

PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

# Teachers' Guide

## Lesson Plans

Grade  
**2**



# English



Quaid-e-Azam Academy for Educational Development, Punjab  
Wahdat Road, Lahore



## PREFACE

There are many reasons why English Language learning has always been considered an essential skill. Approximately four hundred million people worldwide speak English as their first language, whereas English is listed as one of the official languages in more than a quarter of the world. It allows people to communicate with others and help them to see things from a different perspective or get a deeper understanding of other cultures. Moreover, it is the language of the media industry, internet, business, and higher education.

The Single National Curriculum (SNC) of English notified in 2021 highlights its importance as "individual development, international communication and making better career choices". For the implementation of SNC 2020, Quaid-e-Azam Academy for Educational Development (QAED) was entrusted with the task of developing Teacher Guides with the help of education experts and teachers from government and private institutions. This task was supervised by Material Development Wing of QAED, Punjab. For this purpose, a rigorous process was followed to develop the Teachers Guides. A team of English experts both from public and private sectors was selected through interview committees. This team of experts under the supervision of QAED team developed Teachers Guides on selected Student Learning Outcomes (SLOs). After the development, these guides were critically reviewed and it was ensured that recommendations have been incorporated.

While developing these guides, the team not only recognized instructional settings of the schools but also the availability of resources varying significantly in the province of Punjab. Furthermore, keeping in mind the important aspects of SNC, active learning processes and contextually relevant teaching practices have been utilized in these Teacher Guides to ensure the achievement of Student Learning Outcomes.

On behalf of Quaid-e-Azam Academy for Education Development, Government of Punjab, I am deeply grateful to all involved in creating these Teacher Guides. I hope that these guides will be helpful for teachers to teach English effectively and enable them to perform their duties more effectively.

Thank you,  
Director General  
Quaid-e-Azam Academy for Educational Development,  
Government of Punjab





## English – Teacher Guide

### Introduction

The Government of Punjab School Education Department notified Single National Curriculum (SNC) in 2021. To ensure its effective execution, Quaid-e-Azam Academy for Educational Development has taken the following initiatives:

Organized a professional development programme for teachers to enhance their understanding of SNC.

Develop teacher guides to improve instructions at the school level.

The teacher guide for English is one of these initiatives. With the help of this guide, the teachers will be able to:

Understand the alignment between SNC, Academic Calendar and Textbooks.

Ensure the achievement of student learning outcomes in an Academic year given in SNC.

Equip themselves with new teaching techniques.

Create an interactive learning environment.

The approaches given in the guide are based on Active Learning, which provides students to actively engage in experiential learning through communication and discussion with each other on different tasks such as problem-solving, observations, role-plays, debates, or any other activity-based learning.

Instead of becoming passive learners, students will be engaged with diversified teaching material, and evaluation approaches. The purpose is to make students creative and critical thinkers by adapting innovative teaching strategies and flexible assessment techniques.

The active learning approach will help the student's holistic development, enhance their knowledge, develop social skills, and nurture team spirit.

#### Single National Curriculum (SNC)

SNC is based on an eclectic approach combining communicative and collaborative approaches of English Language Teaching (ELT). Therefore, it can only be implemented effectively through a blend of interactive and skill-based teaching methodologies.

Following are the critical language skills that need to be focused on:

Oral Skills include listening and speaking, which must be developed throughout schooling. Activities like 'show and tell', a recital, 'thought-of-the-day', tongue twisters, a story, a speech or a report are beneficial to developing oral skills.

Reading Skills: Reading is a visual process that needs to be connected to an oral and aural experience. Textual aids, such as blurbs, footnotes, graphs, figures,



- i. table of contents etc., facilitate comprehension. Teachers are encouraged to use different reading strategies such as skimming, scanning, inferring, predicting, summarizing, etc. to improve students reading skills. Reading is done differently for various purposes, such as Reading aloud, guided reading, Reading for Pleasure/Individual Reading, and Reading for Comprehension/Silent Reading.
- ii. Writing Skills: Students acquire writing competence mainly through practice and frequent writing. Writing is a complex process interwoven with thinking as it allows writers to explore thoughts and ideas, making these visible and concrete.

A range of instructional strategies should be used to create a learning environment to achieve objectives that cater to students' interests, abilities and learning styles to make them independent and confident, learners.

Some student centred teaching learning activities are input, discussion, role-play, LASACAWAC (Look–say–cover–write–check), concept map, think-pair-share, jigsaw reading, inquiry/investigation, cooperative learning, project and presentations

As suggested in SNC, along with the prescribed textbooks and teachers' guides, teachers are encouraged to use the following:

- i. Encyclopedia, resource books, newspapers, journals, magazines etc.
- ii. Auditory materials include radio broadcasts, tape recordings, audiobooks, rhymes/poems, CD players, and sound-enabled web resources.
- iii. Visual materials such as cue cards, cutouts, pictures, maps, charts, posters, overhead projectors, televisions, computers (audio-visual), etc.
- iv. Supplementary Reading Materials/ Readers
- v. Dictionaries
- vi. Educational websites

Environment, community and the outdoors.

The curriculum is designed to promote high standards of literacy and competency in English, equipping learners with the language skills they need to excel in any field, not only to achieve further education but also for future employability and becoming productive members of society.

The content and process of learning are structured and integrated to realize the standards for key competencies through spiral progression with a major focus on the development of language skills. The components of the curriculum are given below:





**Competency:** A key learning area involving applied skills and knowledge enabling learners to successfully perform in educational, professional and other life contexts.

The curriculum defines the following five competencies and a total of eight standards for key learning areas of the English language.

- Competency 1: Oral Communication Skills (Listening and Speaking)
- Competency 2: Reading and Critical Thinking Skills
- Competency 3: Formal and Lexical Aspects of Language
- Competency 4: Writing Skills
- Competency 5: Appropriate Ethical and Social Development

The fifth competency specifies what needs to be done to impart personal social, ethical and emotional development in the students through the texts and lessons they are taught in class. This competency is embedded in the other four competencies by selecting appropriate texts and activities.

**Standard:** It defines competency by broadly specifying the knowledge, skills, and attitudes to be acquired by students in a particular key learning area during the first five years of schooling.

**Benchmarks:** Further elaborate the expectations about what learners know under each standard, indicating what the students will accomplish at each developmental level to meet the standards.

**Student Learning Outcomes (SLOs):** These are built upon the descriptions of the benchmarks and describe (in key points) what students will accomplish at the end of each unit.

Along with standards and benchmarks, the curriculum also provides a progression matrix containing SLOs grade-wise. For further detail, please refer to the SNC 2020 for English.

This Teacher Guide is comprising of lesson plans based on selected Student Learning Outcomes of SNC and textbook content developed by Punjab Textbook Board. To ensure the uniformity all the lesson plans have been developed on the same format/template.





## TEMPLATE FOR LESSON PLAN

**Topic**

<b>Lesson plan No.</b>	
<b>Grade:</b>	<b>Time:</b>

**SLO:**

**Material / Resources required:**

**Information for Teachers:**

- New concepts
- New ideas
- Teaching tips

**Introduction:**

- Warm up
- Brainstorming
- Elicitation
- Mind map etc.

**Development:**

Activity1:

Activity2:

**Conclusion / Sum up / Wrap up :**

**Assessment:** Focus will be on formative assessment

**Follow up:**

- written work
- project
- oral assignment etc.





English-II		
Sr. No.	List of Selected Student Learning Outcomes (SLOs) & Unit of Textbook	No. of LPs
<b>Unit 1: A tiny creature</b>		
1.	comprehend simple stories and poems read aloud in class.	1
2.	Respond to the text (post reading) to express likes/ dislikes about the poem.	1
3.	<ul style="list-style-type: none"><li>pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.</li><li>Articulate the sounds of letters of the alphabet random order</li></ul>	1
4.	Identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.	1
5.	articulate and recognize simple rhyming words.	1
6.	recognize and match common singular naming words (from immediate environment).	1
7.	classify naming words into different categories such as person, pet, animal, place or thing.	1
8.	<ul style="list-style-type: none"><li>write simple two/three syllable words with correct spelling</li><li>Take dictation of familiar words learnt in class</li></ul>	1
9.	illustrate the use of substitution words learnt earlier as subjective case.	1
<b>Unit 2: My home and city</b>		
10.	use pre-reading strategies to predict the poem by looking at picture(s) in the text.	1
11.	comprehend and respond to simple wh-questions.	1
12.	recognize and classify into different categories, of some naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home.	1
<b>Unit 3: Let's plant trees</b>		
13.	Recognize, identify and use a few words showing position e.g. in, on, to, with.	1
14.	Identify and change the number of simple naming words by adding or removing 's' and 'es'	
<b>Unit 4: Bee on my nose</b>		
15.	Use pre-reading strategies to predict the poem by looking at picture(s) in the text.	1
16.	Recognize and use substitution words as objective case: me, us, you, him, her, them, and it.	1
17.	write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.	1
18.	Read more naming, action and describing words and match with pictures.	
19.	<ul style="list-style-type: none"><li>Comprehend a simple story read aloud in class</li></ul>	1





	<ul style="list-style-type: none"><li>Comprehend and respond to simple wh-questions</li></ul>	
<b>Unit 5: Attention!</b>		
20.	recognize, identify and use a few words showing position e.g. <i>to/from, up/down, here/there.</i>	1
21.	identify and use words showing possession e.g. <i>my, your, his, her, our, their</i> and <i>its</i> .	1
22.	<ul style="list-style-type: none"><li>Identify 'a' or 'an' as articles.</li><li>Choose between 'a' and 'an'</li></ul>	1
<b>Unit 6: Be honest</b>		
23.	Demonstrate common conventions and dynamics of oral interactions in group to: <ul style="list-style-type: none"><li>Exchange some routine greetings</li><li>Exchange some social courtesies</li></ul>	1
24.	Interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding	1
25.	<ul style="list-style-type: none"><li>Point out/name some common objects in a picture or an illustration.</li><li>Describe them in a word or two or a sentence.</li></ul>	1
26.	identify and classify gender of naming words from immediate environment (masculine/feminine).	1
27.	Write action or describing words using a series of action pictures	1
<b>Unit 7: Sports Day</b>		
28.	locate, specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.	1
29.	Use has/ have to show possession.	1
<b>Unit 8: My school</b>		
30.	recognize and classify into different, of some: <ul style="list-style-type: none"><li>simple action words.</li><li>naming words from pictures and immediate surrounding e.g. directions (left/right &amp; up/ down).</li></ul>	1
31.	recognize more particular names of people, pets, and places.	1
32.	Identify and pronounce familiar two and three syllable words.	1
33.	Recognize and write rhyming words from a poem. Write more rhyming words.	1
<b>Unit 9: What a good deed!</b>		
34.	Identify and pronounce common irregular sight words.	1
35.	Recognize and add comma for a series of items in a sentence and after yes and no in short formal dialogues, e.g. <i>yes, thank you, etc.</i>	1
36.	Recognize that a sentence ends with some form of punctuation, i.e., full stop, question mark or exclamation mark.	1
<b>Unit 10: An ant and a dove</b>		
37.	Use questioning words: what, who, where, when	1







38.	Pronounce the weak forms of 'a', and 'the' in simple phrases and of 'be' in contractions.	1
<b>Unit 11: Love for parents</b>		
39.	Use and respond to simple sentences showing requests and command, both physically and in their speech.	1
<b>Unit 12: Seasons</b>		
40.	Identify punctuation marks in sentence (e.g., capitalization, comma, full stop, question mark, etc.).	1
41.	articulate, recognise and use some formulaic expressions to seek permission to do something	1
42.	use pre-reading strategies to predict the poem by looking at picture(s) in the text	1



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## Unit 1: A Tiny Creature

### Topic: Post Reading



Duration: 80 Minutes



#### Students Learning Outcome:

- Comprehend a simple poem read aloud in class.

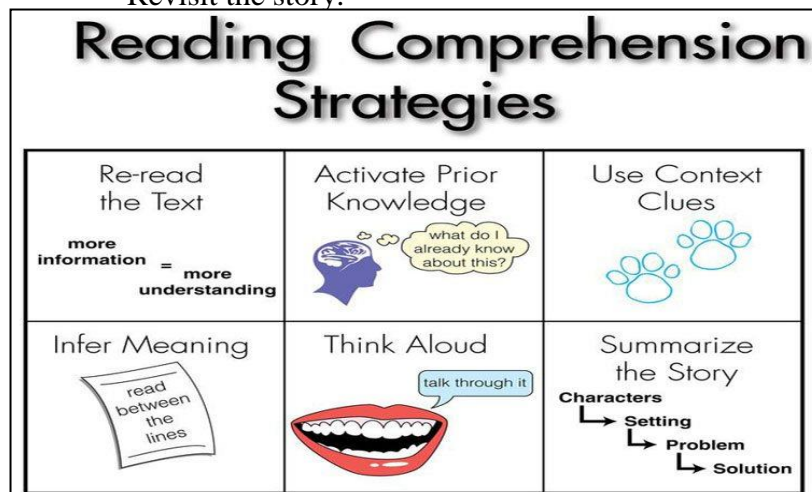


#### Materials:

- textbook, writing board

### Information for Teachers:

- Purposes of Post- Reading strategies:
  - Reflect on the story.
  - Make Connections.
  - Revisit the story.



- Read the poem slowly so that the students understand the pronunciation of the difficult words.
- Read with exaggerated actions to engage the students.
- Read up a little on bugs and their benefits (decomposers, help to keep pests in control, help to pollinate flowers, clean up waste, etc.)



## Introduction:

- Greet the students.
- Ask the students to open their Grade 2 textbook to page no. 3.
- Recall the discussion that the students would have earlier (pre-reading lesson) about the picture on page no. 2.
- Ask the students to name Allah's (**Subhan o Taala**) creations and how each creation is beneficial.
- Write the title "The Cricket" on the writing board.
- Tell the students to look at the given picture. Ask them to describe the insect.
- Ask them if they have ever seen it before.

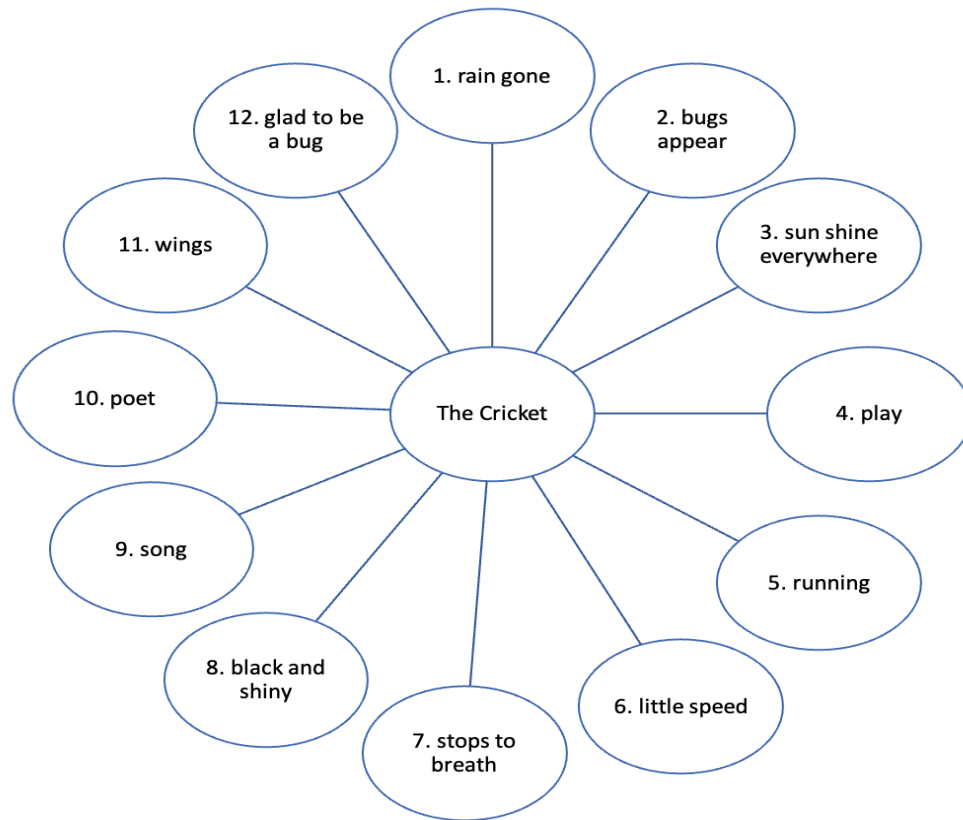
## Development

### Activity 1:

- Read the poem out loud with actions, rhyme, stress and pause (intonation pattern).
- Ask students to listen to it very carefully.
- Ask the students to read the poem after you trying to copy the intonation pattern.

### Activity 2:

- Explain the meaning of the difficult words and what the poet means after each verse.
- Tell the students that they will map out the details that they have understood so far.
- Draw a mind map on the writing board.
- Ask them the following questions to assess student understanding:
  - What is the name of the poem? (The Cricket) Write the title in the middle of the web.
  - What had gone away? (The rain)
  - What appears after rain? (The bug)
  - What shines after rain? (The sun)
  - Where does the sun shine? (everywhere)
  - Where was the poet going? (to play)
  - What did the poet find on the walk? ( A bug)
  - What was the bug doing? (running)
  - How fast was the bug running? (With little speed)
  - Why did the bug stop? (to breathe)
  - What was the colour of the bug? (black)
  - How did it look in the sun? (shiny)
  - What did the bug chirp? (A song)
  - To whom did the bug chirp a song? (the poet)
  - Little bug gave a tug to its ...? (wings)
  - Why was the bug glad? (to be a bug)
  - Why are bugs important?



### Conclusion/ Sum up/ Wrap up:

- Tell the students to turn to page no. 5 and 6 in their Grade 2 English Textbook, Exercise v.
- Read the first sentence and ask the students for the correct answer. Tell them to mark the correct answer.
- Read the next sentence and ask the students for the correct answer.
- Repeat the same for all the sentences.
- If the students struggle with the answer, read that part of the poem again to help them find the correct answer.

### Assessment

Questioning in Activity 2 will be used as an assessment strategy in this lesson.

### Follow up:

Practise concepts learnt in class.

## Unit 1: A Tiny Creature

### Topic: Post Reading



Duration: 80 Minutes



#### Students Learning Outcome:

- Respond to the text (post reading) to express likes/ dislikes about the poem.



#### Materials:

- Textbook, notebooks, colour pencils/crayons

### Information for Teachers:

- Goal of Reading: Comprehension, or understanding meaning from what is read, is the ultimate goal of reading. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must:
  - analyse it
  - internalize it
  - make it their own
- In order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies.
- Purposes of Post- Reading strategies:
  - Reflect on the text
  - Make Connections
  - Revisit the story
- It is important to express opinions. Encourage the students to share their likes and dislikes but ensure they are polite when they express their dislike.
- Try to point out positive things in students' work to set an example for them.
- If any student is being over-critical towards someone's work, intervene politely and point out the good things.
- Encourage all the students to take part in the discussion.
- Keep a few stationery items handy so that all students can be engaged in drawing.
- You can inform the students a day before to bring their colour pencils/ crayons.

### Introduction

- Greet the students.
- Ask the students to open their Grade 2 textbook to page no. 3.
- Write the title "The Cricket" on the writing board.



- Ask the students to recall the lesson from the day before and tell what the poem is about.
- Ask questions to elicit responses from the students to test their prior knowledge:
  - What had gone away? (The rain)
  - What shines after rain? (The sun)
  - What did the poet find on the walk? (A bug)
  - What was the bug doing? (running)
  - Why did the bug stop? (to breathe)

## Development:

### Activity 1:

- Ask the students whether they enjoyed reading the poem or not.
- Instruct them to get into pairs.
- Ask them to think of two things they liked about the poem and two thing they did not like about the poem.
- Tell them to share it with their partner.
- Tell them to notice if they like/dislike the same thing or a different thing about the poem.
- Give them about 5 minutes for think-pair-share activity.
- Then tell the students that they will share their opinions with the rest of the class.
- Make two columns on the writing board. Give the headings: Likes on the top of one column and dislikes on the top of the other column.
- Ask the class to tell what they like about the poem and why.
- Then ask what they did not like and why.

### Activity 2:

- Ask the students to draw and colour the bug in the poem as per their understanding.
- Tell them they can also include what would they would have liked the bug to look like.
- Ask them to use the information given in the poem.

## Conclusion/ Sum up/ Wrap up:

- Ask the students to share an experience they have had with a bug.
- Ask them to tell as what they liked or disliked about that experience.
- Take volunteers for this activity.
- You can start by sharing your own experience to help start the discussion.

## Assessment:

- Ask the students what they like the most in the poem and why.
- Make students share what they like about their friend's bug.

## Follow up:

Re-read the poem with rhythm.



## Unit 1: A Tiny Creature

### Topic: Digraphs



Duration: 80 Minutes



#### Students Learning Outcome:

- Identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.



#### Materials:

textbook, notebooks, pictures/flashcards, worksheet

#### Information for Teachers:

- A **digraph** is two letters that make one sound. The digraph can be made up of vowels or consonants, therefore, place digraphs charts and pictures in the classroom.
- Charts and posters in a classroom are the best visual aid for students to recall the concepts daily.
- Make 3 simple word sliders as shown in the picture for each digraph i.e. /ch/, /ph/, /th/. Write on the card/circle th, ph, ch and on the slider letters like ch/ips, ch/op, ch/ain ch/in and similarly make for /th/ and /ph/ sounds.
- Sometimes two consonants come together and only make one sound. Example sh, ch, wh, th, ck.
- Students have read about digraphs in the previous grades. Try to tap their prior knowledge of digraphs.
- Use pictures from flashcards or previous readers. You may change pictures but keep the technique the same.
- Ensure all the students articulate the sounds.
- Switch between choral and individual response to make sure all students learn to articulate the sounds accurately.

#### Introduction:

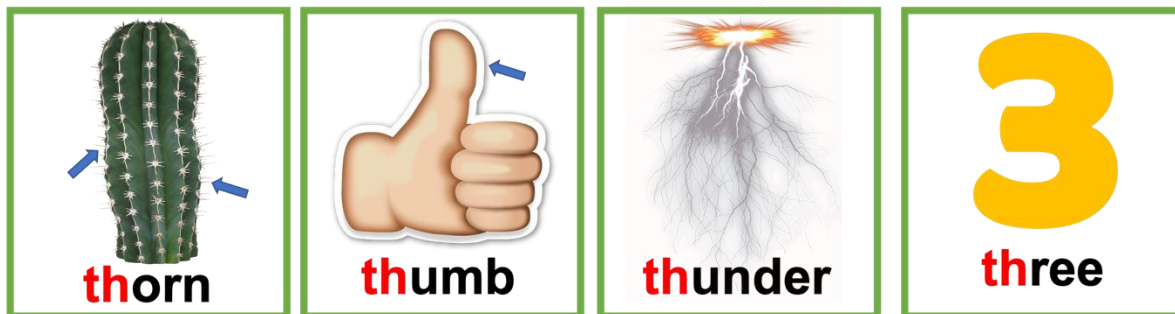
- Write “cat” on the writing board. Ask students to say each letter-sound with you, one at a time and pausing slightly in between: /c/a/t/.

- Then, slowly blend the sounds together to say the word: “c-a-t.”
- Finally, quickly blend the sounds to say the word “cat.”
- Explain how each letter makes a different sound.
- Then write “sheep” on the writing board and draw a sheep. Ask “What is this?” You can ask yes or no probing questions if needed.
- Underline “sh”, and ask, “What sound does this make?”
- Tell them that “sh” makes the sound /shhhhh/.
- Explain that when two letters make a single sound, it is called a digraph. Like ‘sh’ make a single sound like that of ‘ش’ in Urdu.
- Similarly, ‘ch’ is another digraph that makes a single sound /ch/ like in chair and chat. Ask them to think and speak of more words with ‘ch’

## Development:

### Activity 1:

- Write down the word ‘with’ on the writing board.
- Articulate each sound w-i-th.
- Explain that here ‘th’ come together to form a single sound /th/.
- Ask the students to repeat the sound.
- Then write ‘much’ on the writing board.
- Ask the students to articulate the sounds of the letters: m-u-ch.
- Explain that ‘ch’ here form a single sound so it is a digraph.
- Using flashcards, show pictures of the words having ‘th’ the intital sound and ask the students to recognise the words such as:



- Articulate the words by stressing upon the initial sound /th/.

/th/orn

/th/umb

/th/under

/th/ree

- Repeat the words and ask the students to repeat after you.
- Ask the students to think of some more words with /th/ as their initial sound:  
(*think, the, that, thick, thin, thought*)
- Then tell the students that now they will make words with digraph /th/ in final sound. Ask one student at a time.

- Show pictures of words having /th/ final sound as the student says the word.



- Read the words and articulate the /th/ sound by stressing upon it.

tee/**th**/

ba/**th**/

slo/**th**/

ear/**th**/

- Ask the students to repeat the words after you.
- Think of some more word with /th/ in the final position:

bo/**th**, ma/**th**, too/**th**

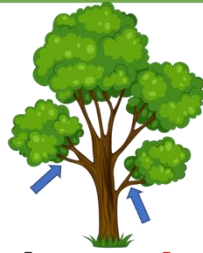
- Make students read the words out loud and articulate the /th/ sound.

### Activity 2:

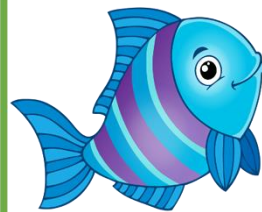
- Move on to digraph /ch/ in initial sound.
- Show pictures of words having /ch/ initial sound as the students say the words.
- Articulate the sound /ch/ clearly in each of the words.



- Then show pictures of words having /ch/ as final sound.
- Articulate /ch/ sound clearly and ask the students to repeat the words after you.

**bench****branch****punch****watch****shark****shoes****shirt****ship**

- Show pictures of words having /sh/ initial sound as the students say the words articulating the /sh/ sound.
- Show pictures of words having /sh/ final sound as the students say the word articulating the /sh/ sound.

**brush****wash****fish****dish**

### Activity 3:

- Ask the students to get into pairs.
- Ask them to open their Grade 2 English Textbook to page no. 5, Exercise (ii).
- Read the given digraphs in initial and final positions.
- Re-read the words and ask students to repeat them after you.



### Conclusion/ Sum up/ Wrap up:

- Recap the identification of digraphs.
- Help students name words beginning or ending on different digraphs.

### Assessment:

- Ask the students to turn to page no. 5, Exercise (iii) in their Grade 2 English Textbook.
- Ask them to read the question statement, identify given digraphs in initial position by circling them and digraphs in final position.
- Exchange the textbooks and then discuss the answers.
- Tell the students to check their peer's work.

### Follow up:

- Do the worksheet.



## Worksheet

### Digraphs

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Read the words carefully and encircle digraph in each word.

beach  
thumb  
chick  
sloth  
show

thick  
bush  
shoe  
chin  
health

## Unit 1: A Tiny Creature

### Topic: Initial and Final Sounds



Duration: 80 Minutes



#### Students Learning Outcomes:

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Articulate the sounds of letters of the alphabet in random order.



#### Materials:

- Textbook, writing board, markers/chalk, worksheets

#### Information for Teachers:

- Sounds are not only important individually but also to form words.
- Every word contains an initial and an ending sound.
- Different letters form sounds to correspond to each other.
- There can be individual sounds, consonant clusters or a digraph at the initial or final position of a word.

#### Examples:

s u n

sh ini ng

r ai n

g la d

teeth

#### Introduction:

- Write a few letters on the writing board: f, m, l, h, r, u, h, t, s, v, a, d, p.
- Ask them to sing the ABC song together.
- Point to each letter and ask the students to say the sound of each letter and then make a few words using these sounds.

#### For example:

/f/, /f/, /f/, fish, finger, fan, fantastic, etc.

- Ask different students to come up with more words using the sound /f/.



/m/, /m/, /m/, mat, mouse, move, mist, etc.

- Ask different students to come up with more words using the sound /m/.  
/l/, /l/, /l/, lamp, long, loud, listen, etc.
- Ask different students to come up with more words using the sound /l/.
- Repeat the same for a few more letters, randomly.
- Explain that each letter makes a sound and today we will learn initial and final sounds of some common words. Explain them initial means starting sound and final means last sound.

## Development

### Activity 1

- Ask the students to turn to page no. 4 of their Grade 2 English Textbook Exercise 1.i.
- Copy the words on the writing board from the textbook.

#### Initial Sound

rain                      bug                      little

- Underline the initial letter and read the word focusing on the initial sound.
- Ask the students to repeat the words after you.
- Now copy the words with final sounds from the textbook on the writing board.

#### Final Sound

glad                      black                      chirp

- Underline the final letter and read the word focusing on the final sound.
- Ask the students to repeat the words after you.
- Pronounce some common words and ask the students to recognise initial sounds and identify the letter. Some words can be:

train                      bell                      hill                      chair

- Now ask the students to recognise the final sound of each of the words and identify the letter. Some words can be:

belt                      cow                      top

### Activity 2

- Explain to the students that in this activity they will have to recognize what the picture is and match the picture with its initial sound.
- Show the picture of the duck given in Exercise 1. ii on Page no. 4.
- Then ask the students to recognize the initial letter sound with the picture.
- Repeat the same for the picture of fan.
- Tell the students to turn to Exercise 1. iii.
- Identify the pictures and ask the students to match the pictures with their final sound in their textbooks.
- Move around and observe students while they are working.
- Once the students are done, ask them for their answers.
- Make corrections on the spot.

### Activity 3

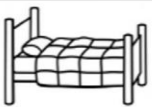


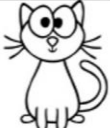

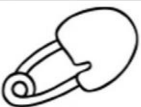



- Point to different things and objects in the classroom and call one student to the writing board.
- Draw an object on the board and give them letter options to pick as its initial and final sound of the object or picture drawn on the board (as shown).



- Call 5-6 students for initial sounds.
- Then repeat the same exercise for final sounds.






### Ending Sounds

Write the ending sound of each word.

 be	 bu	 ne
 ca	 ha	 pi
 ja	 ta	 ca

### Initial Sound

Tick the Initial Sound

	y	o	a	q
	s	t	c	k
	o	p	b	n
	r	w	b	d
	w	k	j	m

### Conclusion / Sum up / Wrap up

Say a few letters and ask different students to articulate the sound and come up with a word that begins with that sound and one word that ends with that sound.

### Assessment

- Ask the students to identify the initial letter sound and the final letter sound in their name.
- Take students' responses and make corrections on the spot.

### Follow up

Re-read the lesson and underline initial and final sounds of any five words on the textbook.

## Unit 1: A Tiny Creature

### Topic: Rhyming Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Articulate and recognize simple rhyming words.



#### Materials:

- Textbook, coloured markers/chalks, worksheet (story)

#### Information for Teachers:

- Rhyming words are those words that have the same ending sound.
- This lesson must be conducted after reading the poem in the unit.
- Students must be familiar with the words and pronunciation in order to recognise the rhyme words in the poem “The Cricket”.
- Use coloured markers or chalks to write different rhyme words.
- The students will be familiar with rhyme words and word families from previous grades. Try to elicit responses from them.
- Pronounce each word clearly for the students to recognize the ending sound.

#### Introduction

- Ask students how they are. Tell about you in a funny way using some sentences phrases having rhyming words. For example:  
*“I am well.  
Did someone ring a bell?  
Please don’t yell,  
Why are you sad, please tell?”*
- Ask the students if they noticed anything in what you said.
- Draw attention to rhyme words.
- Tell the definition of rhyming words: Rhyming words are those words that have the same ending sound. For example mat/bat, crinkle/twinkle, please/ sneeze.
- Write the definition on the writing board and ask the students to copy it in their notebooks.

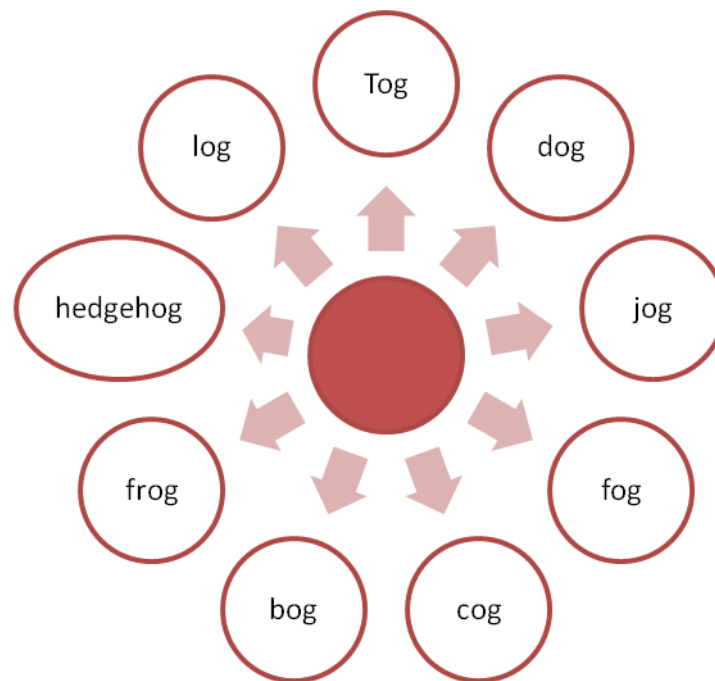
## Development

### Activity 1

- Write some word families on the writing board like:  
–an words
- Ask the students to think of the words that end with the same sound.  
For example: fan, can, ran, pan, etc.
- Read the words out loud stressing upon how they end with the same sound.
- Ask the students to articulate the words as well.
- Write more word families and elicit responses from the students
  - -at words (cat, flat, chat, hat, rat, that, mat)
  - -un words (fun, run, sun, pun)
  - -in words (bin, fin, kin, shin, pin)
  - -og words (log, flog, frog, dog, bog)
  - -am words (jam, scam, yam, ham, dam)

### Activity 2

- Share with the students. the worksheet of story given at the end of the lesson plan.
- Paste it in their notebooks.
- Read the given story and articulate the –og family words with gestures and proper stress and intonation.
- Ask the students to identify the rhyming words in the story. Enlist the words on the writing board.
- Read the rhyming words and ask the students to repeat the words articulating the –og sound clearly.



- Make them articulate the words.



## Conclusion / Sum up / Wrap up

Conclude the lesson by repeating the main points.

## Assessment:

- Ask the students to turn to page no. 6 in their Grade 2 English Textbook, Rhyming Words.
- Read the rhyming words given in Exercise ii.
- Ask the students to think of some more words that rhyme with away:  
(play, sway, day, ray, clay)
  - Ask them to think of some more rhyming words for tug:  
(mug, dug, hug, jug)
  - Instruct the students to attempt exercise iii on page no. 6 in their textbook.
  - Match the answers and ask the students to correct any mistakes in their answers.

## Follow up:

- Ask the students to turn to Page no. 3 in their Grade 2 English Textbook and locate some rhyming words in the poem “The Cricket”.
- Make list of the rhyming words that the students identify from the poem.

away – play

everywhere – there

fast – last

run – sun



## Worksheet

### Rhyming Words

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Encircle all rhyming words in the story.

#### Tog the Dog

by

Colin and Jacqui Hawkins

Have you heard of Tog the dog? (Interrogative gesture)

One day Tog went out for a jog. (Happy gesture)

He got lost in a fog, (Scared gesture)

and tripped over a cog. (Alarmed gesture)

Poor Tog, fell into a bog, (Sad gesture)

and frightened a frog. (Alarmed gesture)

Tog said hello to the frog. (Excited gesture)

Along came a hedgehog. (Relived gesture)

Who picked up a log, (Blissful gesture)

and pulled out of the bog the dog called Tog. (Cheerful gesture)

## Unit 1: A Tiny Creature

### Topic: Naming Words



Duration: 80 Minutes



#### Students Learning Outcomes:

- Recognize and match common singular naming words (from immediate environment).
- Classify naming words into different categories such as person, pet, animal, place or thing.



#### Materials:

- textbook, writing board

### Information for Teachers

- Naming words are also called nouns. Students are familiar with the concept.
- Use probing questions to tap prior knowledge.
- Try to engage all the students in the activities.
- Use a KWL Chart to assess student prior knowledge and understanding of the concept.
- For the group activity, you can also show a relevant picture to each group. Otherwise go to each group and help them think of what can be found/seen in the given places.

### Introduction:

- Ask the students to look around in their classroom and observe what they can see.
- Tell them to help you make a list of what can be seen around.
- Enlist students' responses on the writing board, such as: chair, table, board, chalk, duster, pen, bags, bottle, copies, students, teacher, etc.
- Then add names of some students in the list.
- Tell the students that all the words they have uttered are basically names of objects/things or people.
- Ask the students to recall what are naming words called. Try to elicit the word 'noun'.
- Explain that naming words are also called nouns.
- Draw a KWL chart and ask the students what they already know about nouns and what they would like to learn.
- Tell the students that they will play a quick game.
- Explain that you will say a letter and the students have to come up with the names of people, places, things or objects that begin with that letter but found in their school only.



- Write the answers on the writing board.
- Appreciate the students for their responses.
- Play the game for 2-3 letters.

## Development

### Activity 1

- Repeat the definition of a noun: A noun is a name of a person, place, animal or a thing.
- Share examples of each.
- Elicit responses from the students, such as:
  - **Person:** teacher, gardener, driver, doctor, scientist, mother, singer, girl, grandfather, brother, etc.
  - **Place:** school, park, library, restaurant, city, hall, stadium, office, desert, etc.
  - **Animal:** eagle, lion, rat, cat, dog, crow, cricket, cockroach, elephant, etc.
  - **Thing:** computer, table, bicycle, potato, car, football, star, etc.
- Ask the students to copy the definition and a few examples in their notebooks.

### Activity 2

- Make groups of 4 to 5 students.
- Give each group a place. (given below)
- Then ask every group to make a list of the things that they will find if they go to that place.

**Group 1:** School **Group 2:** Park **Group 3:** Market **Group 4:** A wedding hall **Group 5:** Zoo **Group 6:** A bakery

- Give an example and ask a student to repeat the instructions.
- After 7 minutes, ask every group to come and write all the words on the board. Discuss all the answers and if they are nouns or not.
- Help clarify the concept of nouns.

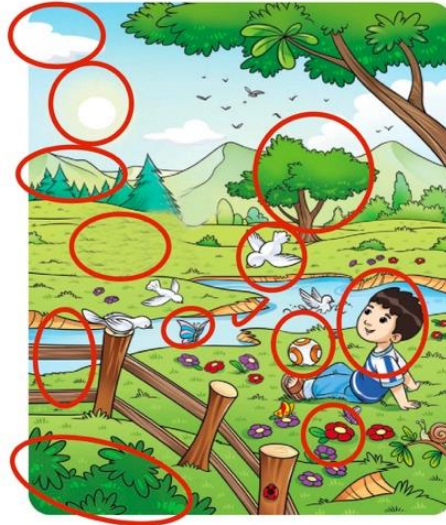
### Activity 3

- Ask the students to open their Grade 2 English Textbook to page no. 8, Grammar Nouns, Naming Words, Exercise 3 (i).
- Ask the students to identify nouns in the picture and encircle them.
- Give them around two minutes to complete the task.
- Ask them to share what they have found.
- Make a list of the nouns identified.

For example:

1. tree
2. cloud
3. sun
4. mountain
5. grass
6. bird
7. river
8. fence
9. bush

- 10. flower
- 11. butterfly
- 12. boy
- 13. ball



- Then ask the students to match the objects with the naming words given at the side of the picture.

### Conclusion / Sum up / Wrap up

- Recap the identification of nouns providing more examples.
- Take examples from the lesson and surroundings too to clarify the concept.

### Assessment:

- Ask the students to move on to the next page in their textbook i.e. page no. 9.
- Tell them to fill the table using the nouns they have identified in the picture.
- Take students' responses and make corrections on the spot.

people	place	animals	things
boy	park	bird	tree
	garden	butterfly	cloud
			sun
			grass
			river
			mountain
			flower
			fence
			ball

### Follow up:

Re-read the lesson and write in notebook any 7 nouns taken out from the lesson.



## Unit 1: A Tiny Creature

### Topic: Two and Three Syllable Words



Duration: 80 Minutes



#### Students Learning Outcomes:

- Write simple two/three syllable words with correct spelling.
- Take dictation of familiar words learnt in class.



#### Materials:

- Textbook, coloured markers/chalks/coloured papers/chart papers

### Information for Teachers

- A syllable is a complete word or part of a word with one vowel sound in it. It can be determined by counting the number of vowels sound in a word. For example:

One syllable (One vowel sound)	Two syllables (Two vowel sound)	Three syllables (Three vowel sound)
frog	rac - ket	com - pu - ter
blow	ten - nis	car - pen - ter
thin	ap - ple	jel - ly - fish
Dog	tea - cher	mo - tor - bike
cry	tun - nel	la - dy - bug
Boat	chil - dren	Sa - tur - day
jump	spea - ker	Sep - tem - ber

The number of vowels heard in a word equals the number of syllables in the word.

- Here is the list of two syllable words:  
able, alive, apple, away, better, broken, city, country, daily, early, easy, even, evil, fifty, forward, freedom, future, happy, human, hungry, joyful, language, little, loving, lucky, many, music, nature, office, open, other, over, party, perfect, picture, public, pumpkin, safe, simple, solid, special, stupid, sugar, thirsty, ugly, welcome, woman
- A list of three syllable words:



abducting, accurate, adjective, animal, buffalo, cabinet, certainly, companion, conference, connection, considered, curious, dangerous, different, difficult, dinosaur, electric, everything, exciting, exercise, family, feminine, general, glacier, healthy, horizon, illustrate, important, industry, innocent, instrument, internal, liberal, library, masculine, medical, musical, natural, opposite, period, personal, physical, positive, possible, separate, serious, sporadic, tropical, uniform

- Use coloured markers or chalks to divide the syllables.
- Pronounce each word clearly for the students to recognize the sounds and syllables.
- A syllable is made up of one or more letters with a **vowel** sound at its core. This does not necessarily mean that every syllable contains a vowel, but it will include a vowel sound when pronounced. For example, "rhythm," which has two syllables, does not contain any vowels, but it is said with two vowel sounds. Therefore, spelling is not a good indication of how many syllables a word has.
- **A closed syllable (CV)** has a single vowel and ends with a consonant. It has a short vowel sound. For example, bat, hen, plant, kitchen, napkin, puppet, rabbit, fantastic.
- **An open syllable (V)** ends with a single vowel. The vowel has a long sound.

## Introduction

- Greet the students and share today’s objective with them.
- Write two or three words on the board for example chil-dren and res-pect-ful and ask them to identify vowels and consonants in them.
- Emphasizing on the vowel sounds in each word, ask them to count the syllables by clapping on the occurrence of each vowel sound. You may highlight or circle or divide the vowel letter for more clarity.

children	
chil	dren

respectful		
res	pect	ful

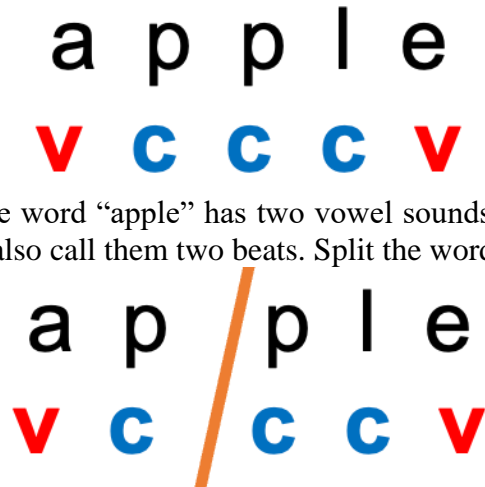
- Now ask the students to recall the concept of syllables and how we use consonants and vowels to identify a syllable.
- Tell them that in today’s lesson they will practice two and three syllable words.
- Recall syllable division rules: CV/VC, V/CV, VC/V, CVC, etc.

## Development

### Activity 1

- Write a word on the writing board for example, apple.
- Ask the students to read the word out loud.
- Then ask them to articulate the sound of each letter: /a/, /p/, /l/, /e/.
- Call a student to the writing board and ask him/her to identify consonants in the word ‘apple’. Write a small ‘c’ over consonants.

- Next call another student to identify vowels in the word ‘apple’. Label the vowels with a small ‘v’. You can use different coloured markers/chalks to help students understand better.



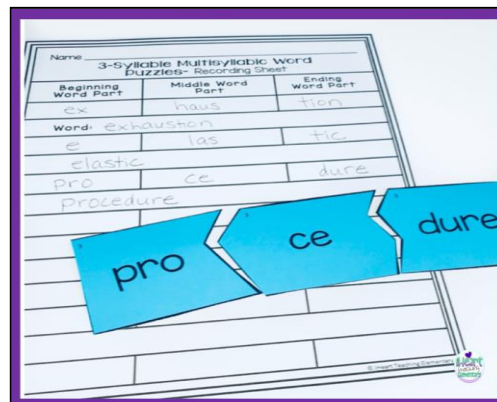
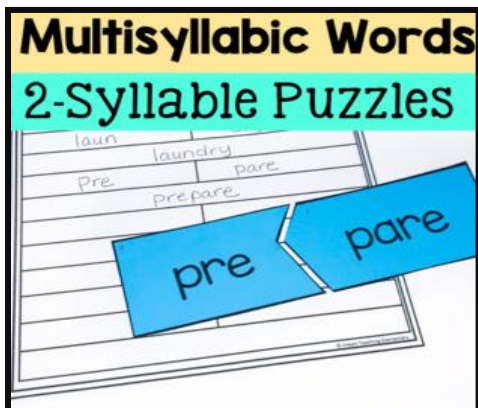
- Explain that the word “apple” has two vowel sounds /a/ and /e/, which form two parts of a word. We can also call them two beats. Split the word into two parts:

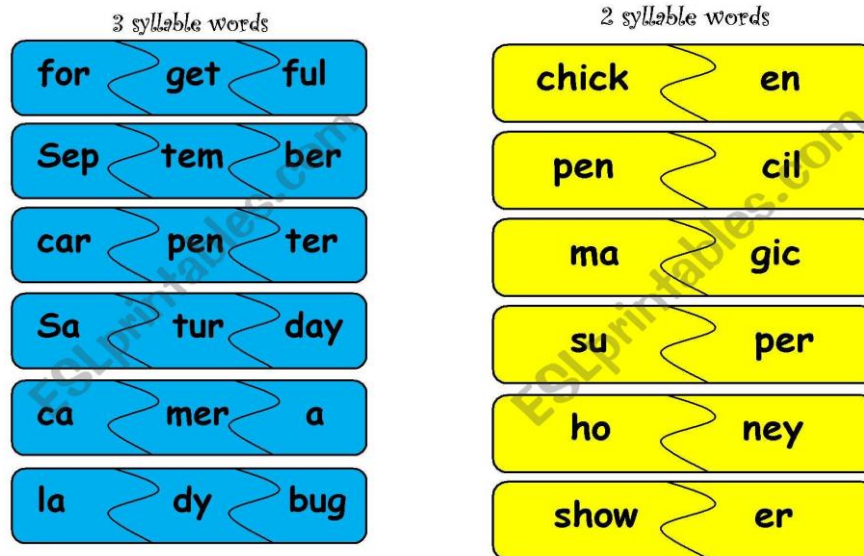


- Point to the first part while slowly expressing the vowel-consonant part of the word (a-p).
- Then point to the second half (p-l-e) of the word and do the same for it.
- Clap for each syllable while articulating the word and ask the students to do the same.
- Write a few more words and do syllable division.
- Ask the students to identify the consonants and vowels for syllable division.
- Ask the students to clap for each syllable.
  - Little: Lit.tle (two syllables)
  - Garden: gar.den (two syllables)
  - Computer: Com. pu. ter (3 syllables)
  - Calendar: Ca.len.dar (3 syllables)

## Activity 2

- One by one, pronounce each of the words given below clearly and slowly by stressing upon the syllables.
- Tell students that we can also spell the words correctly by paying attention to the pronunciation and syllables.
- You can also give them puzzle words made up of papers or chart papers (as shown) to join the syllables and make a complete word.





- Ask students to copy the words in their notebooks and add a dot to break the word down into syllables.
  - a. butter (but.ter)
  - b. terrible (ter.ri.ble)
  - c. capital (ca.pi.tal)
  - d. control (con.trol)
  - e. melon (mel.on)

### Conclusion / Sum up / Wrap up

- Recap the identification of two/ three syllable words.
- Provide a few examples of such words to clarify the concept.

### Assessment

- Take dictation of 5 two and three syllable words from the unit.
- Pronounce the words correctly by stressing upon syllables.
- Give feedback on the spot.

### Follow up

Ask the students to think of one, two syllable word and one three syllable word and spell it in their notebooks.

## Unit 1: A Tiny Creature

### Topic: Classify Naming Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Classify naming words into different categories such as person, pet, animal, place or thing.



#### Materials:

- Chalks/ markers
- Writing board
- A 4 size papers in different colors. Cut each paper in 4 parts.
- Coloured markers/ pencil colours



### Information for Teachers

#### Classification of Nouns

- **Common nouns** name any person, place, thing, or idea. They are not capitalized unless they come at the beginning of a sentence.
- **Proper nouns** are the names of specific people, places, things, or ideas. Proper nouns should always be capitalized.

## Proper & Common Nouns

A noun is a **person, place, or thing.**

<p><b>proper noun</b></p>  <p><b>Mrs. Smith</b> specific capitalized</p>	<p><b>common noun</b></p>  <p><b>pencil</b> general not capitalized</p>
---	---

- A singular noun refers to only one person, place, animal, or a thing. e.g., window, chair,



city, etc.

- Plural noun refers to more than one person, place, animal, or a thing. You simply add -s or -es to make them plural. For example, windows, chairs, geese etc. windows, chairs, geese, etc.

## Introduction

- Ask students to make a small list of common/proper and singular/plural nouns from the objects they can see in their class and surroundings.

Common Noun	Proper Noun	Singular Noun	Plural Noun
duster boy	Amna Faiza	blackboard pencil boy	girls Sharpener

## Development

### Activity 1:

- Take few things like a duster, pencil, book, etc.
- Hide somewhere in class.
- Make two groups of whole class.
- Call upon any two students from those two groups and ask them to find out all those things. Tell them their quantity and that they are common nouns.
- Give them a time limit.
- The one who finds more in the given time will win.

### Activity 2:

- Recite the poem ‘My School’ aloud in class.
- Ask students to mark all the singular and plural nouns like book bag, lunchbox, shoes etc.
- Make two lists of singular nouns and plural nouns.
- Draw respective pictures alongside and colour them.

## Conclusion / Sum up / Wrap up

- Recap nouns pointing to a few objects in the class.
- Tell them how to classify nouns into different categories.

## Assessment

- Name some persons and objects from the classroom.
- Ask students to identify the category of each noun.
- Take students’ responses and give feedback on the spot.

## Follow up

Write in notebook 2 nouns for each category: Person, Place, Object.

## Unit 2: My Home and City

### Topic: Pronouns



Duration: 80 Minutes



#### Students Learning Outcome:

- Illustrate the use of substitution words learnt earlier as subjective case.



#### Materials:

- Pronouns flash cards

### Information for Teachers

#### Teaching tips

- Recall the concept of nouns.
- Link the concept of pronouns to nouns.
- Prepare some flashcards which show pictures showing common pronouns. If the flashcards are not available, cut out pictures from previous books or magazines.
- We use pronouns in the place of nouns.
- We use pronouns so that we do not **repeat** the same nouns again and again.
- They are used to make sentences simpler.
- First we have to use the full noun. Then, in some places where we would use the noun, we use the pronoun.
- We also do not want to repeat the same pronoun again and again so we use a mix of nouns and pronouns.

### Introduction

- Ask the students to form a few sentences.
- Make them identify nouns in the sentences.
- Ask the students to identify the subject in the sentences.
- Explain that pronouns are used in place of nouns to make the sentence better and so that we do not repeat the same noun again and again.



## Development

### Activity 1

- Write on the board:

*Jamila* was having a party. *Jamila* wanted ice-cream so *Jamila* went to the store. *Jamila* asked the shopkeeper for ice-cream. *Jamila* bought five ice-creams. *Jamila*'s mother told *Jamila* to share them with *Jamila*'s sister.

- Read the paragraph out loud. After reading, ask the following:  
Does this paragraph sound nice to you?
- Wait for answers.
- If any student says “no”, ask him/her, why?
- Ask probing questions until somebody answers that “Jamila” is said (repeated) too many times.
- Underline the word “Jamila” every time it appears.
- Ask the students what can be done to make this paragraph **better**?
- Explain that to make these sentences better and easier to read, we can use pronouns. To not write Jamila’s name so many times, we will use a pronoun instead.
- Edit the paragraph now and then read.

*Jamila* was having a party. *She* wanted ice-cream so *she* went to the store. *She* asked the shopkeeper for ice-cream. *She* bought five ice-creams. *Jamila*'s mother told *her* to share the ice cream with *her* sister.

- Read the paragraph again and highlight the pronouns.
- Share the definition: pronouns are words that we use instead of a noun so that we do not have to use nouns again and again. Some pronouns are: I, you, he, she, they, we, it. Ask students to copy this definition.

### Activity 2

- Use the pronoun flashcards. Show the first card "I".
- Shout "I" and point to yourself and get everyone to do the same (pointing to themselves). Do a few times and then put the card on the board.
- Next show the "you" card and point to someone and say "you", again have everyone follow and repeat this activity a few more times.
- For "he" and "she", call a girl and a boy – check that everyone understands the difference.
- For "we", ask 4-5 students to come in front and loudly say "we" and have everyone else also get into groups as they do this.
- Finally, for "they", point at other students while saying "they" and ask everyone to say it too.

### Activity 3

- Explain that every sentence gives us information about someone called the subject. When a pronoun replaces the subject we use I, you, he, she, it, we and they.
- Ask the students to turn to page no. 9 in their Grade 2 English Textbook, Exercise iv.
- Read the given sentences and notice how the pronouns are used.

## Conclusion / Sum up / Wrap up

- Recap the function of pronouns.





- Tell the students that pronouns are used in place of a noun.
- Pronouns are: I, we, you, they, he, she and it.

## Assessment

- Write the following sentences on the writing board.
- Instructions: Write a pronoun in place of the underlined noun.
  1. Ahmad loves to act.
  2. Ali and Umar enjoy seeing Ahmad's acting.
  3. Ahmad will sing a song with Ayesha.
  4. Ayesha has a beautiful voice.
  5. Sana and Huma have their PTM tomorrow. The PTM will be tomorrow evening.
  6. My parents and I will also go the PTM.
  7. My friend will go with his parents.

- Read each sentence and ask the students to give a correct pronoun.

*Answers:*

*He, they, he, she, they, it, we, he/she*

## Follow up

- Ask the students to make sentences using the following pronouns:  
she, it, we, you.

## Unit 2: My Home and City

### Topic: Reading Strategies



Duration: 80 Minutes



#### Students Learning Outcomes:

- Comprehend a simple story read aloud in class.
- Comprehend and respond to simple wh-questions.



#### Materials:

- Textbook, notebooks, writing board

### Information for Teacher

- **Teaching tips**

Question words are used in writing questions to use for different purposes.

Question word	Purpose of use
what	used to ask for specific information
who	used to ask about people
when	used to ask about time or date
where	used to ask about place or location
which	used to ask for a choice
why	used to ask about the reason

## WH QUESTIONS

**Who? What? When? Where? Why?**  
**How? Which? How many? How often?**

**Wh-words are used to make questions that require information in answer, rather than yes or no.**

### WHAT?

Used to ask for information.

### WHO?

Used to ask about People.

### WHEN?

Used to ask for time.

### WHERE?

Used to ask for a Place or location.

### WHY?

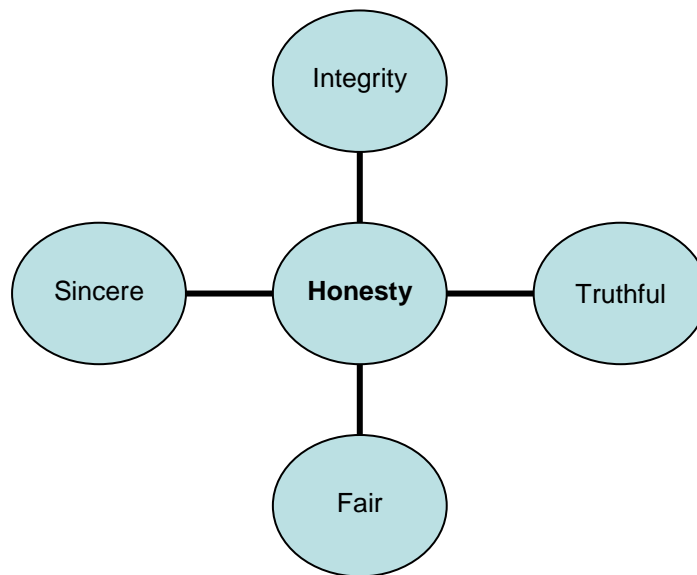
Used to ask for a reason.

### WHICH?

Used to ask about Choice.

## Introduction

- Ask the students to take out their Grade 2 English Textbook and turn to page no. 54.
- Introduce the topic 'Be Honest'.
- Write it on the writing board and ask the students what honesty is by making a web with students' responses.
- Take a few responses from the students. Ask them why we should be honest. Elicit responses from the students.



## Development

### Activity1

- Start reading the text out loud.
- Do model reading by focusing on pronunciation and intonation.
- Ask students to underline difficult words.
- Explain the meanings of difficult words. Ask different questions to assess student understanding. For example:
  - What were Asim and Kaleem showing each other?
  - What did Asim have?
  - Who came in?
  - Where was Asim's pencil box?
  - Do you think Kaleem will return the pencil box?
  - Was Kaleem's mother happy with what Kaleem told her?
  - What did the mother say?
  - Why was Asim happy?
  - Why did Asim praise Kaleem?
  - What would you have done if you were in Kaleem's place?
  - Why is honesty important for us?
  - Who taught us to be honest?
  - Have you ever put something in your bag by mistake? What was it? What did you do?
- Explain the importance of honesty to the students.



- Explain the story in detail and then ask the students to read the story.
- Make each student read at least two sentences of the story.

## Activity 2

- Write down wh- question words on the writing board:
  - what
  - why
  - who
  - when
  - where
  - which
- Read the words and then ask the students to read the words as well.
- Explain that wh-questions are asked to collect basic information about something. We ask these questions all the time.
- Explain that:
  - Why means we have to find a reason. For example, ‘why are you late?’ when somebody answers this question, we will know the reason of the delay.
  - Who means we have to look for a person or a name? For example, “Who is the founder of Pakistan?” To answer this question, we will take Quaid-e-Azam’s name.
  - What means we have to look for specific information, e.g. “what is the day today?” this will tell us exactly what day it is.
  - When means we have to look for a time or date. For example, “When do you have your exams?” This will let us know the time or the date of the exams.
  - Where means we have to look for a place. For example, “Where do you live?” I live in Garden Town. This gives us the location.
  - The question word ‘which’ asks for a choice or information. For example, “Which is your car?”
- Now ask some random wh- questions to assess student understanding:
  - a. Who is our last Prophet?
  - b. What is the name of our province?
  - c. What is the colour of my bag?
  - d. Why do we study?
  - e. Where is the library?
  - f. Where is your school?
  - g. When do you take breakfast?
  - h. Which is your book?
- Take answers from different students and reiterate what each wh-question word asks for.
- Also encourage students to make their own questions using question words.

## Activity 3

- Ask the students to turn to page no. 56 in their Grade 2 English Textbook.
- Tell them to come to Exercise B (i) Answer these questions.
- Read the first question and also write it down on the writing board:

Where were Asim and Kaleem sitting?
- Ask the students to identify the wh- question word. Underline ‘where’ in the question.



- Ask them to recall what we have to look for when the question asks where. Tell them to answer the question.
- Help the students find the answer in the text and make them mark the answer.
- Move on to the next question. Read the question and note it on the writing board:  
Who had colourful erasers and beautiful erasers?
- Ask the students to identify the wh- question word. Underline ‘who’ in the question.
- Ask them to recall what we have to look for when the question asks who. Tell them to answer the question.
- Help the students find the answer in the text and make them mark the answer.
- Read out the last question and copy it on the writing board.  
Which thing Kaleem brought home by mistake?
- Ask the students to identify the wh- question word. Underline ‘which’ in the question.
- Ask them to recall what we have to look for when the question asks which. Tell them to answer the question.
- Help the students find the answer in the text and make them mark the answer. Instruct the students to copy the answers in their notebooks.
- Take rounds while the students are working.

### Conclusion / Sum up / Wrap up

- Ask the students to summarise the story in their own words.
- Also, ask what did they like the best about the story.

### Assessment

- Ask the students to think of any two questions using wh- question words. Give them a minute to think.
- Ask students to share their questions and instruct the class to answer the question.
- Appreciate the students who answer correctly and help those who find difficulty in understanding the question.

### Follow up

Write in the notebook a sentence of each question word.

## Unit 2: My Home and City

### Topic: Pre-reading Strategies



Duration: 80 Minutes



#### Students Learning Outcome:

- Use pre-reading strategies to predict a story by looking at picture(s) in the text.



#### Materials:

- Textbook, storybooks from the library, writing board, markers/chalk

#### Information for Teachers:

- Associating thoughts with pictures/images is an effective tool to improve vocabulary and to develop critical thinking.
- The elements of a story help predict the story by looking at the title or pictures of the story.
  - a. **Setting:** Where is the story taking place?
  - b. **Characters:** Who is in the story?
  - c. **Action:** What is happening?
  - d. **Time:** When is this story taking place?
  - e. **Theme:** What do you think the story is about?
- Think-pair-share strategy is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

#### Teaching Tips

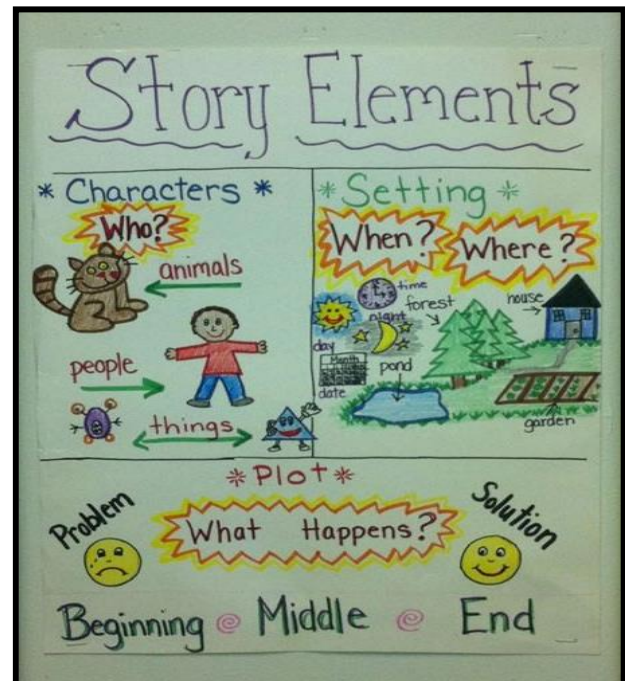
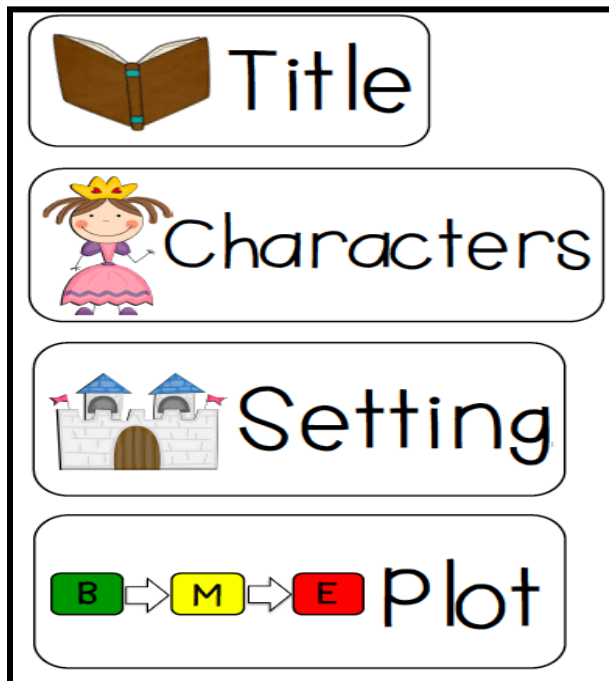
- Take storybooks from the school library.
- Try to choose storybooks with pictures that the students can understand and enjoy viewing.
- If there are not enough story books, you can also cut out pictures from any old books or newspapers/magazines. Laminate them and use them as a permanent resource.

#### Introduction

- Greet the students and share today's objective with them.
- Ask them if they can recall a short story they have heard before and share it with the class.

- Show the cover of a storybook to the students by lifting it up and instruct them to look at it closely and think what the story might be about and share their thoughts with the person sitting next to them.
- Now ask the students to share their thoughts with the rest of the class. Take maximum responses.
- Explain to them that every story is written in a plot sequence (Beginning, Middle, End) and has few components in it such as characters, setting, problem, idea, or solution.

## Development



## Activity 1

- Divide the class into different groups.
- Arrange the chairs so each group is sitting in a circle.
- Distribute one storybook to each student.
- Ask the students to look at the pictures and then discuss what might be happening.
- Give them 10 minutes for discussion.
- Keep monitoring the students.
- Once the time is up, ask each group to share what they think the story of their book will be based on the pictures.

## Activity 2

- Ask the students to turn to page no. 12 in their Grade 2 English Textbook.
- Tell the students to look at the pictures closely.
- Ask the students to discuss the picture.
- After the students have discussed, take their responses.
- Ask the students to predict what the lesson will be about.
- Take students' responses and give feedback on the spot.



### Conclusion / Sum up / Wrap up

- Tell the students that pre-reading means to predict the lesson or the story by looking at its title or pictures.

### Assessment

- Show a few pictures to students from the textbook.
- Ask them to predict the lesson or the story.

### Follow up

- Re-read the lesson and underline all important information.



## Unit 2: My Home and City

### Topic: While Reading Strategies



Duration: 80 Minutes



#### Students Learning Outcome:

- Interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.



#### Materials:

- Textbook, writing board, markers/chalk, picture of Faisal Masjid

### Information for Teacher

- While-Reading is one of the most effective reading strategies.
- While reading the text, the teacher stops students at strategic points in the story to ask students to make additional predictions and to verify, reject, or modify their purposes and predictions.
- While-reading engages with the text to understand the story/ text focusing on the meaning.
- Text includes images (pictures or photographs, diagrams) and symbols that add to the meaning of the text.
- After reading, the teacher asks students to find and read aloud any part of the text that supports their predictions.

#### Teaching tips

- Read the text out loud.
- Tell the students to ask for any difficult words.
- Explain the text before asking questions.
- Use questioning technique and discussions throughout this lesson to assess student understanding.
- Do some prior research on cleanliness and its importance.
- Also search the significance of Faisal Masjid. Keep a picture of Faisal Masjid with you.

### Introduction

- Ask students to take out their Grade 2 English Textbooks.
- Write down the title 'My home and City' on the writing board.
- Ask the students about their hometown and what do they like the most about it.
- Explain that Pakistan is our home.
- Ask the students to brainstorm all the things about Pakistan that they love.



- Make a list of student responses on the writing board. Direct the discussion towards their personal homes.
- Ask them whether they share their things with their siblings. Explain the importance of sharing.
- Take students' responses and give feedback on the spot.

## Development

### Activity 1

- Ask the students to turn to page no. 13 in their Grade 2 English Textbook.
- Ask the students to look at the picture of the house and identify what can be seen.
- Ask them if the house looks clean or dirty. Move to discussion towards the importance of cleanliness.
- Start reading the story out loud.
- Pay attention to pronunciation and intonation patterns. Pause after reading the first paragraph.
- Explain what the text says and ask the students if anything is unclear.
- Then ask questions to assess student understanding.
- Ask them questions such as:
  - Which is the writer's favourite place?
  - What is his home like?
  - How many rooms are there in his room?
  - Which room is for the guests?
- Ask the students to tell about their houses.
- Ask different questions like who lives with them, who shares their room and which is their favourite place in their house and why.
- Ask the students to look at the picture of Maha's room.
- Ask them to point out what does her room have.
- Make a list on the writing board.
- Ask different questions to assess their understanding:
  - How many beds and chairs are in Maha's room?
  - What is on the wall? Can you see a clock in the picture?
  - Do they have a television in their room?
  - Where do they sit together?
  - What do they do when they sit together?
- Move the discussion to personal questions:
  - Why should we keep the house clean?
  - What do they do to keep the house clean?
  - What do they discuss with their parents and siblings?
  - Why should we sit together with our family members?
- Read the next paragraph.
- Ask the students:
  - What does capital of a country mean?
  - Where is Faisal Masjid located?
  - Have they visited Faisal Masjid?
- Show them a picture of Faisal Masjid.



- Tell them that Faisal Masjid is the national mosque of Pakistan. It is the 6<sup>th</sup> largest mosque in the world.
- Also discuss how Islam stresses upon cleanliness and that it is half the faith.
- Ask the students:
  - How should we keep our school clean?
  - How should we keep our homes clean?
  - How can we keep ourselves clean?

### Activity 2

- Ask the students to draw a picture of their own room and how do they keep their room and house neat and clean.

### Conclusion / Sum up / Wrap up

- Tell them that while reading text or a lesson, we note important points and answer the questions.

### Assessment

- . Ask the students:  
How do you keep your city clean?
- Make a mind map on the writing board.
- Record all the appropriate answers.

### Follow up

- Re-read the lesson.

## Unit 2: My Home and City

### Topic: Naming Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognise and classify into different categories, of some naming words from pictures and immediate surroundings e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home.



#### Materials:

- Storybook, textbook

### Information for Teachers

#### Teaching tips

- Teachers can join the SLO from Unit 1 week 4 with this one and teach together.
- You can play the game ‘name, place, animal, thing’ with the students. You may add fruits/vegetables also to the list. Try to engage all the students in the activities.

#### Rules for the game:

- This game can be played with whole class. You may play in pairs also to encourage excitement.
- All players make 6 columns on a paper. (They may do this in their notebooks also. Look at the table below).
- This is how students will make columns on their pages.

Name	Place	Animal	Thing	Fruits/vegetables	TOTAL

- One player takes turn and reads ABC silently. Another player says stop and asks whatever letter player 1 was on. Player 1 tells the letter and then quickly everyone writes answers in each column with words starting from that letter. Whoever does it first asks everyone to stop. Everyone tells his or her words one by one for each column.
- If the word is correct and does not match any other player’s word then the player gets 10 marks for that word.



- If the word matches with any other player then both players with same words get 5 marks each. (All players who have matching words will get 5 marks each). Add totals in all columns at the end of every turn.
- Repeat same instructions for each turn taken by players.
- You may play this game for as many turns as you like so no one gets bored.
- Immediate surroundings can be the places like school, houses, parks, streets, roads, public places, city.

## Introduction

- Write down naming words on the writing board.
- Ask the students to explain what naming words are using their prior knowledge.
- Give a few examples to help them recall.
- Ask the students to think of their favourite thing. For example you can say, ‘ I love flowers’.
- Take student responses. Record a few on the writing board.
- Ask them what does each name indicate. For example is it a name of a person, place, fruit, animal? Categorise the words.
- Then write “Naming words” on the board. Help students recall that naming words are called nouns.

## Development

### Activity 1

- Make columns and put the following headings, one in each column: write ‘people’, ‘animals’, ‘fruits’, ‘body parts’.
- Ask the students to copy the same table in their notebooks.
- Tell the students that they will play a game (inspired by name, place, animal, thing as explained above).
- Explain the rules to the students: you will say a letter and they have to come up with names for each column beginning with that letter.
- A sample is given below:

Letter	People	Animal	Fruit	Body part
B	Bilal	bat	banana	belly

- Carry out the activity for 5-6 letters.
- After each letter, listen to student responses. Explain that they have used naming words/nouns for each category.

### Activity 2

- Ask the students to look around in their classroom and recognise different objects for example students, chair and fan.
- Tell them that just like the previous activity, naming words can be classified into different categories.
- Use any storybook or their Grade 2 English Textbook to show pictures. Ask students to name what they can see in the picture e.g. a boy, grandfather, frog, trees, river, table etc.
- You can also use some previously made flashcards for this activity or point to different objects/things in the classroom, outside the window, charts displayed on soft boards.



- Write the words on the writing board. Make a word bank of naming words.
- Call students to the writing board one by one and ask the students to classify words into different categories like people, objects, places, monuments, etc.

### Activity 3

- Ask the students to open their Grade 2 English Textbook to page no. 57, Language Focus, Exercise 1 (ii).
- Read the question statement and ask the students to encircle objects that can be found in a classroom.
- Give them around two minutes to complete the task.
- Ask the students to identify the pictures they have encircled. Discuss correct answers.
- Once they are done, move on to the next page and read the question statement aloud.
- Copy the table on the writing board.
- Ask students to think of five objects they can find in classroom and at home. Enlist the words on the writing board.
- Then ask them to choose any three for each category and put them in the correct boxes in their textbooks.

### Conclusion / Sum up / Wrap up

- You can play the game ‘name, place, animal thing as explained above.

### Assessment

- Use the examples/ non-examples technique to assess student understanding of the concept.
- Ask them to give 2 examples of objects found in a kitchen. Then ask them to give two examples of things not found in a kitchen.
- Make a list of 5 objects that can be found in your school bag.

### Follow up

- Make a list of 5 objects from a library or a hospital or a bookshop.

## Unit 3: Let's Plant Trees

### Topic: Position Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognize, identify and use a few words showing position e.g. in, on, to, with.



#### Materials:

- chalks/ board marker
- white board/ black board
- scissors
- Take four A 4 size papers in different colors. Cut them into six strips each. Or you can take regular pages.
- Take one more A4 size paper. Cut it into five pieces. (You can also take a regular page).
- Six disposable cups or anything to hold five types of strips.
- Glue

### Information for Teachers

- Position words tell about the place of the nouns.
- For example, to, in, with, on etc.  
Asma is going to school.
- In the above sentence, the position of Asma is shown by the use of the position word, 'to'.
- Few more examples of position words are as below:
- Ants are living in my kitchen.
- There is a big surprise in this box.
- Your car keys are kept on the table.
- Baby is sleeping with his mommy.

### Introduction

- Open Unit 3, read the text aloud in class.
- Ask students to encircle the position words in this lesson.



## Development

### Activity 1

- Ask students to find some pictures from their English textbook.
- Look at these pictures and make sentences by using the position words.
- For example, on page 33, wild animals can be seen running in the same direction.
- Seeing this picture, students can make a sentence, like, animals are running back to the forest.
- Let students do this activity in pairs. So that they can discuss before making sentences.
- Have students make one sentence each.
- Give them 5 minutes for this task.
- Check their work in the rest of the time.
- Teacher can also choose few students to stand up and read their sentences aloud. Make corrections where required.
- It will let the other students better understand the use of position words.
- Alternative activity: You can place a pencil on the table, under the table, in the bag, with a book and ask them where the pencil is. e.g. place the pencil on the table.
- Ask students: Where is the pencil? They may give responses. Take the responses till someone says 'on'. Write 'on' on the board.
- Then repeat same activity by placing the pencil in different positions.
- Tell them these are position words as they tell the position of the noun. They are also called prepositions.
- Now paste a flash card on the board with preposition written on it and its definition with examples.

### Activity 2

- Pick up an object, like, a duster.
- Put it under the chair.
- Ask any student to stand up and make a sentence that tells about the chair and the duster.
- For example, he/she will say, the duster is under the chair.
- Now, place the duster on the table. Let any other student tell about its position.
- For example, he/ she will tell, the duster is on the table.
- Students can also come forward and write these sentences on the board.
- In this way, teacher can put the duster in a book or a box.
- She can also keep it with any other object and ask students to tell about its place.

### Conclusion / Sum up / Wrap up

- Recap the identification and usage of position words.
- Tell the students that position words show position of a noun.
- Ask students to give a few examples.
- Take their responses and give feedback on the spot.

### Assessment

- Rearrange the following words to make meaningful sentences showing the use of position words.
1. I seen a have in mouse cupboard my



.....  
2. Am going I theto market mom with my

.....  
3. Train is this Pindi to going

.....  
4. Baby table on is the sitting

.....  
5. Saima eat to bread wants

### Follow up

- Look at the pictures. Make sentences using the position words.

	With:.....
	On: .....
	In: .....

## Unit 3: Let's Plant Trees

### Topic: Adding or Removing “s” and “es”



Duration: 80 Minutes



#### Students Learning Outcome:

- Identify and change the number of simple naming words by adding or removing ‘s’ and ‘es’.



#### Materials:

- chalks/ board marker
- white board/ black board
- scissors
- Take four A 4 size papers in different colors. Cut them into eight strips each. Or you can take regular pages for strips.
- Take one more A4 size paper. Cut it into two pieces. (You can also take a regular page.)
- Write singular Nouns on one of these two strips.
- Write plural nouns on the other strip.
- Two disposable cups or anything to hold two types of strips, singular and plural.
- Glue

### Information for Teachers

- When there is one of something, we say it's singular. A bat, the bat, one bat are all singular, because we are talking about just the one.
- When there is more than one of something, then we call it plural. For example, two bats, many bats, five bats, some bats are all plural, as we are talking about more than one bat.
- If a word ends in -s, -sh, -ch, -x, or -z, we add -es. For almost all other nouns, add -s to pluralize.
- For example, benches, bushes, foxes, glasses, church etc.
- Tell them these are simple singular and plural nouns.

### Introduction

- Ask students to tell:
  - What is a noun?
- Tell students to:
  - Keep silent for 30 seconds
  - Observe countable nouns in the class



- Make a list of at least five in their mind
- Tell students to tell one noun each, after 30 seconds are over
- Inform them not to repeat a noun if it is already shared by their peers
- Make a list on white board like this
  - Pencil, bag, bottle, colour, book, board, duster, marker, notebook etc.
- Ask students a question:
  - How many pencils/whiteboards/ dusters they have in class?
- Take feedback.
- Explain to students that these all nouns could be counted so they are countable nouns
- Announce the topic and write it on the white board like this:
 

Singular and Plural Nouns.

## Development

### Activity 1

- Ask students to look at the pictures in your book.
  - Pick up any five pictures, one image from one page.
  - Take out nouns from them.
  - Convert them into plurals.
- For example, page 43:  
Car/ cars

### Activity 2

- Write the following singulars and plurals on 16 different strips plus write their plurals on other 16 strips.  
monkey, box, potato, apple, day, book, dress, year, dish, horse, key, witch, rope, knee, cow, watch, journey
- Mix them together. Place them at one place on the table.
- Put two boxes or paper glasses along with the tags: singular and plural nouns.
- Call different students one by one and ask them to separate any two singular nouns from their plurals and keep them separately in these two glasses.

## Conclusion / Sum up / Wrap up

- Wrap up the lesson by asking:  
Tell the plurals of the following nouns lesson

## Assessment

- Make plurals of the following nouns by adding 's' or 'es'.
1. chair .....
  2. patch .....
  3. couch .....
  4. letter .....
  5. table .....
  6. brush .....
  7. kite .....



8. boy .....
  9. stove .....
  10. radish .....
- Take students' responses and make corrections on the spot.

### Follow up

- Give the worksheet to the students to complete.

## Worksheet

### Making Plurals













Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Plurals: S or ES ?** Name: \_\_\_\_\_

Make each word plural by adding **s** or **es** at the end.

 cat _____	 _____	 ring _____	 _____
 dish _____	 _____	 box _____	 _____
 duck _____	 _____	 dress _____	 _____

## Unit 4: Bee on My Nose

### Topic: Words Showing Possession



Duration: 80 Minutes



#### Students Learning Outcome:

- Identify and use words showing possession e.g. my, your, his, her, our, their and its.



#### Materials:

- Flash cards of pronouns, tape/thumb pins, textbook

### Information for Teachers

- **New concepts**
  - Possessive pronouns help us understand who an object belongs to.
  - We use possessive pronouns before a noun.
  - We use different possessive pronouns for different people.
- **Teaching tips**

While using the possessive pronouns try to point to the owner with your hand. Students can also do the same. This will help them learn both by seeing *and* hearing.

Do not talk about apostrophe, only talk about the pronouns given in the SLO.

### Introduction

- Before the class prepare 6 flashcards or use plain sheets of paper to write the following words showing possession: my, your, his, her, our, their, its.
- Show one card at a time to the students and ask them to read the word aloud. Say the word aloud yourself accompanying it with a relevant gesture. For example, say 'my' and point to yourself. Ask students to repeat the word and action after you and then display the flashcard on the board.
- Say 'her' and point to a girl in the class; move next to a group of students and say 'we'. Do the same for all the words listed earlier. Ask students to repeat after you and then display the card.
- Recall what nouns are. Elicit response from the students. Tap students' prior knowledge of nouns. Use the term naming words if the students do not respond to nouns.
- Revise that a noun is name of a person, place, animal or a thing.
- Help students recall that possessive pronouns show who something belongs to. They come before a noun. (Assess student prior knowledge by writing pronouns on the writing board).



- Ask some questions using possessive pronouns. e.g:
  - Who made your breakfast today? My mother made my breakfast.
  - Is Sara's bottle blue? Yes, her bottle is blue.
- Write the possessive pronouns on the writing board (your, my, her).

## Development

### Activity 1

- Write the following sentences on the board and one by one ask the students to identify the noun and pronouns in the sentences. (you can practice more sentences like this with students and they can do this in pairs).
  1. **This is my bag.**
- Ask students to identify the noun in the given sentence (bag). Next, ask them whose bag is it? (my bag) Underline 'my' in the sentence and explain that my is used before noun and it tells us who the bag belongs to.
  2. **Is this your book?**
- Ask students to identify the noun in the given sentence (book). Next, ask them whose book is it (your book). Underline 'your' in the sentence and explain that 'your' is used before noun and it tells us who the book belongs to.
  3. **Her brother is naughty.**
- Ask students to identify the noun in the given sentence (brother). Next, ask them whose brother is naughty (her brother). Underline 'her' in the sentence and explain that 'her' is used before noun and it tells us whose brother is he.
  4. **This is our house.**
- Ask students to identify the noun in the given sentence (house). Next, ask them whose house is it (our house). Underline 'our' in the sentence and explain that 'our' is used before noun and it tells us whose house it is.
  5. **Their car is new.**
- Ask students to identify the noun in the given sentence (car). Next, ask them whose car is it (their car). Underline 'their' in the sentence and explain that 'their' is used before noun and it tells us whose car is it.

### Activity 2

- Ask the students to open their Grade 2 English Textbook and turn to page no. 49, Exercise 3 (i) and (ii).
- Read the given sentences and discuss how each highlighted word is a pronoun showing possession and is placed before a noun.
- Now ask students to make sentences using the words given in Exercise (ii) on page no. 50 in their notebooks.
- Take rounds while the students are at work. Guide them if they need any help.

## Conclusion / Sum up / Wrap up

- Ask the students to recall the possession words.
- Say a possessive pronoun and ask the students to make and share a sentence with that word.



## Assessment

- Stick the pronoun flashcards on different walls of the classroom. Try to space them evenly around the room.
- Have some students stand in front of the writing board.
- Explain the game: you will read out a sentence, the students have to identify the possessive pronoun in the sentence, locate where the word is displayed, rush towards it and touch it.

### Sentences:

1. My teacher is absent today.
2. Please open your bag.
3. Sana met her friend yesterday.
4. He likes strawberries.
5. Their house is far away.

## Follow up

- Make sentences in notebook using all possession words.



## Unit 4: Bee on My Nose

### Topic: Action, Naming and Describing Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Read more naming, action and describing words and match with pictures.



#### Materials:

- Chalks/ board marker
- White board/ black board
- Scissors
- Take four A 4 size papers in different colors. Cut them into six strips each. Or you can take regular pages.
- Take one more A4 size paper. Cut it into five pieces. (You can also take a regular page.)
- Six disposable cups or anything to hold five types of strips.
- Glue
- Use two periods for this lesson

### Information for Teachers

#### Nouns (Naming Words)

Read the following sentences:

1. The boy is laughing.
2. I have a brown cat.
3. They live in Karachi.
4. He has a toy car.

- The word “boy” is the name of a person.
- The word “cat” is the name of an animal.
- The word “Karachi” is the name of a place.
- The word “toy car” is the name of a thing.
- Words which are used as names of persons, animals, places, or things are called Nouns. Everything we can see or talk about is represented by a word that names it. That "naming" word is called a Noun. All naming words are Nouns.
- Examples of Nouns
- People: soldier, sister, teacher, aunt, cousin, lawyer etc.
- Animals: squirrel, rat, lizard, tiger, lion, camel, zebra etc.



- Places: house, Multan, park, office, factory, shelter etc.
- Things: table, book, pen, pizza, book, flower, ring etc.

**Action Words:**

- The words which show what someone or something is doing are called action words. Action words are also called doing words.
- Examples: eat, sleep, recite, run, fly, clap, touch, walk, play etc.

**Describing Words:**

- Words which describe Nouns are called Adjectives. All describing words are Adjectives.
- For example: strong boy, heavy container, and huge house describe the qualities of a person, thing and place which are all Nouns. They are, therefore, called describing words.

**Introduction**

- Elicit students’ prior knowledge regarding nouns and verbs.
- Take their feedback and write few nouns on the board.
- Ask students to describe each noun written on the board. They can describe the noun telling its color, size, shape, and quality etc.
- For example: fast learner, slow reader, short heighted, hardworking etc.
- When they’ll be done, let few students stand up and share their traits with class.
- Ask them how they feel they are hardworking or slow reader etc?
- Ask students to stand up and make few actions with you. Now ask them what did they do? Refer to these actions as verbs which they performed.
- Write a sentence on the board and ask students to highlight noun, verb, and adjective.

**Development**

**Activity 1**

- Ask students to identify the action and naming words from the poem, ‘Bee on My Nose’.
- Example: sting, Naming words are rose, bee etc.
- They must also identify the nouns and describing words. Make a table with three columns in their notebook to do this task.

• Naming Words	• Action Words	• Describing Words
----------------	----------------	--------------------

- Ask them to turn over the pages of their books on different chapters.
- Look at the pictures and guess the naming and the action words shown in the book.
- Example: On page 33, the picture of wild animals is showing the following:
- Action words: run, smile etc.
- Naming: zebra, giraffe, bear, elephant, lion, etc.

**Activity 2**

- Divide the class in 4-6 groups.
- Call one member from each group and ask him/her to roam around the class.
- Note down on your notebook all the describing words along with their nouns from the surrounding of the class only.
- For example: the adjectives along with nouns he/ she may gather will be like, yellow schoolbag, broken chair, best friend, hardworking teacher etc.
- Give them a time limit of 5-7 minutes.



- Now, when all these members will be done with their noting down, they will come back to their groups.
- They will share their observation with their group members.
- Their group fellows will pick up 2 adjectives each with their related nouns, draw the images and color them.
- Give them 5-7 minutes for the drawing.

### Activity 3

- Make five sets of six paper strips each.
- Set 1: names of places; set 2: names of persons; set 3: names of animals; set 4: names of things; set 5: action words
- They will become total thirty words on thirty strips.
- Mix them all together. Place them in a basket.
- On other five pieces of an A4 size paper write: place, person, animal, thing and action words.
- Take five glasses and paste one strip on each glass.
- Now call upon thirty students of your class one by one.
- Ask each of them to pick up a strip randomly and put it in the right category glass.

### Activity 4

- Divide students into 4-5 groups.
- Provide them with sentences written on a strip to identify and circle a noun, verb, and adjective.
- Encourage them to use the given words and make a sentence on their own through group discussion.

### Conclusion / Sum up / Wrap up

- Recap the identification of naming, action and describing words.
- Take examples from students and give feedback on the spot.

### Assessment

- Write the following sentences on the board.
- Call a few students to the board.
- Ask students to underline all the naming words and encircle the action words in these sentences.
  - My uncle has a shop in Lahore. He sells mobile phones.
  - The children went to the zoo. They liked zebra and tiger the most.
  - The fox invited the crane to his house. He served him soup in a dish.
  - Aamna came from Multan by train. Two of her friends came with her.
  - This shopkeeper sells all kinds of fruit.

### Follow up

- Re-read the lesson.
- Encircle all naming words and underline all action words.

## Unit 4: Bee on My Nose

### Topic: Pre and Post Reading



Duration: 80 Minutes



#### Students Learning Outcome:

- Use pre-reading strategies to predict the poem by looking at picture(s) in the text.



#### Materials:

- Chalks/ board marker
- White board/ black board

### Information for Teachers

- Using picture story can help get children ready for reading comprehension. Children can easily understand meaning from a picture and guess the events that may occur in the story. This stimulates their thinking ability.
- Encourage the students to talk about the picture, what they can see is happening or depicted in the picture. Help them describe the picture events or items using adjectives, verbs, pronouns. Make sure you help them explore their background knowledge of the grammar concepts taught earlier and describing in complete and correct sentences.

### Introduction

- Look at the picture on page 34.
- Describe the child's expressions in two complete and correct sentences.
- For example, the answer should be like: The boy is thinking about the bee. He is amazed.

### Development

#### Activity 1

- Ask students to look at the picture carefully for one minute and be ready for some questions. Have them close their books.
- Ask them few questions about the minor details of the picture.
- Let them answer from their memory.
- Questions would be like:
  - 1- What is the color of the boy's hair in the picture?
  - 2- What is the color of his eyes?
  - 3- What is the color of his shirt?



- 4- Is there any shade you can see in his shirt?
- 5- Is he looking down while thinking?
- 6- Is he afraid of the bee?
- 7- How many buttons did you see on the kid's shirt?
- 8- Are his eyes round?

- Let students raise their hands and answer one by one.

### Activity 2

- Ask students about the insect they feel most afraid of.
- Ask them how they will feel if they have to face that insect very close to them.
- Let them write three sentences about this situation. They can do this in pairs. They can discuss and then write.
- Give them a time limit of 10 minutes.
- Let them check each other's work at the end.
- Have a round in class and recheck their work.

### Conclusion / Sum up / Wrap up

- Recap the pre and post reading strategies by asking a few questions from the students.

### Assessment

- Underline all rhyming words in the poem on your textbook.
- How many pairs of rhyming words are mentioned in the poem?  
.....
- Write any three.
  - 1- .....
  - 2- .....
  - 3- .....

### Follow up

- Read the poem carefully. Fill in the blanks by choosing the right option.
  - 1- Oh little ..... .  
a- mouse      b- bee      c- ant      d- butterfly
  - 2- You want to ..... .  
a- fly              b- cry              c - sting      d- bite
  - 3- It is your ..... .  
a- head              b- face              c- foot              d- boat
  - 4- I wanted only/ One small ..... .  
a- cough              b- sniff              c- sneeze              d- cry
  - 5- You ..... there  
a- sit                      b- lie                      c- stand              d- jump

## Unit 4: Bee on My Nose

### Topic: Creative Writing- Simple Sentences



Duration: 80 Minutes



#### Students Learning Outcome:

- Write 3- 5 simple, meaningful sentences of their own on a given topic with different sentence beginning.



#### Materials:

- Chalks/board marker
- white board/ black board
- Pair of scissors
- Take 3 A4 size papers. Make two pieces from each to make total six.

### Information for Teachers

- Tell your students that we write for a specific purpose or reason, to express thoughts, creativity, and unique ideas.
- Learning to write well helps children to be better readers!
- You must practice some sentence starters with students so they understand how to write with different beginnings.
- Tell them to revise their own writing and give positive feedback to their class fellows about their writing.
- This lesson can be done in two periods.

### Introduction

- Ask students to open their English books. Pick up any topic that has already been completed in previous lessons.
- Underline the beginning words of each sentence and see how each sentence starts differently. Teacher demonstrates 1-2 sentences so they understand the activity.

### Development

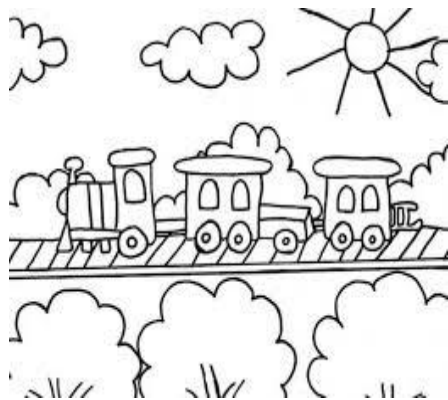
#### Activity 1

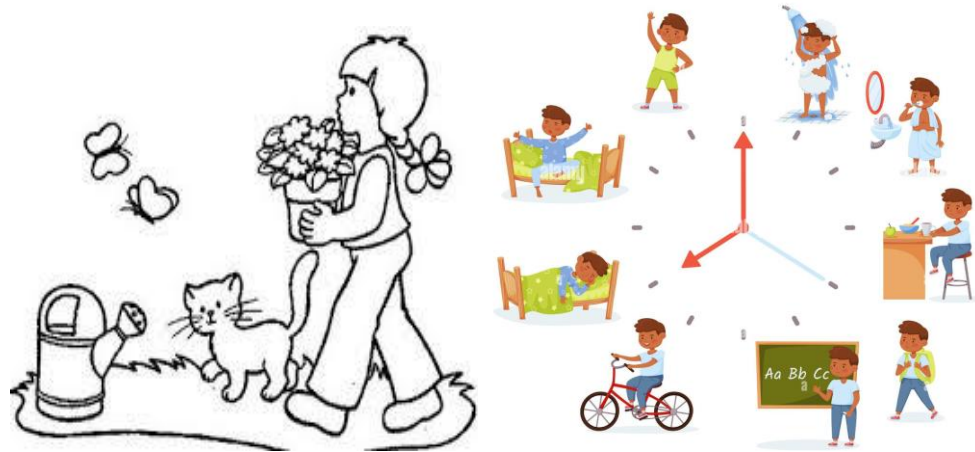
- Let your class make a queue.
- Ask them to very quietly take a round of their school.

- Carefully listen to the different sounds and look at the things and persons in their surroundings. They may note what people are doing, how things are placed, what looks different etc.
- Have them come back after 3-4 minutes.
- Divide them in pairs. Each pair discusses what they saw or felt in 2 minutes only.
- Ask them to write 3-5 sentences on 'My school tour' individually.
- Every sentence should begin with a different word. (see a sample at the end of this lesson plan).
- Give them 5-7 minutes to complete the task.
- Now ask them to exchange their work with their partner. Partners give stars for correct work and complete sentences. Partner can correct the spelling and punctuation of the sentences (capital letter, full stop).
- Ask students to write three lines on their morning routine and make a small sketch of it.

## Activity2

- Either take prints of the following pictures or draw them white papers/drawing paper. (take 3 A4 size pieces of paper and divide into 2 to make six).
- Fold the papers so picture is hidden. (you may select your own pictures from magazines or newspapers).
- Divide the class in six groups.
- Call one member from each group. Let him/her pick up anyone folded paper. He/she takes it to the group.
- Open it. Carefully look at the picture and guess what it shows.
- Group members write 3-5 sentences together about the picture.
- Give them 7 minutes for writing.
- At the end tell them to exchange their work within the group and check.
- Take a round of the class. Cross check their work.





### Conclusion / Sum up / Wrap up

- Tell the students that writing sentences need connectivity among sentences.
- All sentences must contain a single thought.

### Assessment

- Ask students to tell 3-5 sentences about today's lesson as how they found it.

### Follow up

Write 5 sentences on 'My House.'

Sample sentences: My school tour

I went out of class to take a school tour. Two birds were sitting on the plants. The boys were playing. Some girls were eating lunch. The school building is very beautiful.



## Unit 4: Bee on My Nose

### Topic: Substitution Words (Pronouns)



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognize and use substitution words as objective case: me, us, you, him, her, them, and it.



#### Materials:

- chalks/ board marker
- white board/ black board

### Information for Teachers

#### Substitution Words

- Let students be clear about the substitution words and the objective case both.
- Pronouns are the words that we use and substitute at the place of the nouns.
- For example,
  1. This is my house. I built it with my choice.
- Here, it is a substitution word for a place.
  2. Aalia is my friend. She helps me do my English homework.
- In this sentence, she is the substitution words for a person.
  3. I like your story books. I want to borrow them for two days.
- In the above sentence, them is the substitution word for the things.

#### Objective Case

- If the pronouns or the substitution words become the main object of a sentence, we say that the substitution words are being used as the objective case.
- For example,
  - 1- She likes me. I love her.
  - 2- They cook us food. We like them.
  - 3- I share all my things with my sister. She shares everything with me.
  - 4- You want to play with me. I want to play with you.
  - 5- We will tell you stories. You recreate them for us.
- In all the above sentences, her, them, me, you, us are the substitution words being used as the objective case.

You can make this chart and display in the class.

# PRONOUNS

Subject	Object	Reflexive
I      we	me    us	myself
you    they	you   them	yourself
he	him	himself
she	her	herself
it	it	itself
		ourselves
		themselves

1. He helped her with homework.
2. She gazed at herself in the mirror.
3. It was delivered to them on Tuesday.
4. We took a picture of ourselves.
5. They barked at us.

This lesson must be conducted in two lessons.

## Introduction

- Open your books. Come to page 34, 'Bee on My Nose.'
- Ask students to read to their partner.
- Ask them to underline the substitution words used in the text.
- For example, Oh little bee/... / you want to sting....

## Development

### Activity 1

- Tell students to sit in pairs.
- Ask them to find examples of the substitution words as the objective case from any chapter they have read before.
- For example, on page 22, He tells his grandfather that he will take care of the seedling and water it daily.
- In this sentence, it is the pronoun used as the objective case.
- Give them 5 minutes for this activity.
- Once they are done, let them exchange their work with their partner and check.

### Activity 2

- Ask students to select any two pictures each from their English textbook.
- Write two such sentences on these two pictures, in which the substitution words are used as the objective case.
  - For example, 1<sup>st</sup> picture on page 87: My mom is cleaning the house. I am helping her.



## Conclusion / Sum up / Wrap up

- Recap the function of pronouns.
- Give examples to clarify the concept.

## Assessment

- Write the following sentences on the board.
- Ask students to fill in the blanks with the right substitution words as the objective case.
- Take students' responses and make corrections on the spot.
  1. I want to go to the market with my mom. She also wants to go with .....
  2. The cat is playing with my brother. He wants to play with .....
  3. Zeeshan likes eating burger. He likes to assemble .....himself.
  4. You are my best friend. I love .....
  5. My grandfather and grandma cook pasta for me. I cook breakfast for .....

## Follow up

Circle the correct object pronoun for each sentence.

- 1- Maria never eats sweets. She doesn't like .....  
a- them      b- it      c- she      d- they
- 2- We are going to a restaurant. Do you want to go with ..... ?  
a- them      b- her      c- us      d- it
- 3- I don't eat meal. I don't like .....  
a- them      b- it      c- me      d- her
- 4- Where is Daddy? I want to talk to .....  
a- He      b- her      c- him      d- them
- 5- I want that book. Please give it to .....  
a- Her      b- him      c- you      d- me

## Unit 5: Attention

### Topic: Position Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognize, identify and use a few words showing position e.g., to/from, up/down, here/there.



#### Materials:

- textbook, markers/chalks, notebooks, box(es)

### Information for Teachers

- **New concepts:**

Positional words are used to tell the position or place of a noun. They are also called prepositions. For example, in, under, behind, here, there, up, down, on, over, next to, etc.

#### Teaching tips:

- The students have studied about position words in the previous grades.
- Start by recalling the sight words like in, on, up, down, over.
- Then move on to more complex ones.
- To carry out Activity 1, prepare the box and the stuff toy before class time.
- You can also ask the students to bring their toy/ stuff toy and a box a day or two before.
- The box can be made using a chart paper or you can use any existing box. A box of biscuits or any such eatable can also be used. You may use a ball or any other object with a box.

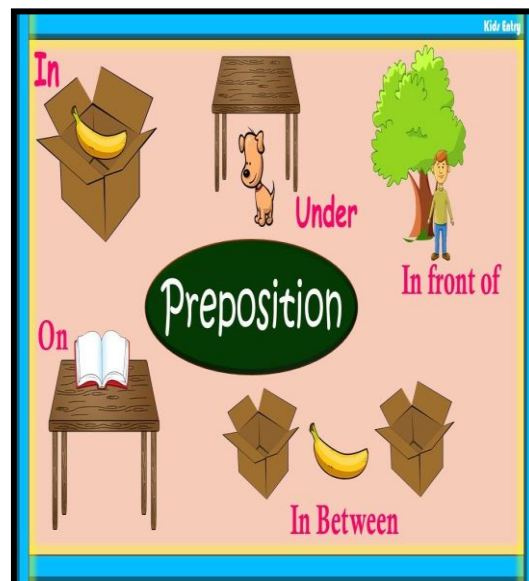
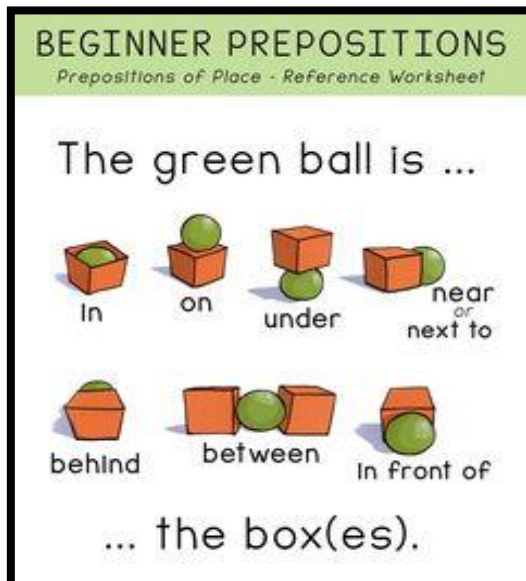
### Introduction

- Tell the students that they will play, Simon Says today.
- Explain the game if they do not know it already.
- Tell them that you will give instructions and the students will have to act that out. Use position words in instructions such as:
  - Simon says put the pencil **in** the box.
  - Simon says stand **behind** your chair.
  - Simon says put your head **on** your desk.
  - Simon says out your pencil **under** your chair.
- Now tell the students: Today they will study about position words. Write prepositions on the writing board.

## Development

### Activity 1

- Before the lesson, put a stuff toy in a box. Ask the students to come closer to your table. Show the box to the students.
- Shake the box and ask the students if they can guess what is inside the box.
- Take a few responses.
- Then open the box and take out the stuff toy.
- To engage the students better, you can name the stuff toy or ask the students to name it.
- Close the box and place the stuff toy on top of it.
- Ask the students, “Where is the stuff toy?”
- Elicit the position word ‘on’.
- Encourage the students to answer in a complete sentence (The stuff toy is on the box).
- Repeat the same for various position words like under, behind, on, in, next to, in front of).



- Make a list of these words on the writing board.
- Explain that position words tell us where an object is.

### Activity 2

- Make the students sit in pairs.
- Give each pair a box and a pencil/eraser.
- Tell the students to put the pencil/eraser in different positions and then ask their partner “Where is it?” questions.
- Explain that the partner has to answer, “It is \_\_\_\_ the box.” for each position.
- Each of the two will take turns to ask questions.

### Activity 3

- Use the same stuff toy for this activity.
- Ask the students to close their eyes. Hide the stuff toy somewhere in the classroom.



- Ask the students to guess where it is by using the position words they have learnt. For example:  
Is it under the desk?  
It is behind the door.  
It is in your bag.
- Repeat the exercise for different positional words by engaging the students in the activity.
- Ask a student to hide the stuff toy and the rest of the class will guess. Call different students to hide the toy.
- Write down the sentences on the writing board and underline the positional words.

### Conclusion / Sum up / Wrap up

- Quickly recap the function of position words along with examples.

### Assessment

- Ask the students to open their Grade 2 English Textbook to page no. 50, Exercise (iii).
- Make the students read out the sentences one by one.
- Ask the students to identify the position words and then ask them to recognise the function of the position word in that sentence.

### Follow up

- Ask students to make sentences of the following words in their notebooks.  
up            down            here            there

## Unit 5: Attention

### Topic: Articles



Duration: 80 Minutes



#### Students Learning Outcome:

- Identify 'a' or 'an' as articles.



#### Materials:

- Writing board, textbook, notebook

### Information for Teachers

#### New concepts

- Definition of article: an article is a word used to determine a noun.
- There are three articles in English Language: a, an, the.
- 'A' and 'an' are indefinite articles. 'The' is a definite article.
- Indefinite articles are used for unspecified nouns. Moreover, we use them for singular nouns only.
- The article 'a' is used when the noun begins with a consonant (for example a book, a cat, a fan, a lamp).
- The article 'a' is also used before words that start with a vowel but the vowel produces a consonant sound (for example a university, a unit).
- The article 'an' is used when the noun begins with a vowel sound (a, e, i, o, u).
- The article 'an' is also used before words in which a consonant letter is mute or silent and the word begins with a vowel sound (an hour, an honour).
- Article 'the' is used for specific objects. e.g.  
A boy means any boy. No one specific.  
The boy means some specific boy.

### Introduction

- Greet the students.
- Ask students to define a noun (a naming word), and then ask them to define adjectives (words that describe nouns).
- Give a few examples as 'brown (adjective) bag (noun)' and 'huge (adjective) building (noun).'
- Write 'a' and 'an' on the writing board.



- Explain that these words are a type of adjective called **articles** or determiners, because they help us describe nouns. They tell us whether we are speaking of a specific noun or a noun in general, these are used according to vowel, and consonant sounds.
- Write the following two sentences on the writing board:
  1. Give me a book.
  2. Give me the book.
- Ask the students to discuss the given sentences with their partner and think about the difference in the two.
- Take students' responses and give feedback on the spot.
- Tell the students that the first sentence talks of any book but the second one is talking about a specific book.

### Elicitation

- Ask the students to recall the concept of singular and plural.
- Elicit responses from the students by sharing some examples and asking them to identify which is singular noun and which is plural noun.
- Elicit responses from the students by asking them about consonant and vowels. Make a list of all the consonants and vowels on the writing board.

## Development

### Activity 1

- Ask the students to open their Grade 2 English Textbook and turn to page no. 50, Articles - Exercise v.
- Read aloud the given rules and explain each with some examples.
  - The article 'a' is used when the noun is singular and begins with a consonant (for example, a book, a cat, a fan, a lamp).
  - The article 'an' is used when the noun begins with a vowel (a,e,i,o,u). Some examples can be an elephant, an island, an idea.
  - We use 'the' with names of specific things/rivers, continents, etc. for example, The library, The Prime Minister, The Nile, etc.
- Now divide the class into two teams, Team A and Team B.
- Draw two columns on the writing board. Writing 'a' on top of one and 'an' on top of the other.
- Explain that each team has to give words that have their particular article before the word. For example, Team A has to give words that have article 'a' before them (book, candle, school, etc.) and Team B has to give words that will use the article 'an' before them (arrow, egg, option, etc.).
- Call one student from each team to the writing board to add a word to their respective column.
- If any member from both the teams writes a plural noun or an incorrect one, the respective team will lose a point.
- Play the game for about 5-8 minutes. The team with maximum points will win. Everyone claps for the winning team.

### Activity 2

- Write the following words on the writing board.





- Ask the students to copy the given words in their notebooks. Use ‘a’, ‘an’ correctly before each word.  
\_\_\_\_\_ plate  
\_\_\_\_\_ burger  
\_\_\_\_\_ umbrella  
\_\_\_\_\_ envelope  
\_\_\_\_\_ ball  
\_\_\_\_\_ adventure  
\_\_\_\_\_ owl  
\_\_\_\_\_ table  
\_\_\_\_\_ idea
- Explain that they have to choose by considering the 3 rules they have read in their textbook.
- Tell the students that they must pronounce each word slowly to themselves to identify the initial sound.
- Monitor the students while they are working. Help them if required.

### Conclusion / Sum up / Wrap up

- Discuss the correct answers for Activity 2.
- Make students self-evaluate their work.

### Assessment

- Ask the students to turn to page no. 50 of their textbook, Exercise vi.
- Read the question statement and ask the students to underline the correct articles in their textbook.
- Ask them to exchange their textbook with their partner.
- Share the correct answers and ask the students to review their peer’s work.
- Return the textbooks.

### Follow up

- Make 2 sentences for each of the articles.

## Unit 6: Be Honest

### Topic: Routine Greetings



Duration: 80 Minutes



#### Students Learning Outcomes:

Demonstrate common conventions and dynamics of oral interactions in group to:

- Exchange some routine greetings.
- Exchange some social courtesies.



#### Materials:

- Flash cards, writing board, newspapers/books/magazines

### Information for Teachers

#### New Idea:

- By saying hello, good morning and thank you, you are recognizing another person.
- This is a way of making others feel good and respecting them.

#### Teaching tips

- Greet students in different English, Urdu, and any local language that they know.
- Tell students that courtesies and greetings are present in every culture all over the world.
- Make flash cards of Greetings and Courtesy words such as sorry, thank you, goodbye, please on a chart paper or old newspaper and display in the class.
- Pictures of some scenes from old newspaper/old books/ magazines/their textbooks.

### Introduction

- Greet the students and ask them how they are.
- Wait for their response. (Possible responses: Good morning, good afternoon, Asslam o Alaikum).
- Direct the discussion towards phrases or words used to greet someone or how to respond to those greetings.
- Ask students about common greetings and courtesy words (such as sorry, thank you, goodbye, good night, please).
- Ask the following set of questions:
  - What other words can you think of?
  - When do we use them?
  - What would happen if we do not use these words?



Sorry	thank you	hello	goodbye	good night
Please	you are welcome	excuse me		

- Form a list of the words that students identify on the writing board. Add more to it and then read out the words.

### Role play:

- Make a student play the role of a shopkeeper and you play the role of the customer.
- In the first scenario, pretend to buy something from the shop keeper (student) and do not greet the shop keeper nicely. For example:

**Customer:** I need a pencil and an eraser. Show me some.

**Shopkeeper:** Here are some pencils and erasers. Which one do you want?

**Customer:** These. What do they cost?

**Shopkeeper:** Rs. 15.

- In the next scenario, greet the shopkeeper properly and then buy things. For example:

**Customer:** Assalam-o-Alaikum.

**Shopkeeper:** Wa Alaikum us Salaam. How can I help you?

**Customer:** I need a pencil and an eraser. Can you show me some?

**Shopkeeper:** Sure. You can choose from these.

**Customer:** Uncle, I like these two. How much do they cost?

**Shopkeeper:** They are for Rs. 15. Shall I pack them?

**Customer:** Yes please. Here is the money.

**Shopkeeper:** Thank you.

- After this ask students if they noticed anything different between the two scenarios.
- Ask them why we greet when we leave or meet someone.
- Ask how many of them greeted their parents and grandparents or siblings before leaving their house in the morning.

## Development

### Activity-1

- Ask the students to think back on what you did when you entered the class room today.  
*Expected Answer: Greeted the students and asked them how they are?*
- Ask students when we greet someone.
- Take a note of all the correct answers: when we visit someone, when we enter a room, when an elder comes to us, when we go somewhere, when we call somebody or attend a call, when we visit shops, when we go to a mosque, etc.
- Ask students to think of some routine greetings, when we visit our grandparents.
- Let students think and take responses from them.  
(We say Assalam o Alaikum. How are you?).



- Ask students how do we greet our friends.  
(We say Assalam o Alaikum / Hello/ Hi. How are you?).
- Move from words to actions and tell students that we can be courteous through our actions as well. Give them few examples of courtesy actions such as:
  - What do we do when we see someone at the door?  
*Expected Answer: we open the door for them.*
  - What do you do if an elder is standing and you are seated?  
*Expected Answer: we give them our place.*
  - How can we be courteous to our mothers?  
*Expected Answer: we show respect to them, we talk to them politely, we help them with household chores, put away our toys, clothes, take our plates to the kitchen, etc.*
  - How can you help if you see an old person crossing the road?  
*Expected Answer: we can offer them help.*
  - What do we say when someone has an exam soon?  
*Expected Answer: We say all the best/ best of luck/ good luck.*
  - What do we do or say when someone wins a competition?  
*Expected Answer: We can hug them/shake hands. We say congratulations!*
- Take responses from the students. Add more information where required.

### Activity 2

- Now ask the students to turn to page no. 56 of their Grade 2 English textbook.
- Read the dialogue given with proper voice intonation.
- Identify greetings and common courtesy words.
- Ask the students to practise the dialogue with their partner.

### Activity 3

- Form groups of students. You can have 4 students in each group; however, the no. of students can vary as per class size.
- Give each group a picture from newspaper/old books/ magazines/their textbooks or write different situations on paper and give them to students.
- Ask them to read /observe the situation and think of how we can greet and use common courtesies. You can give different scenarios such as
  - Students and teacher in a classroom.
  - Traffic warden and a driver on a road.
  - A patient and a doctor in a hospital.
  - A child and his parents at home.
  - Two or more children playing in a park.
  - Guests at a birthday party, etc.
- Give them 2-3 minutes to prepare a role play by looking at the situation in the picture.
- Ask them to prepare a short dialogue using routine greetings and common courtesy phrases.



### Conclusion / Sum up / Wrap up

- Add vocabulary based on scenarios such as respect, help, complete, clean etc.
- Ask students to discuss first with each other before they discuss with the whole class.
- Ask them to recall the role play of a customer and a shopkeeper.
- Ask them which scenario was better and why.

### Assessment:

- One by one invite groups to perform.
- Give feedback/ make corrections on the spot.
- Appreciate the students for their efforts.

### Follow up:

- Revise classwork.

## Unit 6: Be Honest

### Topic: Picture Description



Duration: 80 Minutes



#### Students Learning Outcomes:

- Point out/name some common objects in a picture or an illustration.
- Describe them in a word or two or a sentence.



#### Materials:

- Pictures from old books/magazines/textbook, notebooks, writing board.

### Information for Teacher

#### Teaching tips

- Keep a few pictures which can catch student interest with you. Try to keep coloured pictures with you.
- The pictures can be taken from magazines, newspapers, stickers, or flashcards can also be used.
- If there is no resource available, use the textbook and assign different pictures to different groups.

### Introduction

- Greet the students. Ask the students to look around them in the classroom and observe what can be seen.
- Ask them to list the things or objects that they can see in their classroom.
- Take students' responses and write them on the board.
- Some ideas can be blackboard, whiteboard, desks, chairs, soft boards, charts, fan, bags, books, book racks, pencil box, notebooks, papers, colour pencils, students, teacher, windows, door, dustbin, baskets, etc.
- Tell the students that today they will do an interesting activity in which they will observe and describe some pictures.
- Ask the students to recall what descriptive words are.
- Descriptive words are adjectives which are used to explain a noun describing their shape, colour, size and number, etc.

## Development

### Activity 1

- Show the given picture or any other similar picture to the students and ask them to observe what is happening.



- Tell them to share their thoughts with their partners and see what their peers think.
- After some discussion time, ask the students to tell what is happening in the picture and describe in their own words.
- Give a few of your own prompts as well. For example:
  - The teacher is reading a book to some children.
  - A boy is raising his hand to ask a question.
  - A teacher is helping a student with her work.
  - A boy is arranging the classroom.
- Appreciate the students for their observation. Now ask them to point out or name some common objects that they can find in this picture and enlist them on the writing board.
- Display boards, rug, chairs, desk, books, toy shelves, toys teddy bears, sun.

### Activity 2

- Recall how we can describe something.
- Elicit responses from the students.
- Draw attention to the use of adjectives or descriptive words.
- Remind them that descriptive words give us more information about something, and they help us understand more. We can think of its colour, size, shape, number, or any other quality.
- Ask the students to give some examples of descriptive words.



- Then read the list of words formed in the previous activity out loud with the students.
- Ask the students to describe the objects in a few words. Give them examples:

**Rug:**

The students are sitting on a rug.

The rug is green.

It is a clean rug.

The rug is big.

It is a beautiful rug.

- Take responses from different students.
- Help them construct sentences by using descriptive words to describe the object in the picture.

### Conclusion / Sum up / Wrap up

- Ask the students to select any one thing they like the most in the picture and describe it to their partner.

### Assessment

- Distribute exit slips to the students and ask them to write any 3 descriptive words they have learnt today.

### Follow up

- Write 2-3 sentences on the following objects:
  - a. chair
  - b. milk



## Unit 6: Be Honest

### Topic: Gender Nouns



Duration: 80 Minutes



#### Students Learning Outcome:

- Identify and classify gender of naming words from immediate environment (masculine/feminine)



#### Materials:

- Flash cards, pictures, textbook

### Information for Teachers

#### Teaching tips

- Recall the concept of nouns as name of a person, place, animal, or a thing.
- Also explain them about gender nouns which is a term used to differentiate between male or female.
- Show or draw a boy and a girl to show the difference between the two genders.



### Introduction

- Ask the students to recall what nouns are and take their responses.
- Show the students flashcards of some simple common gender nouns like a boy/girl so they can easily identify them.
- If the flashcards are not available, cut out pictures from previous books or magazines.
- Show them flash cards or pictures of animals in which the gender can be easily identified e.g., a cow and a bull.
- Write masculine and feminine on the writing board.

- Read the words aloud.
- Ask the students to repeat after you.
- Explain that a noun that refers to a male is masculine for example, father. And a noun that refers to a female is feminine for example mother.
- Ask the students to think of some more examples of gender nouns. List them under the relevant heading. For example:

Masculine	Feminine
grandfather	grandmother
uncle	aunt
king	queen
brother	sister

## Development

### Activity 1

- Divide the class into two teams.
- Explain that each team will be given a noun and the assigned member will have to tell the opposite gender noun.
- Give one point for each correct answer.
- After the first round, ask the students to copy the list in their notebooks. You can also encourage students to think of a gender noun e.g. mother and ask the other team to name the opposite gender noun e.g. father.

### Activity 2

- Ask the students to turn to page no. 59 in their Grade 2 English Textbook, Exercise 3 (ii).
- Read the words given in the boxes.
- Ask the students to copy the table in their notebooks and encourage them to find more from their book and write on their own.
- Instruct them to choose and write the words in the correct boxes.

## Conclusion / Sum up / Wrap up

- Tell the students to exchange the notebooks and then discuss the correct answers.
- Ask the students to point out each other's mistakes.

## Assessment

- Use the examples/ non-examples technique to assess student understanding of the concept.
- Ask them to give 2 examples of masculine and feminine nouns each.

## Follow up

- Explain the concept of a family tree.
- Ask the students to draw a family tree of their own family.
- Tell them to write the relationship with each member and highlight the gender. For example, Amina (sister), Asad (father).
- They can also bring a chart paper presentation of a scene where they can label people and animals as masculine or feminine nouns respectively.

## Unit 6: Be Honest

### Topic: Verbs and Adjectives



Duration: 80 Minutes



#### Students Learning Outcome:

- Write action or describing words using a series of action pictures.



#### Materials:

- Textbook, writing board

### Information for Teachers

#### Teaching tips

- Recall the concept of verbs and adjectives.
- Help the students identify the difference between the two.
- Make a list of action words before the class that can be acted out. For example, laughing, crying, singing, running, walking, sitting, standing.
- Make a list of adjectives that the students are familiar with.
- At this level do not teach them new words.
- Let them use the vocabulary they have already acquired so far.
- Adjectives are describing words.
- Verbs are action words.



#### Verbs. What is a verb?

- A verb is a word which describes the action in a sentence (the doing word)

#### Examples

I **play** football.

They **skip** quickly.

We **eat** spaghetti.

Bob **is** seven today.



### Introduction

- Greet the students and ask them to recall what action words are.
- Tell them that action words are called verbs.
- It is a word used to express an action.

- Model some simple actions and ask the students to guess what action it is. For example, walking, jumping, running, laughing.
- Ask the students what we call the words that describe a noun.
- Define adjectives. You can hold an object and ask students to describe it using multiple adjectives like its color, shape, size, etc.

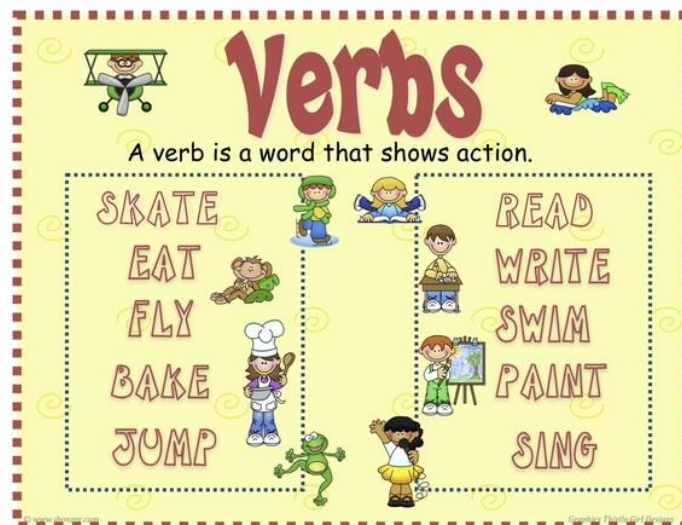
## Development

### Activity 1

- Draw an apple on the board or any other object and ask them to describe it using their five senses, as shown below.



- Make few paper cards and write words in them.
- Ask students to take out the card and place them in the relevant column.



### Activity 2



- Divide the writing board into 3 sections.
- In the first section, draw a tree.
- Ask the students to identify what it is.
- Write 'a tree' under the picture.
- In the next section, draw a very big tree covering almost all the space.
- Ask the students to compare the size of both the trees. How is the second one different? (It is big/bigger).
- Write a big tree under the picture.
- In the 3<sup>rd</sup> section, draw a very small tree. Ask the students to tell how it is different. (It is a small tree).
- Write 'A small tree' under the picture.
- Explain that the words big and small describe what the tree is like. Hence, they are describing words or adjectives.
- Share a few more examples of adjectives.
- Ask the students to describe their classroom using adjectives. For example, pretty, big, small, yellow walls, clean, messy, huge, beautiful, etc.

### Activity 3

- Ask the students to open their Grade 2 English Textbook to page no. 61, Exercise 1 (ii).
- Ask the students to look at the pictures and observe what is happening.
- Tell them to identify the actions in the picture and then share what they think with their partner.
- Give them 5 minutes to think and discuss.
- Now ask the students to discuss their observations with the whole class.
- Ask the following:
  - Who is there in the first picture?
  - What is he doing? (Ask the students to think of some action words. Form the list on the writing board).
  - How is the boy feeling?
  - Describe what he looks/feels like?
- Ask the students to come up with some describing words.
- Enlist the words on the writing board.
- Now tell the students to make a sentence using action and describing words for that picture.
- Share the example: The little boy is crying.
  - The poor boy is crying because he is in pain.
  - The unhappy boy is crying.
  - The sad boy is crying.
- Take responses from the students.
- Tell the students to copy the sentence in their textbook.
- Move on to the next picture.
- Now tell the students to make a sentence using action and describing words for that picture.
- Share the example: the little boy is crying.
  - The happy boy is painting.
  - The boy is making a beautiful painting.
  - The boy is painting a huge bear.
- Take responses from the students.



- Tell the students to copy the sentence in their textbook.

### Conclusion / Sum up / Wrap up

- Ask them to identify the verb and the adjective in their sentence.
- Ask them to raise their hands and share their examples of verbs and adjectives.

### Assessment

- Read out a list of words.
- Ask the students to jump when they hear an action word and to stand still when they hear an adjective:  
sleeping, pretty, dark, coughing, ran, large, cried, shouted, clever, singing.

### Follow up

- Identify the given words as Verbs or Adjectives.
- Use the following words in sentences of your own:  
**pretty, eat, drawing, kind**

## Unit 7: Sports Day

### Topic: Use of Has and Have for Possession



Duration: 80 Minutes



#### Students Learning Outcome:

- Use has/ have to show possession.



#### Materials:

- Textbook, two pictures (eagle and a family), exit slip for each student, notebook

### Information for Teachers

- We use has/have to show possession.
- “Has” is used with singular noun or pronoun. For example:  
‘Ali has a mobile phone.’  
‘He has a mobile phone.’
- “Have” is used with plural nouns and pronouns. For example:  
‘They have some really nice books to read.’  
‘Sana and Aniqa have some really nice books to read.’



#### Teaching tips:

- The pictures used in this lesson can be printed or similar sort of pictures can be used from any other resource.
- You can change the pictures. For example, instead of a family you can use the picture of anyone’s room and write sentences like Omer has one bed in his room. Omer has two chairs in his room.
- Prepare exit slips beforehand. Keep one for each student.

- In case the students do not have pencil boxes, make them write on their school bags.
- Make the students sit in pairs before starting the lesson to save time.

## Introduction

- Show the picture to the students.
- Tell them that this is Mr. Ali's family.
- Write down the following sentences on the writing board:
  - Mr. Ali has a wife.
  - Mr. Ali has a son.
  - He also has a daughter.



- Show another picture of a bird (an eagle).
- Ask the students to look at the picture.
- Write: The eagle has ...
- Ask the students to identify the features.

For example:

- The eagle has feathers.
- The eagle has claws.
- It has a beak.
- It has two wings.
- Explain that we use *has* and *have* to show possession or ownership.
- We use *has* with a singular noun or pronoun. For example, Mr. Ali has a daughter. The eagle has a beak.
- Explain that we use *have* with a plural noun or a pronoun. For example:
  - We have 15 students in our class.
  - We have our books with us.
  - Mr. and Mrs. Ali have two children.
  - Eagles have two big wings.



## Development

### Activity 1

- Explain that we use *has* with the pronouns *it*, *he*, *she* and all singular nouns like *Ali*, *Amina*, the bird, cat, dog, etc.
- Also explain that we use *have* with *I*, *we*, *they*, *you* and all plural nouns.
- Draw the following table and ask the students to copy it in their notebooks.

Has	Have
it	we
she	they
he	you
-	I
<b>Singular Nouns</b>	<b>Plural Nouns</b>

### Activity 2

- Ask the students to pair up.
- Ask them to observe their pencil box. Notice what they have in it.





- Tell them to write 3 sentences about what they have in their pencil box such as I have two pencils. I have one eraser.
- Then ask them to do the same for their partner's pencil box. For example, Amina has two pencils. Amina has one ruler.
- Ask them to count the total number of vocabulary and share what do they have all together.
- Draw attention to the use of **has** and **have** in these sentences.

### Activity 3

- Ask the students to turn to page no. 74 in their Grade 2 English Textbook, Exercise 3 (i) and (ii).
- Read aloud the sentences in Exercise 3 (i).
- Ask the students to identify whether the noun is plural or single in each sentence.
- Note the use of have and has with plural and singular nouns respectively.
- Move on to Exercise 3 (ii).
- Discuss each sentence one by one. Ask the students to identify the noun, whether it is plural or singular.
- Then ask them to use has with singular and have with plural.

### Conclusion / Sum up / Wrap up

- Recap the use of “has” and “have” for possession.
- Make the students comprehend the use of possession words with the relevant pronouns.
- Repeat a few examples to clarify the concept.

### Assessment

- Use exit slips.
- Distribute one to each student.
- Ask the students to write two things they have learnt in today's lesson about the use of has and have.

## Unit 7: Sports Day

### Topic: Clock Reading



Duration: 80 Minutes



#### Students Learning Outcome:

- Locate, specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.



#### Materials:

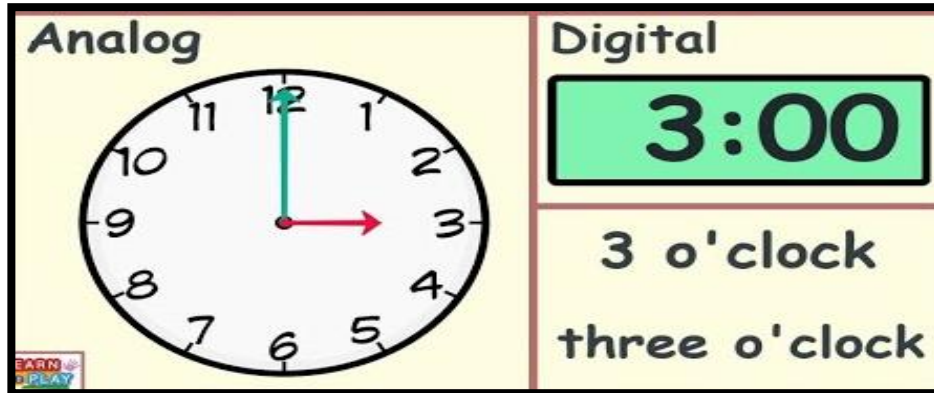
- Textbook, notebook, wall clock (if available)

### Information for Teachers

- Introduce the concept of clocks and time.
- If possible, take a clock to the class to give a hands-on experience to students. Otherwise draw a clock on the writing board.
- You can also use a paper plate and draw numbers on it.
- Introduce the concept of hour hand and minute hand. Help differentiate between the two.



- Tell the difference between analog clock (with hour and minute hands) and a digital clock (with digits written telling hour and minutes).



## Introduction

- Greet the students and ask them a few times related questions such as:
  - 1) At what time do they wake up in the morning?
  - 2) When do you have lunch?
  - 3) At what time does the sun set these days?
  - 4) When do you go to sleep?
  - 5) Explain the importance of time. Ask the students which gadget tells us time.
  - 6) If there is a clock in the classroom, take it off the wall and show it to the students. If not, then draw a clock on the writing board.
- Ask the students to look at the needles of the clock. Ask them how many needles are usually found in a clock.

## Development

### Activity 1

- Draw a clock with numbers.
- Explain that an analog clock shows 12 hours. It doesn't tell whether it is a.m. or p.m.
- Now add the two needles.
- Clearly differentiate between the lengths of the hour hand and the minute hand.
- Show four o'clock on the clock.

Longer needle shows minutes

The smaller needle shows hours

- Explain that the hour hand takes 12 hours to complete one round while the minute hand takes 5 minutes to move from one number to the next in the clock. The minute hand takes 60 minutes to complete one round. After 60 minutes, one hour is passed.
- Show the time drawn on the clock. Indicate the hour hand. Ask the students to read where the hour hand is resting (at 4).
- Then show them the minute hand resting on 12. Tell them that the clock is showing 4 o'clock.
- Change the time and show 7 o'clock.
- Ask the students to locate the big needle (at 12) and then the small needle at 7. Tell them the clock is showing 7 o'clock.
- Draw needles at 9 o'clock and 2 o'clock.



- Ask the students to read the time.

### Activity 2

- Instruct the students to turn to page no. 70 in their Grade 2 English Textbook, Exercise 1 (iii).
- Ask the students to read the time on the given clocks.
- Discuss the correct answers in a whole-class discussion.

### Activity 3

- Ask the students to take out their notebooks.
- Instruct them to draw clocks and indicate the following times on them.
  - (a) 3 o'clock
  - (b) 10 o'clock
  - (c) 12 o'clock
- Take rounds while the students are working.
- Afterwards, draw the clocks on the writing board indicating the given times.
- Ask the students to cross check their work.

### Conclusion / Sum up / Wrap up

- Recap to students that:
  - The clock tells us time.
  - It has two hands.
  - The bigger hand shows minutes.
  - The smaller hand shows hours.

### Assessment

- Draw a few clocks on the writing board.
- Call some students to the writing board and ask them to draw different times like 2 o'clock, 4 o'clock, 11 o'clock, etc.

### Follow up

- Turn to page No. 71, Exercise iv.
- Look, read and write the given times.

## Unit 7: Sports Day

### Topic: Proper Nouns



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognize more particular names of people, pets and places.



#### Materials:

- Chalks/ board marker
- White board/ black board

### Information for Teachers

- A proper noun is the name of a **specific/particular, unique** person, place, thing, or idea.
- Unlike common nouns, proper nouns are **almost always capitalized**. This is true whether they begin a sentence or not.
- A proper noun is the name of a specific person, place, pet animal, or an event.
- For example: Monday, China, Atif, Naila, Tom cat, etc.

### Introduction

- Ask students to read aloud the poem, My School, unit 8.
- Ask them to give proper nouns to all the common nouns they have read in this text.
- For example, at the place of school, write the name of your school in capital letters.
- At the place of teacher, write the name of your teacher, Miss Nida.

### Development

#### Activity 1

- Make four groups of your class.
- Ask one of the groups to write the names of 5 people.  
For example, Aslam, Anaya etc.
- Ask the second group of students to write the names of 5 pet animals.  
For example, Pet cat, Mano, Tom, etc.
- Ask the third group to write the names of 5 special places.  
For example, Badshahi Masjid, Lahore Museum, etc.
- The fourth group will write 5 specific events.  
For example, Eid-ul-Fitr, January, etc.
- Give students a time limit.



- At the end of the activity, ask one student from each group to share the names.
- You should then tell them these are called proper nouns.
- Tell them definition of proper nouns i.e. specific names given to people, animals, places or events.

### Activity 2

- Divide the whole class in pairs.
- Ask all the students to open their books and make a list of common nouns and proper nouns from the text.
- There should be 10 common nouns and 10 proper nouns.

For example,

mosque	Faisal Masjid	Page 13
--------	---------------	---------

- Give them 6-8 minutes for this activity.
- Ask all the students to exchange their work in their pairs and get it checked.

### Conclusion / Sum up / Wrap up

- Recap along with examples what proper nouns are.
- Take a few examples from surroundings to clarify the concept.

### Assessment

- Write the following sentences on the writing board.
- Call a few students randomly to the board and ask them to encircle and capitalize the proper nouns.
  1. fatima had a birthday party on friday.
  2. The lahore zoo had an elephant named soozy.
  3. It is very hot in pakistan during the months of june and july.
  4. amber has a pet cat named tabby.
  5. I would like to visit sindh river someday.

### Follow up

Separate the common nouns from the proper nouns and write them in the correct boxes. Capitalize the proper nouns.

islamabad, dog, man, girl, city, birdy, asim, alia, museum, pakistan army, mano, tommy

	Proper nouns
Place	
Person	
Pet	

References:

<https://www.monmouth.edu/resources-for-writers/documents/nouns.pdf/>  
<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F33073378489164666%2F&psig=AOvVaw1nz6sQ1DkEVK8BEvkXihpv&ust=1654446415286000&source=images&cd=vfe&ved=0CA0QjhxqFwoTCMiJ8Y2VlfgCFQAAAAAdAAAAABAw>

## Unit 8: My School

### Topic: Syllables



Duration: 80 Minutes



#### Students Learning Outcomes:

- Identify and pronounce familiar two and three syllable words.



#### Materials:

- Chalks/ markers
- White board/ black board
- Picture cards
- A 4 size papers in different colours
- (Cut each paper in 4 parts and draw the respective images on them.)
- Coloured markers/ pencil colours

### Information for Teachers

- A syllable is a part of a word that has a single vowel sound and that is pronounced as a unit. For example: eye, man, act, should = one- syllable words.
- A two-syllable word is a word that when spoken has two specific sounds and three syllable word has got three specific sounds. For example, rab-bit = two syllable word.  
hap-pen-ing = three-syllable.
- Each syllable comes with each vowel sound not with the number of vowels. For example, in the word, confusion, con-fus- ion there are three syllables, and three vowel sounds while the number of vowels is more than the number of sounds and syllables.

**Few examples of two and three syllable words are as follows:**

Two syllables (Two vowel sound)	Three syllables (Three vowel sound)
rac – ket	com – pu - ter
ten – nis	car – pen - ter
ap - ple	jel – ly - fish
tea - cher	mo – tor - bike
tun - nel	la – dy - bug
chil - dren	Sa – tur – day
spea – ker	Sep – tem - ber

## Introduction:

- Recite this poem to class:  
Humpty Dumpty sat on a wall/ Humpty Dumpty had a great fall  
All the king's horses and all the king's men / tried to put Humpty together again
- Ask students to hurriedly come up with one- syllable words from the above poem.  
Pronounce them aloud.  
Answer: sat, wall, had, fall, great, all, king, men, put
- Let students recite the poem 'My School' aloud in class.
- Ask other students to come up with two syllable and three syllable words only after listening to the rhyme.
- Make their syllable break through. That will show their stressed and unstressed parts.  
Colour the stressed parts yellow.  
Answer:
- Two Syllable words: lunchbox, breakfast, etc.
- Three syllable words: none here

## Development

### Activity 1:

- Take cards in different colours.
- Write (with coloured markers) two syllable and three syllable words on them.
- Two syllable words: football, tennis, napkin, publish, picnic, cactus.
- Three syllable words: fantastic, cucumber, basketball, together.
- Mix them together.
- Make two portions on board. Write titles of two- syllable words on one side and three- syllable words on the other side of the board.
- Ask a student to come forward. Pick a card of his choice. Pronounce it aloud.
- Recognize whether it is two- syllable or three- syllable. And put it on the respective side of the board.
- Now call the other students turn by turn and separate the cards after pronouncing and recognition.

### Activity 2:

- Collect a word bank of two syllable and three syllable words.
- Two Syllable words: morning, happy, zebra, panda, number, pizza, water, pumpkin, woman.
- Three Syllable words: calendar, happiness, tomato, September, potato, butterfly, tomorrow, elephant, etc.
- Mix them all and keep them to yourself.
- Divide the class in two groups. Group A and group B.
- Read a word aloud and ask number of the syllables.
- The group that will have more hands raised with correct answers will win.

## Conclusion / Sum up / Wrap up

Recap that:





- A syllable is a part of a word that has a single vowel sound and that is pronounced as a unit. For example: eye, man, act, should = one- syllable words.
- A two-syllable word is a word that when spoken has two specific sounds and three syllable word has got three specific sounds. For example,  
bas-ket = two syllable word.  
sun-flo-wer = three-syllable.

### Assessment:

- Make the students pick and colour the two-syllable words yellow and three-syllable words green to complete the sentences.  
rabbit, elephant, banana, butter, alligator
  - The ..... hid in the burrow.
  - ..... has a huge trunk.
  - I love to eat .....
  - .....’s cage comes first in Lahore Zoo.

### Follow up

- Recite the poem ‘My School’ carefully.
- Make a list of all the two syllable and three syllable words.
- Pronounce them aloud.
- Draw pictures with any 3 two-syllable word nouns taken from inside the poem. For example, lunchbox, book-bag, classroom, etc.

## Unit 8: My School

### Topic: Nouns and Verbs



Duration: 80 Minutes



#### Students Learning Outcomes:

- Recognize and classify into different categories, of some:
- Simple action words
- Naming words from pictures and immediate surroundings for example directions
- (left/right and up/down)



#### Materials:

- chalks/ markers
- white board/ black board
- picture cards
- A 4 size papers in different colours
- (Cut each paper in 4 parts and draw the respective images on them.)
- coloured markers/ pencil colours

### Information for Teachers

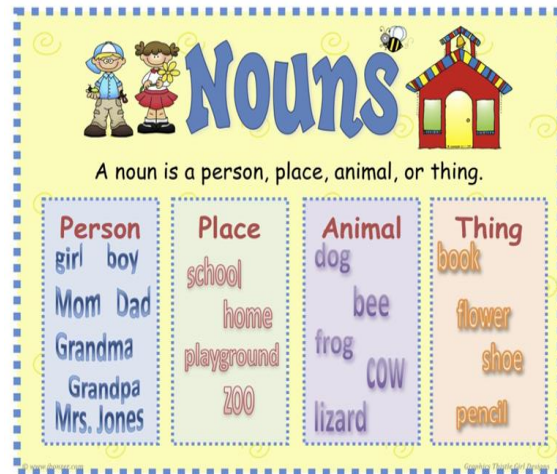
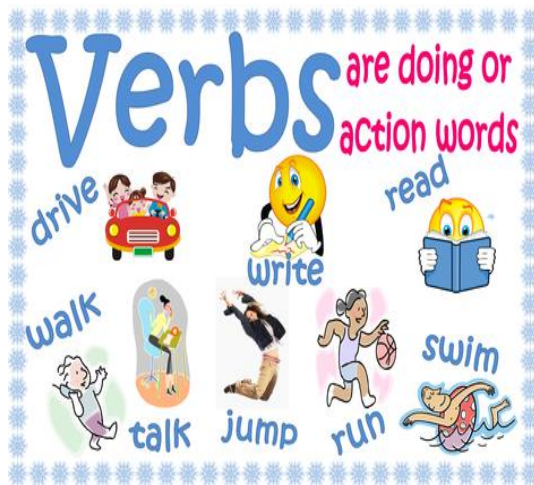
#### Recognition of Nouns and Verbs:

- All naming words are Nouns. For example, person: man, woman, teacher, place: office, town, countryside, Sahiwal, thing: chair, sandwich, iron, etc.
- Give students a word bank and ask them to separate nouns from verbs: playing, finding, drawing, cooking, pencil, plate, bed, Akram, etc.

### Introduction

- The words which show what someone or something is doing are called action words. They are also called doing words and verbs. Examples: eat, sleep, dance, sing, run, fly, clap, touch, walk, play, etc.
- Words which are used as names of persons, animals, places, or things are called Nouns. Everything we can see or talk about is represented by a word that names it. That "naming" word is called a Noun.
- Ask students to recite the poem 'My School' aloud. Take out and separate the action words from verbs.
- Ask students to bring out the same category naming words with these:  
Lunchbox: water bottle  
Book bag: pencil box, classroom

## Development



### Activity 1:

- Arrange a word bank to yourself: cut, hut, fit, sit, stand, chair, table, apple, clinic, school, write, sing
- Make their flash cards.
- Select few students from class and show them these cards secretly.
- Ask them to act in order to make the whole class guess these nouns and verbs.
- For example, if you show the card with the noun, chair, the student will pretend to have become a chair by sitting in the air on chair.

### Activity 2:

- Ask students to take out their notebooks and make a chart like this.

Place	Person	Thing	Animal	Verb
Lahore	Laiba	Lollypop	Lion	Look

- Now teacher will sing the ABC song. A student will stop her. Suppose she stops at the word 'L'.
- Students are supposed to make all the words in the table from the alphabet 'L'.
- And so on.

## Conclusion / Sum up / Wrap up

Recap the use of noun and verb by telling the students that:

- The words which show what someone or something is doing are called action words.
- They are also called doing words and verbs. Examples: eat, sleep, dance, sing, run, fly, clap, touch, walk, play, etc.
- Words which are used as names of persons, animals, places, or things are called nouns.

## Assessment:

- Draw the following table on the writing board.
- Take students' responses and write the verbs from nouns separately.



The Noun-Verb sort

NOUNS		VERBS	
kite	bite	see	mint
key	book	cut	sit
bee	hook	sing	fly

**Follow up**

- Do worksheet.

## Worksheet Nouns and Verbs

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1- Fill in the blanks with the help of naming and action words in the pictures and colour the images.

- Amir is playing .....



- My ..... is red.



- I love my .....



- ..... has a long trunk.



2. Use these verbs and nouns in your sentences accordingly:

Word	Sentence
eat	
friend	
sit	
toy	

## Unit 8: My School

### Topic: Rhyming Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognize and write rhyming words from a poem. Write more rhyming words.



#### Materials:

- Chalks/ markers
- White board/ black board
- Picture cards / A 4 size papers of different colours
- (Cut each paper in 4 parts and draw the respective images on them).

### Information for Teachers

- Two or more words with same sound but different spelling and meanings.
- All rhyming words don't necessarily end at the same spellings.
- Write these two sets on board and ask students if all these are the rhyming words, e.g. cot, rot/ right, write, etc.
- There are two types of rhyming words: one ending at the same sound and spelling; the other ending at the similar sound but not the spelling.
- Ask students to recognize whether any two apparently rhyming words rhyme, e.g. bought and boat don't really rhyme.

### Introduction

- **Definition:**

Two or more words ending with similar sound.

or

Words with same sound but different spellings and meanings.

**Examples:** mite, site/ right, delight etc.

Sound – Same

Spellings & Meaning – Different

- Dictate different words and let students think and make rhyming words with the given word.
- Read the poem 'My School' aloud in class and ask students bring out the rhyming words in this poem in one go e.g., clean, green, smile, while, etc.
- Give clues to students and let them guess the respective rhymes.

For example:

- Guess a poem with the key words: baby, sugar, hahaha.
- Guess a poem making use of these clues: wall, fall, king's horses, etc.

## Development

### Activity 1

- Make picture cards of different rhyming words. e.g., pin, chin, fin, tin, rot, cot, hot, dot, fought, bought, etc.
- Mix them. Distribute them amongst all the students.
- Now ask them with the 'pin' card to go and match it with its respective rhyming word present with any of his other classmates.



### Activity 2

- Pronounce two or more rhyming words at one time in front of the class. Tell the students to show thumbs up if the words rhyme and thumb down if they don't.

For Example:

- When you utter mat and part, they'll show thumbs down because the second last letter is different that doesn't give the same sound.
- Now Pronounce got and boat. Once again students are supposed to make thumbs down.
- Pronounce fought, bought and cot, rot. This time they'll show thumbs up.

### Activity 3

- You can give them octopus card and encourage them to write more words that rhymes with the main word as shown.



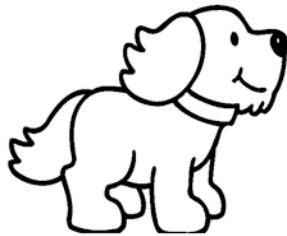
## Conclusion

Recap along with examples that:

- Two or more words with same sound but different spelling and meanings.
- All rhyming words don't necessarily end at the same spellings.

## Assessment:

1. Give students two different sets of rhyming words and ask them to bring a third one to complete the trio.
  - cat, mat, .....
  - taught, hot, .....
  - kit, fit, .....
2. Ask students to match these pictures with the pictures of same rhyming names.



## Follow up

- Re-read the poem “My School”.
- Encircle all rhyming words.
- Write more rhyming words for each pair.



## Unit 9: What a Good Deed!

### Topic: Irregular Sight Words



Duration: 80 Minutes



#### Students Learning Outcome:

- Identify and pronounce common irregular sight words.



#### Materials:

- Chalks/ markers
- White board/ black board
- A 4 size papers in different colours (Cut each paper in 4 parts.)
- Coloured markers/ pencil colours

### Information for Teachers

- Irregular sight words do not spell as they sound. e.g, said, island, etc.
- They don't follow regular spelling rules, e.g. another, mother, friend, why, etc.
- These words do not have a letter sound connection that is normally taught, e.g. right, bite, diet, etc.
- In these words, the sounds of the letters are unique to that word or to a very small number of words, e.g, he, be, me, etc.
- These words are also called the non- decodable words because you cannot give them a sound according to the regular pattern, e.g, maid.

### Introduction

- Ask your class to listen to these lines and pick up the irregular sight words:  
1- I **want** to go out to the market and **buy some** food items for kids.  
2- **My mother** cooks the best dishes for **me**.
- Ask them to open their books, unit – 8. Recite the poem, ‘My School’ aloud in class.
- Ask them to encircle the irregular sight words. e.g, shoes, clean, inside, teacher, great, know, etc.

### Development

#### Activity 1

- Draw this activity on board.
- Divide class in two groups.
- Ask students to make the above given words.



- Give them a time limit of 2-3 minutes.
- Set the timer.
- The group from which more students will solve it before time wins.
- Say each word from the word bank and do the word search by drawing a line around the word to spell it forward, backward, upward or downward.  
*was, put, know, come, find, moan, four*

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

### Activity 2

- Write these words on flashcards.
- Old, parrot, train, cage, cat, chair, fat.
- Make two groups of class.
- Now, call upon few students one by one from class.
- Show these cards to him/her one by one and ask him/her to act or make sound like the given word.
- Rest of the class will guess and write the words.

### Conclusion / Sum up / Wrap up

- Recap the concept of irregular sight words.
- Tell the students that irregular sight words do not spell as they sound. e.g. said, island, etc.
- They don't follow regular spelling rules. e.g. another, mother, friend, why, etc.
- These words do not have a letter sound connection that is normally taught. e.g. right, bite, diet, etc.

### Assessment:

Write the following paragraph on the board.

- Ask students to read it and identify the irregular sight words.
- After taking students' responses, make corrections on the spot.

My mother has a pet parrot. It is green and yellow in color. It loves to eat from my hands.

**Answers:**

mother	other, brother
my	by, fry
parrot	carrot
eat	neat

### Follow up

- Do the worksheet.

## Worksheet

### Irregular Sight Words

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Complete these sentences by using the suitable sight words from the word bank and color the images.

teacher

shoes

train

giraffe

naughty

- I love to travel by .....



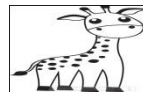
- These are my .....



- My mother is a .....



- I love to feed a .....



- You are a ..... baby.



## Unit 9: What a Good Deed!

### Topic: Punctuation Marks



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognize that a sentence ends with some form of punctuation, i.e., full stop, question mark or exclamation mark.



#### Materials:

- Chalks/ markers
- White board/ black board
- A 4 size papers in different colours (Cut each paper in 4 parts.)
- Coloured markers/ pencil colours

### Information for Teachers

- Punctuation marks are symbols that help make the meaning of sentences clearer by separating words and sentences, like full stop, question mark, exclamation mark, etc.
- **Question mark** is used at the end of a sentence when asking a question. For example, where are you going?
- **Period (or full stop or full point)** is used to mark the end of a sentence that is a complete statement. It shows a long pause before a new or a fresh sentence begins. For example, My name is Aslam and I am a doctor.
- **Exclamation Mark** is used to show strong feelings such as anger, surprise, or joy.

## Punctuation Marks

**!** Exclamation**●** Full Stop**,** Comma**?** Question Mark

### Introduction

- Ask students to share any good deed/task they did this week. Write at least one deed on the board with proper punctuation (capital letter to begin sentence, full stop to end the sentence).



- Open page 88, ‘A Good Deed,’ and encircle any two sentences with full stop and any two with question mark.
- Ask the students to check their prior learning about when to use full stop, question mark or exclamation mark.
- Make a chart of the punctuation marks (see information for teachers) and display in class.

## Development

### Activity 1

- Make 6 flash cards. On two flash cards write statements with full stops at the end, two flash cards with questions and two flash cards with sentences having exclamation marks. For example,

Simple statements with full stops.

1- Monkey is eating a banana.

2- I am very hungry.

Sentences with question marks.

1- Are you sleeping?

2- Where are your going?

Sentences with exclamation marks.

1- Wow! That rose is so beautiful.

2- Oh no! I again lost the game.

- Now call forward few students to perform the activity.
- Show them the cards one by one and ask them to read the sentences with expressions.
- Ask the rest of the class to guess the punctuation mark used in each sentence.
- After guessing, paste the flash cards on the board. All students write the sentences in their notebooks with correct punctuation marks.

### Activity 2

- Ask students to sit in pairs.
- Take out their note books and write these sentences on the board.
- QUESTION: Put the correct punctuation marks to complete the sentences.

.	?	!
---	---	---

1. I am going to school with my grandfather
2. I can see a small fish in the sea
3. Rani is going with her bag
4. Hurray
5. Does bear love honey
6. Wow
7. Are you sleeping
8. Should we go out today
9. What is the matter with you

- Ask students to exchange their work with their partner and check each other’s work.

## Conclusion / Sum up / Wrap up

- Draw the punctuation marks on the writing board.
- Ask students to name them.
- Tell briefly the function of each punctuation mark.



## Assessment

- Write the following sentences on the board.
- Ask students to unscramble the words and write correct and complete sentences.
- First sentence should be with full stops.
- Convert the sentence into question and then exclamation. (First sentence has been done for you for your understanding)

1- Field/ there/ rabbits/ in / are/ the

Statement: There are rabbits in the field.

Question: Are there rabbits in the field?

Exclamation: Wow! I can see rabbits in the field.

2- lake/ in/ the/ water/ cold/ the / is

Statement:

Question:

Exclamation:

3- good/ is/ this/ a/ book.

Statement:

Question:

Exclamation:

## Follow up

- Make two sentences using each: question mark, exclamation mark and full stop.

## Unit 10: An Ant and a Dove

### Topic: Questioning Words



Duration: 80 Minutes



#### Students Learning Outcomes:

- Use questioning words: what, who, where, when, why.



#### Materials:

- Chalks/ markers
- White board/ black board
- A 4 size papers of different colours (Cut each paper in 4 parts.)
- Coloured /markers/ pencil colours

### Information for Teachers

- The question words are the words that are used to ask questions such as what, when, where, who, why. They are sometimes called *wh*-words, because in English most of them start with *wh*.
- **What** is used for a thing (when there are many things).
- **Who** is used for a person.
- **Where** is used for a place.
- **Why** is used for a reason.
- **When** is used for a time.

<p><b>Who</b> is a person</p>	<p><b>What</b> is a thing or an action</p>	<p><b>When</b> is a time</p>
<p><b>Where</b> is a place</p>	<p><b>Why</b> is the reason something happened</p>	<p><b>How</b> is a number, or the way something is done</p>



## Introduction

- Ask students what makes a sentence a question? (possible answers: question mark, words that start a question).
- Read the story ‘An Ant and a Dove’ in class and convert first four sentences into questions.

## Development

### Activity 1:

- Divide class in two groups.
- Make the following cards:

winter	home
cap	mom
rat	blue
school	foot

- Give this card to any one student from each group.
- Make the student ask different questions from his group fellows until they guess the words one by one mentioned in the card and put a tick against the word.
- For example, to let them guess the first word on the card, winter, he will ask questions, like, when do we wear sweaters? They can say when it is cold. Then he will ask more questions to get the exact word.
- If they are unable to guess the right word even after the second question, he will put a cross.
- Give them a time limit of ten minutes.
- The group with more ticks after ten minutes will win.

### Activity 2:

- Give students a word bank and ask them to make as many questions as they can make in the given time, 10 minutes. (School, mama, homework).  
For example,
- Where is your school?
- When do you come back from school?
- The one who will make more questions in this time will win.

## Conclusion / Sum up / Wrap up

- Recap the use of question words.
- Ask students to give examples.

### Assessment:

- Write the following sentences on the board.
- Ask students to tell the correct question word to fill in the blanks.  
**when, why, where, who, what**
- ..... are you going?
- ..... is your name?
- ..... do you eat dinner?
- ..... is your mother?
- .....do you go to school?

## Follow up

- Make questions from the question words in notebook.



## Unit 10: An Ant and a Dove

### Topic: Use of Comma (,)



Duration: 80 Minutes



#### Students Learning Outcome:

- Recognize and add comma for a series of items in a sentence and after yes and no in short formal dialogues, e.g. *yes, thank you, etc.*



#### Materials:

- Chalks/ markers
- White board/ black board
- A 4 size papers in different colours (Cut each paper in 4 parts.)
- Coloured markers/ pencil colors

### Information for Teachers

- Commas are used to separate three or more items in a series.
- These items or words can be nouns, verbs, or adjectives.  
Example: Asma has a pencil, an eraser, a scale, and a notebook in her bag.
- In a series of three or more items, comma should be used after each item except the last one.  
Example: The dog is black, brown, and grey.
- Commas are also used in short formal answers or dialogues.  
Example: Will you take me to the market with you?  
Response: Yes, why not.

### Introduction

- Ask students to make a list of house chores they help or see their mothers do and separate them with commas. For example: cleaning, dusting, mopping, etc.
- Take responses from 2-3 students. Ask other students to confirm if the responses are correct.
- Ask students to open page 101, 'An Ant and a Dove.'
- Explain the use of comma given in exercise iii and iv.

### Development

#### Activity 1:

- Write the following words on the board:



*table, hair clips, chairs, books, earrings, mango, apple, bangles, bananas*

- Ask them to make sentences for each category putting commas wherever required using a series of things from the list in their notebooks.
- For example: one category is table, chair, and books. They make a sentence using these words.

**Activity 2:**

**Write sentences on a sheet and ask students to complete. (Teacher can pick all or select at least 5).**

- Put commas where needed:
  - 1- Dogs, **cats**, and fish make good pets.
  - 2- We need to take shoes shirts and pants.
  - 3- Aslam Rahat and Amin will go to the shop today.
  - 4- My bag is full of Urdu English Maths and Islamiyat books.
  - 5- Yes I am done with my homework.
  - 6- No I don't want to eat pizza.

**Conclusion / Sum up / Wrap up**

- Recap the use of a comma repeating a few examples.

**Assessment:**

- Write the following on the board.
- Take students' responses to complete each sentence using a comma.
- Take responses and make corrections on the spot.

1- Maham's list:  
 hairbrush  
 clips  
 pins

In Maham's bag you will always find

.....

2- Aalia's list:  
 Chart paper  
 Markers  
 Glue  
 Tape

Aalia carried

.....

along.

3- Father's list:  
 suspense  
 Horror  
 mystery

My father's cupboard is full of

..... novels.

**Follow up**

- Do exercise iii on textbook page 101.

## Unit 11: Love for Parents

### Topic: Weak Forms



Duration: 80 Minutes



#### Students Learning Outcome:

- Pronounce the weak forms of ‘a’, and ‘the’ in simple phrases and of ‘be’ in contractions.



#### Materials:

- Chalks/ markers
- White board/ black board
- A 4 size papers of different colours/ any page

### Information for Teachers:

#### Weak forms of ‘a’ and ‘the’

- There are many such words that are pronounced in unstressed way that is called their weak forms.
- Generally, these words are the articles, (a, the) because these aren’t the content words. For example, He’s a hardworking student.
- In this example, *hardworking* and *student* are the main content, stressed words, while ‘a’ is the unstressed, weak form.
- Here ‘a’ isn’t pronounced as its actual sound rather as a very short sound of ‘a’.
  - Example: There is no shirt in the closet. Here ‘the’ is pronounced in its weak form as ‘the’.
  - Example: This is the fastest car I always wanted to buy. Here ‘the’ is pronounced in its strong form as ‘thee’.

#### Weak Forms of ‘be’ in contractions:

- The short form of ‘be’ becomes when we skip a letter to make two words short together. For example: I am becoming (*I’m*), they are (*They’re*) in short form of ‘be’ and these short forms are pronounced in their weak forms.

### Introduction

- Ask the students to open textbook page 105.
- Explain the use of weak forms of articles “a” and “the” in contractions and weak forms of “be”.
- Explain the usage with the help of the given examples to clarify the concept.



## Development

### Activity 1:

- Write a short dialogue on an A4 size paper/ regular page:  
Student A: Where are you going?  
Student B: I'm going to the market with my father.  
A: What do you want to buy?  
B: I need some grocery for mama and sister. They're waiting home.  
A: I'm also coming with you. I want to buy something for younger brother. He's also waiting.  
B: Sure, why not.  
A: Let's tell our moms we're coming back in a while.  
B: Yes, please.
- Call upon any two students.
- Ask them to divide the roles and say these dialogues in front of the class by clearly pronouncing the contractions.
- Divide the class in four groups.
- Encourage them to write such short dialogues with the help of one another making use of contractions and read them aloud before the class and the teacher.
- Once the students come forward and read aloud, make corrections where required.

### Activity 2:

- Write these sentences on the paper cards.
- Divide students into pairs.
- Provide every pair with the paper card.
- Ask them to read the sentences, taking turns, pronouncing the weak forms of 'be' in contractions:
  - 1- I'm trying to do my homework.
  - 2- He's a nice teacher.
  - 3- She's my best friend.
  - 4- They're going to the market.
  - 5- It's a homemade cake.
  - 6- You're the best father ever.

### Activity 3:

- Write these statements on board:
  - 1- I love to eat the black grapes.
  - 2- This is a small car.
  - 3- Red shirt is the right colour I want to wear today.



- 4- He is a school principal.
  - 5- This is not the topic I want to write on.
- Ask students to raise their hands if they know the weak forms in these lines.
  - Call them one by one and ask them to underline the weak forms of ‘the’ and ‘a’ and read them aloud.

### Conclusion / Sum up / Wrap up

- Recap the weak forms of articles “a” and “the” in contractions and the weak forms of “be” repeating the examples.

### Assessment:

- Write the following sentences on the board.
- Call a few students randomly and ask to read aloud the following sentences pronouncing ‘a’ and ‘the’ as their weak forms:
  - 1- The tree is full of apples.
  - 2- Where is the pink hat?
  - 3- This is a wild cat.
  - 4- Maham is a kind teacher.

### Follow up

- Do the worksheet.



## Worksheet

### Weak Forms

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Make the contractions of 'be'.

1- I am going to school.

.....

2- They are all my good friends.

.....

3- It is a new car.

.....

4- He is the best teacher.

.....

## Unit 11: Love for Parents

### Topic: Command and Request



Duration: 80 Minutes



#### Students Learning Outcome:

- Use and respond to simple sentences showing requests and command, both physically and in their speech.



#### Materials:

- Chalks/ markers
- White board/ black board
- A 4 size papers in different colors (Cut each paper in 4 parts.)
- Coloured markers/ pencil colours

### Information for Teachers

#### Command:

- In command we ask someone to do something.
- The sentence containing a command is called an imperative sentence.
- An imperative sentence begins with a verb and ends with a full stop.
- In these types of sentences, subject is always you, but it is not clearly stated.

#### Request:

- Request is a humble act of asking someone to do or say something.
- We, in our daily life use different ways to make requests.
- Making request to other for a favour puts a polite and soft effect on them.

### Introduction

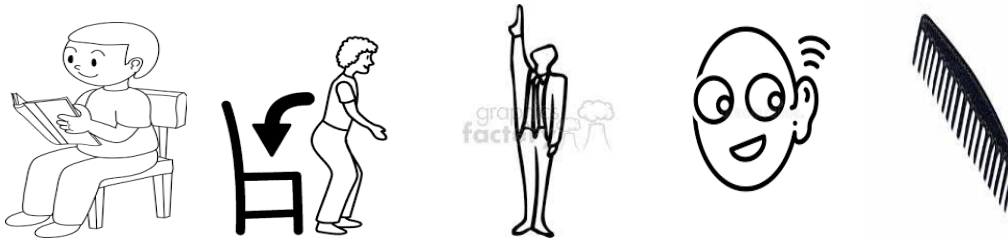
- Ask students to open textbook page 108.
- Read the sentences aloud and explain the use of commands and requests to students.
- Ask students to share some commands and requests.
- Take students' responses and make corrections on the spot.

### Development

#### Activity 1:

- Take 15 flash cards.
- Draw on them the following images, three times each, or get their prints.
- Make three groups in class.

- Divide these cards in each group.
- Ask them to make a command and a request from each picture.



- For example, from first picture:  
Request: Please sit and read something.  
Command: Read and don't move.

### Activity 2:

- Make flash cards. Write on them: read it, write, learn, look at the board, drive the car, go out, come in, cook an egg, etc.
- Call upon a student.
- Show him cards one after the other.
- Tell him to act upon these words. And do the actions of command and then request.
- Let the rest of the class guess what he/ she is trying to tell them.
- Practice this with few more students.

### Conclusion / Sum up / Wrap up

Recap the following:

- We use requests and commands in our daily life conversations.
- In command we ask someone to do something.
- Request is a humble act of asking someone to do or say something.

### Assessment

- Say the following sentences one by one.
- Ask students to identify and name each sentence as “request” or “command”.
- Take students’ responses and make corrections on the spot.
  1. Open the door.
  2. May I have your color pencils, please?
  3. Sit down.
  4. Could you pass me my book?
  5. Complete your class work.
  6. Would you come with me, please?

### Follow up

- Write 2 requests and 2 commands in notebook.



## Unit 12: Seasons

### Topic: Pre-reading and Post-reading



Duration: 80 Minutes



#### Students Learning Outcome:

- Use pre-reading strategies to predict the poem by looking at picture(s) in the text.



#### Materials:

- Chalks/ board marker
- White board/ black board
- Scissors
- A 4 size papers of different colours (Cut them into five/ six strips each.)
- Six disposable cups or baskets/trays or any object that can hold the five strips
- Glue

### Information for Teachers

- Using picture story can help get children ready for reading comprehension. Children can easily understand meaning from a picture and guess the events that may occur in the story. This stimulates their thinking ability.
- Encourage the students to talk about the picture, what they can see is happening or depicted in the picture. Help them describe the picture events or items using adjectives, verbs, pronouns. Make sure you help them explore their background knowledge of the grammar concepts taught earlier and describing in complete and correct sentences.

### Introduction

- Ask students to open the unit 12, page, 112.
- Let them guess the weather in this picture.
- After taking students' responses, tell them that in this poem they are going to read about seasons.
- Read the poem, 'Seasons' aloud in class. One or two students can do this.
- Few volunteer students describe it in three words.  
For example, weather, sunny, freshness etc.

### Development

#### Activity 1

- Divide the class in groups of four students each.



- Make a table on the board with 4 columns. One column for each weather. (look at the sample example given below).
- Give them 10 minutes to add vocabulary related to each weather.
- In order to be clear about the difference between all four weathers, students can also have a detailed look at the picture on page-114.

Spring	Summer	Autumn	Winter
flowers	sunny	falling of leaves	cold
butterflies			snow
new buds			dryness
breeze			warm clothes

### Activity 2

- Ask students about their most favourite weather.
- Let them draw it in the way they spend it with their family.
- Ask them to color the picture they have drawn.
- Have few of them stand up and describe the picture in their own words.

### Conclusion / Sum up / Wrap up

#### Recap the following points:

- Pictures of a lesson help predict and understand the content of a lesson.
- After reading a lesson, we can answer different questions to assess our understanding of the text.

### Assessment

- Ask students if they liked the poem.
- After taking their responses, ask them to tell three reasons for liking it.  
For example: I liked the poem because;
  - 1- It tells us about all the weathers we have.
  - 2- It talks about my favourite cold drinks.
  - 3- It gives a very clear picture detail.

### Follow up

Do exercise iii on textbook page 114.

## Unit 12: Seasons

### Topic: Permissions



Duration: 80 Minutes



#### Students Learning Outcomes:

- Articulate, recognise and use some formulaic expressions to seek permission to do something.



#### Materials:

- Textbooks, worksheet, writing board

### Information for Teacher

- Most polite words and phrases use modal verbs such as: may, can, could, etc.
- Clarify that when other verbs follow these models, they take first form of verb e.g. May I come? Could you give me...? Can you bring... etc.
- Intonation: Rise and fall of voice to express different feelings and emotions and to emphasize word or a phrase.
- Formal and Informal context: Some social settings require more formal ways of requesting: e.g. with elders, teachers, strangers.
- Even with friends and people of same age know to us we use polite but less formal ways of asking for permission.

### Introduction

- Greet the students.
- Introduce the topic: Permissions
- Elicit from the students some instances and situations where they have to ask for permission.
- Wait for their response.
- Possible answers can be: to drink water, to go somewhere, to use someone else's things, to borrow something, etc.
- Steer the discussion towards seeking permission outside of the school situation.
- Ask them to think of situations where we have to seek permission from others like neighbours, siblings, parents, friends etc.

### Development

#### Activity1

- Ask the students to open their Grade 2 English Textbook to page no. 115.



- Read the dialogue out loud with proper pronunciation and intonation.
- Ask the students to read after you.
- Tell them to practise the dialogue with their partner.

### Activity 2

- Ask the students to think of the words and phrases we use to seek permission.
- Wait for their responses.
- Make a list of the words on the writing board.
- Explain that *most polite words and phrases use modal verbs such as: may, can, could, etc.*
- Also explain that we need to seek permission in formal and informal contexts. At times we have to ask permission of our friends.
- Ask them to think of the expressions they use in class to seek a teacher's permission:
  - May I drink water?
  - May I go to the washroom?
  - May I answer?
  - Can I talk to my friend?
  - May I go outside?
- Now ask the students to think of situations where we seek permission of our friends?  
*Possible answers:*
  - *May I borrow your pencil?*
  - *Can I take your book?*
- Now divide the students into groups.
- Give them the following situation: you have to seek permission for different things from your father/mother/neighbor/grandfather depending on the situation).
- Seek and respond to permission in the following cases:
  - a. You want to go to visit a historical place.
  - b. You want to buy a new bicycle.
  - c. You want to buy a new set of pencils.
  - d. You want to buy a new school uniform.
  - e. You want to borrow your neighbor's bicycle for a day.
  - f. You want to use your grandfather's radio for another.
- Ask the students to sit in groups and prepare a dialogue.
- Each group has to be given a new situation.
- Ask the students to refer to the words/phrases discussed earlier.
- Invite each group to perform their dialogue.
- Appreciate them for their efforts.

### Activity 3

- Distribute the worksheet/ write the sentences on the writing board and ask the students to turn the given phrases into permissions by using May I or Can I.
- Each student has to attempt the worksheet independently.
- Monitor the students while they are at work.

### Conclusion / Sum up / Wrap up

- Ask the students why do we need to seek permission?
- Do we need to seek permission only from our elders?



### Assessment:

- Ask the students to show a ‘thumbs up’ sign when they hear a sentence seeking permission and a ‘thumbs down’ when it is not an expression of seeking permission.
  - May I go outside?
  - Do you have a ruler?
  - When will you come tomorrow?
  - Can you come to my home tomorrow?
  - May I borrow your book?
  - Can I get a new bicycle?

### Follow up

- Practise taking permissions.



<b>ENGLISH-II</b>		
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جملہ حقوق بحق ناشر قائد اعظم اکیڈمی فار ایجوکیشنل ڈویلپمنٹ پنجاب محفوظ ہیں اور اس پر حقوق نسخہ کے تمام قوانین نافذ العمل ہیں۔ اس کتاب کو معزز اساتذہ بچوں کی تدریس کے امدادی مواد کے طور پر استعمال کر سکتے ہیں لیکن اس کے مواد کے کسی حصے یا پوری کتاب کو از خود بغیر اجازت چھپوانا ممنوع ہے ایسی صورت میں ادارہ ہذا قانونی چارہ جوئی کا حق رکھتا ہے۔

## English Teachers' Guide



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