mother do? What information is given about her?
  - ◇ What are the names of Azra’s brother and sister? What do they do?

**Activity 2: 10 Minutes**

1. Go over the details about how information is organised.
2. Ask students to notice the sentence structure. The underlined phrases can be used for their own writing.
3. Explain the meaning of unfamiliar words.
4. Ask the students to write a similar text about their family.
5. Monitor and help the students while writing.



**CONCLUSION / SUM UP**

3 MINUTES

1. Ask the students:
2. What information do we give when writing about our family members?
3. How did the model paragraphs help them in writing their own paragraphs?



**ASSESSMENT**

5 MINUTES

1. Ask the students to exchange and check each other’s work using the following checklist.
2. Ask them to write a second draft in the light of the feedback given by their peers.

Friend check	Writing checklist
	Are basic words spelled correctly?
	Is there a punctuation mark after each sentence?
	Does everything make sense?
	Is there a good topic sentence?
	Is there a good closing sentence?
	How many sentences were written?
	Is the handwriting good?
	Is the text divided into suitable paragraph?
	Capitalization
	Correct use of pronouns
	Grammar – subject verb agreement

3. Involve the students in solving problems given exercise at the end of unit/chapter.



## **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Ask the students to write an essay on 'My friend and his/her family'.

# WRITING ANECDOTES



## STUDENT LEARNING OUTCOMES

- Write a short passage, anecdote, fable etc. for pleasure and creativity.

## INFORMATION FOR TEACHERS

- An anecdote is a short and interesting story from real life.
- Anecdotes are 'true' stories.
- While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, notebooks, pencils, erasers.



## INTRODUCTION

5 MINUTES

- Narrate an anecdote from the textbook to the class without reading it from the book. You must have learnt and practiced it before coming to class.
- Narrate this short anecdote in class as if you are saying this about yourself. Children must feel that it was you who went to the park. Practice it before coming to the class so you can narrate it without looking at the text.

"I went to the park yesterday with my family and friends. I was so happy to see the blooming flowers of the spring season. Light wind was also blowing which played with my hair. I plucked a rose and tucked it into my hair band and started enjoying the weather. A little later, I felt something moving in my hair and I scratched it. I felt some bug under my finger. Unfortunately, I had not noticed that the big rose had almost a dozen tiny bugs on it. These bugs seemed to like my hair, but soon I was itching and twitching. I quickly came back home and washed my hair. I decided that next time I stop to smell the flowers I'll make sure to check the flowers of any bugs before putting it in my hair."

- When you have done this ask: "Have you ever faced a situation like this or had some trouble?"
- A few students would like to share their experiences. Encourage them to talk.
- Tell them we are going to discuss our experiences today in form of a story called anecdote. (Help for pronunciation: An - ek - dot. c is pronounced as 'k' and 'e' is silent. Thus reading dote as 'dot').



## DEVELOPMENT

20 MINUTES

**Activity 1:****10 Minutes**

1. Write the questions on the blackboard.
2. Generate class discussion on the following questions.
  - ◇ Have you ever gone with your family, on a trip to some place or a picnic?
  - ◇ What was the name of the place?
  - ◇ Where exactly is it?
  - ◇ Was it far away from where you lived?
  - ◇ Do you often go to the same place with your family?
  - ◇ Who went with you?
  - ◇ How did you travel?
  - ◇ What did you do to pass the time on the journey?
  - ◇ How long did it take to get there?
  - ◇ Where did you stay?
  - ◇ How did you spend your time there?
  - ◇ What did you enjoy the most there?
  - ◇ What did you dislike about the whole trip?

**Note: if you use the anecdote from the textbook then ask similar questions related to that anecdote to generate discussion.**

1. Students write their anecdote in two or three paragraphs. They must recall the previous lessons of paragraph writing and story writing when writing their anecdote.

**Activity 2:****10 Minutes**

1. Hold the basket of objects in your hand.
2. Pass on the basket to every student and ask them to pick one object only.
3. When all students have taken an object divide them into small groups of 4 – 5 members each.
4. Give one blank sheet of paper to each group.
5. Using the objects as hints, students plan their stories.
6. Students write a short story in the group, on the blank sheet provided, using all object. It is a must to use all objects.
7. The stories must-have all the essential elements; characters, setting, dialogues, beginning, middle and end. The students can give a title also.
8. Each group must have a presenter who will narrate the story when it is written by the group.
9. Objects could be:
  - ◇ An artificial ring (students can make it a magical ring in their story).
  - ◇ A baby's toy such as a rattler.
  - ◇ A piece of rope.
  - ◇ An empty bowl.
  - ◇ Plastic apples and grapes.
  - ◇ An empty pocket of match sticks.
  - ◇ A small scarf or dupatta.

**CONCLUSION / SUM UP****3 MINUTES**

1. Monitor students work. Provide help if needed.

2. Ask students, "What is an anecdote?"
3. One or two students can read their anecdotes in class, if time allows.



### **ASSESSMENT**

5 MINUTES

1. Assess students' oral responses in introduction and activity 1 and then their written work.
2. Involve the students in solving problems given exercise at the end of unit/chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Each student thinks of a true personal anecdote, something that actually happened in the past and write about it.
2. On Monday mornings, continue to ask students about any interesting anecdotes from the weekend.

**Month**

**7**

# WEAK FORMS OF 'WILL', 'SHALL' AND 'NOT'



## STUDENT LEARNING OUTCOMES

- Pronounce the weak forms of 'will', 'shall', and 'not' in contractions.

## INFORMATION FOR TEACHERS

1. This lesson must be taught after teaching students, stress, and intonation patterns.
2. Paste a chart of the **Contraction Song** (Tune: Mary had a little lamb) in the class for students to practice.

**I'm the first word, don't change me!**

**Don't change me, don't change me.**

**I'm the first word, don't change me! Please just let me be.**

**When you change the second word, second word, second word,**

**When you change the second word, a shorter word you'll see.**

**Certain letters are taken out, taken out, taken out.**

**Certain letters are taken out. One word will remain.**

**The apostrophe will fill that space, fill that space, and fill that space.**

**The apostrophe will fill that space; the rest will stay the same.**

**Can't and couldn't, isn't, too. Isn't too, isn't, too.**

**Won't and I've and let's, it's true, contractions everyone.**

**I'm and she's and you're and he'd, you're and he'd, you're and he'd.**

**Good! And now we're done.**

3. The teacher sings aloud and students listen.
4. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write the following sentences on the board and read them aloud. Students must repeat after you. Underline the contraction in sentences and inform students that they will study contractions today. Tell them that a contraction is a short form of two words combined together to speak fluently.

– **I shan't do that**

– **We won't come to you next time.**

– **He'll be happy**

– They'll do it.

2. Say the sentences fluently at a normal pace.
3. If possible, save 4–5 sentences spoken by a native English speaker on your cell phone or in a tape recorder, so that students can hear how native English speakers use contractions in their natural fluent speech.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**12 Minutes**

1. Review the common contractions with the class using the list given below:

**aren't - are not**  
**can't - cannot**  
**couldn't - could not**  
**didn't - did not**  
**doesn't - does not**  
**don't - do not**  
**hadn't - had not**  
**hasn't - has not**  
**haven't - have not**  
**he'd - he had; he would**  
**he'll - he will; he shall**  
**he's - he is; he has**  
**I'd - I had; I would**  
**I'll - I will; I shall**  
**I'm - I am**  
**I've - I have**  
**isn't - is not**  
**let's - let us**  
**mightn't - might not**  
**mustn't - must not**  
**shan't - shall not**  
**she'd - she had; she would**  
**she'll - she will; she shall**  
**she's - she is; she has**  
**shouldn't - should not**  
**that's - that is; that has**  
**there's - there is; there has**  
**they'd - they had; they would**  
**they'll - they will; they shall**  
**they're - they are**  
**they've - they have**  
**we'd - we had; we would**  
**we're - we are**  
**we've - we have**  
**weren't - were not**  
**what'll - what will; what shall**  
**what're - what are**  
**what's - what is; what has**  
**what've - what have**  
**where's - where is; where has**  
**who's - who had; who would**  
**who'll - who will; who shall**  
**who're - who are**  
**who's - who is; who has**  
**who've - who have**  
**won't - will not**

**wouldn't - would not**  
**you'd - you had; you would**  
**you'll - you will; you shall**  
**you're - you are**  
**you've - you have**

2. Ask students to notice the difference between positive/ affirmative and negative forms of will/ shall contractions. After allowing 2 – 3 students to respond, highlight that the contraction for positive/ affirmative forms of will and shall is the same (e.g., You'll for both 'You shall' and 'You will'), however, this overlap does not occur with "will not" and "shall not" (the negative versions). The contraction for "shall not" is "shan't." The contraction for "will not" is "won't."
3. Tell students that 'not' is used in all negative forms of contractions and is shortened with the help of an apostrophe.
4. Write the following sentences on the writing board:  

<b>A. He <u>cannot</u> drive a car.</b>	<b>B. He <u>can't</u> drive a car.</b>
<b>A. <u>They will</u> come here.</b>	<b>B. <u>They'll</u> come here.</b>
<b>A. You <u>did not</u> learn English.</b>	<b>B. You <u>didn't</u> learn English.</b>
<b>A. <u>I will</u> help them.</b>	<b>B. <u>I'll</u> help them.</b>
5. Make pairs of the class.
6. Ask them that one student will say an 'A' sentence, and the other will say the 'B' sentence for it.
7. Give them 2 – 3 minutes to practise the sentences correctly.
8. Ask the difference between the two types of sentences.
9. Ask students to focus on the pronunciation of the contractions.

### Activity 2:

08 Minutes

1. Write the following sentences on the writing board.
  - ◇ She **will not** ride a bike.
  - ◇ **He will** write an essay.
  - ◇ Amar **shall not** buy a bicycle.
  - ◇ **Will** she **not** visit the castle?
  - ◇ **Shall** we **not** wait for others for the dinner?
  - ◇ **It will** be difficult for you.
2. Make four groups of the class and elect a leader for each one.
3. Ask the students to discuss the sentences within the group. Also, ask them to focus on the bold words.
4. Ask them to make contractions of the bold words with the use of an apostrophe.
5. Once they have completed, ask leaders of the group by turn to pronounce the contractions in front of the whole class.



### CONCLUSION / SUM UP

3 MINUTES

1. Ask students to speak one sentence each from the Contractions Song in pairs. You move around in the class and listen to them speaking.
2. Ask students what they will ask for if they were offered to make a wish.
3. Students will begin their answers with 'I'll 'we'll' etc.



## ASSESSMENT

5 MINUTES

1. Ask students to rewrite the following sentences by using contractions in them:
  - ◇ I have been studying for hours, but I still do not feel ready for the exam.
  - ◇ You were not in the class yesterday.
  - ◇ The paint she picked out was a lovely color, but it did not match the picture.
  - ◇ We would go to the pool with you; however, we shall not swim.
  - ◇ You should not use contractions in formal writing



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write at least five contractions with their full forms (e.g., won't = will not, haven't = have not, etc) as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# EXPRESSING NEEDS AND FEELINGS



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to express needs, feelings, and ideas, express joy, sadness, and anger.

## INFORMATION FOR TEACHERS

1. Give your students vocabulary to express needs and feelings and to express joy naturally and politely.
2. Use your facial expressions while talking to students.
3. Notice when you use facial expressions in your routine life, they make your conversation lively and interesting.
4. These activities need to be practiced more than once so that the students start using the expressions.
5. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, writing board, textbook, a chart depicting pleasant and unpleasant feelings/moods.



## INTRODUCTION

5 MINUTES

1. Ask students how they feel that day.
2. Ask students to look at the following prompts:
3. Say, "How are you feeling today?"
  - ◇ Sad/happy
  - ◇ Bored/ tired
  - ◇ Sick/ great
  - ◇ Good/ bad
4. Help the students read, understand, and discuss the pleasant and unpleasant moods on the following chart during class discussion.





## DEVELOPMENT

24 MINUTES

### Activity 1: 08 Minutes

1. Divide the class into four groups by counting off from 1 to 4.
2. Assign the title to each group as:
  - ◇ Group-1: Ideas
  - ◇ Group-2: Joy
  - ◇ Group-3: Sadness
  - ◇ Group-4: Anger
3. Provide the following list 'Ideas', 'joy', 'sadness' and 'anger' on the writing board and ask the groups to copy.

happy, irritated, hopeful, angry, confident, furious, sick, tired, sad, afraid, joyful, hungry

4. Ask them to pick out words for their assigned feelings from the given list.
5. Ask them to discuss and interchange the list and add/remove words correctly.
6. In the end, check the lists of all groups and appreciate them.

### Activity 2: 08 Minutes

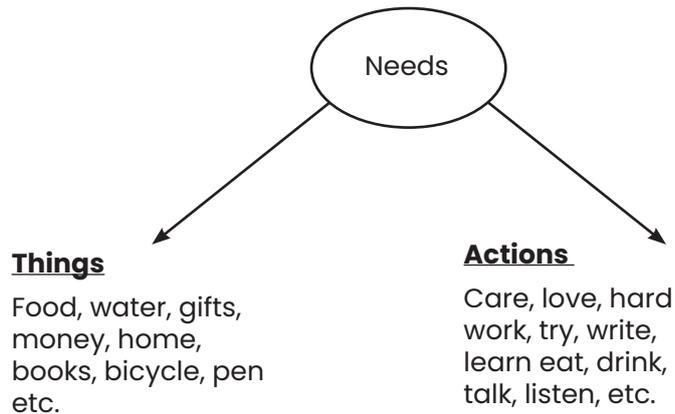
1. Paste a chart on the wall that has drawings of big round faces on it. Each face should show a different basic emotion such as happiness, sadness, worry, surprise, fear, excitement, etc. Also, write these words under the faces.



2. Point to the chart and ask students to recognise the feelings shown by each face.
3. Ask students to say a sentence for each face talking about the feelings shown by the face.

**Activity 3:****08 Minutes**

1. Explain with the help of a diagram that 'need' can be in the form of things or actions.



2. Divide the class into pairs and ask them to fill in the following blanks.
  - ◇ I need to work hard to get \_\_\_\_\_.
  - ◇ When It's cold I need \_\_\_\_\_.
  - ◇ When I fall down and hurt myself I need \_\_\_\_\_.
  - ◇ I need \_\_\_\_\_ when I am alone..
  - ◇ When I am scared I need \_\_\_\_\_.
3. Once the pairs have completed the task, review the answers with the class as a whole group.
4. Appreciate them for their work.

**CONCLUSION / SUM UP****2 MINUTES**

1. Sum up the lesson by explaining the expressions of ideas, joy, sadness, and anger by referring to the chart again.
2. Explain to students the importance of the use of facial expressions while expressing these feelings.

**ASSESSMENT****2 MINUTES**

1. Name a feeling and ask some students randomly to speak a few sentences to express that feeling.
2. Ask some of them to use facial expressions for joy, sadness, and anger.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to use facial expressions in response to the instructions/orders/requests of their family members.
2. Ask them to write down the expressions they use as a home task.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# LOCATING SPECIFIC INFORMATION

(In a Calendar, class timetable, and report card)



## STUDENT LEARNING OUTCOMES

- Locate specific information in a calendar, a class timetable, and a report card.

## INFORMATION FOR TEACHERS

- 'Across' means: left to the right direction. 'Down' means: from top to bottom.
- Competency and skill to develop are understanding and locating information by reading across and down the table.
- While teaching the lesson, consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Calendar of the year, class timetable, chalk/marker, writing board, duster, report cards for all students, textbook, etc.



## INTRODUCTION

5 MINUTES

### 1. Rhyme to remember the number of days in each month:

Thirty days has September,  
April, June, and November,  
All the rest have thirty-one,  
But February's twenty-eight,  
The leap year, which comes once in four,  
Gives February one day more.

- Ask students to make a fist of their hands.
- Tell them that if the month is on a knuckle, it has thirty-one days. Otherwise, it has thirty or less than thirty. Starting with the 1st knuckle as January, the space between knuckles is February, the 2nd knuckle is March... etc.
- Once you get to the fourth knuckle, July, start over at the first knuckle for August.
- Count the months having thirty (30) or thirty-one (31) days (January, March, May, July August, October, and December - all come on knuckles so have 31 days.
- The rest of all months, between the two knuckles, have 30 or 28 days (February).
- Ask students to practice it for a while in pairs.

**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

1. Display a calendar and ask students to look at it minutely.
2. Ask them to notice certain days/ dates that are highlighted.
3. Tell them to discuss in pairs why certain dates/ days are highlighted in the calendar. Ask them about Saturdays and Sundays.
4. Divide the class into two teams: Team A and Team B. Tell them they are going to have a 'Calendar Contest'.
5. Tell them you will call out a specific date from a month. You will ask a team to quickly find out the day for that date, e.g., "What's the day on 24<sup>th</sup> of June?" The team will have 30 seconds to respond. Any member of the team can answer. They get 1 point for a correct answer.
6. Select 10 more dates randomly and ask students to find the days (each team gets five dates to find the days for).
7. Count the scores and have the class clap for the winning team.
8. Appreciate students for participating in the activity.
9. Repeat the game for important national days, e.g., Pakistan Day, Defence Day, Quaid-e-Azam's Anniversary, etc.

**Activity 2: 10 Minutes**

1. Prepare and display the class timetable (if it's not already displayed).
2. Divide the class into two groups.
3. Ask one group to write the names of teachers from the timetable.
4. Ask the other group to write subjects from the timetable.
5. Allow both group members to stand opposite each other.
6. Ask one of the group members having the names of the teachers to pronounce the name of a teacher loudly.
7. Ask the other group member exactly opposite to the pronouncer to tell the subject of that teacher.
8. Repeat the process for all the teachers listed on the timetable.
9. Next, give each student his/ her report card.
10. Ask students to scan their report cards and answer the following questions:
  - ◇ When was their last examination taken?
  - ◇ Which subject did you get the highest marks in?
  - ◇ What was your overall grade in the last exam?
11. Move around and randomly review the answers of students.

**CONCLUSION / SUM UP**

3 MINUTES

1. Ask students to write the names of the months which have 30 days and also the months having 31 days in their notebooks.
2. Also, ask them to write down the name of the month that has 28 days.
3. Once they do it appreciate them and ask students to share their responses.

**ASSESSMENT**

5 MINUTES

1. Refer to the month of August in a calendar.
2. Ask the students to write down the dates on which 'Sunday' and 'Thursday' fall.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to look at their report cards and answer the following questions as a home task.
  - ◇ *How many marks did you score in English?*
  - ◇ *What was your overall percentage in Urdu?*
  - ◇ *What was your overall percentage in class?*
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# READING INFORMATION IN A PIE CHART AND A BAR GRAPH – 1



## STUDENT LEARNING OUTCOMES

- Read to compare information given in a pie chart and a bar graph.

## INFORMATION FOR TEACHERS

- Pie chart is a common type of a graph that is in the shape of a circle, with the circle representing the whole. Then within the circle small portions also called segments with in the 100 % will be presented in different colours. Sometimes the shapes look like slices taken out of a pie and this is where it gets the name of a pie chart.
- Graphs and charts help us understand the data better.
- Why is reading information on the pie chart and the picture graph done? They give comparisons. As with symbols, charts and graphs show information in the form of an image that is easier to follow than information in words
- Teacher will draw the pie chart and picture graph on the chart paper.
- This lesson will be covered in two periods.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- A picture card of the pie chart, writing board, duster, chalk/marker, textbook.



**INTRODUCTION**

**5 MINUTES**

- Show the picture card of the pie chart to students.
- Read aloud the information given on the pie chart.
- (Answer: meat, fish, vegetable and pulse. The pie chart is giving information about the percentage of how many students who like each).
- Appreciate the students by saying 'very good' for correct answers.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

- Look at the picture card of the pie chart and answer the questions:
- Read the percentages written on the pie chart.  
**(Answer: 18, 30, 30, 22)**
- What does the pie chart represent / explain?  
**(Answer: It tells us how many students of class 5 like fish, how many like pulses, etc.)**
- Ask other students to clap for the person who gives the correct answers.

5. Tell them: Pie chart is divided into segments. The size of segments in the pie chart given below gives us the comparison of people's likeness towards different eatables. The bigger the size, the higher the percentage.
6. Ask the question:
7. Why is reading information on the pie chart important? (Answer: It gives us comparison).
8. Students must write this question and its answer, in their notebooks.

### Activity 2: 10 Minutes

1. Written work: Draw the pie chart in your notebooks and answer the questions given below.
2. Which two items are liked most by the students? (Fish and meat are liked most by the students).
3. What percentage of the students likes to eat pulses? (18 % of students like to eat pulses).
4. What does green colour represent? (It represents the percentage of students who like meat).



### CONCLUSION / SUM UP

3 MINUTES

1. Review the lesson by asking the students to read one answer for others from their notebooks after doing their written work.



### ASSESSMENT

5 MINUTES

1. Assess students' responses for feedback.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



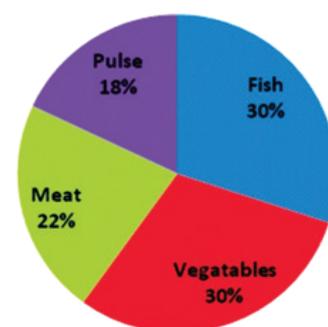
### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the questions on the board and students must copy and write the answers.
2. What percentage of students likes to eat fish and vegetables?  
**(Answer: 30% of students like to eat fish and vegetables).**
3. What percentage of students likes to eat meat?  
**(Answer: 22 % of students like eat meat.)**

**Note: You must draw the pie chart on a card paper and take it to class for teaching the lesson. Do not cut it from here.**

4. Pie Chart giving information about: Class 5 students: How many like Fish, Vegetables, Meat or Pulses.



Liking for Fish/  
Vegetables/Meat/Pulses  
students of class V

# READING INFORMATION IN A PIE CHART AND A BAR GRAPH – 2



## STUDENT LEARNING OUTCOMES

- Read to compare information given in a pie chart and a bar graph.

## INFORMATION FOR TEACHERS

- Show the students the picture card of the graph attached at the end.
- Students read aloud the information across the graph.  
**(Answer: A comparison between students of class four and class five)**
- Students read the information down the graph, loudly.  
**(Answer: 100,90,80,70,60,50,40,30,20,10,0.)**
- Appreciate the students by saying very good for correct answers.
- Ask the following question/s
- What information do a pie chart and a picture graph give? (Answer: They give comparisons.) Or
- Why do we read information on the picture graph and a pie chart?  
**(Answer: to get comparisons.)**



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, duster, chalk/marker, textbook.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1: 10 Minutes

- Look at the graph pasted on the writing board and answer the following questions:
- Read the names of the fruits given in the graph.  
**(Answer: Apples, bananas, oranges, mangoes)**
- The classes are given coloured codes. What colour is allotted to each class?  
**(Answer: blue to class 4, red/ maroon to class 5)**
- What does the graph show?  
**(Answer: Comparison of percentages of grade four and five students who like bananas, apples, oranges and mangoes.)**

### Activity 2: 10 Minutes

- Discuss for five minutes, (in pairs) after looking at the graph, the percentage of students in grades four and five who like the given fruits.

- The colour code will give you the comparison between percentages of students of grades four and five who like the four fruits. All the blue bars represent students of grade four, while the red ones represent students of grade five.
- Ask students, what percentage of students like to eat apples in class four and five?

**Answer: 10% students of class four and above 60% students of class five like to eat apples.**

- On giving correct answers ask the class to clap for the students.
- Ask students, what numbers are written on the extreme left side of the graph.  
**Answer: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.**
- Ask them to look at the graph and tell the percentages in which students of grade four fall in eating bananas, oranges, mangoes (above 70, 80 and 60).
- Guide them to look at the left side of the graph for the percentages given and the category they are falling in. also tell them that each gap i.e. 0 – 10 is covering 10 points. 10 – 20 again, is covering the next 10 points, 20 to 30 covering next 10 and in this way each bar is covering 10 points each for reaching up to 100.



### CONCLUSION / SUM UP

5 MINUTES

- Students share their responses.
- Ask questions as to why a picture graph and pie chart are used and what information can we get from them.



### ASSESSMENT

3 MINUTES

- Written work: Answer the questions given below.
- Which fruit is liked the most by grade four and five students?  
**Answer: oranges are liked most by grade five students and mangoes by grade four.**
- Who likes to eat bananas more?  
**Answer: grade five's students like to eat bananas more.**
- Involve the students in solving the problems given in the exercise at the end of unit / chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

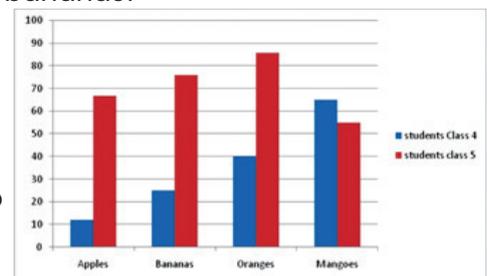
- What percentage of children, in grade five, likes to eat bananas?

**(Answer: Above 70 percent of grade 5 children like to eat bananas).**

- What percentage of children, in grade five, likes to eat apples?

**(Answer: Above 60 percent of grade 5 children like to eat bananas).**

**Note: You can draw the pie chart on a card paper. Do not cut it from here.**



- Information about the fruits liked by the children of class four and five (in the bar graph):

# TYPES OF QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following questions types:
  - ◊ Factual
  - ◊ Interpretive
  - ◊ Inferential

## INFORMATION FOR TEACHERS

1. Some types of questions which the students at this grade will face can be: factual, personal response and interpretive.
2. Questions based on facts, having simple straight forward answers are factual questions. What are you doing? How this is done? Etc. Most of the factual questions have answers directly given in the text.
3. Personal response questions can have different answers depending on person to person, usually involving personal opinion, beliefs and are based on one's personal experiences. Why should uniform be compulsory? Does hard work always pay in real life? etc.
4. Inferential questions are those where you ask the reader to think about ideas that are not actually said or stated directly in the story, but have to be guessed from the context. These questions make you think more and they often begin with "why" or "how".
5. Question formation structure is of two types: Wh questions (who, what, where, when, how, why) and yes or no questions that begin with helping verbs (can, do / does / did, should, could, has / have).
6. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Ask the students the following questions:
2. What did they study in their previous lesson?
3. What do you think was the best part of the lesson?
4. Why do you think the lesson was important?
5. Tell the student with the help of the answers they give the meaning and demand of factual, personal response and inferential questions (Use the information for teachers).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask students to infer the answer from the paragraph:
2. Choose the answer that describes what Maria did at the party:
3. "Remember, Maria," Mrs. Rashid said, "you're very allergic to chocolate. Please don't eat any chocolate candy at the birthday party!"
4. Three hours later, Maria was home from the party with a terrible stomach ache. "I promise you, Mama," Maria groaned, "I'll always do what you say from now on."
  - ◇ Maria got into a fight at the party.
  - ◇ Maria ate chocolate at the party.
  - ◇ Maria ate no chocolate at the party.
  - ◇ Maria was singing at the party.
5. The answers are in bold.
6. Remind students of the anti-smoking ad with Waseem Akram in it.
7. Ask them to read this dialogue and tell what is the effect of smoking on our health.

**Child: Waseem bhai, don't you get tired?**

**Waseem Akram: No, I don't smoke.**

8. So instead of saying, 'It's smoking that makes you feel tired', Waseem just says I don't smoke and we can infer that smoking is bad for our health.

### Activity 2: 10 Minutes

1. You have sample text sheet with you which has questions at the end.
2. Divide the class in different groups and ask them to sit in circle shape.
3. Divide the class in groups depending on the number of worksheets you have with you.
4. Ask them to read the text and keep an eye on the pictures as well.
5. Now ask them to go to the questions section.
6. Ask them to underline the key words of the questions.
7. Also circle the verbs and tenses in the questions. Now you have highlighted words in front of you.
8. Ask the groups to discuss the answers for each question (do one question at a time) and ask students to give oral answers to the questions, keeping in mind the key words.
9. Have a whole class discussion, explaining how key words and question verbs help us in answering questions correctly and relevantly.



## CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by asking the students to tell you which question they enjoyed answering and why.



## ASSESSMENT

5 MINUTES

1. Make some questions from the text and write those questions on the writing board. Ask students to come forward and comprehend the question by using the technique you just taught them. Through this, you will be able to know how much the students learned from the lesson and the other students can have a recap of the lesson as well.
2. Involve the students in solving the problems given in the exercise at the end of unit/



1. Cross curricular connection
2. Ask the class to read a text from science or social studies at home and answer the questions at the end of the text. Ask them to use the technique of comprehending the difficult questions.

### SAMPLE TEXT WITH QUESTIONS

A frog was in his garden. A Rabbit came there to see him. "What a fine garden you have. Frog!" he said. "Yes," said the Frog, "it is very nice, but it was hard work." "I wish I had a garden," said the Rabbit. "Here are some flower seeds. Plant them in the ground," said the Frog, "and soon you will to have a garden."

"How soon?" asked the Rabbit.

"Quite soon," said the Frog.

The Rabbit ran home. He planted the flower seeds. "Now seeds, start growing!" said the Rabbit. The Rabbit walked up and down a few times. The seeds did not start to grow. The Rabbit put his head close to the ground and said loudly, "Start growing."

The Frog came running up the path. "What is all this noise?" he asked. "My seeds will not grow," said the Rabbit. "You are shouting too much," said the Frog, "these poor seeds are afraid to grow." "My seeds are afraid to grow?" asked the Rabbit.

"Off course!" said the Frog, "leave them alone for a few days. Let the sun shine on them, and water them daily. Soon your seeds will start growing." The Rabbit said, "I will tell the seeds a story. Then they will not be afraid."

The Rabbit told a long story to his seeds. All the next day, the Rabbit recited poems to his seeds. For many days he continued this practice.

One day the Rabbit looked at the ground. The seeds still did not start to grow. "What should I do?" cried the Rabbit. Then the Rabbit felt very tired and fell asleep.

"Rabbit, Rabbit, wake up," said the Frog.

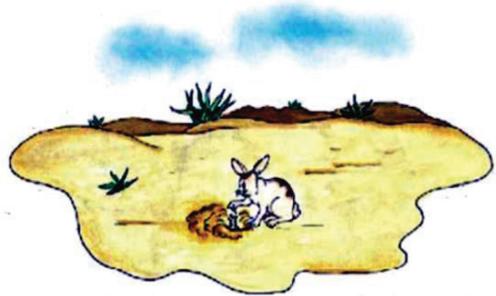
"Look at your garden!"

The Rabbit looked at his garden. It was full of beautiful flowers. "At last, my seeds have started growing and now I have colourful flowers in my garden," said the Frog. "Yes, but you were right, Frog, it was hard work," said the Rabbit.

**"Hard work is the key to success."**

**Answer the following questions:**

1. Which seeds did the Frog give to the Rabbit?
2. What did the Rabbit tell the seeds first?
3. What did the Rabbit do all the next day?
4. What did the Rabbit say when he saw the plants coming up out of the ground?
5. What did the Frog say about growing the plants?
6. Did the Rabbit agree that it was a hard work?
7. Why did the Rabbit sleep?
8. Where the plants not growing because they were afraid or there was some other reason?



Explain.

9. What is the best way of planting flowers and plants?
10. Can we all grow plants?
11. Should we all grow plants?

**Key Question:**

**a-f: Factual**

**g: inference**

**h: interpretative**

**k: interpretative**

## SPELLING



## STUDENT LEARNING OUTCOMES

- Spell words studied in class both orally and in writing.

## INFORMATION FOR TEACHERS

- Spelling skills require recognition and understanding of syllables and basic phonics (sounds).
- In English spellings, words are not always spelled according to the sound.
- Different graphemes (letters/cluster of letters) can represent the same sound e.g., 'a' sound can be represented as aero plane, may, main.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

- Write the following unscrambled words on the writing board. Ask the students to note them down in their notebooks.

r_cite	ex_r_ise	fou_d_r
wa_k	br_ak_ast	p_ep_re
p_n_tu_l	b_dmi_ton	_lwa_s
a_vise	i_tere_t	m_mbe_s

**Answers:**

**recite, exercise, founder, walk, breakfast, prepare, punctual, badminton, always, advise, interest, members.**

**(You may select any 15 words from students textbook that you would like the students to learn spelling of).**

- Once the students write these words in their notebooks, ask them to complete them in pairs but first read the words for them. Repeat each word twice, loudly and clearly.
- When they are finished with the activity, write the words with correct spellings on the board.
- Ask the students to correct their work and mark themselves.
- Ask students to discuss what caused them confusion where they have made mistakes.
- Take rounds in class and ask the students about their scores.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Make the students do the drill of spelling of the above mentioned words.
2. Tell the students to break up syllables to write correct spelling e.g. punc/tu/al.
3. Ask the students to read each word out aloud syllable-wise as you write them on the board.
4. Encourage students to prompt the spelling and identify the vowel sound along with its letters e.g. punc/tu/al, al/ways.

### Activity 2: 10 Minutes

1. Then ask the students to get ready for dictation.
2. Dictate the words at least twice to facilitate the students.
3. Once they finish writing, ask them to read their work to check for errors.
4. Write the words on the board and ask the students to do the self-correction.
5. Ask the students to write the wrong or misspelled words three times in their copies with correct spellings.



## CONCLUSION / SUM UP

3 MINUTES

Ask the students:

1. What are syllables? Ask them to give example of one syllable words, two syllable words and so on.
2. Ask them how do syllables help them learn and say words.
3. Ask them to also identify the vowel sounds in each syllable.



## ASSESSMENT

5 MINUTES

1. When the students are done, ask them to exchange and check each other's work and encircle the mistakes.
2. Ask the students to do corrections.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five words from their books or Oxford Junior Dictionary.
2. Break up the words in small syllables to learn the spelling.

## CONJUNCTIONS



## STUDENT LEARNING OUTCOMES

- Demonstrate use of joining words learnt earlier.

## INFORMATION FOR TEACHERS

1. A conjunction is a word that shows the relationship between two words, phrases, or clauses of equal rank. The relationship may give information about time, reason, agreement/ disagreement, or order of events.
2. Co-ordinate conjunctions join words, groups of words, or sentences .e.g.
  - ◇ She was sick and tired.
  - ◇ Do you want to play football or hockey?
  - ◇ We went to Islamabad and saw the Faisal Mosque.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, flashcards (apple or orange).



## INTRODUCTION

5 MINUTES

1. A conjunction (or a joining word) is a word which connects words and group of words.
2. **And** is used to join or add words together in the sentence, e.g. They ate and drank.
3. **Or** is used to show alternatives as in the sentence. e.g. He will be here on Monday or Tuesday.
4. **But** is used to show opposite or contrast as in the sentence, e.g. She is small but strong.
5. **So** is used to show result as in the sentence. e.g. I was tired so I went to sleep.
6. **Because** is used to express reason e.g. I watch T.V because I like it.
7. Ask the students:
  - ◇ Tell two of their favourite fruit names?
  - ◇ What are their two favourite indoor games?
  - ◇ What outdoor game do they like the most?
8. Model the structure by writing these sentences and underline the conjunctions e.g. I like mangoes and oranges. I like to play badminton and cricket etc.
9. When students come up with different answers, write their responses on the writing board.
10. Make students stand with two words and a third child stands with a conjunction. Ask students to link their arms to show how conjunction is holding them together.
11. Write the following exercise on the writing board.
12. Ask the students to read aloud and finish the sentences using the given options.

13. Once the students are done with the sentences, ask them to tell which part of speech these words in the bracket belong to.
14. Use conjunctions to complete the sentences.
  - ◇ Is the Shah Faisal Masjid in Lahore \_\_\_\_\_ Islamabad? (and, or, but, so)
  - ◇ Is it a new car \_\_\_\_\_ an old car? (or, and, so, but)
  - ◇ Ali has not been to Karachi \_\_\_\_\_ he has been to Lahore. (and, but, so, or)
  - ◇ It is very cold outside \_\_\_\_\_ I'm going to put on warm clothes. (although, and, until, so)



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Explain the purpose/function of conjunctions.
2. Write the following sentences on the writing board.
3. Ask the students to copy the sentences in their notebooks.
4. Tell them to work in pairs and join the following sentences into one using so or when. Don't forget to remove the full stop and change the capital letter into small letter.
  - ◇ We worked hard.  
We won the match.  
**Answer:**  
We worked so hard so we won the match.
  - ◇ What were you doing?  
Father came back home.  
**Answer:**  
What were you doing when father came back home?
  - ◇ Take your notebook from Asma.  
The school is over.  
**Answer:**  
Take your notebook from Asma when the school is over.
  - ◇ Cheating is a bad habit.  
I avoid it.  
**Answer:**  
Cheating is a bad habit so I avoid it.
  - ◇ Hassan offered me a good job.  
I accepted it  
**Answer:**  
Hassan offered me a good job so I accepted it.
5. Take rounds and help the students.
6. When they are done, ask them to tell the correct options.
7. Ask students to put other incorrect options and see how it will not make sense.

### Activity 2:

10 Minutes

1. Ask the students to write a paragraph on 'My favourite season of the year' or 'What my parents like about me' using appropriate conjunctions.
2. Monitor and help the students while writing.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask the students to check each other's work for the use of conjunctions, correct spelling, capitalisation and punctuation.
2. Ask the students to write the second draft in the light of the feedback given by the peers.



## ASSESSMENT

5 MINUTES

1. Ask the students:
  - ◇ What are conjunctions?
  - ◇ Ask them to write 2 – 3 sentences using conjunction 'so' and 'but'
  - ◇ It is raining outside, ..... (so I will stay at home, so I will take an umbrella, because thick clouds had gathered in the sky, because it's monsoon season now).
  - ◇ Uzma is not well, so she has to have medicine
  - ◇ Uzma is not well, because she was playing in the rain and caught a cold.
2. Involve the students in solving the problems given in the exercise at the end of unit / chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five conjunctions from their textbooks and make sentences in their notebooks.

## FUNCTION OF WH-FORMS



## STUDENT LEARNING OUTCOMES

- Recognise the function of 'wh' forms used in questions.

## INFORMATION FOR TEACHERS

- The **WH-** words are also called **interrogatives**. They are used for **WH-** questions. They can be determiners, adverbs, or pronouns.

**A. WH- determiners**

**When used as determiners, what, which, or whose can be used to ask questions:**

- about nouns
- What book are you reading?*
- What plane is he catching?*
- Whose jacket is this?*
- or about the pronoun *one* or *ones*.
- Which one would you like?*
- Which ones did Ruth want?*

**B. WH- adverbs**

**The adverb WH- words, when, where, how, and why, always make the sentence follow the interrogative word order.**

- When will they arrive?*
- Where are you going?*
- How did you get here?*
- Why is the baby crying?*
- How much does it cost?*
- How many burgers do you want?*
- How* can also be used with adjectives such as *old, big, far*, or with adverbs such as *often, soon, quickly* to ask about degree, rate, or timing.
- How far is it to the station? How often does he come?*

**C. WH- pronouns**

**The pronouns who, whose, which, and what can be the subject or object of a verb.**

- Who can help me?*
- Whose is the new storybook at the table?*
- Which was your best subject in 4<sup>th</sup> grade?*
- What happened next?*
- Whose is the new black bag?*
- Whose is this?*

- ◇ *Whom did you talk to?*

**When *whom* is used as the object of a preposition, it normally follows the preposition.**

- ◇ *To whom did you speak?*
- ◇ *With whom did you go?*

**The WH- subject pronouns are found in the same sentence order as statements: WH-subject pronoun + the main verb.**

- ◇ *Who can help me?*
- ◇ *Whose is that new black bag?*
- ◇ *Which was your best subject in 4<sup>th</sup> grade?*
- ◇ *What happened next?*

**The WH- object pronouns make the sentence take the word order of a question: WH-object pronoun + primary or modal auxiliary + subject + base form of the verb.**

- ◇ **What** do you have to take with you to the hill station?
- ◇ **What** has Ghani done now?

**The exception to this is in informal spoken English when the speaker wants to show shock or disbelief.**

- ◇ *You did what?*

2. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

Writing board, chalk/marker, duster a small gift (Decorated empty box), and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Display a decorated gift box on the front table.
2. Mention below the box with a flashcard that this gift was given to Maria by her friend Jamila on her birthday.
3. Invite a pair of students to the front of the class.
4. Ask one of them to ask the following questions from the other.
  - ◇ What is this? (pointing to the box)
  - ◇ Who gave this box to Maria?
  - ◇ Whom did Jamila give a present to?
  - ◇ When did Jamila give a present to Maria?
5. Now, display a chart of 'wh' – words on the front wall of the classroom and help students to develop a routine of pasting 'wh'-questions around it.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Review the definition and function of wh-forms using the 'information for teachers' section.

2. Using the following table, help students understand the function of each wh-form:

<b>Who</b>	Used to identify a person.	E.g. Who is she?
<b>What</b>	Used to identify a thing	E.g. What is it?
<b>Which</b>	Used to tell two (or more) things apart.	E.g. Which leg hurts?
<b>Where</b>	Used to identify a place.	E.g. Where is Mardan?
<b>When</b>	Used to identify a time.	E.g. When is your birthday?
<b>Why</b>	Used to identify a reason.	E.g. Why is she crying?
<b>Whose</b>	Used to identify possession.	E.g. Whose bag is that?
<b>What kind</b>	Used to identify a type/kind.	E.g. What kind of pet do you have?
<b>How</b>	Used to explain a way/ method.	E.g. How did you make the diagram?
<b>How long</b>	Used to explain length or duration	E.g. How long is your hair? How long was your holiday?
<b>How far</b>	Used to identify distance.	E.g. How far is your house from the BRT station?
<b>How much/ many/little/ few</b>	Used to identify quantity.	E.g. How much water do you have in your bottle?
<b>How often</b>	Used to explain frequency.	E.g. How often do you brush your teeth?

3. Make the following columns on the writing board:

- ◇ What                                    are you?
- ◇ Who                                     are they sleeping
- ◇ Whose                                 will the guests come?
- ◇ Where                                 is your pencil?
- ◇ When                                  is your name?
- ◇ Why                                     is your new class?
- ◇ Which                                 book is this?

4. Make pairs of the class.

5. Ask pairs to match the columns to make correct questions.

6. Give them 4 – 5 minutes to discuss.

7. Ask them to draw lines to match the columns.

8. Once they have completed, randomly ask a few pairs to read the complete questions.

9. Appreciate them for their correct response.

**Activity 2:                                    10 Minutes**

1. Make five groups of the class.
2. Name them as **What, Who, Where, When, and Why.**
3. Ask each group to scan any unit of their textbook, look at exercises, and find at least five questions using their group's name.
4. Give them 5 – 6 minutes for this task.
5. Once they complete the task, ask one student from each group, by turn, to read the questions.
6. Appreciate them for correct questions.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask the groups to share the questions they have written with other groups. So every group will have questions beginning with almost all wh-forms.
2. Summarise the key points about the function of wh-forms using the 'information for teachers' section.



## ASSESSMENT

5 MINUTES

1. Write the following table on the board and ask students to match a wh-form with its function:

<b>Who</b>	Used to identify a thing
<b>What</b>	Used to identify a person.
<b>Which</b>	Used to explain frequency.
<b>Where</b>	Used to explain length or duration
<b>When</b>	Used to identify possession.
<b>Why</b>	Used to identify a reason.
<b>Whose</b>	Used to identify a time.
<b>What kind</b>	Used to identify a place.
<b>How</b>	Used to identify distance.
<b>How long</b>	Used to identify a type/kind.
<b>How far</b>	Used to explain a way/method.
<b>How often</b>	Used to tell two (or more) things apart.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to write at least one question beginning with What, Who, Where, When, and Why as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## 'WH' QUESTIONS



## STUDENT LEARNING OUTCOMES

- Respond to and ask more 'wh-questions'.

## INFORMATION FOR TEACHERS

- Refer to the previous lesson about the function of the wh- forms.
- In English there are two types of questions all students must learn about. These are Wh- questions and yes/no questions. Wh- questions, also known as 'open questions', are question words that begin with Wh (with the exception of 'how').
- Wh-questions begin with what, when, where, who, whom, which, whose, why, and how. We use them to ask for information. The answer cannot be yes or no:
  - A: When do you finish school?
  - B: Next year.
  - A: Who is your favourite teacher?
  - B: Ma'am Amal for sure!
- We usually form wh-questions with wh- + an auxiliary verb (be, do or have) + subject + main verb or with wh- + a modal verb + subject + main verb. When what, who, which, or whose is the subject or part of the subject, we do not use the auxiliary.
- Before going to the classroom, learn in detail about the difference between 'wh-questions' and other types of questions.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students the following questions:
  - What is the colour of the writing board?
  - Who is your English teacher?
  - When do you do your homework?
  - Where does your uncle live?
- Ask them what is common in the given questions.
- Motivate them to answer and participate.
- Explain to them the function of wh questions.

**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

1. Ask students to recall their learning from the previous lesson about the function of wh-forms.
2. Review the concept of wh-questions with the whole class using the 'information for teachers' section.
3. Copy the following table on a chart and paste it on the front wall of the classroom:

Question	Purpose of Question
When does the BRT leave its station?	Asking about ..... (reason)
Where is the Governor's House in KP?	Asking about .....(time)
Why do they run?	Asking about .....(place)
What is there on the table?	Asking about .....(person)
Who would like to answer first?	Asking about..... (thing)

4. Ask students to work in pairs and match each question with its purpose.
5. Invite 2 – 3 pairs to share their responses with the whole class.
6. Tell students that wh- questions are often used in both oral and written communication.

**Activity 2: 10 Minutes**

1. Say: "Now, every one of you is going to interview a partner and he/she will interview you. Who would you like to interview? Quickly select your partners on say first, have first basis!"
2. Take their responses and help them sit in pairs with partners of their choice. Offer to partner with a student if there is an odd number of students in the class.
3. Tell them to think of five questions they would like to ask their partner in the interview. Tell them that the rule of the interview is that every question must begin with a wh- word: who, what, when, where, and why.
4. Give them some time to prepare their questions, and then loudly say, "START YOUR INTERVIEWS NOW"!
5. While the students conduct their interviews, move around, and provide the necessary support.
6. When both partners have interviewed each other in most of the pairs, invite 2 – 3 pairs to share what they learned about one another in the interviews.

**CONCLUSION / SUM UP**

2 MINUTES

1. Wrap up the lesson by asking more 'wh' questions from students.
2. Explain to the students how to ask a 'wh' question.

**ASSESSMENT**

5 MINUTES

1. Write the following questions on the board and ask students to complete them by supplying an appropriate 'wh' word for each blank:

_____ are you leaving?	_____ has been eating the biscuits?
_____ do they live?	_____ didn't you call me?
_____ has she done now?	_____ have they decided?

_____ would she stay with?	_____ should I park?
----------------------------	----------------------

2. Appreciate them for correct questions.



### HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask students to take a round of their school sometime this week during recess or before closing time, observe school routines, think about their experiences at school, and note down information to respond to the following questions:
  - ◇ Who takes care of the gate?
  - ◇ Where is the assembly area/library/ playground/ principal's office?
  - ◇ When do you have your assembly/ recess/ sports period?
  - ◇ What do you do first after reaching their school?
  - ◇ Why do you like your school?
  - ◇ How do you attend the assembly?
  - ◇ How do you depart at closing time?
  - ◇ Whose bag is the heaviest in your class?
  - ◇ Which classroom is the largest?
2. Tell them to write their answers on a page and display that page on the class notice board by next week.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# PRESENT AND PAST CONTINUOUS TENSES



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing.

## INFORMATION FOR TEACHERS

- Present Continuous Tense is used for describing activities and for actions taking place at the time of speaking.

Subject + is/am/are + 1<sup>st</sup> Form of the verb + ing

- Past Continuous Tense is used to describe the action which was in progress sometime in the past. Past Continuous Tense is also called past progressive tense.

Subject + was/were + 1<sup>st</sup> Form of the verb + ing

- While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

- Ask a volunteer (who is a good actor) to come forward.
- Tell the student that it is an activity in which he/she will be acting / expressing his/her thought without speaking.
- The student acts out the situation given below without speaking.
- The rest of the class has to tell what the actor is doing.
- After every action ask students what the boy/girl is doing.

### Situation

- You are washing clothes.
- You dry your hands.
- You dial a number.
- You talk on the phone.
- You write some information.
- You put the phone down.
- You wash your clothes again.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**05 Minutes**

- Ask the students to write 5 sentences about what the student was doing?
- The students will write in Past Continuous.

**Activity 2:****07 Minutes**

- Give them the following sentences and ask them to supply present continuous. Fill the gaps using the present continuous tense form.
  - ◇ We \_\_\_\_\_ not \_\_\_\_\_ a book at the moment (read)
  - ◇ My father \_\_\_\_\_ to the Police officer yesterday. (talk)
  - ◇ Ahmad and Ayesha \_\_\_\_\_ not \_\_\_\_\_ on the bus. (ride)
  - ◇ The boys \_\_\_\_\_ in the lake / pond. (swim)
  - ◇ We \_\_\_\_\_ table tennis right now. (play)
  - ◇ Ahmed \_\_\_\_\_ on the computer last week. (work)

**Activity 3:****08 Minutes**

- Ask students to write a five to seven sentence paragraph.
- Ask them to step out of the class and notice and write down whatever they see happening.
- Encourage them to go outside and stand at different points in the school so that they write different paragraphs.

**For example:**

- ◇ I can see a crow flying in the sky.
- ◇ One teacher is walking in the ground.
- ◇ A chocolate wrapper is lying on the floor.

**CONCLUSION / SUM UP****3 MINUTES**

- Ask students to read out what they have written.

**ASSESSMENT****5 MINUTES**

- Write the following sentences on the board and ask the students to change them in present continuous tense.
  - ◇ I watched a movie which was not interesting at all.
  - ◇ Ali ran after the kitten to catch it.
  - ◇ I get ready for school early in the morning.
  - ◇ People laughed at the foolish behaviour of Amir.
  - ◇ Ahmed drives his father's car without his permission.
- Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

- Any related activity must be done from the text book.
- Ask students to do write ups based on how they spent the last evening.

## PUNCTUATION – I



## STUDENT LEARNING OUTCOMES

- Recognise and use full stop with some abbreviations; apostrophe with contractions and hyphen with common compound words.

## INFORMATION FOR TEACHERS

- Abbreviations are shortened forms of words. Most abbreviations have a full stop at the end.
- Apostrophes are used to show a missing letter in a word. Apostrophes are also used to form contractions, such as 'They are' can be changed to 'They're'.
- A contraction is a combination of two words that results in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing.
- Make a table of abbreviations and contractions on a chart paper and display it in the class throughout the year. Keep adding more in the same charts according to the English textbook and sentences used in the classroom. Ask students to help you increase the lists by telling more abbreviations and contractions.
- Abbreviations of days of week and months of the year can be made by taking the first 3 letters and putting a full stop in the end.
- Use a hyphen (-) to join the parts of compound numbers and to join two or more words that work together as one adjective before a noun. It is used to avoid confusion and misreading by joining compound words, e.g., light-blue paint, web-based, board-certified, thirty-two, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, chart paper, and textbook.



INTRODUCTION

4 MINUTES

- Write the following abbreviations on the writing board.  
**Dr.            Mr.            Ms.            Govt.**
- Ask students to think about them.
- Give them 1-2 minutes.
- Explain the concept of the full stop, apostrophe, and hyphen using teachers' notes with some examples of students' interests.
- What does each abbreviation stand for? Write the full word or words on each line.

**Activity 1: 08 Minutes**

1. Write the following on writing board.  
**Etcetera, etc. Professor, prof. Miss, Ms.**
2. Ask the students to pronounce them.
3. Ask them to point out the abbreviated part of the words.
4. Ask them to pinpoint the most common feature of abbreviated words.
5. Divide the class into pairs and ask them to write one word in full as well as in abbreviated form.
6. Give them 1-2 minutes and guide them accordingly.

**Activity 2: 08 Minutes**

1. Divide the class into pairs.
2. Copy the following table on the writing board.

Mon. _____	(Moon, Monday)
Thurs. _____	(Thursday, Thirsty)
Mr. _____	(Mister, Master)
Dec. _____	(Decent, December)
Cm. _____	(Cement, Centimeter)
Ms. _____	(Miss, Must)
Govt. _____	(Goat, Government)
Dr. _____	(Doctor, Director)

3. Tell students that the short form of words in the left column are abbreviations. Also mention the use of full stop in them.
4. Ask them to work with their partner to select the right full form for each abbreviation.
5. Observe the activity and provide support where needed.
6. Make sure that every student is involved in the activity.
7. Once they have completed, invite 3-4 pairs to share their work with the whole class.

**Activity 3: 08 Minutes**

1. Write the following on the writing board:

do not	don't
does not	doesn't
should not	shouldn't
would not	wouldn't
has not	hasn't
have not	haven't
was not	wasn't
were not	weren't
will not	won't

2. Ask students to look at the differences between the two columns.
3. After a while, write this question on the board and ask a student to read it:

- ◇ What is your name?
- 4. Then, write the following question on the board and ask another student to read it:
  - ◇ What's your name?
- 5. Ask students about the difference in both questions.
- 6. Highlight the use of the apostrophe here to make the contraction in written and spoken English.
- 7. Now, display the following table of contractions in the classroom on a chart paper and help students to read it aloud.
- 8. Ask them to think of examples for each contraction.

Pronoun	+ to be		+ would + will	
I	I am	I'm	I'd	I'll
you	you are	you're	you'd	you'll
we	we are	we're	we'd	we'll
they	they are	they're	they'd	they'll
he	he is	he's	he'd	he'll
she	she is	she's	she'd	she'll
it	it is	it's	it'd	it'll
there	there is	there's	there'd	there'll
that	that	that's	that'd	that'll

- 9. Appreciate them for their participation and completion of the task.



### CONCLUSION / SUM UP

2 MINUTES

1. Explain to the students that a full stop is needed at the end of abbreviated forms of words. For example, kg. ml. etc., etc.
2. Contractions are formed by using an apostrophe for the omitted letter in a phrase when two words are joined in a shortened form.



### ASSESSMENT

3 MINUTES

1. Write the following paragraph on the writing board.
 

**Mr. Zaman is the brother of Prof. Kamran. Their third brother is Dr. Irfan. These three are govt. employees. Ms. Uzma is their sister. All of them work but can also cook their meals, e.g., rice, vegetables, chicken, meat, etc.**
2. Ask students to pick out the abbreviated words from the paragraph.
3. Ask them to write these words.
4. Now, ask them to write them in full spelling.
5. Once they have completed, ask them to share the complete words with the whole class.
6. Appreciate them for their work.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to make a list of 10 abbreviated forms of words after scanning a couple of units from their textbook.

## PUNCTUATION – II



## STUDENT LEARNING OUTCOMES

- Recognise and use full stop with some abbreviations; apostrophe with contractions and hyphen with common compound words.

## INFORMATION FOR TEACHERS

- Refer to the previous lesson on this SLO; it focused on the practice of abbreviations and contractions. This lesson will be focused more on the use of the hyphen in compound words and will also provide a consolidated practice of all three aspects of the SLO, i.e., full stop with abbreviations, apostrophe with contractions, and the hyphen with compounds.
- We use a hyphen (-) to join the parts of compound numbers and to join two or more words that work together as one adjective before a noun. It is used to avoid confusion and misreading by joining compound words, e.g., light-blue paint, web-based exam, board-certified graduate, thirty-two teeth, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, chart paper, and textbook.



## INTRODUCTION

5 MINUTES

- Write the following paragraph on the board:

Ayeza belongs to a **well-to-do** family. She's very kind and works for the **well-being** of **low-paid** people. She can't stay happy after seeing the **hand-to-mouth** existence of the poor people. Recently, she bought **T-shirts** for young players of a poor community.

- Ask students to read the paragraph and focus on the underlined words.
- Ask them to tell what the underlined word forms are called.
- Add to their views for a better understanding of students. Tell them that in the previous lesson, they have already learnt the use of the apostrophe to make contractions, e.g., she's and can't, etc. Today, they will learn more about using a hyphen to make compound words.



## DEVELOPMENT

20 MINUTES

**Activity 1:****10 Minutes**

1. Review the concept of hyphenated compounds with the class using the 'information for teachers' section. Emphasize that hyphenated compound words are most commonly used when the words being joined together are combined to form an adjective before a noun.
2. Write the following with these instructions on a chart or a writing board.
3. Match the words in the first column and write the new word using a hyphen (-).
4. Divide the class into small groups.
5. Explain to them how to complete the chart. Do the first one as an example.
6. Help the groups to do it.
7. Discuss the meaning of the new words side by side.

basket	faced	basket-ball
make	off	-----
t	up	-----
warm	ball	-----
know	up	-----
baby	known	-----
rain	coat	-----
take	shirt	-----
well	how	-----

**Activity 2:****10 Minutes**

1. Divide the class into three groups and name them "Hyphen" "Contraction", and "Abbreviation".
2. Ask the groups to find and write 5 contractions, abbreviations, or hyphens used in their English textbook. (One group will work on one punctuation).
3. Help and guide them wherever they need.
4. Ask the groups to present and display their work in the classroom.

**CONCLUSION / SUM UP****3 MINUTES**

1. Conclude the lesson by reviewing the key points.
2. Explain to students that apostrophe is used mostly in the middle of the contractions. For example, can't, we've, they'll, etc.

**ASSESSMENT****5 MINUTES**

1. Write the following exercise on the board and ask students to do it individually:

Use apostrophes in the following sentences to make contractions. Example:

1) I do not like vanilla ice cream.

2) I am going to the park.

3) Who is the new student?

4) They are my best friends.

5) We are not waiting in the queue/ line.

2. Write the following words on the board and ask students to identify compound words:  
**manly, spaceman, sign-off, toothpaste, snowfall, cup, arm, cupcake, sugar-free**



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make a list of 5 contractions and 5 hyphenated words as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# DICTATION



## STUDENT LEARNING OUTCOMES

- Copy and take dictation of words studied in class.

## INFORMATION FOR TEACHERS

1. When giving dictation ensure that the word list is either from an introduced theme, word class or words are clustered according to introduced spelling patterns e.g. sh, ch, th, words or double consonant words with -ing forms e.g. tt (hitting) dig (digging).
2. Spelling skills require recognition and understanding of syllables and basic phonics (sounds).
3. English alphabet comprises vowels (a, e, i, o, u) and consonants (all sounds except vowels) and these join to form words in English language.
4. Words are broken into syllables i.e. smaller units of sounds and each syllable has to have a vowel sound in it. Some words are monosyllables as 'girl' some are disyllable as 'ta/ble'. Syllables help us pronounce and spell words by breaking them into smaller chunks. Each syllable has a vowel sound e.g. tri/an/gle, sen/ten/ces, etc.
5. In English spellings words are not always spelled according to the sound and many different graphemes (letters/cluster of letters) can represent the same sound e.g. 'a' sound can be represented as aeroplane, may, main.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Write the following words on the board and ask the students to copy.  
**variety, stitched, reduced, expensive, crockery, decorated, happily (have at least 10 words).**
2. Once the students finish writing, ask the students to tell the meanings of these words.
3. Ask the meanings from the students.
4. Ask the students to tell the word class of these words.
5. Give your input where required.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:****10 Minutes**

1. Ask students to notice the sound of the word and match it to the spelling of the word.
2. Ask students to make note of any silent letters.
3. Ask students to break longer words into short parts and then learn the spelling.
4. Do the drill of spelling of the above mentioned words or other words taken from the textbook.
5. Encourage students to prompt the spelling.

**Activity 2:****10 Minutes**

1. Then ask the students to get ready for dictation.
2. Dictate the words at least twice, to facilitate the students.
3. Once they finish writing, ask them to check individually.
4. Write the words on the board and ask the students to do self-correction.
5. Ask the students to write the wrong or misspelled words for three times in their copies with correct spellings.

**CONCLUSION / SUM UP****3 MINUTES**

1. Ask the students what they have learned from this activity?
2. What are syllables? Ask them to give example of one syllable words, two syllable words and so on.
3. Ask them to identify the vowel sounds in each syllable.
4. Tell them to note the changes of double consonants.
5. Ask them to go over the steps for learning spelling (notice phonics, notice silent letters, break the word into syllables and then learn spelling).

**ASSESSMENT****5 MINUTES**

1. Ask the students to exchange and check each other's work and give feedback.
2. Tell the students to make corrections in the light of the feedback given by their peers.
3. Ask them to write the wrong spelled words again.
4. Take rounds of the class and ask the students' score.
5. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to find out at least five multi-syllable words from their textbooks or from Oxford Junior Dictionary and write in their notebooks with meanings.
2. They must learn the spelling of those words.

# TYPES OF SENTENCES



## STUDENT LEARNING OUTCOMES

- Identify and write sentences that state/negate something, or ask a question.

## INFORMATION FOR TEACHERS

- There are four types of English sentences, classified by their purpose:
  - declarative sentence (statement)
  - interrogative sentence (question)
  - imperative sentence (command)
  - exclamative sentence (exclamation)
- The following table provides examples:

	FORM	FUNCTION	EXAMPLE SENTENCE (CLAUSE)	FINAL PUNCTUATION
1	<b>declarative</b>	<b>statement:</b> It tells us something	Jawad eats apples.	.
2	<b>interrogative</b>	<b>question:</b> It asks us something	Does Amal eat oranges?	?
3	<b>imperative</b>	<b>command:</b> It tells us to do something	Stop! Close the door.	! or.
4	<b>exclamative</b>	<b>exclamation:</b> It expresses surprise	What a funny story he told us!	!

- "I spy" is a guessing game that is usually played in families with young children, to help in observation and alphabet familiarity. One person begins by saying, "I spy with my little eye, something beginning with 'C'". The other players look around and suggest the thing as "crow" (No), "car" (No), "cloud" (no), "cow" (yes). The person who guesses correctly often gets to choose the next object.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, duster, etc.



**INTRODUCTION**

**5 MINUTES**

- Inform the students that they will play the game "I spy". Explain briefly the meaning of 'spy'. Then write the following on the board (you can think of anything present in the classroom and write its' first letter):

**"I spy something beginning with C."**

2. Ask the students to look around in the classroom to find the things that start with the letter 'C'. One student can ask only one question like, e.g. **Is it a cupboard?**

**Your answer will be like, e.g. No, it's not a cupboard.**

**Or**

**Yes, it is a cupboard.**

3. The students who guess the correct answer will think of the next thing and will go through the same process as just described. Let 4 to 5 students lead the game.

**"I spy" can be played by telling the colour also like, e.g.**

**"I spy something that is red".**

4. Now, tell students that during this game, they have practised a few basic types of sentences, i.e, **declarative sentences** that state or negate something and **interrogative sentences** that ask questions.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Review the basic types of sentences using the 'information for teachers' section. Focus on declarative and interrogative sentences for now. Highlight the ending punctuation marks for both types of sentences.
2. Write the following sentences on the writing board:
  - ◇ I am going.
  - ◇ Are they running?
  - ◇ We do not quarrel.
  - ◇ They will not come late.
  - ◇ Do you help me?
  - ◇ Ali plays football.
  - ◇ She does not teach.
  - ◇ People offer their prayer.
  - ◇ Will he be sleeping?
  - ◇ I never tell a lie.
3. Make three groups of the class into Group 1, 2, and 3.
4. Assign them the titles as:
  - Group-1: Statement**
  - Group-2: Negation**
  - Group-3: Question**
5. Ask them to choose the sentences from the written list that represent their titles.
6. Once they have completed, ask them to share the sentences with the class.
7. Encourage other students to give feedback.

**Activity 2:**

**10 Minutes**

1. Mingle the class and make three new groups as A, B, and C.
2. Assign them titles as:
  - Group-A: Statement**
  - Group-B: Negation**
  - Group-C: Question**

3. Ask the groups to write five sentences according to their titles.
4. Give them 5-8 minutes and guide them.
5. Once they have completed the task, ask a representative from each group by turn to read aloud the written sentences in front of the whole class.

 **CONCLUSION / SUM UP** | 3 MINUTES

1. Ask the following questions from the students:
  - ◊ Which ending punctuation marks are used in a statement, negative sentence, and question?
  - ◊ Which words are used to start questions? (e.g. what, why, is, will, etc.)
2. Explain to them the statement, negation, and questions with some other examples like:
  - ◊ Jamal works hard for his exams. (statement)
  - ◊ He is not running fast (Negation)
  - ◊ Will they let you play? (Questions)

 **ASSESSMENT** | 5 MINUTES

1. Tick mark (✓) the sentence kind.

Sentences	Statements	Negative	Question
1. Today is Monday	.....	.....	.....
2. Am I late?	.....	.....	.....
3. How are you?	.....	.....	.....
4. I do not like to drink tea.	.....	.....	.....
5. Students are happy.	.....	.....	.....
6. Where are you going?	.....	.....	.....
7. Butterflies have many colours.	.....	.....	.....
8. I have not completed my homework.	.....	.....	.....
9. Will you come to the school tomorrow?	.....	.....	.....
10. Children jumped in the cold water to cool off.	.....	.....	.....

 **HOMEWORK / FOLLOW UP** | 2 MINUTES

1. Ask the students to write three sentences for each i.e. statement, negative, and question as a home task.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

# TYPES OF PARAGRAPHS-II



## STUDENT LEARNING OUTCOMES

- Identify descriptive, narrative and expository paragraphs to note the differences.

## INFORMATION FOR TEACHERS

- A descriptive paragraph has sentences that present a (description) of a person, a place, a thing, an event, or an idea. Five senses are used to describe the person or thing.
- A narrative paragraph often tells a story. It has events told in proper order. It has actions, characters, a setting and a problem to solve.
- An expository paragraph is where we give information to explain something, give directions or instructions, or show how something works.
- This SLO will be divided into two lesson plans.
- Lesson plan 1 will focus on revising the concept of these three types of paragraphs and their differences.
- Lesson plan 2 will focus on practicing three types of paragraphs in groups to identify differences and to correct them.
- In the previous lesson students learnt about these types of paragraphs. They have done these concepts in previous classes' also so reinforcement and review is required.
- Lesson plan 2 will focus on practicing the three types of paragraphs in groups to identify differences and correct them.
- While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, scotch tape, many strips of paper (2"x8" size), flash cards of sentences.



## INTRODUCTION

10 MINUTES

- Ask students about the three types of paragraphs they have learnt in previous lesson and their meanings.
- Recap their knowledge and inform students clearly that narratives are written like stories. They have characters, a problem or conflict to solve, some actions and a proper setting.
- Descriptive paragraphs describe objects or persons or places or events and use adjectives (to describe).
- Expository paragraphs explain a concept or procedure or a process e.g. making omelet or explain the importance of things (like they did for trees in previous class). Transitional words are used to write an explanation of a process or procedure.
- Ask students which one they prefer to read and to write. Ask them to vote for each one by a show of hands (that is, by raising their hands.).

- Inform the students that when we write paragraphs we can do it like story or we can describe or explain something.
- Draw three columns on the writing board like this:

Story	Describe	Explain

- Under each column, write examples for each. Ask students to give examples too. Like this:

Story	Describe	Explain
Cinderella The Hare and the Tortoise Aladdin	An essay on Pakistan, on Spring Season	Recipes Instructions to fix something caring for the environment



## DEVELOPMENT

45 MINUTES

### Activity 1: 15 Minutes

- Inform the students that you are going to discuss how to write a paragraph like a story, or describe something or explain something, that day.
- Make flashcards of the following sentences and show them to the students. Students read the sentences aloud.
  - I have a beautiful pink and blue pencil box.
  - One day, I went for shopping with my parents. We bought fruits, vegetables and sweets.
  - Trees are an important part of our world.
- Ask questions in which column should each of the sentences be pasted (check the answer at the end of the lesson plan, for answer).
- Answers for teacher:
  - I have a beautiful pink and blue pencil box. (descriptive)
  - One day I went for shopping with my parents. We bought fruits, vegetables and sweets. (narrative)
  - Trees are an important part of our world. (expository)
- Tell the students that these are topic sentences for each paragraph and more ideas will be added to each, later to, make a paragraph.
- Teach the students the meaning of the three words (descriptive: to give description; narrative: like a story; expository: explaining or given explanation).
- Students repeat the meanings with you.

### Activity 2: 10 Minutes

- Take ideas from students to add to each topic sentence one by one. Discuss the ideas for each type of paragraph.
- Inform the students that:
  - To write a descriptive paragraph we must use adjectives, and five senses.
  - To write narrative paragraphs, we must have events in mind that we want to write about.
  - To write expository paragraph we need transitional words such as 'next', 'again', 'later', 'first', etc.
- Divide the class into groups of six members each.
- Give three strips of paper to each group of students.

5. Ask the students to write their ideas on the paper for all three types of paragraphs and come forward and paste the strips under the right column.
6. Focus of this activity is to identify the three types of paragraphs and the type of words used to write them.
7. Correct the sentences when the students are pasting them on the writing board.

**Activity 3: 10 Minutes**

1. Divide the class into six groups.
2. Two groups write a narrative paragraph, two groups write descriptive paragraph and remaining two groups write an expository paragraph.
3. Take ideas from students about the topics to be written for each paragraph. This will tell you how much they have understood the concept and the differences among the three paragraphs.

**Activity 4: 10 Minutes**

1. Members of groups come forward and share their paragraphs with class.
2. Focus of this activity is to identify the three types of paragraphs and the type of words that are used to write them.
3. In place of this activity, you can also ask students to open their textbooks and identify the three types of paragraphs from the book.



**CONCLUSION / SUM UP**

5 MINUTES

1. Ask the meanings of three types of paragraphs and tell the differences among them.



**ASSESSMENT**

5 MINUTES

1. Through students' oral feedback and written work, determine whether they have been able to understand each type of paragraph.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

5 MINUTES

- Students should re-write the paragraph they have written in their group, in their notebooks.

# QUESTIONS AND ANSWERS



## STUDENT LEARNING OUTCOMES

- Recognise the function of different question words and key words to write appropriate short answers.

## INFORMATION FOR TEACHERS

- Questions help us get information.
- Students should be encouraged to ask questions.
- Question words, often used are 'wh-question': what, where, why, how, when, who, whose.
- Key words are the main words required to make sentences and share ideas. A list is given for reference.
- While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, a poster to be prepared by the teacher and displayed in front of the class, key words poster, a doll or a teddy bear.



**INTRODUCTION**

5 MINUTES

- Place a teddy bear/doll on your desk or anywhere where all students can see it.
- Inform students that you will ask different questions about the teddy bear/doll, by just changing a few words. For example:
  - What is on my desk?
  - Why is it on my desk?
  - Where is the teddy bear/doll in your class?
  - When do you think it will leave my desk?



**DEVELOPMENT**

20 MINUTES

### Activity 1:

**10 Minutes**

- Instruct all students to observe the classroom carefully for two minutes.
- Seat two students at the front of the class facing the writing board.
- Other students will ask short questions one by one, which the two students must answer.
- The one who gives maximum correct answers is the winner.

**Sample questions:**

1. How many windows/table/chairs are there in the class? (make this into three separate questions).
2. What are the names of the two students sitting at the back?
3. Who is sitting next to Z (take a name of a student)/ between X and Y / opposite to X/ on the right?
4. What is the teacher wearing today?
5. What colour is the teacher's dress?
6. Where is the board duster in the class?
7. How many students are present in class today?
8. Did 'M' sit in the same place yesterday where he/she is sitting today?
9. Students may ask as many questions as they can in the time allocated.
10. The answers given by the two students must be in complete sentences.

**Activity 2:****10 Minutes**

1. First, brainstorm with students about the questions a doctor and a patient may ask each other. For example:

**Doctor:**

- ◇ How are you feeling?
- ◇ Did you take the medicine?
- ◇ How old are you?
- ◇ Are you sleeping well?

**Patient:**

- ◇ Can I eat normal food or should I have special food?
- ◇ When will I be able to go to school again?
- ◇ Do you have any medicine that is sweet in taste?

**Shopkeeper:**

- ◇ How can I help you?
- ◇ What is your size?
- ◇ Which colour you want?

**Customer:**

- ◇ What is the price of this article/item?
- ◇ Do you have something that is not so expensive?
- ◇ Will you give me a discount?
- ◇ Do you have it in blue colour?

2. Now write the following situations on the writing board. give half class one situation and the remaining half the other situation.
3. Doctor and patient – Group A, Shopkeeper and Customer – Group B

**Group A:**

- ◇ Divide them in pairs. Each pair is either doctors or patients. Make sure that the number of doctors and patients is equal.
- ◇ The 'doctors' will write the questions that they will ask their patients. They will use question words and key words.
- ◇ The 'patients' will write the questions that will their doctors. They will use questions words and key words.

### Group B:

- ◇ Divide them in pairs. Each pair is either shopkeepers or customers. Make sure that the number of shopkeepers and customers is equal. In case of unequal numbers, increase the number of customers (shopkeeper/2customers).
  - ◇ The 'shopkeepers' will write the questions that they will ask their customers. They will use question words and key words.
  - ◇ The 'customers' will write the questions that they will ask their shopkeepers. They will use question words and key word.
4. Now make one doctor/shopkeeper sit next to one patient/customer. All the students would ask the questions they have prepared and also answer the questions of the student sitting next to them.
  5. Allow students to ask silly or funny questions too. They will still be learning to ask questions even if their questions are not completely realistic. For example, a child could ask a shopkeeper for a magic lamp!



### CONCLUSION / SUM UP

3 MINUTES

Ask students the following questions:

1. "What are some other situations where we ask questions", and "why"?
2. When we need directions to reach somewhere?
3. When we meet someone after a long time?
4. When we want to learn to do something new?



### ASSESSMENT

5 MINUTES

1. Assess students' responses and their written work.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write answers, in complete sentences, to the questions written in activity 2.

# A SIMPLE PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Complete a simple paragraph, using the given words, phrases and sentences.

## INFORMATION FOR TEACHERS

- Students will write a paragraph using the given guide words, phrases and sentences.
- While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

5 MINUTES

- Recap the concept of paragraphs.
- Draw the table and write the following words and phrases on the writing board:

School	White and red colour building	Classrooms
I	<b>My teachers</b>	Study
Assembly	Go	<b>like to</b>

- Ask students to use these words and phrases to form sentences, and to add words of their own.



**DEVELOPMENT**

20 MINUTES

### Activity 1:

10 Minutes

- Ask few students to make sentences with the words and phrases written on the board.
- Write these sentences on the writing board.
- When you have written the nine sentences, ask students to make any changes in the sentences if they want. Ask students to convert these sentences into a paragraph. They can do this in pairs.
- Move around the class to see that all students are working.
- As students complete their task they come forward and read the paragraph aloud in class.

### Activity 2:

10 Minutes

- Write the following words, phrases and sentences on the writing board.

2. Students should write a paragraph of seven to eight sentences using the given words, phrases and sentences.
3. We went to the park on Sunday big tree, beautiful flowers, cycling, on the swing, running around, with the children, very tired, sandwiches and biscuits, came back home.



**Note:** You can replace this activity with any similar one given in the textbook.



### CONCLUSION / SUM UP

3 MINUTES

1. Briefly discuss words, phrases and sentences in class. Ask the students to tell how these help in forming paragraphs.
2. Ask students what else they would like to write about. Then give them the relevant words to guide them in their writing.



### ASSESSMENT

5 MINUTES

1. Through students' oral feedback and written work, determine whether they have been able to understand the connection between words, phrases, sentences and paragraphs.
2. Provide further explanation if required.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a small paragraph using the words and phrases to make complete sentences.
2. Remember to keep your student's interests in mind, and change the word list accordingly:
3. My sister and I, mother, shopping, looked very happy, beautiful clothes, delicate Jewellery.

# RISING AND FALLING INTONATION PATTERNS



## STUDENT LEARNING OUTCOMES

- Listen to and respond appropriately to the sentences with rising and falling intonation patterns.

## INFORMATION FOR TEACHERS

- Intonation Patterns:** It is the variation in the pitch of the speaker's voice used to convey information or alter meaning.
- The sound of the voice changes as the rate of vibration varies.
- There are three basic pitches of the voice in English i.e. normal, high, and low.
  - The normal pitch is where the voice usually is.
  - High is where the voice rises to indicate information focus.
  - Low is where the voice falls, usually at the end of sentences.
- Tone:** A certain pattern of voice movement is called tone. The tone can be joyful, serious, sad, formal and informal, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.

### Low Rise (A rising Tone)

- A rising intonation pattern is simply a rise in the human voice. It is a change in pitch or a glide in the pitch of our voice upwards. Normally the yes/no questions are uttered with a rising tone.
- It is used when we say something definite or when we want to be very precise and clear about something.

### Fall (A Falling Tone)

- A falling tone is by far the most commonly used. It is used when we say something definite or when we want to be very precise or clear about something. Falling intonation is commonly in 'wh' questions also.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Begin by reading an example sentence aloud to the students for example:



**Can you sing a song?**

2. Read the sentence the first time pronouncing each word carefully. Read the sentence a second time in natural speech.
3. Ask students which reading sounded more natural and why it sounded so.
4. Using the ideas students share, explain to them that English has both rising and falling tones in questions:
  - ◇ All yes/no questions have a rising tone, and
  - ◇ All other questions and statements have falling tones.
5. Students often focus on pronouncing each word correctly and therefore tend to pronounce unnaturally.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the 'wh' words on the writing board:  
**What, When, Why, How, Where**
2. Divide the class into pairs.
3. Tell pairs to discuss these words and then ask questions from each other using the 'wh' words.
4. Help students asking questions correctly with emotions and gestures according to the class/students' environment, e.g.,
  - ◇ What's your name?
  - ◇ Where are you from?
  - ◇ Who is your favourite author?

### Activity 2:

10 Minutes

1. Divide the class into two groups, A and B.
  2. Tell one group to make five questions having 'yes' / 'no' answers only and the other group makes five questions having answers other than 'yes' or 'no'. For example:
    - ◇ Which games do you play? (Group A)
    - ◇ Do you like playing games? (Group B)
  3. Give them 5 minutes for this activity.
  4. Next, ask 'Group A' to ask their questions from 'Group B' one by one.
  5. Ask students to read the sentence. Notice their intonation patterns.
  6. Tell students to notice the intonation in each question.
- 
7. 'Group B' students should point to the floor if the question has a falling tone and point to the ceiling/roof if the question has a 'rising tone'.
  8. Repeat this activity with 'Group B' questions.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. All yes/no questions have a rising tone, and
2. All other questions and statements have falling tones.

**ASSESSMENT**

5 MINUTES

1. Listen to students' responses continuously and carefully to know their level of understanding. You must practice this concept in every lesson from now onwards.
2. Involve the students in solving the problems give in the exercise at the end of the unit/ chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Students must practise rising and falling tone patterns with questions and statements from their textbooks and write them in their notebooks.
2. Practise reading them with appropriate intonation patterns at home. Share their work in the next class.

# MAKING POLITE REQUESTS



## STUDENT LEARNING OUTCOMES

Demonstrate conventions and dynamics of oral interactions in a group to make polite requests for personal reasons or to take leave.

## INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Involve students in active communications.
3. Use appropriate vocabulary for the topic.
4. Focus on pronunciation.
5. Use gestures to support talk.
6. Give students practice in short informal sentences.
7. Engage students in short discussions and dialogues.
8. Focus on giving students practice in polite conversations.
9. While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

Chalks/markers, writing board, duster, textbook, etc.



**INTRODUCTION**

5 MINUTES

1. Write the following questions on the writing board:
  - ◇ May I come in?
  - ◇ May I drink water?
  - ◇ May I sharpen the pencil?
2. Please allow me to leave. I am not feeling well.
  - ◇ Excuse me, is this your pen?
  - ◇ Will you excuse me, please?
3. Ask students to read the sentences and tell where we use these sentences:

**Expected answer:** Requests, permission, ask for leave, etc.

Explain to students that when we make polite requests or take leave, we use these types of expressions.

Remind them that using polite expressions is essential for good communication with others.



**DEVELOPMENT**

20 MINUTES

**Activity 1:****10 Minutes**

1. Write the following instructions on the writing board:
2. Ask a classmate to lend his/her notebook.
3. Ask permission from a classmate to use his colours.
4. Request your teacher to allow you to drink her water.
5. Ask permission from the teacher to get in the class.

**Clues:****You may use words: you, please, may, can, sir, dear****Sentence starters:****May I** -----**Please** -----**Can I** -----

6. Divide the class into pairs.
7. Tell the pairs to read the instructions written on the writing board and discuss them.
8. Ask students to refer to the clues for better understanding.
9. Ask students to make polite requests as required by the instructions.
10. Ask some pairs to share their answers.
11. As the pairs work, move around and provide the necessary support.

**Activity 2:****10 Minutes**

1. Divide the class into four groups.
2. Nominate a group leader from each group for moderating the conversation.
3. Give each group one of the following topics:
  - ◇ School
  - ◇ Home
  - ◇ School Bus
4. Tell students to talk about these topics.
5. Tell students to focus on making polite requests for personal reasons and taking leave, and make at least 10 sentences.
6. Invite group leaders from each group to select three requests from their group conversation and share them with the class.
7. Move around the classroom and observe the conversation in different groups.

**CONCLUSION / SUM UP****3 MINUTES**

1. Conclude the lesson by telling the students that:
2. Interact and engage in active conversation as much as possible.
3. Focus on vocabulary and pronunciation for fluency.
4. Use polite language and requests during a conversation in a daily routine.
5. You may use the following expressions to make polite requests.
  - ◇ May I .....
  - ◇ Can I.....
  - ◇ Please.....



## ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:

**washroom, sick leave, notebook, sharpener**

2. Ask some students to make one sentence for each word to make polite requests, ask for permission, or take leave.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to use these polite requests in their homes with parents, friends, other family members, etc.
3. Their activity will be observed in the upcoming classes in their conversation.

## IDENTIFYING FACTS IN A TEXT



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with a text using intensive reading strategies (while reading) to identify facts in the text (as indicated through these words: (day, date, place, etc.))

## INFORMATION FOR TEACHERS

- Intensive reading requires that students try to understand the text thoroughly.
- Intensive reading involves learners reading in detail with specific learning aims and tasks.
- Critical thinking means applying prior knowledge, given information, and reasoning to understand a text.
- Intensive reading activities include skimming a text for main ideas, scanning a text for specific information to answer short questions, true or false statements, filling gaps in a summary, matching headings with paragraphs, scanning jumbled paragraphs, and then reading them carefully to put them into the correct order. All these various tasks require students' mastery of skimming and scanning techniques.
- Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly to find specific details in the text.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

8 MINUTES

- Ask students to recall previous lessons related to skimming and scanning.
- Review the difference between skimming and scanning.
- Go through the steps of scanning with the whole class.
- Write the following text on the writing board:

**What is a phobia?**

**A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you. This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (as millions of people do), you only feel anxious when there's a spider around, otherwise, you feel fine. About one in ten people has a significant phobia, although few people seek treatment.**

5. Ask students to read the text quickly and notice any important details like numbers, percentages, and other facts.
6. Now, conduct a quick quiz with the whole class using the following questions:
  - ◇ A phobia ...
    - A) happens to everyone when they are frightened
    - B) happens only in certain situations
    - C) only happens to anxious people
  - ◇ Phobias ...
    - A) are logical
    - B) are not logical
    - C) can be logical or not logical
  - ◇ The number of people who have phobias is ...
    - A) five out of ten people
    - B) ten people
    - C) 10 percent of the population
7. Tell students that the process they have done in this activity to find the specific information is called scanning. It is a useful strategy to find facts from a text rapidly.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following text on the writing board:
 

**Arfa Karim was born on Thursday, February 2, 1995, in Faisalabad. Arfa Karim is the pride of our country. She achieved the world's youngest Microsoft Certified Professional award at the age of nine years in 2004. Her representation in various prestigious technology-related events, including TechEd Developers conference, made Pakistan proud the world over. She was a gem of our country, but unfortunately, she died on Saturday, January 14, 2012, in Lahore, when she was only sixteen years of age, due to cardiac arrest.**
2. Divide the class into pairs.
3. Ask pairs to scan the text and find the following information:
 

**Dates, days, and names of places.**
4. Students will scan the text to find the relevant information.
5. Ask few students randomly from the groups to come in front of the class to share the answers they have found.
6. Give students different roles like a group leader, reader, writer, and collaborator, etc.

### Activity 2:

10 Minutes

1. Ask students to remain in pairs.
2. Write the following prompt on the writing board.
  - ◇ Arfa Karim was born on.....
  - ◇ Her city of birth was .....
  - ◇ She achieved a Microsoft certificate in .....
  - ◇ She died on .....
  - ◇ The city of her death was .....
  - ◇ The days of her birth and death were .....

3. Ask the pairs to skim through the paragraph and complete the above-mentioned prompt.
4. Invite some students to come up and share their answers.



### **CONCLUSION / SUM UP**

2 MINUTES

Conclude the lesson by telling the class that:

1. Critical thinking means applying prior knowledge, information, and reasoning to understand a text.
2. Intensive reading activities include skimming a text for main ideas, scanning a text for specific information to answer short questions, true or false statements, filling gaps in a summary, matching headings with paragraphs, scanning jumbled paragraphs, and then reading them carefully to put them into the correct order.



### **ASSESSMENT**

3 MINUTES

1. Refer students to a paragraph from their textbook.
2. Ask them to skim through the text and find a date, days, and places mentioned in the text.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to find some paragraphs from newspapers and magazines.
3. Ask them to scan and skim through the paragraphs and find specific information i.e., date, place, day, etc.
4. Ask students to share their work with the class the next day.

**Month**

**8**

# SPELLING CHANGES



## STUDENT LEARNING OUTCOMES

- Apply spelling change in plural form of regular and irregular nouns and regular and irregular verb forms.

## INFORMATION FOR TEACHERS

- To make plural form of most nouns add 's' to the end of the word e.g. cup=cups, snake=snakes, etc.
- Add 'es' to the end of a noun that ends in s, x, z, ch, sh, e.g. box=boxes, match=matches, brush=brushes, bus=buses, etc.
- Also make sure that the students know the meaning of all the vocabulary introduced in this lesson.
- Pronunciation alert: In Standard English plural form words usually have a 'z' sound at the end: chairs=spoken as chairz, girls=spoken as girlz.
- Nouns ending in 'y' preceded by a consonant are formed into a plural by changing 'y' to -ies such as, lady/ladies, city/cities, baby/babies.
- Some nouns that end in f or fe, drop f or fe and add ves loaf=loaves, thief=thieves.
- Some nouns that end in f add s to form the plural such as: belief=beliefs, cliff=cliffs.
- Some nouns have irregular plural forms without 's' such as: man=men, woman=women, child=children, goose=geese, louse=lice, mouse=mice, ox=oxen.
- The simple present tense expresses daily habits or routine activities.
- When the subject is third person singular (e.g. he, she, it), add a final -s,-es to the verb for example wash=washes, catch=catches, pass=passes, write=writes
- Generally when words end in sh, ch, o or x we add - es (washes, catches, goes, boxes).
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MINUTES/2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**15 MINUTES**

- Write the following poem on the board and ask the students to copy or write this poem on a chart (It will be recyclable).

Rabbit Habit  
 by Liana Mahoney  
 I have a rabbit habit.  
 I like to crunch and chew  
 On celery logs and carrot sticks,  
 And apples, too.  
 I have a rabbit habit.  
 I like to chomp and munch  
 On crispy greens and juicy grapes.  
 Mmm...rabbit food for lunch!

2. Ask the students to tell what the poem is about.
3. Ask them to find out five words with 's' and '-es' endings.
4. Once they tell the words, ask them to tell whether these words are noun plurals or an addition to the verbs?
5. Give your input where required.
6. Divide the class in four groups and make 4 columns on the board to write group 1, 2, 3, 4 in them.
7. Give those groups different themes and ask them to think of some naming words: for example garden, classroom, playground, kitchen, animal kingdom/zoo, road, etc. Then ask them to turn them into plurals.
8. Ask the students randomly from different groups to come up with nouns and their plurals.
9. The group what will come up with the most correct answers will be the winner.
10. Give your input where required.
11. Revise irregular noun plurals such as child, man, woman, ox, thief, mouse, etc.
12. Tell the changes in the spelling of the irregular nouns in detail by using the above information.



## DEVELOPMENT

45 MINUTES

### Activity 1:

15 Minutes

1. Ask students randomly to tell how he/she spends his/her day.
2. Write 2-3 sentences on the board. For example, I get up early in the morning; I take breakfast at 7 o' clock, etc.
3. Then ask one student to tell the time he/she gets up in the morning.
4. Write the students' responses on the board with third person singular e.g. she gets up early in the morning, he goes for a walk, etc. Then underline verbs in the sentences and ask the students why we add 's', '-es' to the verbs.
5. Revise simple present tense and '-s' and '-es' verb forms/spelling changes.

### Activity 2:

15 Minutes

1. Draw a two column table on the board and ask the students to copy.
2. Write 'singular' in one column and 'plurals' in another.
3. Write the following words on the board:  
**children, hobby, city, thief, mice, tables, story, leaves, man, snake, women, match, busses, churches, oxen, countries, tooth, shelves.**
4. Ask the students to write the singulars of the plural words and plurals of the singular words.

Singular	Plural
Bag	

Singular	Plural
	Woman

- Once the students are done with the activity, write the singular and plural words in their respective columns and change them into singular and plurals as well.
- Ask the students to make self-corrections.

### Activity 3: 15 Minutes

- Write the following sentences on the board and ask the students to read carefully.
- Ask the students to correct these sentences by changing the underlined verb forms accordingly.
  - Ali work in a bank.
  - He go to the office at 8 o' clock every day.
  - Ayesha live in Karachi.
  - It take five minutes to reach school.
  - She always complete her work before time.
  - She wash her clothes on every weekend.
  - He always put the library books back in their shelves.
- Monitor and help the students.

#### (Solution/Answer)

- Ali works in a bank.
- He goes to the office at 8 o' clock every day.
- Ayesha lives in Karachi.
- It takes five minutes to reach school.
- She always completes her work before time.
- She washes her clothes on every weekend.
- He always puts the library books back in their shelves.



### CONCLUSION / SUM UP

3 MINUTES

Ask the students:

- What are nouns?
- How we make plurals with nouns?
- Why we add 's' and - 'es' with verbs?



### ASSESSMENT

5 MINUTES

- Assess the students while doing activity 2 and 3.
- Involve the students in solving problems given exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to find at least five irregular nouns from their textbook and make plurals.
- Ask the students to write about their friend's daily routine using simple present tense.

## SIMPLE PAST TENSE



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing. (Different lesson plans have been developed on this SLO).

## INFORMATION FOR TEACHERS

- Simple Past Tense is used for completed actions.
- Simple Past Tense also refers to action completed/occurred at a specific time for example at noon, yesterday, last night.
- Formation of simple past tense:

He	went	to his office.
----	------	----------------

- Formation of Negative Sentences

Subject	Helping verb + not	First form of verb
---------	--------------------	--------------------

He	did not	go to his office.
----	---------	-------------------

- Formation of interrogative sentences.

Helping verb	Subject	First form of verb
--------------	---------	--------------------

Did	he	go to his office?
-----	----	-------------------

- In negative and interrogative sentence, first form of verb is used instead of second form of the verb.
- While teaching the lesson, consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



INTRODUCTION

5 MINUTES

- Ask the students about "Simple Past Tense".
- Write the responses of the students on the board.
- Correct the students where required.
- Tell them that an action is completed in the simple past tense. The time phrases are also used for example, yesterday, two weeks ago, last week, last night, last month in order to express that the action was completed in the past.

**Examples:**

- ◇ I bought a new red car last week.

- ◇ He sold his house last month.
- ◇ They brought interesting gifts for us from America last year.

5. In all of the above sentences mentioned above, the actions were completed in the past.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Tell the students how to change positive sentences into negative and interrogative sentence (see information for teachers).
2. Draw the tables of formation of negative and interrogative sentences on the board.
3. Repeat that the infinitive (first) form of verb is used in both negative and interrogative sentences.

#### Examples:

- ◇ He did not buy a house. (N)
  - ◇ Did he buy a house? (I)
  - ◇ He did not erase the statement. (N)
  - ◇ Did he erase the statement? (I)
  - ◇ Fakhir did not work with this company. (N)
  - ◇ Did Fakhir work with this company? (I)
4. Create similar examples with the help of the students.

### Activity 2: 10 Minutes

1. Divide the students into groups of four.
2. Ask them to discuss and then change a paragraph from the present tense into Simple Past Tense.

**Note: Select a paragraph form the textbook.**



## CONCLUSION / SUM UP

3 MINUTES

1. Discuss that the simple Past Sentence shows completion of any action.
2. Point out to students how Past Tense is used in writing a narrative paragraph, to prepare them for the next lesson.



## ASSESSMENT

5 MINUTES

1. Give the students the following sentences and ask them to make their negative and interrogative sentences individually.
  - ◇ He went to the market to buy fruit / bananas.
  - ◇ I visited my grandparents yesterday.
  - ◇ He enjoyed his birthday party.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to write in 4-5 lines about what they did yesterday.

# JOINING WORDS TO GIVE EXAMPLES



## STUDENT LEARNING OUTCOMES

- Recognise the function of more joining words such as, for example, for instance, etc.

## INFORMATION FOR TEACHERS

- To give an example in a sentence and a paragraph, the following phrases can be used:
  - For example
  - For instance
  - Such as
- We can also use the abbreviation 'e.g.,' to give examples.
- Both the phrases can be used within a sentence when it is followed by different items or a list of things. Examples:
  - I have visited many cities in Pakistan, for example, Murree, Islamabad, Peshawar, and Abbottabad.
  - You need many things, for instance, warm clothes, a handbag, a pair of shoes and a towel when you travel to hilly areas.
  - I can read different types of text, e.g., poems, stories.
  - I can play several games, such as hockey, cricket, and snooker.
- You can begin a new sentence with both phrases if they are followed by a complete idea or sentences. (not a list of items) Examples: *My father loves to go to restaurants that serve Pakistani food. For example, last week he went to a restaurant which serves Chicken Tikkas and Chapli Kababs.*
- You can write the same sentence replacing the phrase for example with for instance.
- These phrases are followed by a comma.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Ask students the following sentence:
  - Can you tell the names of the things available in the classroom?  
Expected Answer: tables, chairs, pencils, students, books, notebooks, etc.
- Ask students, can we talk about these items in a different way?
- Take answers and then write this sentence on the writing board:

- ◇ There are many items in our class, for example -----  
-----
4. Invite some students to write the names of different items in the blank.
  5. Tell students that we use conjunctions: for example, and for instance to give examples.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following sentence prompts on the writing board:
  - ◇ There are many cities in Pakistan, for example -----  
-----
  - ◇ I love to watch cartoons, for instance -----  
-----
2. Divide the class into pairs.
3. Tell the students to complete the given sentences with examples.
4. Both the phrases can be used within a sentence when it is followed by different items. (or a list of things).
5. Explain by using the examples given by students.
  - ◇ Students: - I like to eat chocolates, for example, Jubilee, Perk, Kit Kat, and Dairy Milk.
  - ◇ I love to watch cartoons, for instance, Tom and Jerry, Power Puff Girls, Paw Patrol, and Ben Ten.
6. Tell students that they can also begin a new sentence with both the phrases if they are followed by a complete idea (any event or incident) or sentences (not a list of items).
  - ◇ My friend likes to read storybooks. For example, 'Alice in the Wonderland', 'The Jungle King', and 'The Gingerbread Man.'
7. You can write the same sentence by replacing the phrase for example with for instance.

### Activity 2:

10 Minutes

1. Divide students in four groups.
2. Write the following sentences on the board and ask them to add 'for example' and 'for instance' at the right place in the sentences.
  - ◇ When I will go to Murree, I will buy many things, ----- earrings, shawls, and some handicrafts.
  - ◇ Do you have anything to eat, ----- chocolates, candies or chips?
  - ◇ I have met many famous people, ----- Imran Khan and Wasim Akram.
  - ◇ I want to visit many countries, ----- China, America, and Egypt.
  - ◇ I eat all types of food, -----, rice, noodles, chips, etc.
3. Help them where required.
4. Construct some more sentences with the help of the students while using both the conjunctions.
5. Remind them they can use both phrases if there is a list of items mentioned in the sentence.
6. They can also begin a new sentence if a complete idea has been introduced.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. To give an example in a sentence and a paragraph, the following conjunctions can be

used:

- ◇ For example
- ◇ For instance
- ◇ Such as
- ◇ e.g.



## ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board:
  - ◇ Annie likes different fruit strawberries, bananas, and mangoes.
  - ◇ I know how to speak different languages Urdu, English, and Pashto.
  - ◇ Ali has different hobbies collecting seashells, coins, and gardening.
  - ◇ Many rulers tried to rule the whole world Julius Caesar and Alexander the Great.
  - ◇ Ali has to buy things from the market eggs, bread, juice, and jam.
2. Ask students to work individually and re-write each sentence using appropriate phrases to give examples.
3. Review their work randomly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to make five sentences each using 'for example' and 'for instance' on the following topics:  
**Sports, Hobbies, Animals, Birds**
3. Refer them to the sentence prompts used in activity 1.

# SIMPLE SENTENCES (INSTRUCTIONS, COMMANDS, REQUESTS)



## STUDENT LEARNING OUTCOMES

- Identify and practice making simple sentences to show instructions, commands, requests, and strong feelings.

## INFORMATION FOR TEACHERS

- The instruction tells the reader/listener how to do something such as cook a recipe, build a model, put furniture together, play a game or get from one place to another, follow signboards, etc.
- Commands are orders. Imperatives are used to issue commands.
  - Finish your homework.
  - Close the door.
- Requests use polite expressions, e.g., please, could you, would you, kindly, etc.
- An exclamation mark (!) is used with the imperatives and exclamatory sentences.
- Study class 3 and 4 lesson plans for the related SLO for better understanding and progression.
- While teaching the lesson, also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, duster, etc.



**INTRODUCTION**

5 MINUTES

- Demonstrate the following:
  - Giving instructions
  - Giving commands
  - Making requests
  - Expressing strong feelings
- Help students notice the difference between commands and requests.



**DEVELOPMENT**

20 MINUTES

**Activity 1:**

**10 Minutes**

- Write the following information on the writing board:

Match to make complete commands	
Don't eat	all the cakes!
Listen	do my work!
Don't sit	for the bus here!
Help me	it's too expensive!
Don't buy it!	on the grass!
Wait	this ball!
Wash	to this song!
Don't hurry!	you aren't late!
Catch	your hands before dinner!

2. Divide the class into pairs.
3. Ask them to match the columns to complete the commands.
4. Then, ask them to practice the commands in pairs with actions, expressions, and proper tone.
5. Call some pairs to perform a command with actions, expressions, and proper tone.
6. Now, ask pairs to convert commands into requests.
7. Tell them they can do this by adding, please, could you, would you, kindly, etc.

**(Answers: 1 (all the cakes) 2 (to this song) 3 (on the grass) 4 (do my work) 5 (it's too expensive) 6 (for the bus here) 7 (your hands) before dinner) 8 (you aren't late) 9 (this ball))**

### Activity 2: 10 Minutes

1. Review the meanings of strong feelings with students. Then, ask students what kinds of strong feelings they have. Invite 2 – 3 students to share their responses with the class.
2. Then, ask for the special words/sounds that show strong feelings (e.g., Hurrah! Aah! Ouch! Wow! Ooh!).
3. Write the following sentence prompts on the writing board:
  - ◇ (happiness) Hurrah! .....
  - ◇ (wonder) Wow! .....
  - ◇ (pain) Ouch! .....
  - ◇ (grief) Alas! .....
4. Divide the class into pairs.
5. Ask them to make sentences using these words and say with appropriate expressions.
6. Write some correct sentences on the board and then let them write in their notebooks. Some examples:



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. The instructions tell the reader/listener how to do something such as cook a recipe, build a model, etc.
2. Commands are orders. Imperatives are used to issue commands. i.e., speak! Finish your homework. Close the door.
3. An exclamation mark (!) is used with the imperatives and exclamatory sentences.



## ASSESSMENT

5 MINUTES

1. Ask students to think of a few commands and requests.
2. Give them a minute for thinking.
3. Randomly ask students to:
  - ◇ Give an instruction
  - ◇ Issue a command
  - ◇ Make a request
4. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to go through their favourite lesson in the book and find five sentences each on the sentence types learnt in this lesson.
3. Ask students to discuss their family's favourite dish with their parents at home. Ask them about the recipe of that dish and note down all the instructions in it.

## LETTER WRITING-I



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of conventions of letter writing:
  - ◊ Address and Date.
  - ◊ Greetings.
  - ◊ Main Body.
  - ◊ Closing.

## INFORMATION FOR TEACHERS

1. In this lesson, students will be introduced to the five parts of an informal letter (information about the five parts of the letter is written in detail, in the introduction).
2. Use conventions of capitalisation in written text e.g. days of week, names of towns, cities, etc.
3. In composing text, use correct ending punctuation in questions and sentences, comma in dates.
4. Reinforce space margins and indentation.
5. Notes and letters are usually written for extending invitations, sending reminders, saying thanks, seeking permission, wishing get well soon, etc.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/marker, attached picture, or the same information written on the blackboard.



## INTRODUCTION

5 MINUTES

1. Show the attached picture of "Parts of a Friendly Letter" to the students and ask them to tell what they can see in the picture.
2. Ask them to tell the different parts of the letter they have seen in the picture.
3. Introduce different parts of a letter to the students with the help of the picture.
4. The Heading includes the return address and the date for example:
  - ◊ 325 New Mozang,
  - ◊ Ferozpur Road, Lahore.
  - ◊ April 10, 2011.
5. **The Greeting** or salutations means "Hello"/Assalam-o-Alaikum, Dear Amna, (All of the words that are part of the greeting are usually capitalized).

6. **The Body** contains the message of the letter. Remember to indent each new paragraph.
7. Closing means “Good-bye”, Your friend, etc. Remember to capitalize the first letter of the first word in the closing.
8. In **Signature** write your name.



**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

1. Write the following letter on the blackboard and ask the students to copy.
2. Ask the students to work in pairs and point out the parts of the following letter with Heading, Greeting, Body, Closing, and Signature.
3. Monitor and help the students.

Street No.2,  
 Shaheen Town, University Road,  
 Peshawar.  
 March 15, 2011

Dear Ali,

I want to thank you for coming to my birthday party on Saturday. It was great to see you. I hope that you had a good time with my friends and family members. I got lots of gifts and especially, I love the toy car you brought for me.

Thanks once again!

Your friend,  
 Hassan.

**Activity 2: 10 Minutes**

1. Draw the following letter template on the blackboard and ask the students to copy.
2. Write the letter in jumbled order and ask the students to put the friendly letter back together.
3. Tell them to rewrite the letter by using appropriate indentation, capitalisation, and punctuation.
4. Monitor and help the students.

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-----

Please write back to me.  
your friend

I want to thank you for coming to my birthday party on Sunday. It was good to see you I hope that you had a great time with all of our friends and family members. I got many gifts but I love the doll you gave me as my birthday gift. Pay my regards to your family

dear Amna thanks a lot for joining us hiba

Street No.2,  
Shaheen Town, University Road,  
Peshawar.  
March 15, 2011



### CONCLUSION / SUM UP

3 MINUTES

1. Ask the students to tell the conventions of letter writing by saying \_\_\_\_\_ includes.....
2. The heading includes the return address and the date the letter was written.
3. The greeting says "Hello" to the reader. Usually all words in the greeting are capitalized and it ends with a comma.
4. The body is the message you want to send the reader.
5. The closing says "Good-bye" to the reader. You only capitalize the first word of the closing and it ends with a comma.
6. The signature is your name. It tells the reader who wrote the letter.



### ASSESSMENT

5 MINUTES

The teacher will:

1. Once the students are done with writing, ask them to exchange and check each other's work for correct capitalisation, punctuation and the conventions of letter writing discusses in the class.
2. Ask the students to make corrections in the light of the feedback given by their peers before you take their work to check.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to write a letter to their friends and invite them to their house for a visit.



## LETTER WRITING-II



## STUDENT LEARNING OUTCOMES

- Write an informal letter and formal letter of application.

## INFORMATION FOR TEACHERS

- A written, typed, or printed communication normally sent in an envelope by post, by mail, or messenger is called a letter.
- A letter is any such message that is transferred via post. A letter is a written conversation between two parties.
- Formal letter writing is undoubtedly one of the most challenging types of letter format. When putting it together, often you are addressing a person or organization with whom you are not familiar and the quality of your content, including spelling and grammar, will be strongly scrutinized.
- Formal letters are written in an orderly and conventional language and follow a specific format. These are written for official purposes only.
- Informal letters are personal letters. These letters do not follow any set pattern or any specific pattern. These contain personal information from a written conversation. Informal letters are generally written to family, friends, relatives, etc.
- Application is a formal request made for a position or to be allowed to do or have something, submitted to an authority, institution, or organization. i.e., "an application for sick leave".
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the word "LETTER" on the writing board:
- Ask students what they think this word means?  
**Expected answers: ABC, alphabet, word letters, application, message.**
- Take students' answers and tell them that the word letter means a form of writing used for written correspondence.
- Ask students why we write letters.

**Expected answers: to convey a message, to connect with family and friends, to communicate with others from a distance.**

**Activity 1:****10 Minutes**

1. Ask students to recall previous lessons on letter writing (from 4<sup>th</sup> grade).
2. Copy the following on a chart or the writing board:

**Structure of a Letter:**

The sender's address is put at the top right-hand side

Include telephone number and email if available

The address of the person receiving the letter goes on the left-hand side below the sender's address

The date

Greeting or salutation – Dear Sir or Madam. You can use the titles Miss, Mrs., or Mr. if you know the name of the person to whom you are writing

The message or body

Complimentary close or closing – Yours faithfully or Yours sincerely

Signature

Write name in block letters (this is to ensure that the person receiving the letter knows exactly who has sent it. Signatures may not be very clear)

3. Review this information with the whole class.
4. Tell them that formal letters are written for official purposes, like business, job, to banks, etc. Informal letters are written to friends, family, and relatives. Tell students that an application is basically a formal letter.

**Activity 2:****10 Minutes**

1. Divide the class into six groups.
2. Give students the following topics to write letters on:
  - ◇ Write a letter to your uncle, thanking him for a gift.
  - ◇ Write a letter to the editor of a local newspaper about bad cleanliness conditions in the locality.
3. Assign three groups to write an informal letter and three groups to write a formal letter.
4. Tell students to refer to the table above and use the information while writing a letter.
5. Guide them when and where necessary.
6. Once they have completed the task, ask the representatives of the groups to share their letters with the class.



Conclude the lesson by telling the students that:

1. Formal letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls in the category of formal letters.
2. Informal letters are personal letters. These letters do not follow any set pattern or formalities. They contain personal information from a written conversation. Informal letters are generally written to family, friends, relatives, etc.



## ASSESSMENT

5 MINUTES

1. Write the following recipients of letters on the writing board.

**Principal, Friend, Chairman, Brother**

2. Ask students to tell what type of letters will be written to the people mentioned above.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to write the following letter and share it with the class in a week.

**Letter of Request: Write a letter to your school Principal requesting either information or a favour.**

### **Guidelines for Request Letter Writing**

- ◇ In the opening paragraph, briefly introduce yourself and let the recipient know why you are writing to them.
  - ◇ In the next paragraph, tell the recipient what you are requesting from them, along with any pertinent details that would help them to fulfill your request. If you need your request filled in by a certain date, be sure to let them know in this paragraph.
  - ◇ In the closing paragraph, thank the recipient for their time/consideration and provide your contact information (if applicable).
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# REPLY TO INFORMAL LETTERS



## STUDENT LEARNING OUTCOMES

- Write a reply to a short informal letter from friends and family members.

## INFORMATION FOR TEACHERS

- Remind students of rules of capitalisation of proper nouns/names and punctuation.
- Notes and letters are usually written for extending invitations, sending reminders, saying thanks, seeking permission, wishing someone to get well soon, etc.
- Introduce three parts of a note or a letter e.g. heading and greetings, body of the letter, closing and signature.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalks/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

- Brainstorm with students on different ways in which we have written communication (letters, emails, text messages).
- Ask the students when they get any letter from their friends and family members, how do they reply.
- Ask them if they remember how the letter begins and ends.
- Lead them to point out the three parts of a letter.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**07 Minutes**

- Write the following letter on the blackboard. Please follow the exact layout of the letter.
- Ask the students to read it.
- Ask the students to read the following letter in pairs and label the five parts of the letter.
- Monitor and help the students.

125 Kaghan Colony,  
Abbottabad.  
10th April, 2011.

Dear Amna,

Hi, how are you?

Thanks for sending me the pictures of the snowfall in Abbottabad. It looks so exciting! Some one said that it was a hail storm and not snow, but that doesn't really matter. Whatever it was, it looked really pretty! It was very naughty of you to stay outside the house. So tell me how did the snow make you feel when you picked it up? Was it hard or soft?

I showed the picture to my friends at school too. They all liked them.

Bye for now.

Your friend,  
Aasma

5. Once they have done the activity, ask the students to tell what is the letter about.

**Activity 2: 06 Minutes**

1. Tell the students to write a similar note to a friend on a separate paper.
2. Tell them to be careful about the capitalisation and layout of the letter.
3. Monitor and help the students while writing in pairs.
4. When they are done with the activity, write the checklist on the board and ask the students to check each other's work to make sure that the date and address are written properly, that the closing of the letter is proper too.

**Activity 3: 07 Minutes**

1. Ask the students to put their notebooks on teacher's table.
2. Shuffle the copies and ask students to come and pick one letter from the teachers table and open and read it.
3. Ask the students to write a reply to the letter which they have picked from the table.
4. Instruct the students to include heading (address & date), greetings, body/note of the letter, closing, and signature in their letter.
5. Guide and help / facilitate the students.



**CONCLUSION / SUM UP**

3 MINUTES

1. Ask the students to tell the conventions of letter writing.
2. Ask students to review their work to make sure that the rules have been followed, and that punctuation is used properly.
3. Ask students to volunteer to read out their letters.



**ASSESSMENT**

5 MINUTES

1. Check students' notebooks to see if the rules of writing a letter have been followed.

2. Check students' notebooks to see if the main body has content that is informative, interesting and expressive.
3. Involve the students in solving problems given exercise at the end of unit chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask the students to write a letter to their friends and share the little joys of life with them.

# REVISING WRITTEN WORK



## STUDENT LEARNING OUTCOMES

- Revise written work for layout, legibility, and vocabulary.

## INFORMATION FOR TEACHERS

- Reinforce indentation: indentation is a space at the beginning of a paragraph to indicate paragraph beginning (in handwritten text, the indented space is one finger width).
- Convention for writing titles and subheadings. We either write in all capital letters or we write the first letter capital except for function words e.g. The Story of Little Red Riding Hood, The Day I Went on a Picnic.
- Vocabulary is revised to check for repetition i.e., using the same word over and over again. Students need to replace with appropriate synonyms when revising work.
- You will require each student's unchecked written work done earlier, preferably a paragraph on a given topic in an earlier class. This will be used for self-checking and revision of written work as per SLO.
- While teaching students to revise the written work, help them consider the following areas:
  - Spelling
  - Appropriate vocabulary
  - Correct use of punctuation
  - Sentence structure
  - Layout/legibility
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MINUTES/2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, duster, etc.



**INTRODUCTION**

**5 MINUTES**

- Writing the following passage on the board as it is shown below:  
**Once a fox hungry was very. It searched for some dish.**  
**It did not find the dish. It came to a playground and found some grapes on a wall.**  
**It jumped to catch the grapes but it could not.**
- Ask students to read the passage for a couple of minutes.
- Ask the following questions from the students:

- ◇ Do you find any mistakes in the passage?
  - ◇ Does the passage have a proper layout?
  - ◇ Is the vocabulary of the paragraph correct?
4. Allow 2 – 3 students to share their responses. Conclude by telling students that it is very important for a text to be written in proper layout in order to help the readers make sense out of it.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Draw the following table on the writing board:

Correction type	Correction symbol
Capitalization	,
Full stop	.
Spelling	?
Comma	ABC
Question Mark	

2. Divide the class into pairs.
3. Ask them to match the correct types with correct symbols.
4. Invite some students to share their answers.
5. Introduce 'CUPS' strategy to revise writing :
- C = Capitalization (Initial letter of proper nouns, start of a sentence)**
- U = Usage (grammar, subject-verb agreement, tense)**
- P = Punctuation ( . , ? ! : ; )**
- S = Spelling (Use your resources, like a dictionary, to check words)**

### Activity 2: 10 Minutes

1. Write the following text on the writing board and ask students to revise it.
2. Ask them to use 'CUPS' strategy to revise this text:

Once their live a wice man in a village. He always advised people to do good deed. He had the son ahmad who was very intelligent. 1 day ahmed asked her father, why do peepl fight over wealth n property her father replied they have forgotten that their stay in this world is not forever Nekst day the father took him son to the graveyard, pray their and said, this is the end of one's life. Actual life is in the hereafter.

3. Tell students to check it for layout, legibility, vocabulary, and grammar.
4. Tell students to refer to the CUPS strategy learnt in the previous activity.
5. Monitor, guide, and help the students.

#### Answer Key

*Once there lived a wise man in a village. He always advised people to do good deeds. He had a son, Ahmad, who was very intelligent. One day, Ahmad asked his father, "Why do people fight over wealth and property?" His father replied, "They have forgotten that their stay in this world is not forever." The next day, the father took his son to the graveyard, prayed there, and said, "This is the end of one's life. Our actual life is in the Hereafter"*



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Proper layout, legibility, and correct vocabulary are very important for a text to be understandable.
2. Tell students to focus on these important factors while writing.
3. We can use the 'CUPS' strategy to revise/edit writing.



## ASSESSMENT

5 MINUTES

1. Write the following paragraph on the writing board:

their is meni intrusting facts about are beautiful planet, earth  
earth is made up mostly ov water it is the third planet from the  
son and been formed over 4 billion years ago

2. Ask students to read the paragraph silently and identify the errors in it. Tell them to look for spelling, punctuation, and verbs.
3. Ask students to use the CUPS strategy and revise this paragraph.
4. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to write paragraphs on the following topics, keeping in mind the above-mentioned rules.
  - ◇ My best friend
  - ◇ My hobby
  - ◇ My school
3. Revise the writing by using the 'CUPS' strategy.

# RHYTHM, STRESS, AND INTONATION



## STUDENT LEARNING OUTCOMES

- Produce in speech and practice appropriate patterns of rhythm, stress, and intonation in the English language by listening to stories and poems read aloud in class.

## INFORMATION FOR TEACHERS

- Intonation is the way the pitch of a speaker's voice goes up or down as they speak. Intonation can be rising, falling, or flat and is used to communicate how a speaker feels. For Example, an English language speaker uses a rising intonation in spoken discourse to show that they haven't finished a sentence. The intonation commonly drops at the end of a sentence to show they have finished.
- For teaching intonation, model a variety of emotions and functions and ask learners to identify the function/ emotion. It is better to exploit a listening excerpt by identifying recurrent emotions.
- Rhythm can be described as the beat and pace of a poem. Rhythm also refers to the length of time between each major beat or accent such as in a piece of music.
- Rhythm is created by the pattern of stressed and unstressed syllables in a line or verse. It helps to strengthen the meaning of words and ideas in a poem.
- Stress is the emphasis that falls on certain syllables and not others; the arrangement of stresses within a poem is the foundation of poetic rhythm.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, poem chart, or audio recording, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the following sentence on the writing board:  
*'I have something to tell you.'*
- Ask the students to read the sentence and guess, 'How does the speaker of the given sentence feel?'
  - Happy and excited?
  - Sad and worried?
  - Nervous and confused?
- Encourage students and write their responses on the writing board.
- Now, read each phrase loudly. Make sure you convey the right feeling.
- Ask the students to listen to each one carefully and guess the right feelings.  
**(For instance, say, "I have something to tell you" in a way that conveys that it is a**

serious matter which worries you.)

- Repeat saying these sentences till students notice the intonation patterns and respond correctly.



**DEVELOPMENT**

23 MINUTES

**Activity 1:**

**10 Minutes**

- Review the key terms 'rhythm, stress, and intonation' with the whole class with the help of the 'information for teachers' section.
- Write the following words on the board: photograph, photographer, and photographic.
- Ask students: "Do they sound the same when spoken?" (Majority might answer: Yes)
- Say: "No. Because ONE syllable in each word is STRESSED – that means it is stronger than the others."

**PHOtograph**

**phoTOgrapher**

**photoGRAPHic**

- Tell students that this happens in ALL words with 2 or more syllables: **TEACH**er, Ja**PAN**, **CHIN**a, a**BOVE**, conver**S**ation, **IN**teresting, im**PORT**ant, de**MAND**, et**CET**era, et**CET**era, etc.
- Show or refer to the textbook and read-aloud/play the given poem with correct intonation patterns:

**Little Things**

**Little drops of water  
Little grains of sand,  
Make the mighty ocean,  
And the pleasant land.  
So the little moments,  
Humble though they be,  
Make the mighty ages  
Of eternity.  
So our little errors  
Lead the soul away  
From the path of virtue,  
Far in sin to stray.  
Little deeds of kindness,  
Little words of love,  
Make our earth happy,  
Like the heaven above.**

- Share with students that 'rhythm' can be created by the pattern of stressed and unstressed syllables in a line or verse.
- Invite a few students to sing the poem, paying attention to intonation patterns to the class.
- Help the students to identify the rising and falling tones and stressed/unstressed syllables.

**Activity 2:**

**13 Minutes**

- Display or write the given short dialogue on shopping:

**Shopkeeper: Can I help you?**

**Customer: I'd like one chocolate ice cream. (fall)**

**Shopkeeper: One chocolate ice cream. Anything else? (fall-rise)**

**Customer: One strawberry ice cream. (fall)**

**Shopkeeper: One chocolate (fall-rise), one strawberry (fall-rise). Anything else? (rise)**

**Customer: Yes. One chocolate (fall-rise), one strawberry (fall-rise), and one vanilla**

(fall).

**Shopkeeper: Here, you are. (fall-rise)**

**Customer: Thank you. (fall)**

2. Explain to students that during a conversation when we introduce new information our tone 'falls' and we share previous knowledge with a tone between 'fall-rise'.
3. Divide the students into pairs and ask them to practice the given intonation patterns as mentioned at relevant places.
4. Facilitate students by modeling the phrases/sentences.
5. Appreciate students' work and give feedback if required.



### CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that rhythm deals with the beat and pace of a poem. The rise and fall of the tone matter most in rhythm. The intonation relates to the purpose and meanings of what we say.



### ASSESSMENT

3 MINUTES

1. Informally the assess student's speaking skills while practicing the dialogue.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice the given dialogue with their siblings/parents.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# tone and non-verbal cues



## STUDENT LEARNING OUTCOMES

- Identify and use appropriate tone and non-verbal cues for different communicative functions.

## INFORMATION FOR TEACHERS

- Go through the lesson plans for grade 3 for better understanding and progression of the lesson.
- Non-verbal communication is an important aspect of spoken communication that does not involve words. This adds emphasis or shades of meanings to what people say. It involves body language, gestures, facial expressions, tone and pitch of voice, etc.
- When speaking with others, your tone clarifies and conveys meaning. A phrase as simple as "I don't know" can be taken in several different ways depending on how you decide to express it. Your tone can not only affect how people perceive you but also their willingness to listen to you.

### Nonverbal communication can play five roles:

- ♦ **Repetition:** It repeats and often strengthens the message you're making verbally.
- ♦ **Contradiction:** It can contradict the message you're trying to convey, thus indicating to your listener that you may not be telling the truth.
- ♦ **Substitution:** It can substitute for a verbal message. For example, your facial expression often conveys a far more vivid message than words ever can.
- ♦ **Complementing:** It may add to or complement your verbal message. As a boss, if you pat an employee on the back in addition to giving praise, it can increase the impact of your message.
- ♦ **Accenting:** It may accent or underline a verbal message. Pounding the table, for example, can underline the importance of your message.

(Source: *The Importance of Effective Communication*, Edward G. Wertheim, Ph.D.)

- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, chart, things in the surroundings, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

(No Talk Strategy)

- Instruction: when your students arrive for class, greet them with silence, as students begin to seat themselves, tell them that they all must remain silent until you tell them otherwise. Use only nonverbal cues to get them to engage in the normal classroom routines. For

example, once everyone is in the chairs/desks, use gestures to get them to open their book. You can put your hands together to form a book-like shape or mimic pretending to read a page, students will eventually pick your gestures and cues to perform the tasks. Then they would respond to you with their own gestures. Continue it for some time and then discuss with the students how sometimes nonverbal cues can be just as effective as verbal communication.

2. Highlight the importance of tone and nonverbal communication mechanisms in our lives and their components. Realty this with all the discussion they just had.
3. Discuss the importance of using appropriate tones while speaking. Try to reinforce that yelling and arguing may not be the best way to communicate with others.



## DEVELOPMENT

23 MINUTES

### Activity 1: 08 Minutes

1. Show or draw cartoon faces/emojis for the following moods: happy, sad, disappointed.
2. Ask students to guess their meanings and then practise making similar 'faces'.
3. Tell the students that different gestures have different meanings. Practice and let the students act the following:

Gestures	Meaning
Brisk, erect walk	Confidence
Standing with hands on hips	Anger
Sitting legs apart	Relaxed
Walking with hands in pockets	Casual
Shoulders bent	Sad
Biting nails	Nervousness
Head resting in hands	Boredom
Tapping fingers	Impatience
Leaning towards someone	Show of interest what the other person is saying
Making direct eye contact	Show that you are attentive towards someone

4. Practice more gestures and body movements with students and ask them to guess their meanings. You can ask the students to act also.

### Activity 2: 05 Minutes

1. Make the students think of the sounds we use for communication without words, e.g., shhhhhhh, mmmmmm, err, oh, ah, etc.
2. Allow 3 – 4 students to share their responses with the class by making a few particular sounds and the class will guess their meanings and when we use such sounds for better communication. Help the students to write the sounds in their notebooks.

### Activity 3: 10 Minutes

1. Divide the class into small groups.
2. Ask them to choose a popular fable or short story, e.g., The Ant and the Grasshopper or The Hare and the Tortoise.
3. Ask the students to enact a silent movie by acting out the events from their selected story.
4. The groups will perform in front of the class without talking; they will use facial expressions,

gestures, and body language only.

5. Then have a discussion with all of the students to check how much they were able to understand.



### **CONCLUSION / SUM UP**

2 MINUTES

1. Enquire from students how helpful using the nonverbal cues was to them for communicating their message and did they enjoy it.



### **ASSESSMENT**

3 MINUTES

1. Ask students to work in pairs. The partners should take turns and perform silently any action of his/her favourite cartoon character. The other partner guesses what the gestures/ actions mean.
2. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask the students to make a chart in the class with students drawing different faces and expressions/moods. Each student may draw some face in his/her notebook as well.

# INFERENTIAL QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking keywords, verbs, and tenses in inferential questions.

## INFORMATION FOR TEACHERS

- Inference means drawing conclusions based on information that has been implied rather than directly stated.
- In simple words, inference is a conclusion reached based on evidence and reasoning.
- While making inferences the reader uses the clues in the text to discover what is not directly stated.
- Making inferences requires students to combine what they are reading with what they already know, to reach into their personal knowledge and apply it to what they are reading.
- The inferential questions often begin with 'Why' and 'How' words asking for information which are not stated clearly in the given text.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, storybook/atlas/ textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the given sentences on the writing board.  
*Mr. Shahzad was talking to my father about a large tree that was dying. After they were finished, Mr. Shahzad tied a rope to the tree and took out his axe. Soon, he had done his job.*
- Ask the students to read the sentence carefully and find answers to the given questions:
  - What is Mr. Shahzad's profession?
  - Why did he tie a rope to the tree?
  - What happened to the tree?
- Encourage students and write their responses on the writing board briefly.
- Then ask the students, "What clues did you use to find the answers?"



**DEVELOPMENT**

**23 MINUTES**

**Activity 1:**

**13 Minutes**

- Review the concept of inference with the class using the 'information for teachers' section.

2. Tell the students that when a question is 'inferential,' that means the answer will come from evidence and reasoning, not from an explicit statement in the text.
3. Choose a text of students' interest and write it on the board. For example:

"Lucy! Lucy! Where are you?" Sara called out again and again as she walked along the main road. It was really a bad road for cats. Sara prayed she hadn't gone far away. But it had been nearly two days, and still, Lucy hadn't come home.

4. Challenge the students to try to answer the following questions:
  - ◇ Who was Lucy?
  - ◇ What is Sara's relationship with Lucy?
5. Encourage the students and write their responses on the writing board.
6. Explain to the students that the information given in the text does not directly state the answer. Therefore, look for the given clues/ facts that you have to pick up to answer questions.
7. Further, tell them that in the given text the clues/ facts can be:
  - \*A bad road for cats.
  - \*She prayed she hadn't gone far away.
8. Explain to students that the two details above can help them to infer the answer that Lucy was Sara's pet cat and the verb, "Sara *prayed* for the cat's safe return" shows Sara's love and care for the cat. Inferring is often used to identify a character's feelings, emotions, and motives in a story.

### Activity 2: 10 Minutes

1. Show or write the given passage on the writing board and ask the students to answer the questions given at the end.

"Sunny!" Mom called out as she walked in the front door. "Sunny," she continued shouting, "I need some help with these groceries." There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the window all over the living room floor and a cricket ball not far from there. "I'm going to kill you, Sunny!" Mom yelled to herself as she realized that Sunny's shoes were gone.

- ◇ What happened to the window?
  - ◇ How do you know this?
  - ◇ Why did Sunny leave?
2. Invite a few students to share their answers with the class.
  3. Encourage the students and give your feedback as and where needed.



### CONCLUSION / SUM UP

2 MINUTES

1. Tell students that we have learnt to answer short questions based on our inference of what the writer had said 'between the lines' using keywords/clues given in the text.



### ASSESSMENT

3 MINUTES

1. Informally assess students' comprehension skills while they answer inferential questions.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read a short story and write two questions that have answers that are not directly stated in the story.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## SIMPLE FUTURE TENSE



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing.

## INFORMATION FOR TEACHERS

- Rules for formation of the Simple Future tense:

**Subject + will/shall + 1<sup>st</sup> Form of the verb + object**

I, we	Shall
He, she, it, they	Will

- This tense tells the intentions of people what they are planning for the future.
- To clarify the concept of the future tense, add the future time in the sentence for example, tomorrow, next day, next week, next month, next year.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

- Write the heading "Simple Future Tense" on the board and ask the students:
  - What do you know about it?
  - Which helping verbs are used in it?
  - Which form of verb is used?
- Record the responses of the students on the board, giving and asking examples.
- Tell the students the use of shall and will by giving examples.

I, we	Shall
He, she, it, they	Will

**Examples:**

- 'I shall not waste my time'
  - 'Ahmed will fly to Karachi'
- The formation of the negative sentences in the Simple Future Tense is:

**Subject + will/shall not + 1<sup>st</sup> Form of the verb + object**

**Example:**

- ◇ Ahmed will not fly to Karachi,

5. The formation of the interrogative sentences in the Simple Future Tense is:

**will/shall + Subject + 1<sup>st</sup> Form of the verb + object**

**Example:**

- ◇ Will Ahmed fly to Karachi?



**DEVELOPMENT**

20 MINUTES

**Activity 1:**

10 Minutes

1. Divide the class in pairs.
2. Each pair will write a paragraph with the following paragraph starter:
3. I will be going to Karachi today.

**Use the Following Bank of Phrases**

**Pack my bag, iron my clothes, take shower, get ready, buy a ticket, attend a wedding in Karachi, take a ride to the railway station.**

4. After the students have finished their work, ask them to check their work by following the rules of simple future tense.
5. Take the oral feedback of paragraphs from students and appreciate their effort.

**Activity 2:**

10 Minutes

Ask students to write a paragraph about what they will become when they grow up, answering these questions:

1. How will you prepare yourself for the profession of your choice?
2. What will you study?
3. What kind of books or TV programmes will you give time to?
4. Once you enter that profession, what will you do?



**CONCLUSION / SUM UP**

3 MINUTES

1. Repeat the usage of will and shall.



**ASSESSMENT**

5 MINUTES

1. Change the following sentences into negative and interrogative simple future tense.
  - ◇ I shall go to school tomorrow.
  - ◇ Ahmed will eat the cake.
  - ◇ They will come to the party.
  - ◇ You will cook the dinner.
  - ◇ We shall meet at the park.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give them a paragraph of simple present tense to write from the text book and instruct them to change it into simple future tense.

## SIMILES



## STUDENT LEARNING OUTCOMES

- Analyse and use some analogies and more similes in speech and writing.

## INFORMATION FOR TEACHERS

- A simile (pronounced: SIM-uh-lee) is a figure of speech which is used to make our language more rich and beautiful.
- We use similes to describe things by comparing them to other things which have some similar attribute or quality. For example, if I want to say someone is fast, I can say she is as fast as a horse/cheetah/tiger/panther.
- Most of the similes use the words like or as e.g. as black as coal and happy like a bird in flight.
- It is important that children understand that similes can be developed and they should try to come up with original and creative word play.
- As writers they must understand that they should learn a commonly used similes but can also come up with their own once in a while to remain original.



## DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, photocopies of the poem, chart and marker for poem display.



## INTRODUCTION

15 MINUTES

- Write the following Simile Poem on the board/or write on a chart paper and decorate with pictures and read it aloud with expression.
  - poor as a church mouse.
  - strong as an ox,
  - cute as a button,
  - smart as a fox.
  - thin as a toothpick,
  - white as a ghost,
  - fit as a fiddle,
  - dumb as a post.
  - bald as an eagle,
  - neat as a pin,
  - proud as a peacock,
  - ugly as sin.
- When people are talking you know what they'll say as soon as they start to use a cliché.

3. Introduce/Reinforce similes. Tell how similes make our descriptions and writing more beautiful and rich.
4. Explain the use of like/as.
5. Give examples of things to explain how common traits are likened to each other: as fast as a horse/cheetah/tiger/panther.



## DEVELOPMENT

40 MINUTES

### Activity 1: 10 Minutes

1. Write the following sentences on the board and ask the students to work in pairs and analyse these sentences whether they are similes or not.
2. Ask the students to write similes in front of those sentences which they think are similes and write not similes which are not similes.
  - ◇ He's as strong as an elephant.
  - ◇ My brother is a dragon.
  - ◇ Sad like tigers locked in cages.
  - ◇ It's as cold as ice.
  - ◇ Especially my sister, who is a tall giraffe
  - ◇ It's as light as a feather.
  - ◇ We are a busy family with many things to do.
  - ◇ Happy like a bird in flight.
3. Monitor and help the students.
4. Once the students are done with this activity, ask the students randomly to tell the answers.
5. All the options are similes except option 2, 5, and 7.

### Activity 2: 10 Minutes

1. Write the following words on the writing board and ask the students to copy in their notebooks.
2. Ask the students to come up with things that share the following attributes/qualities.
  - ◇ is hard \_\_\_\_\_ (rock, stone)  
\_\_\_\_\_
  - ◇ feels soft \_\_\_\_\_ (silk, flower petal)  
\_\_\_\_\_
  - ◇ is sweet \_\_\_\_\_ honey  
\_\_\_\_\_
  - ◇ feels rough \_\_\_\_\_ sand  
\_\_\_\_\_
  - ◇ is heavy \_\_\_\_\_ rock  
\_\_\_\_\_
  - ◇ sounds noisy \_\_\_\_\_ cricket match  
\_\_\_\_\_
  - ◇ is light \_\_\_\_\_ as a feather \_\_\_\_\_ a flower  
\_\_\_\_\_
3. Ask them to come up with as many ideas as possible. Accept and appreciate creative ideas.
4. Don't reject if there is some similarity.
5. Tell them to note down the similes in their notebooks.

**Activity 3:****10 Minutes**

1. Write the following sentences along with the word bank on the blackboard.
2. Ask the students to copy and read the words in the word bank.
3. Tell them to read the sentences carefully and write appropriate words in the blank spaces.

**Light thin sharp blind Wise**

- ◇ He's really smart. He's as \_\_\_\_\_ as an owl
  - ◇ Don't touch that broken glass. It's as \_\_\_\_\_ as a razor.
  - ◇ It doesn't weigh much. It's as \_\_\_\_\_ as air.
  - ◇ Without his glasses, he's as \_\_\_\_\_ as a bat.
  - ◇ She is so skinny. She's as \_\_\_\_\_ as a toothpick
4. Monitor and help the students.

**Activity 4:****10 Minutes**

1. Ask students, if someone is very active, what can you compare him or her to? Brainstorm possible options and then choose on one or two.

**CONCLUSION / SUM UP****5 MINUTES**

1. Ask the students:
  - ◇ What are similes?
  - ◇ How we make similes?
  - ◇ What words are mostly used to make similes?
2. Involve the students in solving problems given exercise at the end of unit/chapter.

**ASSESSMENT****5 MINUTES**

1. Write the correct options on the board and ask the students to do the self-correction.
2. Take rounds of the class and ask the students about their scores.
3. Give them the poem with blanks and ask them to fill it up.

**HOMEWORK / FOLLOW UP****5 MINUTES**

1. Ask the students to write three similes with like and three similes with as, of their own.
 

**as poor as a \_\_\_\_\_.**

**as strong as an \_\_\_\_\_,**

**as cute as a \_\_\_\_\_,**

**as smart as \_\_\_\_\_.**

**as thin as a \_\_\_\_\_,**

**as white as a \_\_\_\_\_,**

**as fit as a \_\_\_\_\_**

**as dumb as a \_\_\_\_\_.**

**as bald as an \_\_\_\_\_,**

**as neat as a \_\_\_\_\_,**

**as proud as a \_\_\_\_\_,**

**as ugly as \_\_\_\_\_.**
2. Use fresh similes when you speak and you write, so your friends will think you are quite clever and bright.

## SIMPLE QUESTIONS



## STUDENT LEARNING OUTCOMES

- Respond to and ask simple questions starting with 'be', 'do', and 'have'.

## INFORMATION FOR TEACHERS

- 'To be' verbs are amongst the most commonly used verbs in the English language, but they are considered irregular verbs. That is why they are difficult to teach and hard to learn. It is better to make students understand through games and entertainment activities.
- Throughout the year, provide students with ample opportunities to ask and respond to simple questions.
- Encouraging questioning skills – use 'stop and ask' strategy during lessons: e.g., while reading a text, stop and announce it is 'question time' and invite students to ask questions about the text read so far.
- Appreciate students who ask more questions – award them the 'Inquirer Award' on weekly basis for asking the most questions in the class.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, charts, textbook, a list of questions, etc.



**INTRODUCTION**

**5 MINUTES**

- Ask the following questions from students.
  - Do you speak Pashto?
  - Does Sarah/ Ali recite poems?
  - Do you eat ice cream?
- Now, explain to the students that these questions have short answers like, "Yes, I do" or "No, I don't".
- Tell the students that to make simple questions we put a helping verb at the start of a sentence.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

- Write each question and answer from the following table on small slips of paper (there should be only one sentence per slip):





# قومی ترانہ

پاک سرزمین شاد باد      کشور حسین شاد باد  
تو نشان عزم عالی شان      ارض پاکستان!  
مرکز یقین شاد باد

پاک سرزمین کا نظام      قوت اخوت عوام  
قوم، ملک، سلطنت      تابندہ باد  
شاد باد منزل مراد

پرچم ستارہ و ہلال      رہبر ترقی و کمال  
ترجمان ماضی شانِ حال      استقبال!  
سایہ خدائے ذوالجلال

