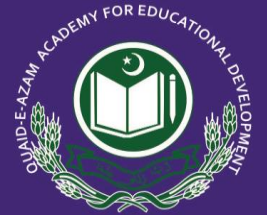


PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

# Teachers' Guide

## Lesson Plans

Grade  
**3**



# 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,  
The 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-III		
Sr. No.	List of Selected Student Learning Outcomes (SLOs) & Unit of Textbook	No. of LPs
<b>Unit 1: All are Welcome</b>		
1	practice class talk to learn formulaic expressions for efficiency in speaking English.	1
2	recognize and articulate soft sounds of the letter c and g.	1
3	recognize and pronounce with reasonable accuracy two-constant clusters 'sh' and 'st' in initial and final position.	1
4	demonstrate convention and dynamics of oral interactions in group to exchange courtesies to show respect.	1
5	recognize general naming words as common nouns and particular naming words as proper nouns.	1
<b>Unit 2: Gifts of Nature</b>		
6	pronounce long and short vowels.	1
7	make simple sentences by using sv (subject and verb).	1
<b>Unit 3: The People I Love</b>		
8	use pre-reading strategies to predict by looking at placards, pictures and the titles of the text. apply critical thinking to interact with the text using while and post reading strategies.	1
9	recognize and pronounce the weak form of has and have and their negative forms.	1
10	illustrate use of different forms of the verb 'has' and 'have' with their negative forms and corresponding pronouns.	1
11	classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter).	1
12	write simple instructions and directions.	1
<b>Unit 4: Kindness to Children</b>		
13	identify describing words as adjectives.	1
14	use appropriate conjunctions e.g., and, but, or and because to join sentences within a paragraph	1
15	identify the basic elements of a story; a beginning, a middle and an end, characters, place and time.	1
<b>Unit 5: Road Safety</b>		
16	recognize and pronounce weak form of do, does, don't and doesn't in contractions to develop fluency of speech.	2
17	identify and differentiate between countable and uncountable nouns.	1
18	demonstrate the use of the verb can/cannot to show ability and inability.	2



<b>Unit 6: The Day of Silence</b>		
<b>19</b>	recognize and apply spelling change in plural forms of nouns.	<b>2</b>
<b>20</b>	identify 'a' or 'an' as articles. identify and use the definite articles 'the'.	<b>1</b>
<b>Unit 7: I Like to Play</b>		
<b>21</b>	recognize and pronounce with reasonable accuracy, common two-consonant clusters in initial and final position 'sp' and 'cr'	<b>2</b>
<b>22</b>	locate, identify, differentiate between and use some simple pair of words including homophones.	<b>1</b>
<b>23</b>	make notes and develop a mind-map as a guided task.	<b>1</b>
<b>24</b>	describe pictures for details linked to action verbs.	<b>1</b>
<b>25</b>	write guided short informal invitations to friends and family members	<b>2</b>
<b>Unit 8: Saving Resources</b>		
<b>26</b>	recognize and pronounce the weak forms of 'do' and 'have' in contractions.	<b>2</b>
<b>27</b>	illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (i, we, you, he, she, it, they).	<b>2</b>
<b>Unit 9: My Culture- My Pride</b>		
<b>28</b>	classify, pronounce and practice short vowel 'e'.	<b>1</b>
<b>29</b>	understand the syllabic division of a word for learning words meanings	<b>1</b>
<b>30</b>	recognize that action takes place in time (present, past and future)..	<b>2</b>
<b>31</b>	write an expository paragraph explaining a process or procedure	<b>2</b>
<b>Unit 10: Our Family Picnic</b>		
<b>32</b>	explain simple position on a picture, illustration or a map	<b>1</b>
<b>33</b>	recognize and use apostrophes to show possessions.	<b>1</b>
<b>34</b>	recognize and use words with, in, over, from, into and out of (prepositions).	<b>1</b>
<b>35</b>	demonstrate the use of the verb can/cannot to show ability or inability	<b>1</b>
<b>36</b>	make a list of items (e.g. vocabulary) required for a given task /topic.	<b>1</b>
<b>Unit 11: Healthy Habits</b>		
<b>37</b>	pronounce syllables for stress of the word	<b>1</b>
<b>38</b>	reproduce in speech appropriate patterns of rhythm, stress, and intonation through listening to a story.	<b>1</b>
<b>39</b>	recognize function of simple 'wh' forms used in questions. identify and use question words why, how, who, whose, which, where etc.	<b>1</b>
<b>40</b>	recognize and use actions with prepositions 'before' and 'after.	<b>1</b>
<b>41</b>	recognize and use words opposite in meaning.	<b>1</b>



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**Unit: 1 All are Welcome**  
**Topic: Class Talk**

Duration: 40 Minutes

**Students Learning Outcomes:**

- Practice class talk to learn formulaic expressions for efficiency in speaking English.

**Materials:**

- textbook

**Information for Teachers:**

- Tell the students that they are going to play a game.
- Tell them that I will give them some instructions.
- Instruct them that if the instruction includes “Simon says”, follow the instruction.
- Instruct them that if the instruction is without “Simon says”, don’t follow that instruction.
- Check students’ understanding by asking questions such as, what will you do if the instruction includes “Simon says”?
- Make sure that all of them have understood the game rules.
- Give the following instructions:
  - Simon says stand up.
  - Sit down.
  - Simon says open your books.
  - Simon says sit down.
  - Close your books.
  - Simon says come in front of the class.
  - Go back to your seats.
  - Simon says go back to your seats.
  - Close the window.
  - Open the door.
  - Simon says to switch off the lights.
- Tell them that these are simple classroom instructions.
- Ask them if they enjoyed the game.

**Introduction:****Activity 1:**



- Ask the students what they say on meeting someone.
- Write students' responses on the board. Students' responses may include: Good morning, Assalam-o-Alaikum, Good evening, Good afternoon, How are you? How do you do? etc. (You can add more responses)
- Now ask them what they say on leaving someone? Students' responses may include: Allah Hafiz, Goodbye, see you later, It was nice to meet you, etc. (You can add more responses)
- Tell them that using these words while meeting or leaving someone shows respect for others.
- Tell them that these polite words are called greetings.
- Divide the students into pairs.
- Open textbook page 5 and conduct activities I and II.
- Allot them five minutes to practice greetings in pairs.
- Tell them that we should use these greetings to give respect to others.
- Supervise their practice in pairs.
- Give feedback/make corrections on the spot.

### Activity 2:

- Tell the students that there are many ways to ask, permission or make requests.
- Write some of the ways on the board:
  - May I go to the toilet? (Yes/ Yes, you may)
  - May I ask a question? (Sure, go ahead)
  - May I sit? (Yes, please)
  - May I use your pencil please? (Yes, Sure/ Sorry I am using it myself)
  - Can you please give me your book for a day? (Yes, Sure/ Sorry I am using it myself)
- Ask two volunteers to come in front of the class and demonstrate some of the questions.
- Give them 2-3 minutes to practice these questions.
- Give feedback/ make corrections on the spot.

### Activity 3:



- Make two teams of the class.
- Instruct them to make two rows facing each other.
- Ask members of team A to give simple instructions to their partners standing in front of them (sit down, stand up, open your book, etc.).
- Instruct the members of team B to follow the instructions.
- Give them two minutes for this activity.
- Now ask team B to give instructions and Team A to follow.
- Give them two minutes.
- Monitor and facilitate the students.
- Give feedback/ make corrections on the spot.

### Development:

- Ask following questions as an assessment for learning:
  - You are leaving after meeting with your friend. What would you say? Ans: (Good bye/ See you later/ It was nice to meet you)
  - You want to borrow your friend's pencil. What would you say?  
Ans: May I use your pencil please? / Can you please give me your pencil?
  - You want someone to open the window. What would you say?  
Ans: Would you please open the window?
- Give feedback/ make corrections on the spot.

### Follow up:

- Practice simple instructions and greetings with your brother/sister at home.

## Unit: 1 All are Welcome

### Topic: Soft Sounds of ‘c’ and ‘g’



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and articulate soft sounds of the letter ‘c’ and ‘g’.



#### Materials:

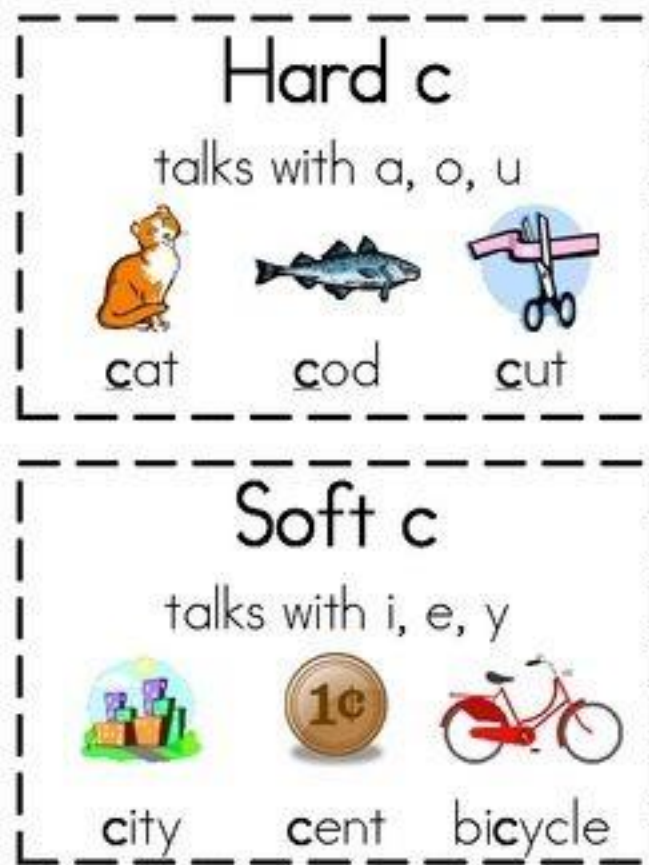
- chart/ simple paper marker

#### Information for Teachers:

- The letter “c” has two different sounds.
- The hard letter “c” sounds like a “k” as in **cold**.
- The soft letter “c” sounds like an “s” as in the city.
- The letter ‘g’ also has two different sounds like the hard sound as in **gate** and soft sound as in **gem**.

#### Introduction:

- Take a chart paper.
- Make small pieces of that paper.
- Distribute one piece of paper to each learner in the class.
- Tell the learners to write only one word having the letter “c” in it (in the beginning, middle or at the end). Give them 1 minute to think and write.
- Ask them to stand up and make a circle around the class.
- Ask them to say the word written on the paper one by one.
- Tell them to note the sound of letter ‘c’.
- Tell them that the letter “c” has hard and soft sounds.
- Give examples of hard and soft “c” in words to clarify the concept.
- Get feedback from 3-4 learners about the letter ‘c’ sounds (difference/ similarity).
- Give feedback.



Explain that if letter ‘c’ is followed by letters ‘i’, ‘e’ and ‘y’, it will give soft sound and if letter ‘c’ is followed by letters ‘a’, ‘o’ and ‘u’ it will give a hard sound.

**Activity 1:**

- Make groups having 4-5 learners in each group (be inclusive)
- Draw the following chart on the whiteboard
- Write the following words from activity ii, page 4 of English textbook.

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

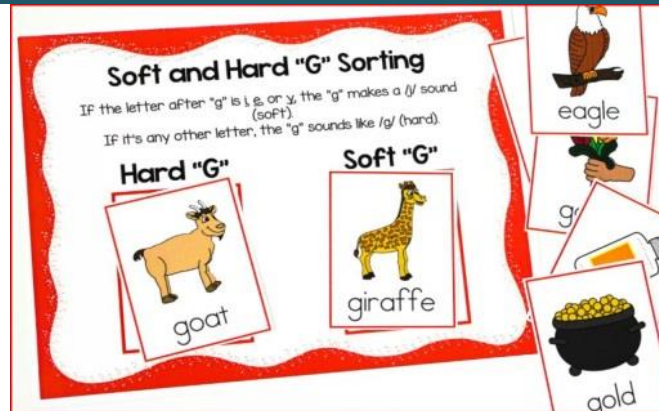
Soft “c” Sounds	More examples (2-3)

- Instruct them to look at the whiteboard and draw the given table on their notebooks.
- Tell them to separate the given words according to soft sound of letter ‘c’. in column 1 and add more examples in column 2.
- Give them 5 minutes to complete the activity.



- Give them a clue to start (note starting time).
- Monitor the groups as a facilitator.
- Stop them when the time is over.
- Ask the leader of each group to share their words loudly with the other groups.
- Give constructive feedback and model again, if required, for timely improvement.

### Activity 2:



- Ask the learners to get ready with their notebooks and pencils.
- Tell them to do the activity individually.
- Write the following mixed words from textbook page 4 with soft and hard sounds of letter 'g' on the whiteboard.

*germ, girl, leg, giant, grant, orange, frog, eagle, pigeon, grass, page, gas*

- Ask the learners to read the words written on whiteboard and choose the words which have soft 'g' sound like in 'giraffe'.
- Give them 5 minutes to complete the activity.
- Take feedback (whole class)- ask randomly from 5-6 learners.
- Explain the rule that if the letter after 'g' is 'i', 'e' or 'y', it will give a soft sound otherwise it gives a hard sound.
- Give more examples to clarify the concept.

### Development:

- Say words with hard and soft sounds of letters 'c' and 'g'.
- Say 4-5 words loudly with short intervals e.g. (give, angel, car, ice, cage).

### Assessment:

- Say the following words one by one.
- Ask the student to say 'yes' if the word gives soft sound of letter 'c' or 'g' and say 'no' if the word does not give soft sound.
  - a. germ
  - b. cement
  - c. care
  - d. craft



e. grey

- Give feedback/ make corrections on the spot.

### Follow up:

- Make a list of 10 words having soft 'c' sound and 10 words having soft 'g' sound. Take help from your textbook.
- Display a chart of hard and soft sounds of letter "c" and "g" in the class.

## Unit: 1 All are Welcome

### Topic: Consonant Clusters



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and pronounce with reasonable accuracy two-constant clusters 'sh' and 'st' in initial and final position.



#### Materials:

- pictures of "ch" and "st" words
- chart papers cut in small square pieces

#### Information for Teachers:

- All the letters of English Language besides vowels are called consonants.
- When we combine two or three consonants, they make a consonant cluster.
- Cluster means a group, bunch or collection.
- A consonant cluster in a word is a group of consonants with no vowels between them.
- The longest possible cluster in English is three consonant sounds at the start, such as 'splash', and four at the end, as in 'twelfth'.
- Initial consonant clusters are the sounds that are found at the beginning of English words. They are called clusters because each of the sounds in a cluster can be heard.
- Examples of common two consonant clusters in the beginning of a word are 'br', 'bl,' 'sc', 'ch', 'sh'
- Final consonant clusters are the sounds that are found at the end of English words, as; examples of common two consonant clusters in final position of a word are, as; 'st', 'sk', 'sp', 'pt', and 'ft'.
- While teaching the lesson, do consult textbook at all the steps where it is required.

#### Introduction:

- Explain to your students that today they will learn about consonant clusters, which are two or three consonants that come together to make a different consonant sound.
- In particular, tell them that they will discuss a special type of blend called a consonant digraph, where two consonants combine to make one sound.
- Write the consonant clusters 'st' and 'sh' on whiteboard.
- Tell the students to think about words starting with these initial clusters.

- Write the students' answers on the whiteboard. Expected answers may be (student, stick, star, ship, sheep, shirt, etc.).
- Tell them that consonant clusters can also come at the final stage of a word. Give them examples (best, past, last, fish, bush, wish, etc.).
- Explain the difference between consonant clusters and digraphs.
- If two or three consonants come together and give their separate sounds, they are called consonant clusters as 'st' in student.
- If two consonants come together and make a new whole sound, they are called digraphs as 'sh' in ship.
- Tell them that today they are going to learn only 'st' and 'sh' consonant clusters.

## Development:

### Activity 1:

- Show the pictures or models of the following things one by one and ask their name (brush, shoe, shirt, shampoo, fish, etc.).
- Write the names on the whiteboard.
- Underline 'sh' at beginning and end of the words.
- Tell them that letters 's' and 'h' are giving one sound.
- Demonstrate the sound shhhhhhh.
- Ask the students to repeat the sound.
- Make drill of "sh" words.



### Activity 2:

- Write the following words on the whiteboard:  
star, nest, stool, list, stapler, stamp
- Underline the 'st' consonant cluster in the words.
- Ask the students to pronounce the words one by one and tell if letters 's' and 't' are giving the same sound or separate sounds.
- After taking students' responses, tell them about initial and final clusters along with the above-given examples.

### Activity 3:

- Make groups having 4-5 learners in each group.
- Provide each group with 10 small square pieces of chart papers.
- Tell them that they are going to work in groups to complete the missing letter words.
- Write the following words with blanks on the whiteboard.
  - a. \_\_\_\_irt
  - b. di\_\_\_\_
  - c. te\_\_\_\_\_
  - d. \_\_\_\_\_art
  - e. fir\_\_\_\_\_
  - f. \_\_\_\_\_op
  - g. \_\_\_\_\_ark
  - h. bu\_\_\_\_\_
  - i. \_\_\_\_\_and



j. \_\_\_\_\_raw

**Answers** (shirt, dish, test, start, first, shop, shark, bush, stand, straw)

- Ask students to write meaningful words by adding 'sh' or 'st' at the beginning or the end of the words.
- The group that completes first, will be the winner.
- Give them 5 minutes to complete.
- Ask group representatives to share their answers.
- Appreciate the students' work.
- Make corrections on the spot.

### Assessment:

- Recap the use of consonant clusters at the initial and final position in a word.
- Encourage students to share examples.

### Follow up:

- Make a list of five words for each cluster at the initial position and five words for each cluster at Final position.

**Unit: 1 All are Welcome**  
**Topic: Common Courtesies**

Duration: 40 Minutes

**Students Learning Outcomes:**

- Demonstrate conventions and dynamics of oral interactions in groups to exchange courtesies to show respect.

**Materials:**

- flash cards of courtesy words

**Information for Teachers:**

- Some common courtesies are: thank you, please, I am sorry, you are welcome, excuse me, etc.
- Use these expressions frequently in the class so that students may follow you.
- Tell them the importance of using these polite words.

**Introduction:**

- Tell the students that “Thank you”, “Please”, “I’m sorry”, “Excuse me!” etc. are courtesies (polite words).
- Tell them that using these words show that you give respect to others.
- Place the word flash cards of courtesy words on the table.
- Write the students’ answers on the board.
- Ask the following questions to brainstorm some courtesies.
  - What do you say when you receive something from someone? (Thank you)
  - What do you say to ask for a favour? (Please)
  - What do you say to seek someone’s attention? (Excuse me)
  - What do you say when someone says ‘thank you’ to you? (You are welcome)
  - What do you say if you hurt someone by mistake? (I am sorry)
- Call a few students randomly in front of the class.
- Ask them to choose a courtesy card for the given situation.
- Facilitate the students by giving clues.
- 

**Development:**



### Activity 1:

- Divide the class into two teams.
- Tell them to hold their pencils in their hands.
- Tell the teams to stand up and make two rows facing each other.
- Ask them whether everyone has got a pair? If someone left, make a pair with him/ her.
- Instruct them that every member of team 1 will share his/ her pencil to the students standing in front of him/ her.
- Tell them that the student who receives a pencil should say ‘thank you’. The student who gives it to the other one should say ‘You are welcome’ in response.
- Make them practice the polite expressions.
- Change the teams.
- Make team 2 the giver and team 1 the receiver.
- Make them practice the polite expressions.
- Give feedback/ make corrections on the spot.

### Activity 2:

- Call two volunteer students in front of the class for a role play.
- Provide chance to different students for each situation.  
**Situation 1:** The students are walking and facing each other. One of them hits the other by chance. He/ She says, ‘I am sorry’ to the other.
- They will take turns to repeat the activity.
- Call another pair and give them another situation.  
**Situation 2:** One student is sitting and doing his/her homework. The other student sitting beside him/her drops his/her book mistakenly. He/ She will say, ‘I am sorry’.
- Students take turns to repeat the activity.
- Explain the students that if you do something wrong or unpleasant to others, you should say, ‘sorry’ or ‘I am sorry’.  
**Situation 3:** A student is looking for someone. He needs to ask someone to help him find the address, he says ‘Excuse me’.
- Students take turns to repeat the activity.
- Explain them that if you want others’ attention you should say, ‘Excuse me’.
- Give feedback/ make corrections on the spot.

### Activity 3:

- Write down the following sentences on the board:
  - a. May I have your book, please?
  - b. Excuse me, are you new in this school?
  - c. Please come with me.
  - d. I’m sorry, I cannot go to the market right now.
- Call students randomly in front of the class.
- Ask them to encircle the polite word in the sentences.
- Give feedback/ make corrections on the spot.

### Wrap up:

- Recap the courtesy words and their usage.



- Tell the students that these words put a polite impression on others.

### Assessment:

- Ask the following questions randomly from students:
- Your friends are discussing something. You want to add something. What would you say? (Excuse Me)
- Your friend says 'Thank you' to you. What should you say in response? (You are welcome)
- Which polite word do you use to ask for something or a favour? (Please)
- Your mother brings a new toy for you. What would you say to her? (Thank You)
- A glass gets slipped from your hand accidentally. What would you say? ( Sorry/ I am sorry)

### Follow up:

- Make a list of courtesies/ polite words in your notebook.
- Display a chart of polite/ courtesy words which you can use in your classroom.



## Unit: 1 All are Welcome

### Topic: Common Nouns and Proper Nouns



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize general naming words as common nouns and particular naming words as proper nouns.



#### Materials:



- sticky notes

#### Information for Teachers:

- Common nouns are general or non-specific names of people, places or things for example boy, country, book, etc.
- Proper nouns are names of specific things, places or people for example; Pakistan, Salman and the Holy Quran.
- Note that 'country' is a common noun as it refers to a general or non-specific place but 'Pakistan' is a proper noun as it refers to a specific place.
- Proper nouns are always capitalized whereas common nouns are capitalized only when they come in the beginning of a sentence or in the title.

### Proper & Common Nouns

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

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

#### Introduction:

- Draw the following table on the board:



Common Nouns	Proper Nouns

- Elicit the names of things present in the classroom.
- Write the names in the relevant columns.
- Encourage all the students to take part in the activity.
- Tell them that names which are general or non-specific are common nouns like wall, boy, clock, book, desk, chair, etc.
- Explain them that when we give a specific name to a common noun, it becomes a proper noun.
- Give some examples as:

Common Noun	Proper Noun
country	Pakistan
boy	Faizan
girl	Asma
school	Pilot High School
book	Holy Quran
pen	Dollar pen

- Tell them to note capital and small letters in the beginning of common and proper nouns.
- Explain that proper nouns begin with a capital letter and common nouns do not begin with a capital letter.

## Development:

### Activity 1:

- Divide the class into two teams.
- Instruct them to make two rows facing towards the board.
- Write ‘common noun’ and ‘proper noun’ side by side on the board.
- Tell them that the teacher will say a word. It may be a proper noun or common noun (chair, clock, Lahore, city, Jallo Park, train, book, Iqbal, Faisal Masjid, girl, Lahore Fort, etc.)
- The students standing at the front have to decide quickly whether it is a common noun or proper noun.
- The student who answers first and correctly will gain one score. The other team will get a zero.
- Note the score of both teams.
- Give turn to each student of the both teams.
- Announce the winner team and appreciate both teams for a good competition.

### Activity 2:

- Write the following sentences on the white board.
- Also add some sentences from textbook page 9.



1. The boys are going to visit Lahore this Sunday.
  2. Pakistan is my country.
  3. My sister's name is Maryam.
  4. Mr. Shan lives in Islamabad near Shah Faisal Masjid.
  5. Our cricket team will visit Australia next week.
- Make groups of 4-5 students.
  - Ask them to decide one writer in the group.
  - Ask the group writers to take their notebooks and draw two columns on them.
  - Ask them to read the sentences carefully and separate the common nouns and proper nouns. The group members can help him/ her by telling the nouns.
  - Give them 5 minutes to complete the activity.
  - The group that completes first will be the winner.
  - Appreciate the groups and tell the correct nouns to them.

### Wrap up:

- Recap the difference between common and proper nouns.
- Give examples to clarify the concept for better learning.

### Assessment:

- Give a small piece of paper or sticky notes to each student in the class.
- Ask them to write on it one common and one proper noun from the class.
- Ask them to paste the sticky notes on the board.  
Give feedback/ make corrections on the spot.

### Follow up:

- Make in the notebook a list of five common nouns and five proper nouns from your surroundings. (Textbook page 9, activity ii).

## Unit: 2 Gifts of Nature

### Topic: Long and Short Vowels



Duration: 40 Minutes



#### Students Learning Outcomes:

- Pronounce long and short vowels.



#### Materials:

- pictures of words with short and long vowel sounds
- colourful sticky notes

#### Information for Teachers:

- English Alphabet are divided into vowels and consonants.
- Vowels are pronounced with open mouth while consonants are pronounced by pushing the air through a narrow opening formed between the organs of speech.
- There are five vowels: ‘a’ ‘e’, ‘i’, ‘o’, ‘u’. They sound as given below:
  - The vowel ‘a’ gives the sound as in ‘apple’.
  - The vowel ‘e’ produces sound as in ‘egg’.
  - The vowel ‘i’ produces sound as in ‘ink’.
  - The vowel ‘o’ produces sound as in ‘orange’.
  - The vowel ‘u’ produces sound as in ‘umbrella’.
- All the vowels have both long and short sounds.

Vowels	Vowel “a”	Vowel “e”	Vowel “i”	Vowel “o”	Vowel “u”
Short Vowel	tap	well	kit	dot	tub
Long Vowel	tape	weep	kite	bone	tube

Always remember that the following are long vowel sound words:

#### Long Vowel “a”

- a. the words having an “a” and ending with “e”  
**Examples:** bake, face, etc.
- b. the “ai” and “ay” words  
**Examples:** rain, stain, today, delay, etc.



### Long Vowel “e”

- a. the words having an “e” and ending with “e”  
**Examples:** these, complete, etc.
- b. the words having “ee”  
**Examples:** sheep, free, etc.
- c. the words having “ea” in a word  
**Examples:** meal, steal, etc.

### Long Vowel “i”

- a. the words having an “i” and ending with “e”  
**Examples:** bite, dice, etc.
- b. the words having “ie”  
**Examples:** die, cried, etc.
- c. the words having “y” at the end of a word  
**Examples:** fry, my, etc.

### Long Vowel “o”

- a. the words having an “o” and ending with “e”  
**Examples:** home, rose, etc.
- b. the words having “ow”  
**Examples:** crow, snow, etc.
- c. the words having “oa” in a word  
**Examples:** float, coat, etc.

### Long Vowel “u”

- a. the words having a “u” and ending with “e”  
**Examples:** cube, tube, etc.
- b. the words having “ew”  
**Examples:** dew, flew, etc.
- c. the words having “y” at the end of a word  
**Examples:** fry, my, etc.

## Introduction:

- Tell the students that a vowel can have both long and short sound as ‘i’ in **ink** (short sound) and in **ice** (long sound).
- Explain the difference between short and long vowel sounds.
- Tell the students that if a vowel is pronounced as its name in a word, it is pronounced as a long vowel there.  
**Examples:** apron, evening, idea, owner, unit
- Give reference of textbook examples.
- Say these words from textbook page 15 with short intervals.
- Add more words if required. (hat, hard, bed, bee, ink, ice, box, boat, cut, cute, dig, pin, moon, tin, egg, bees, sheep, beg, need).
- Help students identify the sounds correctly focusing on long or short vowel sound in a word.
- Give feedback/ make corrections on the spot for better understanding of concept.

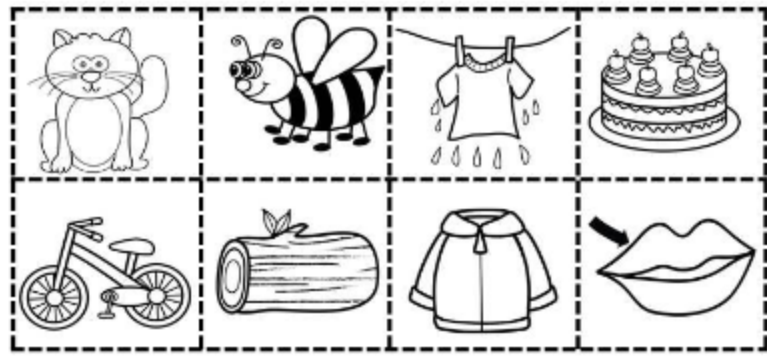
## Development:

### Activity 1:

- Draw the following table on the board:

Short 'a'	Short 'e'	Short 'i'	Short 'o'	Short 'u'
apple ant act addition	egg elephant	ink insect	ox orange	umbrella up

- Tell the students to draw the above table on their notebooks.
- Pronounce these vowels and ask students to think about words starting with these vowels.
- Write students' answers in the relevant column.
- Encourage more and more students to take part and add more words.
- Pronounce the words to make them understand the short vowel sounds.
- Show the following pictures to the students and ask them to find out the short vowel sound words.



**Answers: Short vowel words:** cat, wet, log, lip

**Long vowel words:** bee, cake, bike, coat

- Explain the short vowel sounds and appreciate the students for their responses.

### Activity 2:

- Write the following words on the board:  
cane, late, cake, need, feet, lie, tie, coat, goat, long, rule.
- Pronounce the words one by one and tell the vowel sound in each word.
- Explain the long vowel sound as 'a' in cane, 'ee' in need, 'i' in tie, 'o' in coat and 'u' in rule.
- Encourage them to tell more words with long vowel sounds.
- Write the students' responses on board and explain them.
- Make drill of the long vowel sound words for correct pronunciation.
-



### Wrap up:

- Recap the long and short vowel words.
- Tell the difference of long and short vowels with examples.
- Encourage students to share a few examples too.

### Assessment:

- Give the students yellow and green sticky notes or cards.
- Tell the students to show yellow card if the vowel sound is short and show green card if the vowel sound is long.
- Say the following words with short and long vowel sounds with intervals i.e.  
*heat, hit, beet, hen, boat, late, egg.*  
Give feedback/make corrections on the spot.

### Follow up:

- Re-read the poem “Golden Sun” and find long and short vowel sound words.
- Write the words in notebook.
- Display a chart of long and short vowel words in the classroom.

## Unit: 2 Gifts of Nature

### Topic: Simple Sentences



Duration: 40 Minutes



#### Students Learning Outcomes:

- Make simple sentences by using 'SV' (subject and verb).



#### Materials:

- animals' picture chart

#### Information for Teachers:

- Making simple sentences is an important skill for students.
- Start teaching simple sentences before moving to compound or complex sentences.
- The strong knowledge and practice of simple sentences will help the students to comprehend other kinds of sentences like compound and complex sentences.
- A simple sentence includes:
  - a subject: the doer in the sentence
  - a verb: action taking place
  - a complete thought

#### Examples:

- I like toys.
- She cooks food.
- He flies an aeroplane.
- We often go to park.
- These are simple sentences having **subject** and **verb**.  
Subject-verb agreement in a sentence is very important.

#### Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses one complete thought.

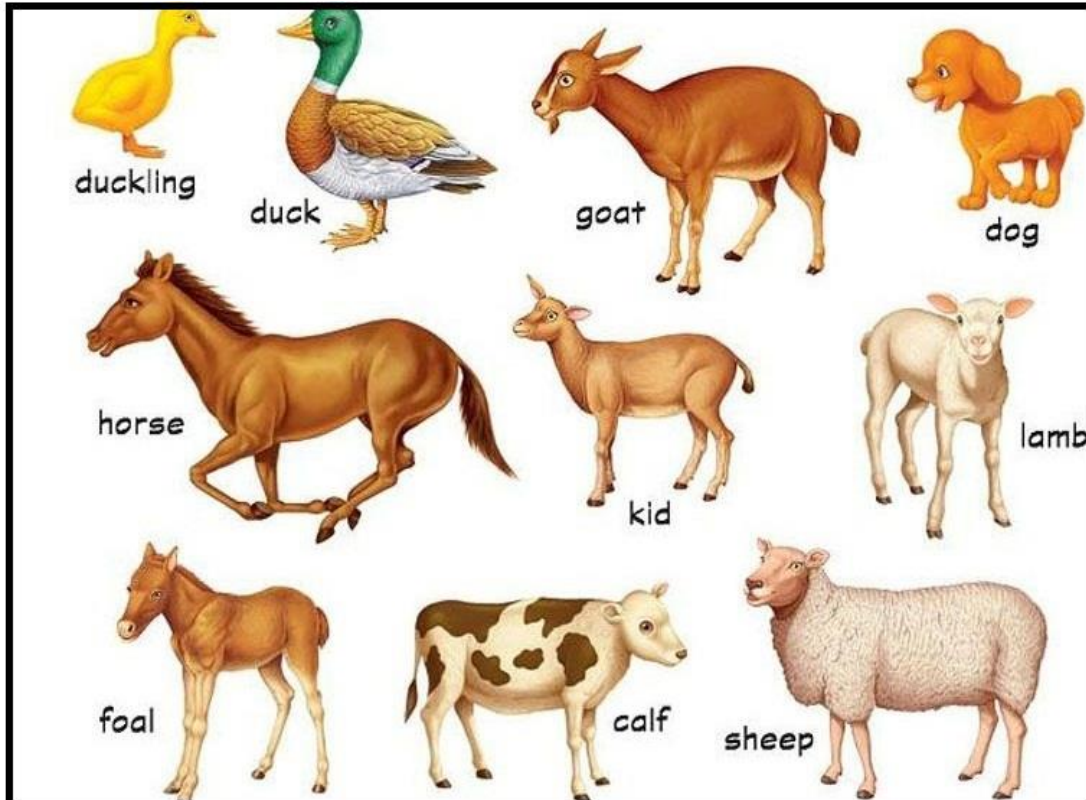
**Matt plays** tennis in the morning.



#### Introduction:

- Take an animal chart or pictures of animals. You may take the given chart.





- Paste the chart on the wall or on the board.
- Ask the learners which animal they like the most.
- Write the learners' answers on the board.
- Write several answers of learners which may include:
  - I like a duck.
  - I like a dog.
  - I like a horse.
- Write the following sentences on the board:
  - The cow eats grass.
  - The cat drinks milk.
  - The duck swims in water.
  - The horse lives in a stable.
- Explain to them that the above sentences are giving complete sense or thought.
- Tell them that these are simple sentences.
- Call a few students in front of the class.
- Make the students identify the subject and verb in each sentence.
- Give feedback/ make corrections on the spot.

## Development:

### Activity 1:

- Make groups having 4-5 students in each group.
- Write the following phrases and sentences on the board.
  - He likes
  - He lives near my house.



- in the school
  - I go to bed at 9.00 PM.
  - likes swimming
  - He is an English teacher.
  - I like goats.
- Tell the students to separate the simple sentences from the given options.
  - Give them 5 minutes to complete the activity.
  - Remind them to first look for the subject and verb in a sentence.
  - Check their answers and explain them.
  - Now ask them to add more examples of simple sentences.
  - Observe the groups and facilitate them.
  - Encourage the group leaders to share their answers with the other groups.
  - Give feedback/ make corrections on the spot.

### Activity 2:

- Ask the students to get ready with their textbooks of English and notebooks.
- Ask them to open the page number or the unit of the book (Give any page number/ unit number).
- Check that everyone has opened the same page or unit.
- Tell them that it's going to be an individual activity.
- Ask them to find out as many simple sentences as they can from the given page number/ unit number.
- Give them 5 minutes to find and write down the simple sentences.
- Ask the class how many simple sentences they could find.
- Check and discuss each answer with the whole class. Explain corrections if required.

### Wrap up:

- Recap the subject and verb as the main parts of a simple sentence.
- Write a few sentences on the board to support the concept.

### Assessment:

- Ask the following questions to check the understanding of the students' understanding:
  - Which are three essential conditions for a simple sentence? (A subject, a verb and a complete thought)
  - "in the park" is a simple sentence or not? (No, because it does not have a subject or a verb)
  - Ask students to make a simple sentence.
- Take students' responses, give feedback/ make corrections on the spot.

### Follow up:

- Write 5 sentences on the given topic:  
*Things I Like to Do*
- Do activity v from textbook page 20.

## Unit: 3 The People I Love

### Topic: Reading Comprehension



Duration: 40 Minutes



#### Students Learning Outcomes:

- Use pre-reading strategies to predict by looking at placards, pictures and the titles of the text.
- Apply critical thinking to interact with the text using while and post reading strategies.



#### Materials:

- Textbook

#### Information for Teachers:

- Comprehension, or extracting (taking out) meaning from what you read, is the actual goal of reading.
- The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words and see the pictures in the book.
- Then they start associating the words on the page with the words they are hearing.
- In order to learn comprehension strategies, students need modeling, practice and feedback.
- The key comprehension strategies are described below.
  - 1. Pre reading Strategies (Before reading):**
    - Every reading lesson should start with **activities**/ a series of activities to prepare students for the reading. It motivates students to read.
    - It can also help learners **anticipate or predict the topic**, vocabulary and possibly important grammar structures in the texts.
  - 2. While reading Strategies (During reading):**
    - During reading strategies are used to help students to :
      - make connections
      - understand the text
      - create questions
      - stay attentive
  - 3. Post reading Strategies (After reading):**
    - After reading strategies provide students an opportunity to:



- Summarize
  - Question
  - Reflect
  - Discuss
  - Respond to text
- Literal comprehension and interactive comprehension reading level usage during while reading strategy: <https://youtu.be/EVhEGMYPdI0>
  - During the question/ answers session check students' vocabulary and use of words. They must link it with the topic under discussion.
  - Record students' answers on the board for discussion.
  - Try to involve maximum number of students during activities.
  - Model reading, reading aloud strategy to be used during reading sessions.
  - Give thinking time to students after asking a question.
  - Teach correct pronunciation of the word placard by using the link.

## Introduction:

### Pre reading Strategy (before reading):

- Ask students to open their textbook on page 22.
- Tell them to read aloud the title (The People I Love, page 22) and to observe the picture.
- Give them a minute for observation.
- Instruct them to relate/link the title to the picture by using suitable vocabulary Possible responses: love, family, mother children, happy, healthy eating, etc.

## Development:

### Activity 1:

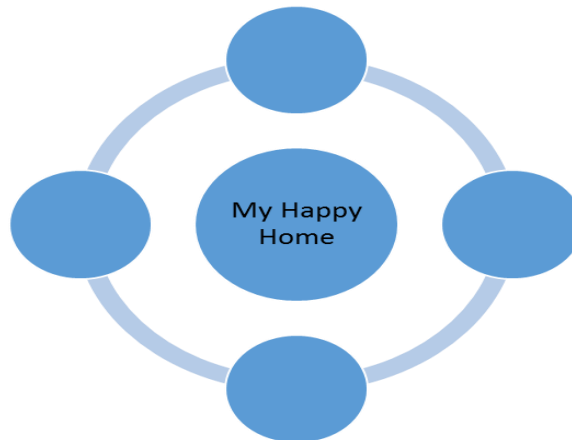
#### Pre-reading Strategy (before reading):

- Ask students to look at the two pictures given on page 23 of the textbook.
- Ask them to find one similarity and one difference in the pictures given.
- Possible answers:
  - Similarities: Both are pictures representing family and both have six people.
  - Differences: Picture on the left side has six people who are holding the FAMILY signboard/ poster, etc.
- Ask students to look carefully at the pictures given on page 23 of the textbook.
- Tell them to read aloud the letters given on cards.
- Which word does it form?
- Ask students:
  - Do you have grandparents at home?
  - Does your grandmother live with you or with someone else in the family?
- Tell students the difference between paternal and maternal grandparents. Paternal relatives are from the father's side and maternal relatives are from the mother's side.
- Read aloud the dialogue mentioned on page 23 of the textbook.
- Ask them:
  - What was the paragraph about?
  - What qualities of the grandmother did Ali share?

- What was the message given by all students?

### Activity 2:

- Ask students to look at the title and pictures on page 22 of the textbook.
- Ask them:
  - What do you think the passage is about?
  - Whom do you love in your family?
  - How many members do you have in your family?
- Draw a mind map and complete it by recording their responses on the board for their predictions.



- Read aloud the first paragraph.
- Ask students:
  - What is the first paragraph about?
  - What is the author trying to say in the text?
- Read the rest of the text.
- Ask them:
  - Who are strangers?
  - Do you have a pet?
  - What is a happy home?
  - Tell the do's and don'ts of a happy family.
- Invite volunteers to tell about their family and home.
- Give feedback.

### Activity 3:

- After the reading of the lesson, ask the Post Reading/ Comprehension questions from textbook page 27.

Ask the questions one by one taking responses from multiple students.

Give feedback/make corrections on the spot.

### Wrap up:

- Recap the following reading strategies:
  - a. Pre-reading
  - b. While reading
  - c. Post reading



- Tell the students that pre-reading helps us make a guess about the story/ lesson.
- While reading is about checking understanding of the story/ lesson on intervals.
- Post reading is checking understanding of the whole story/ lesson through different questions or activities.

### Assessment:

- Ask students a few more post reading questions, such as:
  - a. What does Bano call her house?
  - b. What does Bano like to do in the evening?
- Take students' responses, give feedback/ make corrections on the spot.

### Follow up:

- Write answers of comprehension questions textbook page 27 in notebook.
- Make a placard from a paper by writing a message on the topic: 'My Family'. Bring it to school for class display.

## Unit: 3 The People I Love

### Topic: Weak Form of 'Has' and 'Have'



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and pronounce the weak form of has and have and their negative forms.



#### Materials:

- small square pieces of paper
- chart papers

#### Information for Teachers:

- The words having no stress, becomes weak and are called "weak forms" of words.
- Weak forms are important for becoming fluent English language speakers.
- It develops English speaking skills of the learners.
- Spoken English becomes unnatural if we do not use them.
- It differentiates between stressed and unstressed words.
- Words which have weak forms are often 'grammar' words and are unstressed words.
- Words which carry the main meaning of a sentence do not usually have weak forms. It means most nouns, verbs, adjectives and adverbs do not have weak forms.
- Auxiliary verbs often have weak forms. Words like do, does, was, would, can, are, have, has and so on.
- Contractions like I've, she's, they're are weak forms.
- Negative Contractions like haven't, hasn't, isn't etc. are weak forms as well.
- Prepositions like to, for, as, of or at etc. have weak forms.
- Pronouns like you, your, that or there etc. can have weak forms.
- Some conjunctions like and or but can also have weak forms.

#### Teaching Tips

- How to pronounce the term contraction: <https://youtu.be/6FVdWXXE87c>
- How to pronounce the weak form of "has" with pronoun she:
  - Example of she's : [https://youtu.be/YJE\\_9ds4gvE](https://youtu.be/YJE_9ds4gvE)
- How to pronounce the weak form of "have" with pronoun I:
  - Example of I've : [https://youtu.be/KLIX\\_D7j2lw](https://youtu.be/KLIX_D7j2lw)
- How to pronounce the weak form of "have not" "i.e. "haven't":  
<https://youtu.be/KTzhIA7KnZ8>



- How to pronounce the weak form of “has not” i.e. hasn’t: [https://youtu.be/O\\_p7-lw8Ksc](https://youtu.be/O_p7-lw8Ksc)

### Introduction:

- Explain to the students that today they will learn about the weak forms of “has” and “have”.
- Inform them that “has” and “have” are auxiliary verbs which are used in positive and negative sentences.
- Write a question on the whiteboard:
  - Have you got a good story book?
- Ask the students to answer the question.
- Write their responses on the board.
  - Yes, I have.
  - No, I haven’t.
- Write another question on the board:
  - Has she got two sisters?
- Ask the students to answer the second question.
- Write their responses on the board.
  - Yes, she has.
  - No, she hasn’t.
- Record their responses on the white board in the form of the table given below

(Reference table from textbook page 23):

Questions	Strong Form	Weak Form
you got a good story book?	have.	haven’t.
she got two sisters?	she has.	she hasn’t.

- Tell them that “I have” and “she has” are strong forms of “have” and “has”, whereas “haven’t” and “hasn’t” are weak forms. They have been changed into contractions which are used in spoken English.
- Ask them to write the weak form of “I have” and “she has” on a piece of paper, provided to them, which is I’ve and she’s.
- Tell them to exchange their pieces of paper with the peer sitting next to them
- Write the weak form of has and have on the board.
- Ask the peers to check for one another.
- Re-exchange their pieces of paper.
- Read aloud the weak forms of has, have, hasn’t and haven’t for spoken practice.

### Development:

#### Activity 1:

- Divide class into four groups.
- Give students chart paper.
- Tell students that they will perform an activity.
- Inform them that:
  - Group one will make two sentences using strong form of “have”.
  - Group two will make two sentences using strong form of “has”.





- Group three will make two sentences using weak form of “have”.
  - Group four will make two sentences using weak form of “has”.
  - Ask the students to repeat the instructions for checking their understanding.
  - Give students four minutes to think and write their responses.
  - Possible answers could be by using I, we, you, they for ‘have’ and with he, she, it, the use of ‘has’.
  - Monitor their work and assist if required.
  - Tell them to exchange their chart papers (Group 1 will exchange with group 3 and group 2 will exchange with group 4).
  - Tell them to circle the strong and weak form of “have” and “has” and also mention the type it belongs to.
  - Give them four minutes to complete the task.
  - Ask them to display it on the white board.
  - Give feedback, if corrections required.
- Ask students to read aloud the sentences for improving their pronunciation.

### Activity 2:

- Have they finished their lunch?
- Has he made the painting?
- Write their responses on the board.
- Ask students to answer the following questions by using “No” in their responses:
  - Has she completed her work?
  - Have you written a letter?
- Write their responses on the board.
- Ask them:
  - Which form of “has” and “have” has been used?
- Take response, give feedback/ make corrections on the spot.

### Wrap up:

- Conclude the lesson by asking students to pronounce the following weak forms: I’ve, we’ve, they’ve, she’s, he’s, it’s.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities.
- Ask students to read aloud the following phrases using weak form of “has” and “have” for checking their pronunciation and understanding of the topic.

Pronouns using ‘have’	Pronouns using ‘has’
• I have	• He has
• They have	• She has
• We have	• It has

### Follow up:

- Write two sentences having weak and strong forms of *has* and *have*.
- Take support from textbook page 23.

## Unit: 3 The People I Love

### Topic: Different Forms of 'Has' and 'Have'



Duration: 40 Minutes



#### Students Learning Outcomes:

- Illustrate use of different forms of the verb “has” and “have” with their negative forms and corresponding pronouns.



#### Materials:

- picture flash cards

#### Information for Teachers:

- The purpose of a **pronoun** is to take the place or refer back to a noun in a **sentence**. Just like subjects and verbs, nouns and pronouns should agree in number within a sentence.
- “Has” is used with the pronouns, i.e. he, she, it, this, that, etc.
- “Have” is used with pronouns I, you, we, they, these, those, etc.

#### Introduction:

- Paste the following flash cards on the board:
- Tell the students to make one sentence each, using “has” and “have”.
- Give them two minutes for individual work.
- Take feedback.
- Record the answers on the board.
  - The girl has a doll.
  - She is playing with it.
  - The children have books.
  - They are reading books.
- Ask them to identify the pronouns used in the sentences.
- Take students’ responses, give feedback/ make corrections on the spot.



#### Development:

##### Activity 1:

- Demonstrate by showing one by one a book, board marker and a duster to students and ask questions like:
  - What I have in my hand?

- Possible answers could be: You have a book, board marker, a duster in your hand.
- Ask them:
- Which form of verb “have” been used? (Strong form)
- Tell them to change the strong form of “have” into the weak form of verb.
- Make them practice pronouncing “I’ve”.
- Demonstrate by giving a bag, notebook, pencil in the hand of one of the students and ask questions like:  
What he/ she has in his/ her hand?  
Possible answers could be: He/ she has a bag, notebook, pencil in his/ her hand.
- Ask them:  
Which form of verb has been used? (Strong form)
- Tell them to change the strong form of “has” into the weak form of verb.  
Make them practice pronouncing “he’s /she’s”.

**Activity 2:**

- Ask students to open their notebooks.
- Draw the following table on the board.
- Tell students to copy it on their notebooks.
- Write following statements using contractions and negative contractions (Reference table from page 29 of textbook).

	Statement	Contraction	Negative Contraction
1	I have eaten an orange.		
2	We have liked the game.		
3	You have finished your homework.		
4	They have gone home.		
5	He has written a letter.		

- Ask students to complete the task, independently.
- Monitor their work and guide if required.
- Read the statements one by one.
- Ask students for their responses.
- Record the correct responses on the board like this.

	Statement	Contraction	Negative Contraction
1	I have eaten an orange.	I’ve eaten an orange.	I haven’t eaten an orange.
2	We have liked the game.	We’ve liked the game.	We haven’t liked the game.
3	You have finished your homework.	You’ve finished your homework.	You haven’t finished your homework.
4	They have gone home.	They’ve gone home.	They haven’t gone home.
5	He has written a letter.	He’s written a letter.	He hasn’t written a letter.

- Ask them to check their answers.

**Wrap up:**

- Recap the use of pronouns with “has” and “have”.
- Encourage students to tell how to form negative contractions of “has” and “have”.



### Assessment:

- From the above table, conclude the lesson by asking students to:
  - Circle the pronouns.
  - Underline the weak forms of “have” and “has”.
  - Put a tick on the negative forms.
- Give feedback/ make corrections.

### Follow up:

- Make two negative sentences using a pronoun having “has” and “have” in each.

## Unit: 3 The People I Love

### Topic: Gender of Nouns



Duration: 40 Minutes



#### Students Learning Outcomes:

- Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter).



#### Materials:

- white board, board marker, duster.

#### Information for Teachers:

- In English, there are four genders of nouns.
- Masculine nouns refer to words for a male figure or a male member of a species (i.e., man, boy, actor, horse, etc.).
- Feminine nouns refer to female figures or female members of a species (i.e. woman, girl, actress, mare, etc.).
- Common nouns refer to members of a species and do not specify the gender. It can refer to both males and females (i.e. parent, friend, client, student, etc.).
- Neuter nouns refer to things that have no gender. Nonliving things are of neuter gender (i.e. rocks, tables, pencils, etc.).
- Environment: A person's physical surroundings. Living things live in a physical *environment*.
- Immediate Environment: The circumstances, objects, or conditions by which one is surrounded. Classroom where they are sitting will become their immediate environment. It is nearest in space.
- Extended Environment: Environment which is enlarged in influence, meaning, scope, effect, etc.
- Watch the video for a better understanding. <https://youtu.be/E3rkNS9Fm6A>

#### Introduction:

- Draw the following table on the board:



Gender of Nouns			
Masculine	Feminine	Common	Neuter
male/ boy	female/ girl	doctor/ teacher	Non-living objects boat, class

- Ask students to elicit the names of things from their immediate environment i.e. present in the classroom.
- Possible answers could be: class, boy, bag, teacher, book, notebook, duster etc.
- Write the names in relevant columns.
- Encourage all the students to take part in the activity.
- Explain to them that gender means nouns having either masculine or feminine (male and female) characteristics.
- A noun that is the same whether it is referring to either gender like teacher, principal and student etc are common nouns. Names of non-living things like notebook, text book, bag, duster, marker, whiteboard etc. are nouns having neuter gender. Inform them that common gender is neuter as words/ nouns don't show male and female genders.
- Ask them to repeat the explanation provided by the teacher for checking their understanding.
- Give feedback, if required.

## Development:

### Activity 1:

- Divide the class into three equal teams.
- Divide the whiteboard into three equal parts.
- Write 'masculine', 'feminine' and 'neuter' on the whiteboard.
- Instruct students to make three rows facing the whiteboard.
- Inform them that they will play a game called 'whiteboard race'.
- Tell them the rules of the game:
  - The first student in each row will have a board marker
  - Teacher will speak aloud the words one by one
  - Students having board markers in each row will run towards the board
  - Write a word in the relevant row
  - Pass the board marker to the next student, then join the back of their line
  - The next student then writes another word and passes the board marker to the next and so on
- Ask students to repeat the rules for checking their understanding.
- Start the game
- Say a word. It may be a 'masculine', 'feminine' or 'neuter' (aunt, brother, nephew, niece, beds, books, father, daughter, uncle, cousin, prince, son, horse, chicken, mother, grandfather, sister, doctor, boat, hen, goose, mare etc.).
- Ask students to add the word in the relevant row (activity from textbook page 29).
- Do this for 2-3 minutes as a race, until everyone is done.

Masculine	Feminine	Neuter
brother	aunt	beds
nephew	niece	books
father	daughter	cousin
uncle	mother	chicken
prince	sister	doctor
son	hen	boat
horse	mare	sun
grandfather	queen	
king		

- Add more nouns, depending on class strength.
- The student who writes the word first and in the correct row gets a score.
- The other teams will get a zero.
- Teacher will note the scores.
- Announce the winning team.
- Appreciate all the teams for a good competition.

### Activity 2:

- Draw the table like this:

Masculine	Feminine
1. brother	
2. nephew	
3. father	
4. uncle	
5. prince	
6. son	
7. horse	
8. grandfather	
9. king	
10. tiger	

- Ask students to open their notebook.
- Tell them to copy the table on their notebooks.
- Give them five minutes to copy the table.
- Tell them to look at the board and change the gender from masculine to feminine.
- Tell them to write the feminine independently in five minutes.
- Ask students their responses one by one.
- Record the correct answers in the table given on the board.
- Ask students to exchange notebooks with their peers.
- Tell them to check it in three minutes time.

Masculine	Feminine
brother	sister
nephew	niece
father	mother
uncle	aunt



prince	princess
son	daughter
horse	mare
grandfather	grandmother
king	queen
tiger	tigress

### Wrap up:

Ask students to give one example of a;

- Masculine Gender
- Feminine Gender
- Neuter Gender

### Assessment:

- On-going assessment in all activities.
- Ask the students to tell aloud if the following is a masculine, feminine or neuter
- Read aloud few nouns;
  - man
  - student
  - child
  - table
  - lion
  - queen
  - lioness

### Follow up:

- Write the following question on the whiteboard;  
Ask students to copy it on notebooks.
- write five neuter nouns and use them in sentences of your own



## Unit: 3 The People I Love

### Topic: Simple Instructions and Directions



Duration: 40 Minutes

**Students Learning Outcomes:**

- Write simple instructions and directions.

**Materials:**

- textbook
- flash cards of directions

**Information for Teachers:**

- Instruction is the act of educating, giving the steps that must be followed or it's an order.
- An example of instruction is someone giving another person detailed directions to follow for reaching the school library.
- The sentence which is used to convey a command, a request, or a forbiddance is called an imperative sentence. This type of sentence always takes the second person (you) for the subject but most of the time the subject remains hidden.

**Example:** Open the bag to take the books out.

Here is the checklist for writing instructions:

- Use short sentences.
  - Arrange your points in logical order.
  - Make your statements specific.
  - Use the imperative mood, i.e. clear and specific action verbs.
  - Put the most important item in each sentence at the beginning.
- Say one thing in each sentence.

**Introduction:**

- Write a few sentences on the board:
  - Pass the salt.
  - Draw a box.
  - Cut the paper.
  - Colour the picture.
  - Circle the object.



- Ask students to identify action words/ verbs.
- Circle all the verbs.
- Explain to students that we use action words when writing instructions.
- Tell them that instructions are in sentence form and sentences always start with an action word/ verb.
- Elaborate the concept by telling them that if directions like right, left, forward, backward, etc. are used. They give instructions for following directions.
  - a. Turn left.
  - b. Move forward.
  - c. Walk straight.
- Ask the students to identify the verb in the given directions.
- Ask them to stand up and take a left turn. Move forward, walk straight.
- Inform them that they follow a direction when instruction was given to them.

## Development:

### Activity 1:

- Tell the students that they are going to perform an activity of unpacking their school bag.
- Ask the students to follow the instructions very carefully:
  - a. Pick up your bag.
  - b. Place it on the table/ desk/chair.
  - c. Open the bag.
  - d. Take out your pencil case.
  - e. Take out your books.
  - f. Now take out your notebooks and diary.
  - g. Arrange the books on your left side.
  - h. Arrange the notebooks on your right side.
- Monitor students' actions and assist if required.
- Ask them to maintain discipline while performing the activity.
- Ask the students to share the action words used for instructions.
- Take students' responses and write them on the board.

***pick, place, open, take out, arrange***
- Ask the students to pack their bags.
- Give them five minutes to do this activity.
- Now ask them to take out their English notebook.
- Ask them to write three instructions for packing their bags.
- Tell them that it is an individual activity.
- Give them five minutes to write three sentences.
- Ask three volunteers to write one sentence each on the board like this.
- Take students' responses. Give feedback/ make corrections on the spot.

### Activity 2:

- Ask students to stand up and follow the instructions once again.
- Tell them that they are going to play Simon says.



Simon says:

- Turn left.
  - Walk straight.
  - Sit down and look at you left.
  - Stand up and move forward.
  - Leave their class and walk towards the library/ playground.
- Take feedback. Ask them if they have enjoyed the lesson.

Add more instructions, if required.

### Activity 2b:

- Inform students that they are going to use the already followed instructions as per directions to go to the library/playground, etc.
- Tell them that when they come back to class after visiting the library/ playground, they will write five sentences using the directions followed to go to the library/ playground.
- Display the flash cards of directions on the board and make the drill of the directions before leaving the class.
  - Go straight.
  - Turn right.
  - Continue to walk.
  - Turn left.
  - Cross the... (anything/ area on the way).
  - Enter the library/ playground.
- On coming back from the library/ playground, ask them to write five directions in their notebooks which they followed to reach there.
- Give them ten minutes to complete the task.

Monitor the class while students are accomplishing their written work.

### Wrap up:

- Recap the lesson by retelling them that:
  - an instruction is given to guide someone how to do something.
  - directions lead to someone or something that we want to reach.
- Give a few examples of instructions and directions.

### Assessment:

- Assess students' learning through class activities and written work.

### Follow up:

- Do textbook page 30.

## Unit: 4 Kindness to Children

### Topic: Adjectives



Duration: 40 Minutes



#### Students Learning Outcomes:

- Identify describing words as adjectives.
- Use adjectives of quantity, quality, size, shape and colour.



#### Materials:

- picture of an Animal
- word flash cards of adjectives
- chart of adjective types flash cards of directions

#### Information for Teachers:

- An adjective is a word that modifies or describes a noun or pronoun. For example: This is a **big** house. In this example 'big' is an adjective which is describing the noun 'house'.
- Adjectives can be of:
  - **Quality:** beautiful, healthy, brave, etc.
  - **Size:** small, big, short, large, etc.
  - **Colour:** red, black, green, yellow, etc.



#### Here is the checklist for writing instructions:

- Use short sentences.
  - Arrange your points in logical order.
  - Make your statements specific.
  - Use the imperative mood, i.e. clear and specific action verbs.
  - Put the most important item in each sentence at the beginning.
- Say one thing in each sentence.

## Introduction:

- Draw an animal on the board or paste a big picture of any animal on the board.
- Now point out different parts of the animal's body and ask questions to elicit some adjectives e.g. point to the animal's eyes and ask: Does it have big eyes or small eyes?, What's its colour?
- Ask more questions about other body parts of the animal and elicit more adjectives. Write the adjectives on the board and explain them.
- Tell them that big, small, black and yellow are describing words or adjectives as they describe the nouns.
- Ask students to think about some more examples.
- Encourage the students to describe the objects in their classroom e.g. big table, colourful charts, blue marker, etc.
- Give feedback for clarity of concept.

## Development:

### Activity 1:

- Draw the following chart on the board/ display on the board:

Quality	Size	Colour
beautiful	tall	blue
kind	short	red

- Instruct the students to draw it on their notebooks.
- Make them add at least two adjectives of each category.
- Take responses, give feedback/make corrections on the spot.

### Activity 2:

- Put the word flash cards of adjectives in a basket.
- It must contain at least five flashcards of each type of adjective i.e., quality, size and colour.
- Divide the students into 2 teams.
- Ask Team A to take out the flashcards one by one and Team B to tell its type.
- Give 1 point in case the answer is right or give 0 if the answer is wrong.
- Then do the same with Team B.
- Record points of both teams on the board.
- Before announcing the winner, tell the correct answers to all students.
- Ask them if the concept is clear or more clarity is required.





### Wrap up:

- Recap that:
  - Adjectives are the words that describe a noun.
  - They are also called “Describing Words”.
  - Adjectives can describe the quality, size or colour of a noun.
- Give more examples for clarity of concept.

### Assessment:

Write the following sentences on the board:

- This is a tall tree.
  - I have yellow balloons in my bag.
  - My room is airy.
  - The butterfly is very pretty.
- Ask the students to identify adjectives in the given sentences.
  - Take responses, give feedback/ make corrections on the spot.

### Follow up:

- Use adjectives of quality, size and colour to write 5 sentences on “My Bedroom”.

## Unit: 4 Kindness to Children

### Topic: Conjunctions



Duration: 40 Minutes



#### Students Learning Outcomes:

- Use appropriate conjunctions e.g., *and*, *but*, *or* and *because* to join sentences within a paragraph.

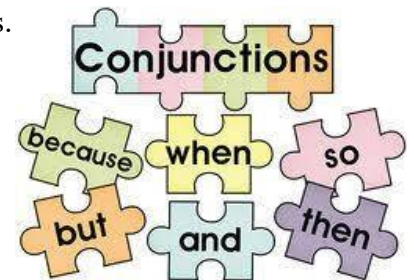


#### Materials:

- word flash cards of conjunctions
- cut-outs of the given paragraph

#### Information for Teachers:

- A **conjunction** is a word that is used to connect words, phrases, clauses and sentences.
- Conjunctions are called “joining words”.
- ‘**And**’, ‘**but**’, ‘**or**’ and ‘**because**’ are some examples of conjunctions.
- ‘**And**’ is used to join words or two simple sentences.  
**Example:** Aslam *and* Irfan are good friends.
- ‘**But**’ is used to join two different thoughts or ideas.  
**Example:** I like milk *but* not cheese.
- ‘**Or**’ is used to join sentences when there is a choice.  
**Example:** Would you like to take tea *or* coffee?
- ‘**Because**’ is used to show the reason.  
**Example:** Sana is absent from school *because* she is not feeling well.



#### Introduction:

- Tell the students that conjunctions are joining words. They are used to join words, phrases and sentences, for example, “and”, “but”, “or”, and “because” are conjunctions.
- Tell the students that “and” is used for “addition”, “but” is used for a “contrast”, “or” is used for a “choice” and “because” is used “to give a reason”.
- Give examples to clarify the concept.
- Write the following sentences on the board along with the options:

- a. Do you like hot coffee \_\_\_\_\_ cold coffee?  
b. Amjad could not join the party \_\_\_\_\_ he got late.  
c. Sana saves money \_\_\_\_\_ gives it to needy people.  
d. Is it clear \_\_\_\_\_ cloudy outside?  
e. I took rest \_\_\_\_\_ my brother did his homework.

**and / or****because / but****and / but****because / or****because / but**

- Ask students to think of the correct option for each sentence.
- Take students' responses, give feedback/ make corrections on the spot.
- (Answers: or, because, and, or, but)

### Development:

#### Activity 1:

- Draw the following matching exercise table on the board:

Column A		Column B
<ul style="list-style-type: none"><li>• I like mutton</li><li>• My hobbies are playing cricket</li><li>• I did not go out</li><li>• I will buy a red scarf</li><li>• He eats all fruit</li></ul>	<b>and</b>	a. a red dupatta.
	<b>but</b>	b. it was raining.
	<b>or</b>	c. I don't like chicken.
	<b>because</b>	d. watching T.V.
		e. does not like eating veggies.

- Ask students to read the part of the sentence in Column A and find out its remaining part in Column B.
- Instruct them to think about what each Part A and B show for joining i.e. addition, contrast, choice or a reason.
- Take students' responses, and match the columns.
- Give more clarity if required.

#### Activity 2:

- Make groups of 4-5 students.
- Give them the cut-out of the paragraph attached at the end of the lesson plan.
- Ask them to read the paragraph carefully and fill in the blanks with suitable conjunctions.
- Give them 5-7 minutes to complete the paragraph.
- Ask the groups one by one to share their answers with the whole class.
- Appreciate the students for their work.
- Give feedback/ make corrections on the spot.

#### Wrap up:

- Recap the concept of conjunctions by telling the students that:





- Conjunctions are joining words. They are used to join words, phrases or sentences, for example, “and”, “but”, “or”, and “because” are conjunctions.
- Tell the students that “and” is used for “addition”, “but” is used for a “contrast”, “or” is used for a “choice” and “because” is used “to give a reason”.

### Assessment:

- Write the following sentences on the board:
  - He likes bananas -----his brother likes oranges.
  - You can wear the red shirt-----the blue shirt.
  - I bought some fruits-----vegetables.
  - He is poor-----he is happy.
  - We can go by bus-----by train.
- Ask students to fill in the blanks with the correct conjunctions.
- Take students’ responses and make corrections on the spot.

### Follow up:

- Do page 41 of the textbook.

## Unit: 4 Kindness to Children

### Topic: Basic Elements of a Story



Duration: 40 Minutes



#### Students Learning Outcomes:

- Identify the basic elements of a story; a beginning, a middle and an end, characters, place and time.

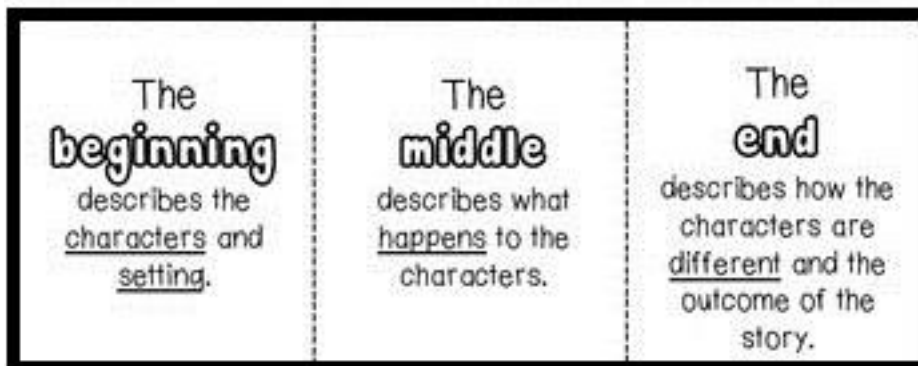


#### Materials:

- print-outs of the attached picture story

#### Information for Teachers:

- All stories have a beginning, a middle and an end.
- The **beginning** part of the story gives information about the characters of the story and the setting of the story.
- The **middle** of the story tells us about the events of the story i.e. what is happening in the story? This is called the plot of the story which includes a problem.
- The **end** of the story tells us about the solution of the problem.
- The **characters** can be humans or animals (who the story is mostly about).
- **Setting** tells us **where** (location) and **when** (time) the story took place.



#### Introduction:

- Ask the students if they like to listen or read stories.
- Ask them which are their favourite stories?
- Write some names on board.

- Ask them what that story is about?
- Elicit some answers and write down on the board.
- Tell them that they are going to learn about elements of a story today.
- Tell them that every story contains:
  - a beginning.
  - It takes place at a particular time and place/s.
  - a middle.
  - an end.
- Different characters

## Development:

### Activity 1:

- Divide the students into groups.
- Provide each group with the picture story (attached at the end of the lesson plan).
- Ask the students to read the story steps and match each sentence with the correct picture.
- Encourage the students to identify and write beginning, middle and end with the relevant sentences.
- Ask them to write the names of the characters and place too.

### Activity 2:

- Tell the students that they are going to listen to a story.
- Instruct them to be attentive and listen carefully as they will be asked questions at the end.
- Read aloud the following story:

There lived a stag in a jungle. He was proud of his beautiful horns but he hated his thin ugly legs. One fine morning he was grazing in the jungle as he saw many hounds coming towards him. He got afraid and ran as fast as he could to save his life. At a place his horns caught up in thick bushes. He tried to get himself free but could not do so. The hounds reached there and tore him into pieces. His thin ugly legs helped him to save his life but his beautiful horns became the reason of his death. The story tells us the moral that we should not be proud of anything.

- Ask the following questions from the students:
  - Who are the characters in the story? (Stag and hounds)
  - Where and when did the story take place? (Jungle, morning)
  - How did the story begin?
  - What was the problem in the story? (The hounds attacked the stag)
  - What happened at the end?



Explain to the students' answers that the stag and hounds are the characters, Jungle and morning time is the setting and the hounds attack on the stag is the plot of the story.

### Wrap up:

- Recap the elements of story:
  - Beginning
  - Characters
  - Time and place
  - Middle
  - End

### Assessment:

- Ask the following questions to check the understanding of the students.
  - Do all stories have human characters?
  - At which stage of a story things get settled?
  - When do we find a problem in the story?
- Take students' responses, give feedback and make corrections on the spot.

### Follow up:

- Read any story from your textbook and write down its characters, setting and an end using the mind map given on page 42 of the textbook.

## Unit: 5 Road Safety

### Topic: Weak Form of 'do'



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and pronounce weak form of do, does, don't and doesn't in contractions to develop fluency of speech.



#### Materials:

- pictures of objects and persons
- chart papers cut in square pieces

#### Information for Teachers:

- The words having no stress, become weak.
- Such words are called "weak forms" of words.
- Weak forms are important for becoming fluent English language speakers.
- These words develop English speaking skills of the learners.
- Spoken English becomes unnatural if we do not use weak forms of certain words commonly used in spoken English.
- These words help us differentiate between stressed and unstressed words.
- The words which have weak forms are often 'grammar' words and are unstressed words.
- Words which carry the main meaning of a sentence do not usually have weak forms. It means most nouns, verbs, adjectives and adverbs do not have weak forms.
- Auxiliary verbs often have weak forms. Words like do, does, was, would, can, are, have, has and so on.
- Contractions like I've, she's, they're, I'd etc. are weak forms.
- Negative Contractions like haven't, hasn't, don't, doesn't and isn't etc. are weak forms as well.
- Prepositions like to, for, as, of or at etc. have weak forms.
- Pronouns like you, your, that or there, etc. can have weak forms.
- Some conjunctions like and or but can also have weak forms.
- For contractions of the verb "do", the simple present and simple past of the auxiliary verb "do", are frequently contracted with the negative adverb "not".
- To form these contractions, "do" or "does" are joined to the adverb "not".



- DON'T (do not) is the negative form of “do” whereas DOESN'T (does not) is the negative form of DOES.
- The difference is: - Use DOES / DOESN'T if the subject is third-person singular (he, she, it).  
- Use DO / DON'T everywhere else.
- How to pronounce the term contraction: <https://youtu.be/6FVdWXXE87c>
- How to pronounce the weak form of “doesn't” with the pronouns he, she, it: Example of she does not, she doesn't : <https://youtu.be/3ZBX55OytrU>
- Secret of pronouncing don't, doesn't: [https://youtu.be/QCD\\_NxBwhh4](https://youtu.be/QCD_NxBwhh4)

### Introduction:

- Tell the students that “don't” is called the weak form of “do”. It is made from “do not”.
- Tell the use of contraction (') for changing the words into weak form.
- Also explain that we use “do not/don't” with pronouns I, you and plurals.
- We use “does not/ doesn't” with he, she, it and singular object or person.
- Show the pictures of a food/ vegetable/fruit, etc.
- Say “I don't eat an egg daily.”
- Now divide the students into groups.
- Provide every group with a few pictures.
- Ask students to say a few sentences about each picture using the weak form, i.e. don't.
- Tell the students that for the human characters in the pictures, they can use “doesn't” or “don't” using a relevant action word.

#### Examples:

- The boys don't play hockey.
  - I don't like swimming, etc.
- Supervise students in groups.
  - Give feedback/make corrections on the spot.

### Development:

#### Activity 1:

- Divide the class into four groups.
- Inform them that we will play a game today called “Me and You Game”.
- Give students a square piece of chart paper.
- Tell students that they will perform an activity.
- Inform them to draw a table like this:

Questions	Me	You	You	You	You
Do you like to play cricket?					
Do you speak aloud?					

- Tell them that:
  - They have 5 minutes to make one more question and record it on the chart paper.
  - Over all they will have three questions to respond.



- Their responses should be in “Yes” or “No”
- Record an example on the whiteboard like this:
  - a. Do you like ice cream?  
For me: Yes, I do                      No, I don't  
For you: Yes, you do   No, you don't  
For us as a team: Yes, we do   No, we don't  
For other team: Yes, they do   No, they don't
- Explain to students for contractions | Verb DO. The simple present and simple past of the auxiliary verb DO are frequently contracted with the negative adverb not.
- To form these contractions, do, does, or did are joined to the adverb not and the letter o in not is replaced with an apostrophe.
- Tell any one or two students to repeat the instructions for checking their understanding.
- Monitor their work and assist, if required.
- When they are done, ask them to bring their chart papers and paste them on the board.
- Ask a volunteer from each group to speak aloud one question and to tell its response/s.
- Give feedback/ make corrections on the spot.

### Activity 2:

- Ask students to look at the board.
- Write the following sentences on the board:
  - I do not like banana
  - We do not enjoy this game
  - You do not run fast
- Ask students to convert the underlined word into a contraction and speak it aloud three times.

### Wrap up:

- Conclude the lesson by retelling the formation and use of the weak form of “do” in sentences.

### Assessment:

- Ask students to change the underlined words into contractions (a weak form of do) given on textbook page 51 exercise ii.
- Supervise their work and make corrections on the spot.

### Follow up:

- Do exercise iii textbook page 51.

## Unit: 5 Road Safety

### Topic: Weak Form of 'does'



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and pronounce weak forms of **does** and **doesn't** in contractions to develop fluency of speech.



#### Materials:

- textbook, videos, whiteboard, board marker and duster and pieces of paper.

#### Information for Teachers:

- The words having no stress, become weak.
- Such words are called "weak forms" of words.
- Weak forms are important for becoming fluent English language speakers.
- These words develop English speaking skills of the learners.
- Spoken English becomes unnatural if we do not use weak forms of certain words commonly used in spoken English.
- These words help us differentiate between stressed and unstressed words.
- The words which have weak forms are often 'grammar' words and are unstressed words.
- Words which carry the main meaning of a sentence do not usually have weak forms. It means most nouns, verbs, adjectives and adverbs do not have weak forms.
- Auxiliary verbs often have weak forms. Words like do, does, was, would, can, are, have, has and so on.
- Contractions like I've, she's, they're, I'd etc. are weak forms.
- Negative Contractions like haven't, hasn't, don't, doesn't and isn't etc. are weak forms as well.
- Prepositions like to, for, as, of or at etc. have weak forms.
- Pronouns like you, your, that or there, etc. can have weak forms.
- Some conjunctions like and or but can also have weak forms.
- For contractions of the verb "do", the simple present and simple past of the auxiliary verb "do", are frequently contracted with the negative adverb "not".
- To form these contractions, "do" or "does" are joined to the adverb "not".
- DON'T (do not) is the negative form of "do" whereas DOESN'T (does not) is the negative form of DOES.





- The difference is: - Use DOES / DOESN'T if the subject is third-person singular (he, she, it).  
- Use DO / DON'T everywhere else.
  - How to pronounce the term contraction: <https://youtu.be/6FVdWXXE87c>
  - How to pronounce the weak form of “doesn’t” with the pronoun he, she and it:  
Example of she does not, she doesn’t : <https://youtu.be/3ZBX55OytrU>
- Secret of pronouncing don’t, doesn’t: [https://youtu.be/QCD\\_NxBwhh4](https://youtu.be/QCD_NxBwhh4)

## Introduction:

Warm-up: One Minute Paper Game

- Inform students:
  - Today we are going to play a game called “One Minute Paper”.
- Tell students to look at the board.
- Write a few phrases on the board.
- Ask them to change them into contractions (also called weak forms of verbs).

We do	They do not do.	She has
-------	-----------------	---------

- Give them one minute to re-write the phrases using contractions.
- Tell them to exchange their pieces of paper with the peer sitting next to them.
- Tell the peers to check for one another.
- Record their responses on the board in the form of the table given below:

We do	They do not	She does	She doesn't
We do	They don't	He does	He doesn't

- Re-exchange their pieces of paper.
- Read aloud the weak forms of do, does, don't and doesn't in the chorus for practice
- Inform them to paste it on notebooks.
- Explain to them that all the phrases in a table, row #1 are strong forms and all the phrases in row #2 are weak forms and contractions of verbs.
- Elaborate to them that does and does not is used with pronouns like he, she and it which are single-person pronouns. The contractions she's and he doesn't are spoken English terms used for developing fluency in English.

## Development:

### Activity 1:

- Divide the class into two teams.
- Inform them to stand up and get ready for a game.
- Tell them their roles as a team:
  - Team A is “Ask a Question” team.
  - Team B is “Answer a Question” team.
- Tell Team A that they are going to:
  - Make five “yes” and “no” questions using does in the question form like this:
  - Does he play football? etc.
- Instruct Team B to:



→ Answer their questions using yes, no and contraction form doesn't.

- After five minutes exchange their roles:
  - Team A will become “Answer a Question” team.
  - Team B will become “Ask a Question” team.
- Repeat the same for practice.
- Ask the students to repeat the instructions for checking their understanding.
- Inform them to behave nicely during this activity.
- Monitor their activity and assist if required.
- Give feedback.
- Appreciate their performance.

### Activity 2:

- Ask the students to look at the board.
- Explain to them for contractions | Verb DO. The simple present and simple past of the auxiliary verb DO are frequently contracted with the negative adverb not.
- To form these contractions, do, does, or did are joined to the adverb not and the letter o in not is replaced with an apostrophe. DON'T (do not) is the negative form of DO while DOESN'T (does not) is the negative form of DOES.
- The difference is: - Use DOES / DOESN'T if the subject is third-person singular (he, she, it). - Use DO / DON'T everywhere else.
- Write on the board the sentences from the textbook page 51 exercise ii.
- Ask two to three volunteers to replace the underlined word with a contraction.
- Appreciate them for correct responses.
- Ask students to look at the board and change the same sentences given above into question form.
- Write their responses on the board.

### Wrap up:

- Conclude the lesson by retelling students to pronounce the weak forms of does.

### Assessment:

- Ask students to read aloud the following phrases using the weak form of “does” and for checking their pronunciation and understanding of the topic

Pronouns using ‘does’	Pronouns using ‘does not’
• He does	• He does not
• She does	• She does not
• It does	• It does not

### Follow up:

- Write three sentences having weak forms of “does”.

Teacher Guide  
Grade-3

Lesson Plan  
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## Unit: 5 Road Safety

### Topic: Countable and Uncountable Nouns



Duration: 40 Minutes



#### Students Learning Outcomes:

- Identify and differentiate between countable and uncountable nouns.



#### Materials:

- chart papers
- picture flash cards

#### Information for Teachers:

- Nouns can be countable or uncountable.
- Countable nouns can be counted, e.g. an apple, two apples, three apples, etc.
- Uncountable nouns cannot be counted, e.g. air, rice, water, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence.
- Countable nouns are for things we can count using numbers. They have a singular and a plural form.
- The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun. It could be singular number as for one item, person, thing etc. or plural representing many.
- Uncountable noun that has one form with no plural and names something that there can be more or less of but that cannot be counted: "Heat" is an uncountable noun. water, sand, air, and luck, and so it has no plural form.
- The noun 'sugar' is an uncountable noun as a word for a food substance. Units are expressed as spoon of sugar, bowls of sugar, cups of sugar, etc. The noun 'sugar' is a countable noun for 'types of ...'. The noun bread can be countable or uncountable. In more general, commonly used, contexts, the plural form will also be bread. However, more specific contexts, the plural form can also be breads e.g. various types of breads or a collection of breads.
- Countable and uncountable nouns: <https://youtu.be/1LjTa2Wvmm0>
- 'A' and 'an' is used with countable but not with uncountable nouns. We use some, little etc. with uncountable nouns. For example, some water, some cheese etc. there are ways to count countable nouns.
- We use measure unite or counters to count uncountable nouns. For example as measure word or counters: two pieces of furniture, one glass of water, two boxes of pencils.



## Introduction:

- Ask students to:
  - Define nouns giving examples.
  - Give feedback.
- Tell them to:
  - Look around the class for 30 seconds.
  - Make a list of nouns in their mind.
- Take responses.
- Record their responses on the board.
- Explain to them that nouns can be countable or uncountable.
- Countable nouns can be counted, e.g. an apple, two apples, three apples, etc.
- Uncountable nouns cannot be counted, e.g. air, rice, water, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence.
- Tell them to comprehend the nouns recorded on the board in the table given below:

Countable	Uncountable
marker	Water
board	Food
chair	Air





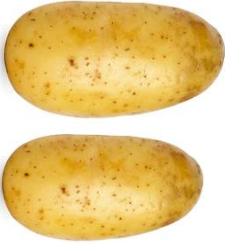




## Development:

### Activity 1:

- Divide class into four groups.
- Give students chart papers.
- Inform them that:
  - They will make a list of countable and uncountable nouns on the chart paper in five-minute time.
  - They will exchange it with the group sitting nearby.
  - The group will check their work.
- Paste the chart paper of all groups on the board.
- Discuss if the responses are incorrect.

### Activity 2:

- Paste the following picture flashcards on the board.
- Ask students to look at the board.

 <p>Two apples: countable</p>	 <p>Sack of rice: countable Rice uncountable</p>	 <p>Four carrots: countable</p>
 <p>One water fall: countable Water: uncountable</p>	 <p>Two potatoes: countable</p>	 <p>Books: countable</p>
 <p>bunch of grapes is countable Grapes: uncountable</p>	 <p>Fire: uncountable</p>	 <p>Sugar/ Salt: uncountable</p>

- Ask students to identify the countable and uncountable nouns.
- Make them differentiate between the possible options to clarify the concept.
- Tell them to open their textbooks.
- Make them write “U” for uncountable nouns and “C” for all countable nouns given on textbook page 54 exercise i.
- Supervise students’ work and give feedback.

### Wrap up:

- Conclude the lesson by asking students to:
- Give few more examples of uncountable nouns.

### Assessment:

On-going Assessment for Learning (AFL) during all activities.

### Follow up:

- Visit your kitchen and make a list of countable and uncountable nouns on a page/ chart paper.
- Write your name, class and section for display in the class.

## Unit: 5 Road Safety

### Topic: Use of Modal Verb "Can"



Duration: 40 Minutes



#### Students Learning Outcomes:

- Demonstrate the use of the verb can/ cannot to show ability and inability.



#### Materials:

- chart papers

#### Information for Teachers:

- Modal is anything that expresses mood. This can be a word, an inflection, vocal stress or tone, an adverb, etc.
- A modal verb is any verb that expresses mood. Languages like German and English often express mood via auxiliaries (just as they express tense, aspect, perfection, and agreement through auxiliaries).
- These are verbs that indicate likelihood, ability, permission or obligation. Words like: can/could, may/might, will/would, shall/should and must. There are nine modal auxiliary verbs shall, should, can, could, will, would, may, must, might.
- A modal verb is one of the types of auxiliary verbs.
- A modal verb is an auxiliary verb but an auxiliary verb is not necessarily a modal verb. A helping verb, also called an auxiliary verb, is used to show tense, make the negative and form questions.
- Helping verbs do not have any meaning though, while modal verbs can express obligation, ability, intention, etc.
- The modal 'can' is a commonly used modal verb in English.
- It is used to express; ability, opportunity, a request, to grant permission, to show possibility or impossibility.
- “Can” is used to talk about a person's ability to do something. It is used to express that something is possible.
- Here is a web link for a modal verb for ability/ inability “can” and “can’t”:  
<https://youtu.be/4HZsOaCea5M>
- The modal 'cannot' is a commonly used modal verb in English.
- It is used to express; inability or impossibility.



- “Cannot” is used to talk about a person's inability to do something. It is used to express that something is impossible.
- Here is a web link for the modal verb “can”, its negative form and question form:  
<https://youtu.be/vIcE507ItTc>

## Introduction:

- Ask students to:
  - Stand up.
- Ask them to perform on the actions like:
  - Jump.
  - Keep quiet.
  - Sit down.
  - Stand up.
  - Hop.
  - Pick the bag.
  - Put the bag under the table.
- Ask students a question:
  - Can you speak?
  - Can you keep quiet?
  - Can you jump?
- Take responses.
- Record their responses on board using “I can”.
- Explain to students that the modal verb ‘Can’ is used to talk about a person's ability to do something. It is used to express that something is possible
- Give feedback and record the topic on the whiteboard like this:
- Use of Modal Verb ‘Can’

## Development:

### Activity 1:

- Divide the class into four groups.
- Give students chart paper.
- Explain to them the task by writing on the whiteboard like this:
  - Group 1: Make a list of things you can do inside the class.
  - Group 2: Make a list of things you can do in the library.
  - Group 3: Make a list of things you can do in the playground.
  - Group 4: Make a list of things you can do at school.
- Write the rule.
  - **Subject + can + verb**
  - Explain this rule for further understanding by giving as an example: I can speak, speaking is an ability.
  - Paste the list of possible pronouns on the board.

I  
You  
He  
She + can + V<sub>1</sub>  
It  
We  
You  
They

You can speak well.

- Ask one student to repeat the instructions for checking their understanding.
- Give all groups 5 minutes to make a list of things they can do, on chart paper.
- Monitor their work and guide, if required.
- Tell them to:
  - Paste their cart papers on the board.
  - Ask each group to demonstrate their written sentences.
- Ask other groups to observe and comment, if the sentences written on the board show ability.
- Take random responses.
- Give feedback.
- 

### Activity 2:

- Ask students to open their notebooks and:
  - Write five things you can do.
  - Do it as an independent work.
- Give them ten minutes to complete it.
- Ask two to three students to share responses one by one.
- Record them on the board.

### Wrap up:

- Wrap up the lesson by asking:
  - Have you understood the use of can for ability?
- Make one sentence to show ability?

### Assessment:

- Ask students to open textbook page 55 and take their oral responses on exercise iii.
- Give feedback/ make corrections on the spot.

### Follow up:

- Write three sentences showing things which you can do.



## Unit: 5 Road Safety

### Topic: Use of Modal Verb ‘Cannot’



Duration: 40 Minutes



#### Students Learning Outcomes:

- Demonstrate the use of the verb can/cannot to show ability and inability.



#### Materials:

- A4 size papers
- flash cards

#### Information for Teachers:

- Modal is anything that expresses mood. This can be a word, an inflection, vocal stress or tone, an adverb, etc.
- A modal verb is any verb that expresses mood. Languages like German and English often express mood via auxiliaries (just as they express tense, aspect, perfection, and agreement through auxiliaries).
- The modal verb ‘cannot’ indicates inability.
- A modal verb is one of the types of auxiliary verbs. A modal verb is an auxiliary verb but an auxiliary verb is not necessarily a modal verb.
- A helping verb, also called an auxiliary verb, is used to show tense, make the negative and form questions. The modal verb ‘cannot’ expresses inability.

### CAN - CANNOT

USES OF CAN      Simple Present Tense

**1. ability or possibility**  
- I can swim.

**2. permission**  
- You can use my pen.

**CAN + VERB\*** \* Base form of the infinitive

He can speak English. ✓

He can speak~~s~~ English. ✗ No S

He can ~~to~~ speak English. ✗ No TO

		AFFIRMATIVE		NEGATIVE	
SINGULAR	I	can	speak English.	I	can't speak French.
	You	can	ride a bike.	You	can't ride a horse.
	He	can	drive a car.	He	can't drive a truck.
	She	can	play the guitar.	She	can't play the piano.
	It	can	swim.	It	can't fly.
PLURAL	We	can	play football.	We	can't play tennis.
	You	can	see the stars.	You	can't see germs.
	They	can	dance.	They	can't sing.

**QUESTIONS**

+ Affirmative    They **can** speak Spanish.

? Question      **Can** they speak Spanish ?

Short Answer    Yes, they can. / No, they can't.

**CONTRACTION**

**can't = cannot**

He *can't* sing.  
= He *cannot* sing.

- The modal 'cannot' is a commonly used modal verb in English. It is used to express; inability or impossibility.
- “Cannot” is used to talk about a person's inability to do something. It is used to express that something is impossible.
- Modal verb can, its negative form and question form: <https://youtu.be/vIcE507ItTc>

## Introduction:

- Inform students that:  
→ Today we will play a game for five minutes called as “Me , Not Me”
- Write a few words on the board like this:

swim	run	fly	play guitar
------	-----	-----	-------------

- Give a piece of paper to every student.  
Draw a table on the board and tell them to write their response on a piece of paper given to them using the words given above.

Me - I can (showing ability)	Not me - I cannot (showing inability)

- Take responses from volunteers.
- Record their responses on whiteboard using I can ... term.
- Explain to students that modal verb ‘Can’ is used to talk about a person's ability to do something. It is used to express that something is possible.
- Inform students that cannot is used in writing and can’t is used in speech which is the contraction form of cannot. So in speech, they will say I can’t fly, etc. tell them that cannot is used to talk about a person's inability to do something. It is used to express that something is impossible
- Give feedback and record the topic on the board like this:  
Use of Modal Verb ‘Cannot’

## Development:

### Activity 1:

- Ask them to tell one thing they cannot do.
- Write a few responses on the board.
- Write the rule:  
**Subject + cannot / can’t + verb**
- Explain this rule for further understanding by giving as example: I cannot sing, cannot sing is an inability.
- Paste the list of possible pronouns (singular/ plural) on the board.

I  
You  
He  
She + can't + V<sub>1</sub>  
It  
We  
You  
They

You cannot speak well

- Ask one student to repeat the instructions for checking their understanding.
- Give all students time to make and share one sentence each using I can't for speech and I cannot express written form.

### Activity 2:

- Tell them to play one more game:
- Divide the class into two teams.
  - Team A will ask five questions.
  - Team B will respond to questions using yes/ no.
- Paste the flash card as a sample on the board.

I  
You  
He  
can + She V<sub>1</sub>  
It  
We  
You  
They

Can you speak well?

- Once their turn is over, exchange their roles.



- Observe and comment, if the sentences show inability/ ability.
- Take students' responses and give feedback.

### Wrap up:

- Conclude the lesson by asking:
- Why and where do we use can and cannot? (for showing ability/ inability).

### Assessment:

- On-going Assessment for Learning (AFL) during all activities .
- Written task as AFL.

### Follow up:

- Do exercise iii textbook page 55.

## Unit: 6 The Day of Silence

### Topic: Forming Plurals (adding “es”)



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and apply spelling change in plural forms of nouns.



#### Materials:

- chart paper
- picture of singular plurals

#### Information for Teachers:

- Nouns that speak about objects, we can count, they have two forms: the singular and the plural.
- Regular plurals of nouns are formed by adding -s, -es, etc. to the singular (e.g., girl s, virus es, etc.).
- Irregular plurals also often follow a pattern, originating sometimes in the parent language or rules of older forms of English (child ren , criter ia , oas es , g ee se , m ice , ind ices ).

## Rules for Plural Nouns

Add **s** to form the plural for most of your nouns:

Like this:

dog → dogs  
banana → bananas



Add **es** to nouns that end in **s, x, z, ch** and **sh**:


Like this:

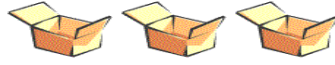
bus → buses  
fox → foxes  
quiz → quizzes  
church → churches  
bush → bushes

- When we are talking about more than one item or thing, we add the letter 's' at the end, which makes it plural. However this isn't always the case; if the word ends in the letter 's', 'ss', 'z', 'ch', 'sh', or 'x' we add 'es'.

## PLURAL RULE TWO

Add 'es' to words ending in 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural

  
 one box

  
 many boxes

beach → beaches	wish → wishes
fox → foxes	bus → buses
cross → crosses	waltz → waltzes
pitch → pitches	hutch → hutches

Try these ...

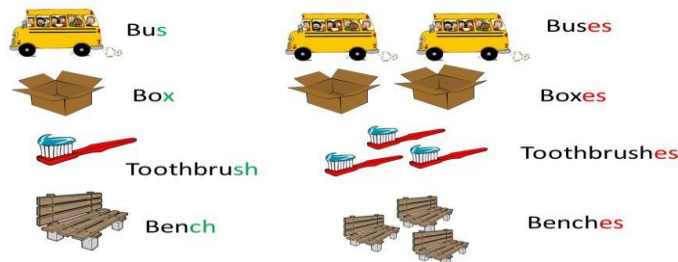
church → _____	quiz → _____
gas → _____	wax → _____
class → _____	dish → _____

English Spelling Rules for Plural Nouns: <https://youtu.be/HBSf0Kboirc>

### Introduction:

- Ask students to tell:  
Why do we add 's' or 'es' to some nouns?
- Take students' responses and paste the picture on the board.

Add **es** to make nouns plural that **end**  
with **s, x, sh** and **ch**



- Ask students to think of few words having letter 's', 'ss', 'z', 'ch', 'sh', or 'x' in the end.
- Make a list on board like this:  
→ box, glass, fox, beach, bush, gas, etc.
- Underline the letters 's', 'ss', 'z', 'ch', 'sh', or 'x' in the end.
- Reinforce the letter by using drill method.
- Explain to students that these all nouns ending on letters 's', 'ss', 'z', 'ch', 'sh', or 'x', add "es" in their plural form. The spelling change rule in plural forms of nouns help them to avoid errors.

## Development:

### Activity 1:

- Divide class into four groups.
- Give students a chart paper.
- Explain to them the task by writing on the white board like this:
  - Group 1: Make a list of nouns using 'sh', in the end of the word.
  - Group 2: Make a list of nouns using letter 'z' or 'x' in the end of the word.
  - Group 3: Make a list of nouns using 'ss' or 's' in the end of the word.
  - Group 4: Make a list of nouns using 'ch' in the end of the word.
- Ask one student to repeat the instructions for checking their understanding.
- Give all groups 5 minutes to make a list of nouns, on chart paper having letters 's', 'ss', 'z', 'ch', 'sh', or 'x'.
- Monitor their work and guide, if required.
- Tell them to:
  - Paste their chart papers on the board.
  - Ask each group to tell the nouns written on chart papers.
- Ask all groups to change them into their plural forms.
- Take responses and make corrections on the spot.

### Activity 2:

- Ask students to open their notebooks.
- Ask them to change the following singular nouns into plural nouns (textbook page 64).

	Letters 's', 'ss', 'z', 'ch', 'sh', or 'x' in the end of the nouns	
	Singular	Plural
1.	<u>box</u>	
2.	<u>match</u>	
3.	<u>dish</u>	
4.	<u>fox</u>	
5.	<u>bench</u>	
6.	<u>dress</u>	
7.	<u>glass</u>	
8.	<u>tax</u>	
9.	<u>lunch</u>	
10.	<u>bush</u>	
11.	<u>bench</u>	
12.	<u>class</u>	
13.	<u>catch</u>	
14.	<u>lunch</u>	
15.	<u>bus</u>	

- Tell them to underline the ending letters 's', 'ss', 'z', 'ch', 'sh', or 'x' for further reinforcement of the concept.



- Ask students:
  - What have they understood?
  - Why the letters 's', 'ss', 'z', 'ch', 'sh', or 'x' are underlined?
- Inform them that they need to add 'es' in their plural forms for correct usage of spelling in plural forms.
- Give them ten minutes to complete the written task.
- Ask two to three students to share responses one by one, once they have accomplished the task.
- Ask students to exchange notebook with the peer sitting next to them on their right.

### Wrap up:

- Wrap up the lesson by repeating the rules for forming plurals by adding “s” or “es” to a singular noun.

### Assessment:

- Make the students do exercise ii textbook page 64.
- Take students' responses and make corrections on the spot.

### Follow up:

- Ask students to make sentences using plural forms of nouns (boxes, dishes, glasses, matches, brushes).



## Unit: 6 The Day of Silence

### Topic: Articles 'a', 'an' and 'the'



Duration: 40 Minutes



#### Students Learning Outcomes:

- Identify 'a' or 'an' as articles.
- Identify and use the definite article 'the'.





#### Materials:

- textbook

#### Information for Teachers:

- Articles are words that define nouns in a sentence or phrase. As a general rule, an article is used before a common singular number.
- Wrong use of an article can lead to change in the meaning of the word. The sound of the first letter in a word determines whether to use "an" or "a."
- If the word starts with a vowel sound (a,e,i,o,u), we should use "an." If it starts with a consonant sound (all other English letters), we should use "a." For example: **Buy a house, in an hour.**
- In English, there are two types of articles called definite and indefinite articles. There is one definite article: "the."
- There are two indefinite articles: "a" and "an." The articles refer to a noun. Some examples are: "**the house**", "**a cat**", "**an activity**".
- "The" is called the definite article because it is used to indicate something specific. "A" and "an" are called indefinite articles because they are used to indicate something non-specific.
- Use of 'a' before a plural noun, if uses few, lot of, good, many, good deal etc. sitting "a". Like as He earns a lot of money, there are a few apples on the table, King Solomon had a great deal of money, there is a little water in the glass.
- Use of 'the'
  - The girl is playing in the field.
  - One nation means all of the singular common nouns before using 'the' like as river, sea, ocean, bay, ship etc before this name of using 'the' like a
  - The Ocean, The Himalayas, The Pacific, etc.
  - The rose is a beautiful flower.
  - The cow is a useful animal.
  - The name of date before using 'The' like The 10<sup>th</sup> November, the 16<sup>th</sup>, etc.

- The name of race or community before using 'the' like The English, the rich, the pious, the Muslims, etc.
- The use of 'a' or 'an' depends on the beginning sound so the word might start with a consonant or a vowel, but we really need to listen to how the word it is pronounced. For example: hour. We see an 'h' but we hear a vowel sound at the beginning 'our' and 'hour', 'h' is silent 'aww' sound is heard.
- Another exception: the use of 'a' and 'an' depends on the beginning sound 'unique'. We see a 'u' but we hear a consonant sound 'you'. For example, a unique chance and not an unique chance.
- So remember, and to listen carefully to how the word is pronounced and then you choose whether to you use 'a' or 'an'.
- Article 'the' is the definite article and it is used to describe one or number of things. The indefinite article describes things in general. For instance, a dog 'barks'. Because that is what dogs do. Or a cat 'meow'.
- The definite article describes specific things. For example when we say the dog barks, we have a particular dog in mind. For instance the dog of your neighbours or a dog that we see in the street.
- The 'zero article' when we do not use an article at all, whereas in other languages we might use it. Sometimes, an article is left out. This happens when there is only one of someone or something. For example: Sally is head teacher, there is only one head teacher in school and perhaps most important Elizabeth II is Queen of the United Kingdom there is only one queen in England.
- Sometimes 'the' is left out. When talking about seasons in general spring is in the air, not the spring is in the air but when we talk about a general season we use 'the.' I visited her in in the spring of 2012. Here 'I' have a particular moment in mind.
- Again sometimes 'the' is left out, for instance when talking about meals in general. When shall we have lunch? I was very happy with the lunch she served. And again here we use 'the' because we have a specific lunch in mind.
- We also do not use an article when talking about, hospital, prison, school, university in general. So 'the' is left out, only when we talk about the function of the building. For instance, he went to university, last year. So here we do not have a particular university in mind. Whereas: The university is well situated. This is about a particular university. For instance, Oxford, Cambridge, Harvard.

 USING <b>A</b> , <b>AN</b> , <b>THE</b>		
<b>A</b>	<b>An</b>	<b>The</b>
<ul style="list-style-type: none"><li>• <b>A</b> is used in front of singular countable nouns ( a person, animal or thing ) which are not specific.</li><li>• We don't use <b>a</b> before uncountable or plural nouns.</li><li>• If a noun starts with <b>a</b> consonant sound ( b, c, d, f, g, h, j, k, etc. ), "<b>a</b>" comes before the noun.</li></ul>	<ul style="list-style-type: none"><li>• <b>An</b> is used in front of singular countable nouns which are not specific.</li><li>• We don't use <b>an</b> before uncountable or plural nouns.</li><li>• If the noun starts with a vowel sound ( a, e, i, o, u ), "<b>an</b>" comes before the noun.</li></ul>	<ul style="list-style-type: none"><li>• We use '<b>the</b>' in front of all nouns ( It does not matter whether the nouns are singular, plural countable or uncountable ) to describe someone or something specific or unique.</li></ul>



Use of Articles:

- <https://youtu.be/drTyYqzb6Xk>
- <https://youtu.be/kBrUgUpjMjU>

## Introduction:

- Divide the class in three teams and name them like this:
  - Team A as ‘article a team’
  - Team B as ‘article an team’
  - Team C as ‘article the team’
- Explain to them the rules for using definite and in definite articles.
  - Rule 1:** ‘a’ is used before a singular noun when we are not referring to a specific person or thing starting with consonant sound. For example, a boy, a book, a table, etc.
  - Rule 2:** ‘an’ is used before a singular noun when we are not referring to a specific person or thing starting with vowel sound. For example, an ant, an apple, an orange, etc.
  - Rule 3:** ‘the’ is a definite article referring to a particular noun (person, place or a thing). It can be used with singular or plural nouns. For example, the teacher, the station, the football, etc.
- Inform students that only that team will respond by raising hands and taking their team name aloud if that word uses that article. For example add ‘a, an or the’ with ant, tree, owl.
- For a tree only Team A as ‘article a team’ will raise hand and add article ‘a’ to it
- Ask one student to repeat the instructions for checking their understanding
- Speak the following words or phrases aloud:

----elephant	----student	----hour	----boy
---- best friend	----girl with pen	---- dog	----English teacher
---- cat	---- lemon	---- onion	---- empty dish
---- fish	---- umbrella		

- Write their responses on the board.
- Record their scores for correct responses on the board.
- Appreciate the winning team.

## Development:

### Activity 1:

- Ask students to open textbook page 66.
- Ask them to read the instructions and encircle the correct article.

#### Invisible Ink

- First squeeze few drops from (a, an) lemon.
- Do the same to (a, an) onion.
- Mix both of (the, a) juices with (a, the) grains of sugar in (a, an) empty dish.
- Dip (a, an) tooth pick in (a, the) ink.
- Write your message on (a, an) piece of paper.
- After (the, a) ink is dry, iron the paper.



- You will see (a, **the**) hidden message.

- Assign it as an independent task.
- Allocate 5-7 minutes for completing the written task.
- Ask few students to share their responses once they have finished their written work.
- Give feedback/ Make corrections on the spot.

### Activity 2:

- Divide students into pairs.
- Ask them to open textbook page 65.
- Ask them to recall the lesson, discuss the possible articles in the given blanks and fill in.
- Take rounds to supervise students' work.
- Make corrections on the spot.
- Clarify students' concept, where required.

### Wrap up:

- Wrap up the lesson by telling the use of “a”, “an” and “the” in sentences.

### Assessment:

- Ask a few students to tell the examples of articles “a”, ”an” and “the”.

### Follow up:

- Do exercise ii on textbook page 65.

## Unit: 7 I Like to Play

### Topic: Consonant Clusters



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and pronounce with reasonable accuracy, common two-consonant clusters in initial and final position 'sp'.



#### Materials:

- textbook

#### Information for Teachers:

- All the letters of English Language besides vowels are called consonants.
- When we combine two or three consonants, they make a consonant cluster; cluster means group, bunch or collection.
- A consonant cluster in a word is a group of consonants with no vowels between them. The longest possible cluster in English is three consonant sounds at the start, such as 'splash', and four at the end, as in 'twelfth'.
- Initial consonant clusters are the sounds that are found at the beginning of English words. They are called clusters because each of the sounds in a cluster can be heard, as; examples of common two consonant clusters in the beginning of a word are 'br', 'bl,' 'sc', 'ch', 'sh'
- Final consonant clusters are the sounds that are found at the end of English words, as; examples of common two consonant clusters in final position of a word are, as; 'st', 'sk', 'sp', 'pt', and 'ft'.
- While teaching the lesson, the teacher should also consult textbook at all the steps where it is required.

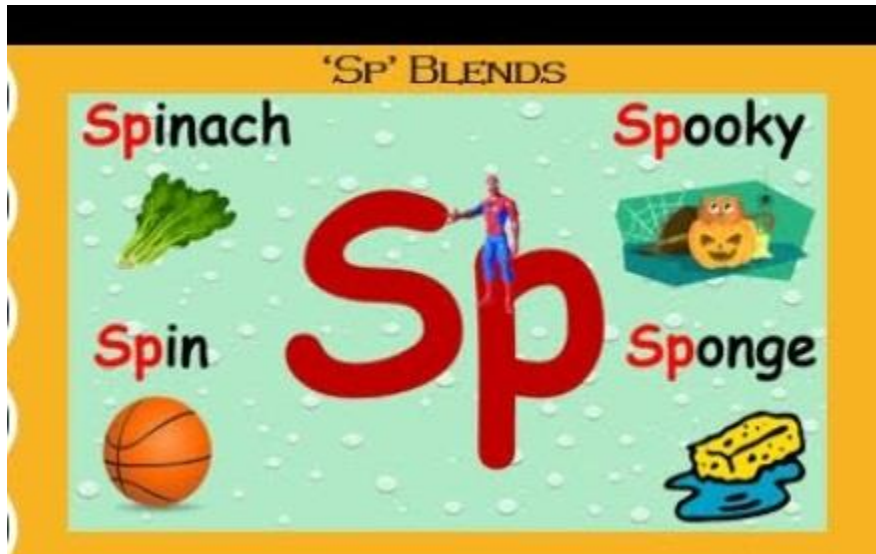
#### Introduction:

- Write "sp" on the board.

sp

- Tell the learners to think about words that start with letters "sp".
- Encourage the learners to take part in the activity.

- Write the learners' answers on the sides of the box drawn on the board.
- Underline the letters 'sp' in all the words.
- Tell them that the underlined letters are called consonant cluster.
- Tell them that a consonant cluster in a word is a group of consonants with no vowels between them.
- Tell them that 'bl', 'br', 'sp', 'st' are examples of consonant clusters.
- Tell them that today they are going to learn only 'sp' consonant clusters at its initial and final place.



## Development:

### Activity 1:

- Make pairs of the students.
- Ask them to think and discuss words starting with 'sp' consonant cluster.
- Give them five minutes to discuss and additional five minutes to write down 'sp' words.
- Ask 5-6 pairs to share their words with the class. Possible words may include (spider, spend, special, speech, spare, speak etc.).
- Appreciate the learners' effort.

### Activity 2:

- Ask the learners to get ready with their notebooks and pencils.
- Tell them that it's going to be an individual activity.
- Write the following 'sp' starting words with blanks on the board.
  - sp---- ----n
  - spa----- ----w
  - sp----der
  - sp----k
  - sp----d
- Give them 5-7 minutes to complete the task.
- Ask randomly from 5-6 learners to share their answers.
- Tell them that 's' and 'p' are giving separate sounds.
- Tell them about initial and final clusters.



- Drill the words again for correct pronunciation.
- Give feedback.

### Activity 3:

- Write the following words in jumbled form on the board.
    - aspw-----
    - rcisp-----
    - rgpas-----
    - wpsi-----
- Answers: wasp, crisp, grasp, wisp.
- Ask the learners to arrange the letters and make meaningful words.
  - Give them a hint that all the words have 'sp' ending.
  - Give them 5 minutes to complete the task.
  - Give them hints if they feel difficulty in making words e.g. (a flying insect for 'wasp')
  - Ask volunteers to share their answers and write the correct answers on board.
  - Underline 'sp' cluster in each word and explain the final consonant cluster.
  - Appreciate students' work.

### Wrap up:

- Recap what a consonant cluster is.
- Give more examples of words from textbook page 71.

### Assessment:

- Ask students to tell 3 words beginning with "sp" sounds.
- Take responses from the maximum number of students and give feedback.

### Follow up:

- Find out words with 'sp' consonant cluster at initial place from your textbook and make a list of 'sp' words.

## Unit: 7 I Like to Play

### Topic: Consonant Clusters



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and pronounce with reasonable accuracy, common two-consonant clusters in initial and final position 'cr'.



#### Materials:

- copies of worksheet

#### Information for Teachers:

- All the letters of English Language besides vowels are called consonants.
- When we combine two or three consonants, they make a consonant cluster; cluster means group, bunch or collection.
- A consonant cluster in a word is a group of consonants with no vowels between them. The longest possible cluster in English is three consonant sounds at the start, such as 'splash', and four at the end, as in 'twelfth'.
- Initial consonant clusters are the sounds that are found at the beginning of English words. They are called clusters because each of the sounds in a cluster can be heard, as; examples of common two consonant clusters in the beginning of a word are 'br', 'bl,' 'sc', 'ch', 'sh'
- Final consonant clusters are the sounds that are found at the end of English words, as; examples of common two consonant clusters in final position of a word are, as; 'st', 'sk', 'sp', 'pt', and 'ft'.
- While teaching the lesson, the teacher should also consult textbook at all the steps where it is required.

#### Introduction:

- Write the words "crown" and "crow" on board.
- Underline consonant cluster 'cr' in both the words.
- Tell them that the underlined letters are called consonant clusters.
- Tell them that a consonant cluster in a word is a group of consonants with no vowels between them. Give examples: black, brown, spin, student, crown, etc.
- Tell them that 'bl', 'br', 'sp', 'st', 'cr' are examples of consonant clusters.
- Tell them that today they are going to learn only 'cr' consonant cluster.





## Development:

### Activity 1:

- Take photocopies of the following worksheet (attached at the end of the lesson plan).
- Make groups of 4-5 learners in each group.
- Give one worksheet to each group/ or refer to board.
- Tell them that you have to think 'cr' beginning word for each picture and write it under the picture. Do the same for all the given pictures in the worksheet.
- Let them try without word bank. Then give them word bank if they feel difficulty in completing the task.
- Give them five minutes to complete the task.
- Ask the groups one by one to share their answers.
- Explain the initial 'cr' cluster in the words.
- Appreciate the learners' effort.

### Activity 2:

- Ask the learners to get ready with their notebooks and pencils.
- Tell them that it's going to be an individual activity.
- Tell them that the teacher will read a text and you are to write it down quickly and correctly.
- Read aloud the following text three times with three different speeds (First attempt: faster, second attempt average and last attempt slower)

*"There was a crazy crow who wanted to wear a crystal crown. The crow was crying because its crystal crown had cracked."*

- The learners will be able to write only a few words in the first attempt, then some more in the second attempt and will complete the text in the last attempt.
- Appreciate the learners' listening and writing skill.
- Ask them to encircle the words with consonant clusters.
- Give them one minute to complete the task.
- Ask them to raise hands to share their answers.
- Ask 4-5 learners to share their answers.
- Explain them that these are 'cr' beginning consonant clusters.
- Give feedback.

## Wrap up:

- Recap what a consonant cluster is.
- Give more examples of words from textbook page 71.




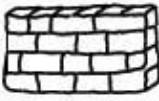






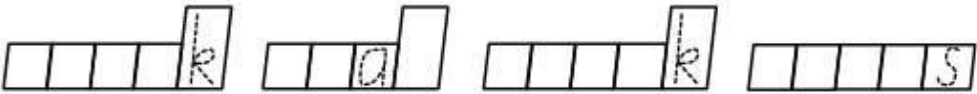

## Assessment:

- Ask students to tell 3 words beginning with "sp" sounds.
- Take responses from maximum students and give feedback.

## Follow up:

Find out words with 'sp' consonant cluster at initial place from your textbook and make a list of 'sp' words.

### Worksheet Consonant Cluster "cr"

Name:		Date:	
	<i>crab</i> _____	<i>crab</i> _____	
	<i>cry</i> _____	<i>cry</i> _____	
<i>crab</i>	<i>cross</i> _____	<i>cross</i> _____	
	<i>crane</i> _____	<i>crane</i> _____	
	<i>crack</i> _____	<i>crack</i> _____	
___ane 	___ack 	___y 	___ab 
___oss 	___eek 	___ib 	___ate 
			
The crab is in the creek.			
The _____			

## Unit:7 I Like to Play

### Topic: Homophones



Duration: 40 Minutes



#### Students Learning Outcomes:

- Locate, identify, differentiate between and use some simple pair of words including homophones.

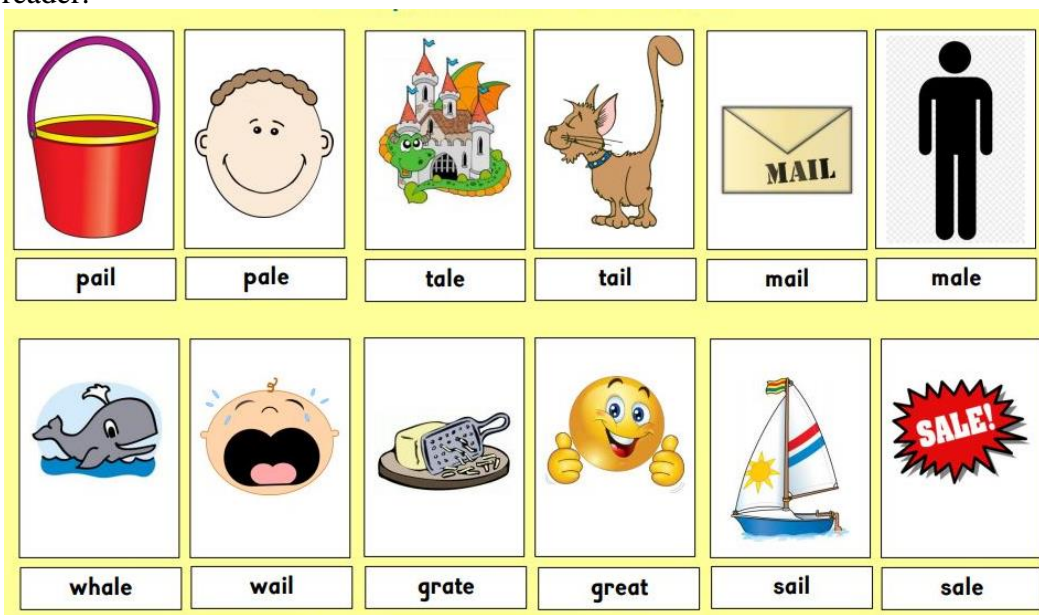


#### Materials:

- paper/ chart paper cards
- worksheet Homophones

#### Information for Teachers:

- Homophones are words having same sound but different meaning and spelling such as (write, right) and (weak, week), etc.
- Homophones help learners to understand that spelling and sounds of words are not reliable in English.
- Correct spelling in writing is important because misspelled words may confuse the reader.



## Introduction:

- Write the following sentence on the board.
- Can you see a sea in the picture?
- Ask the learners to read the sentence.
- Underline the homophones in the sentence.
- Ask them to pronounce the words.
- Ask them what is the difference between two words ‘see’ and ‘sea’.
- Tell them that they are same in pronunciation but different in spelling and meaning.
- Tell them that ‘see’ means (to look at) and ‘sea’ means (a big body of water).
- Tell them that the words who have similar sound butt different meanings and spelling are called homophones.
- Elicit some more examples of homophones.
- Possible answers may include (write, right, be, bee, two, too etc.).
  - Tell them that today they are going to learn about homophones.

## Development:

### Activity 1:

- Prepare small cards with the help of simple paper or chart paper.
- Write homophones on them (One part of the pair on one card and the other part on another card) like the following example:



- Prepare 10-15 pairs according to the strength of the learners.
- Put them in a box and shuffle them.
- Ask the learners to pick one card and pass the box to the next learner.
- Make sure all of them have a card.
- Ask them to stand up and come in front of the class.
- Tell them that you have to mingle and find the other pair of your card word by showing and saying your card word to others.
- Give them 3-4 minutes to complete the task.
- Ask the pairs to stand side by side holding their cards.
- Ask volunteers to read their cards.
- Tell them to note the difference.
- Give feedback/make corrections on the spot.



### Activity 2:

- Write the following sentences from textbook page 77 on the board:
  - The cat -----the race. (won/one)
  - She ate a ----- for lunch. (pear/pair)
  - There is an ----- in the hole (aunt/ant)
  - We -----the bell ringing. (here/hear)
  - I see a ----- buzzing around. (be/bee)
- **Answers** (won, pear, ant, hear, bee)
- Make pairs of learners.
- Tell them to write down the sentences written on the board.
- Ask them to discuss the sentences one by one and choose the correct word to fill in the blanks.
- Ask them to be careful about the meaning of the words.
- Give them five minutes to complete the task.
- Ask group leaders to share their answers.
- Explain the answers with their meaning. Tell them the difference in meaning and spelling.
- Appreciate the learners' effort.

### Wrap up:

- Recap what homophones are.
- Repeat examples for the clarity of concept.

### Assessment:

- Ask the following questions from the students:
  - What are homophones?
  - Can you give examples of homophones?
- Take responses and give feedback on the spot.

### Follow up:

- Do the worksheet.

## Worksheet Homophones

Let's have fun with homophones!

Drag each homophone and drop it in the correct blank.



flour



flower

The pink \_\_\_\_\_ smells good.

I need \_\_\_\_\_ and eggs to bake a cake.



knight



night

The \_\_\_\_\_ of the movie was brave.

It is a dark and silent \_\_\_\_\_.



bee



be

A \_\_\_\_\_ stung my mom in her garden.

I need to \_\_\_\_\_ quiet now.



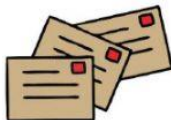
aunt



ant

The \_\_\_\_\_ is tiny and black.

My \_\_\_\_\_ came to visit me today!



mail



male

There is a lot of \_\_\_\_\_ in the mailbox.

Only a \_\_\_\_\_ can grow a beard.

## Unit :7I Like to Play

### Topic: Mind-Map



Duration: 40 Minutes



#### Students Learning Outcomes:

- Make notes and develop a mind-map as a guided task.



#### Materials:

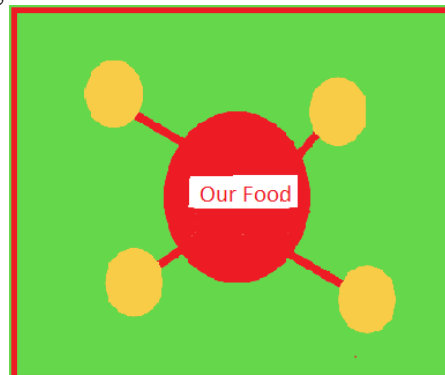
- chart paper chits

#### Information for Teachers:

- A mind-map is a diagram in which information is presented visually by writing the main or central idea/ topic.
- In simple words, thinking about any topic and then writing your thoughts in a graphical or pictorial mode to organize information or ideas is called a mind-map. Ideal time for making a mind map is 3-5 minutes.

#### Introduction:

- Draw a circle on the board as given below and write “Our Food” in the center.



- Ask the learners, what comes in their mind when they look at the title “Our Food”.
- Write the learners’ responses in the side circles on the board.
- Encourage all the learners to take part and share their ideas. Possible answers may include (bread, rice, vegetables, fruits, eggs, and milk etc.).
- Tell them that they have created a mind map.



- Tell them that a mind map is thinking about any topic and writing ideas in a diagram.
- Tell them that making mind-maps make our topic easy to understand and to organize our ideas and information.

## Development:

### Activity 1:

- Divide the class in groups of 4-5 learners in each group.
- Tell them that they will be given a topic. They have to discuss the topic to brainstorm ideas. Then they have to choose strong ideas to make a mind map.
- Give each group any of the following or any other topics (Good Habits, My Friend, Animals at Zoo, My Bedroom etc.).
- Ask them to use simple paper and marker to make mind maps.
- Give them three minutes to discuss and three minutes to make the mind map.
- Tell them to paste their mind maps on the board.
- Read some of the ideas generated by the learners.
- Give feedback.

### Activity 2:

- Ask the learners to be seated in the same groups.
- Ask them to choose their group names.
- Give a chart paper to each group. Ask them to write the group name on the chart paper.
- Assign topics to groups. (Different topic for each group)
- Tell them to make a mind map for the assigned topic. Give them three minutes to work.
- Tell them that after three minutes, the teacher will clap and they will swap their chart to the group sitting next to them. They will read the points written by the previous group and will add more points to the mind map but don't repeat the points. After 2 minutes, they will swap the chart again. They will keep swapping until they get their own chart.
- After they are done, ask how they liked the activity.
- Tell them that they have learned new ideas about five different topics.
- Appreciate the learners' effort.
- Give feedback/make corrections on the spot.

## Wrap up:

- Recap the use of the mind map.

## Assessment:

- Ask the following questions to check the understanding of the learners
  - What is a mind map?
  - Why do we make mind maps?
- Take students' responses and give feedback on the spot.

## Follow up:

- Do the activity in the textbook on page 77 in the notebook.



## Unit: 7 I Like to Play

### Topic: Picture Description by Using Action Verbs



Duration: 40 Minutes



#### Students Learning Outcomes:

- Describe pictures for details linked to action verbs.



#### Materials:

- picture of verbs
- picture cards

#### Information for Teachers:

- Picture description is an interesting activity to motivate learners to think, speak and write.
- Pictures are described by using action verbs. Action verbs tell us what is happening in the picture. Some examples of action verbs are: run, jump, swim, eat and write.

#### Introduction:



- Show the above picture to learners.
- Ask them what is happening in the picture.
- Write the learners' responses on the board.
- Underline the action verbs used by the learners.
  - Possible answers may include: A bird is flying, the girls are playing, they are eating food etc.
- Tell them that we can describe a picture by using action verbs.

- Tell them some examples of action verbs (sit, eat, read, jump, play, write).
- Give feedback.

## Development:


### Activity 1:

The activity consists of three main parts: a list of action verbs on the left, a central illustration of a boy playing soccer, and a list of action verbs on the right. To the right of the boy's illustration is a photograph of a baby sleeping and a cartoon illustration of a person reading a book.

- Paste the above given picture cards on the board.
- Ask the learners to look at the picture 1 and choose the action from the given options.
- Ask them to raise your hands to answer.
- Ask one learner to come and encircle the correct action verb which describes the picture.
- Explain the answer and appreciate the learner.
- Ask any other learner to come for the second picture.
- Repeat the same for other pictures.
- Tell them that the action verbs are describing the pictures.
- Appreciate their good work.

### Activity 2:

**Playing**




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Catching**




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Running**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Make pairs of learners.
- Show the above picture to learners.
- Ask them to look at each picture and the action verb given with it.
- Ask them to discuss and make a sentence to describe each picture with the help of an action verb.
- Give them five minutes to complete the task.
- Ask 2-3 pairs to share their sentences.
- Explain the action verbs.
- Appreciate the learners' effort.

### Wrap up:

- Recap the use of action words in the picture description.

## Assessment:



- Show the above pictures to learners
- Ask the learners to look at the action of the pictures and arrange the letters to make a verb.
- Ask the volunteers to come on the board and write the correct spelling of the action verbs.
  - Answers (sit, smell).
- Explain the learners' answers.
- Give feedback.

## Follow up:

- Write four lines using given hints to describe pictures A & B given on page 78 of the textbook.

## Unit: 7 I Like to Play

### Topic: Invitation to Friends



Duration: 40 Minutes



#### Students Learning Outcomes:

- Write guided short informal invitations to friends and family members.



#### Materials:

- chart papers

#### Information for Teachers:

- Invitation letters are those letters that are written to invite individuals to a specific event. They are also extremely informative.
- The **main purpose of writing short informal invitation** is to coordinate with guests coming on the event.
- An invitation letter helps the host handle the event better as they can make arrangements accordingly.
- They could be written for a wedding, birthday, an exhibition, or an annual day... basically, anything where we need people to show up!
- Tips for writing an invitation card:
  - Address your card to the person you're inviting/ The salutation is Dear + name
  - name the event you're inviting them to
  - spell out the date, time and location
  - provide contact details so they can RSVP

#### Informal Invitation Template- textbook page 78

Template	
Whom you are inviting? Salutation and name	To:
Write the subject line	For:
Mention the Sender's Address	Where:
Write the Date and Time	Date/ Time:
RSVP your name to please reply	From:

- RSVP stands for please reply. RSVP comes from the French phrase “répondez s'il vous plait”.

## Pictorial Template

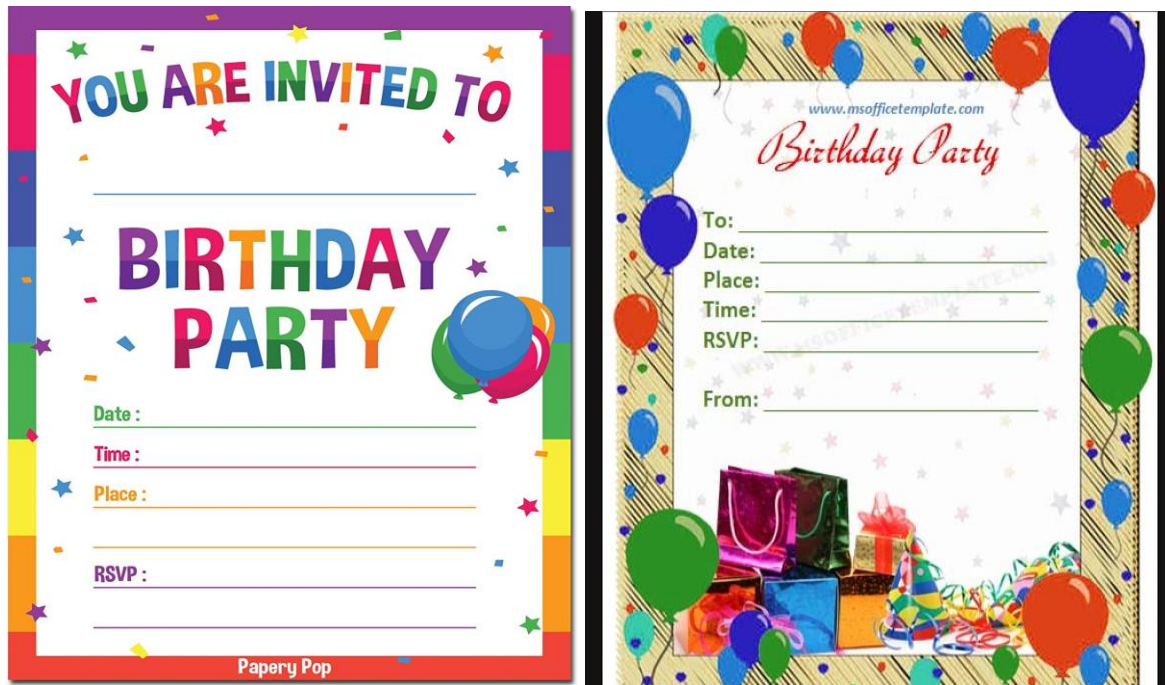


- Birthday invitation card template guidelines: <https://youtu.be/bIBahCXR10w>

## Introduction:

- Show students the following samples of invitation cards:
- Ask them to guess about today's activity.





- Take students' responses and give feedback.
  - Ask them where and why we use these invitation cards.
- Ask students to read carefully what is written on invitations.
- Ask them to tell:
  - Whom do we invite?
  - Why do we invite?
- Explain to students that:
  - We invite people on parties and other events.
  - The template of invitation includes: name of the event, person's name whom we wish to invite, day/date, time, location, senders name, sender's contact number and address.
- Inform that that RSPV means 'Please reply'.
- Announce the topic and write it on the board like this:

- *Birthday Invitation to Friends*

## Development:

### Activity 1:

- Divide class in four groups.
- Give a chart paper to each group.
- Write on the board the main elements of invitation template in a jumbled up manner like this:

Day/date	Sender's name	Location
Person's name whom we wish to invite (Dear__)	name of the event	Sender's contact number and address

Time		
		

- Ask them to sequence the invitation template elements starting from number 1 to number 6 in three minutes.
- Get ready for presentation.
- The students from each group in two minutes time will present the sequence.
- Other groups will listen carefully to agree or disagree with the sequence of the template.
- Once all groups are done, give feedback by discussing the correct sequence of the template of invitation like this:
  - Name of the event
  - Person's name whom we wish to invite
  - Day/ date
  - Time
  - Location
  - Sender's name, sender's contact number and address
- Record it on the board in the same sequence

### Activity 2:

- Ask students to open their notebooks.
- Ask the students to:
  - Invite your friends on your birthday by making an invitation card on your notebooks using the template given on the board.
  - Do it as an independent work.
  - Complete the task in 7-10 minutes.
- Ask a few students to share their responses once they have finished their written work.
- Give feedback/make corrections on the spot.

### Wrap up:

- Conclude the lesson by asking:
- Tell the sequence of the elements for making an invitation.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities.
- Written task as AFL

### Follow up:

- Make the invitation colourful by drawing something on their invitations.



**Unit: 7 I Like to Play**  
**Topic: Invitation to Parents**

Duration: 40 Minutes

**Students Learning Outcomes:**

- Write guided short informal invitations to friends and family members.

**Materials:**

- pictures and A4 size papers
- images for card decoration

**Information for Teachers:**

- Invitation letters are those letters that are written to invite individuals to a specific event.
- They are also extremely informative.
- The main purpose of writing short informal invitation is to coordinate with guests coming on the event.
- An invitation letter helps the host handle the event better as they can make arrangements accordingly.
- They could be written for a wedding, birthday, an exhibition, or an annual day... basically, anything where we need people to show up!
- Tips for writing an invitation card
  - Always write in the first person (I/we).
  - Mention the sender's address.
  - Write the date for the invitation.
  - Salutation should be "Dear + name".
  - Always close it with 'Yours sincerely'.
  - Name the event you are inviting them to.
  - Provide contact details so they can RSVP.

**Informal Invitation Template**

Template	
Whom you are inviting? Salutation and name	To:
Write the subject line	For:

Mention the Sender's Address	Where:
Write the Date and Time	Date/ Time:
RSVP your name to please reply	From:

- RSVP stands for please reply. RSVP comes from the French phrase “répondez s'il vous plaît.”

### Pictorial Template



- Birthday invitation card template guidelines: <https://youtu.be/bIBahCXRI0w>

## Introduction:

- Ask students to tell:
  - What is the purpose of an invitation card?
  - For whom and for which event did they make an invitation card in their last class lesson?
  - What are the components they kept in mind while they made their birthday card?
- Take students' responses and conclude by making points on the board.
- Inform students that they will make a sports day invitation card for their parents using all seven elements.
- Announce the topic and write it on the board like this:
- Sports Day Invitation Card Making for Parents (textbook page 78).

## Development:

### Activity 1:

- Divide students into groups.
- Give students a coloured A4 size paper.
- Instruct them to fold the page into two, three or no fold at all.
- Demonstrate by folding the pages like the picture samples given below:



- Guide them to decide or choose a design.
- Ask them to fold the paper accordingly.
- Inform them to write the invitation first.
- Guide them the following:
  - Event name outside the card if having two folds
  - Dear Parents,
  - Date
  - Time
  - Location
  - From
  - RSVP
- Give them 7-10 minutes to write the invitation.
- Supervise students' work.
- Tell them to show their cards by raising them high, in their right hand.
- Appreciate them for their efforts.

### Activity 2:

- Ask students to decorate the card.
- Guide them to use either ball, bat, basketball or net image for drawing on the invitation card like this:



- Show them sample images.
- Give them ten minutes to finish their decoration/ drawing.
- Ask a few students to show their cards.
- Tell them to take it home and present the invitation cards to their parents.

### Wrap up:

- Conclude the lesson by appreciating their efforts for invitation writing.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities.  
Written task and a card making activity.

### Follow up:

- Make an invitation card for parents inviting them to Fun Day at school.

## Unit: 8 Saving Resources

### Topic: Weak Form of “Do” in Contractions



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and pronounce the weak forms of ‘do’ and ‘have’ in contractions.

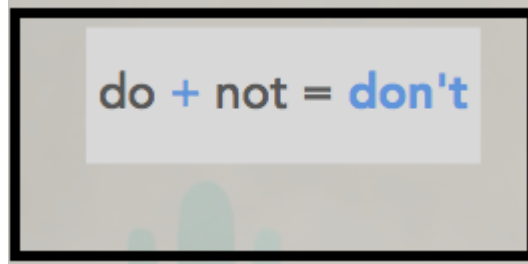


#### Materials:

- textbook, board, board marker and duster

#### Information for Teachers:

- A contraction is a shortened form of two words. For example do not becomes don't, ‘have not’ becomes haven't and ‘we have’ becomes we've
- Contraction helps to pronounce words easily and fluently
- Keep the first word and omit a letter or letters of the second word and use apostrophe like have not.....haven't.



#### Introduction:

- Ask the learners if they know the meaning of ‘contract’. (to shorten or make smaller)
- Explain that a contraction is a shortened form of two words.
- Explain to them to keep the first word and use an apostrophe to replace the omitted letter or letters as do not..... don't.
- Write some words on the board with their full form and contractions as following:
  - have not                      haven't
  - is not                            isn't
  - I have                            I've
  - do not                            don't
  - does not                        doesn't



- Explain the contractions by giving examples.
- Give them more examples of contractions like; I'm, you're, we're, they've, etc.
  - Tell them that today they are going to learn weak form of 'do' in contractions.

## Development:

### Activity 1:

- Draw a table on the board as following:

Question	Yes, I do/ No, I don't	Name of learner
Do you like chocolates?		
Do you like Mathematics?		
Do you like horse riding?		
Do you like watching cartoons?		

- Ask the learners to draw the given table on their notebooks.
- Instruct them to come in the center of the classroom with their pencils and notebooks.
- Tell them that they will go around in the class and meet four different fellows to ask a question from the given questions.
- Write the answer and also write the name of the learner against his/ her answer.
- Give them three minutes to mingle.
- Ask them have you got any surprising answer? Like a learner who does not like chocolates or a learner who likes Mathematics?
- Tell them that **don't** is a contracted form of **do not**.
- Give them feedback about the activity.

### Activity 2:

- Divide the class in pairs.
- Ask them to write some sentences using do + not.
  - Possible answers:
    - I do not like cooking.
    - They do not tell a lie.
    - We do not like Pizza.
    - You do not work hard.
    - She does not tell a lie.
- Ask them to read the sentences.
- Note the pronunciation and way of reading by the learners.
- Underline the stressed words.
- Ask them to change do not/ does not into contraction don't/ doesn't.
- Ask them to read the sentences again.
- Ask them to note the difference.
- Tell them that contraction helps in pronunciation and fluency.
- Appreciate their work.



### Wrap up:

- Recap the weak forms of “do” along with examples.

### Assessment:

- Ask the following questions to check the understanding of the learners:
  - What does contraction mean? (Shortened form of two words)
  - What is the contracted form of “do not”? (don’t)
  - Speak two sentences using ‘do’ in the weak form (textbook page 83)
  - Take students’ responses and give feedback on the spot.

### Follow up:

- Make a list of five sentences using the weak form of ‘do’. You may take help from the textbook page 83.

## Unit: 8 Saving Resources

### Topic: Verbs ('be' forms)



Duration: 40 Minutes



#### Students Learning Outcomes:

- Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (i, we, you, he, she, it, they).



#### Materials:

- textbook, board, board marker and duster

#### Information for Teachers:

**BE ( am / is / are / was / were )**

- Auxiliary verbs help the main verb and are also known as helping verbs.
- Be, do and have are helping verbs.
- Is, am, are, was and were are different forms of the verb 'be'.
- The verb 'be' is used as a helping verb to make continuous tense.
- Helping verbs are sometimes used as main verbs. For example:
  - He is a student. (main verb)
  - He is sleeping now. (helping verb)
- Use verb form according to the pronoun as given in the following table:



Pronouns	Be form	Do/Does	Have/Has
I	am	do	have
He	is	does	has
She	is	does	has
It	is	does	has
You	are	do	have
We	are	do	have
They	are	do	have

## Introduction:

- Call a learner in front of the class and pointing towards that learner ask the following question to the class.
- Is he/ she a student or a teacher? (He/ She is a student).
- Now ask the learner. Are you a student or a teacher? (I am a student).
- Ask the same question pointing towards the class. Are they students or teachers? (They are students).
- Explain them that we use helping verb 'am' with pronoun 'I', we use 'is' with pronouns he, she and it and we use 'are' with pronouns you, we and they.
- Tell them that is, am, are can be used as main verbs or as helping verbs with main verbs.
- Tell them that when we use (is, am, are, was, were) as helping verb, we add 'ing' with the main verb like: I am drinking water.
- Give examples:
  - I am a boy. (main verb)
  - I am doing my work. (helping verb)
  - She is a doctor. (main verb)
  - She is working in a hospital. (helping verb)
  - He is a teacher. (main verb)
  - He is teaching now. (helping verb)
  - We are players. (main verb)
  - We are playing football. (helping verb)
- Tell them that for past we use 'was' with I, he, she and it. We use 'were' with you, we and they. For example:
  - He was writing a story.
  - They were playing football.

Tell them that today they are going to learn 'be' forms of verb.

## Development:

### Activity 1:



- Tell the learners that to change the ‘be’ form sentences into negative, we put ‘not’ right after the helping verb (be form). For example:
  - I am not a teacher.
  - She is not a doctor.
  - They are not players.
  - I am not writing a story now.
  - He was not suffering from fever yesterday.
  - They were not making a noise in the class.
- Encourage learners to think about more examples of negative sentences.
- Take responses from 2-3 learners.
- Give feedback.

### Activity 2:

- Divide the class in groups.
- Write the following sentences on the board.
  - I ----- a boy. (is, am)
  - They ----- my friends. (are, is)
  - We----- not going to Lahore. (are, is)
  - He -----working hard these days. (is, was)
  - You -----absent yesterday. (are, were)
  - We -----playing cricket yesterday. (are, were)
- Ask them to discuss the sentences and fill in the blanks with suitable form of ‘be’ (is, am, are, was, were).
- Tell them to be careful about pronoun and tense (present/ past).
- Give them 5-7 minutes to complete the activity.
- Ask the groups to share their answers.
- Appreciate the learners and make corrections if required.

### Wrap up:

- Recap the “be forms of verbs” for more clarity of students.

### Assessment:

- Ask the following questions to check the understanding of the learners:
  - What is an auxiliary verb? (helping verb which helps main verb).
  - What are ‘be’ forms of verb? (is, am, are, was, were).
- Give feedback.

### Follow up:

- Read the sentences given at page 101 of textbook and fill in the blanks with correct form of the verb.

## Unit: 8 Saving Resources

### Topic: Verbs (Do and Have)



Duration: 40 Minutes



#### Students Learning Outcomes:

- Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (i, we, you, he, she, it, they).



#### Materials:

- textbook, whiteboard, board marker and duster

#### Information for Teachers:

- Auxiliary verbs help the main verb and are also known as helping verbs.
- Helping verbs always comes before the main verb in the sentence.
- Be, do and have are helping verbs.
- Is, am, are, was and were are different forms of the verb 'be'.
- Verb 'be' is used as helping verb to make continuous tense.
  - He is sleeping now. ('is' as helping verb, 'sleep' as main verb).
- The verb 'have' is used as a helping verb to make perfect tenses.
  - I have done my homework. ('have' as helping verb, 'do' as main verb).
  - Verb 'have' can also be used as a main verb like: I have two sisters.  
She has black hair.
- Uses 'have' with I, we, you and they. Use 'has' with he, she and it.
- The verb 'do' is used as a helping verb to make negative forms, asking questions and to show emphasis.
  - Do you like tea? ('do' as helping verb, 'like' as main verb).
  - I do not like tea. ('do' as helping verb, 'like' as main verb).
  - I do write a letter. ('do as helping verb, 'write' as main verb).
- Use verb form according to the pronoun as given in the following table:

#### Introduction:

- Draw the following table on the board:

<b>Do</b>	<b>I You We You They</b>	<b>know this ?</b>
<b>Does</b>	<b>He She It</b>	

Subject	Have/Has	Object
<b>I You We They</b>	have	<b>black hair</b>
<b>He She It</b>	has	

- Ask the learners to make sentences with the help of three columns in the given tables. Start with table 1.
- Give them examples from both tables like:
  - Do I know this?
  - I have black hair.
- Learners will make sentences. Make corrections if required.
- Tell them that we use 'have' with I, we, you and they. We use 'has' with he, she and it.
- Tell them that we use 'do' with I, we, you and they. We use 'does' with he, she and it.
- Ask the learners to think and share some more examples.
- Tell them that today they will learn about the verbs 'do' and 'have'.

### Development:

### Activity 1:

- Give green and yellow cards or sticky notes to learners.
- Tell them that teacher is going to read a few sentences.



- Make them listen to it carefully. If the verb is used as a main verb, show yellow card. If the verb is used as a helping verb, show green card.
- Read the following sentences one by one:
  - I have three toys.
  - She has two sisters.
  - They have completed their work.
  - She does not like coffee.
  - Do you like oranges?
  - You do not help me.
- Take students' response.  
Give feedback/make corrections on the spot.

### Activity 2:

- Write the verbs do, does, have, has on board.
- Ask the learners to make sentences using these verbs.
- Possible answers may include:
  - I do my duty.
  - She does her home task.
  - They have taken the exams.
  - He has three books.
  - He has done his work.
- Encourage the learners to make new sentences.
- Take students' responses and give feedback.

### Wrap up:

- Recap the taught concept with examples.

### Assessment:

- Write the following sentences on the board.
- Ask the learners to read and fill in the blanks with correct verb.
- Ask them to raise their hands to answer.
  - I -----written a story. (have/ has)
  - She -----not read a newspaper. (do/ does)
  - They -----new toys. (have/ has)
- Give feedback.

### Follow up:

- Read the sentences given at page 87 of textbook and fill in the blanks with the verbs 'do' and 'have'.

## Unit: 9 My Culture - My Pride

### Topic: Counting Syllables in Words



Duration: 40 Minutes



#### Students Learning Outcomes:

- Understand the syllabic division of a word for learning words meanings.



#### Materials:

- textbook, papers, board

#### Information for Teachers:

- A syllable is a **part of a word that contains sounds (phonemes) of a word**.
- It usually has a vowel in it. A syllable is also called a 'beat' and teachers often teach children to identify syllables by clapping the 'beats' in words.
- Another way to describe a syllable is a 'mouthful' of a word. Sometimes. These are called claps or chunks, as well. Term 'syl/ la/ bles has three beats/ claps/ chunks.

- By knowing how to split words into syllables, students can chunk up bigger words into more manageable pieces.
- This helps them read longer and more difficult words, as well as unfamiliar words. Dividing words into syllables also helps you figure out what the vowel sound will be.
- There are seven rules:

- Rule # 1. A syllable is formed by at least one vowel (a, e, i, o, u).

...

*For example: a, the, plant, ba-na-na, chil-dren, cam-er-a.*

- Rule # 2. Divide the syllable between two same consonants. ...

*For example: rab-bit, let-ter, buf-fet, des-ert, ber-ry.*

Vowel with long/ short vowel sound.

- Rule # 3. The consonant goes with the second vowel if the first vowel has a long vowel sound.

*For example: ba-sic, ro-bot, wa-ter.*

- Rule # 4. Divide between two vowels that make two sounds. ...

*For example: di-et, di-aer-e-sis.*

- Rule # 5. Use prefixes and suffixes to separate syllables. ...

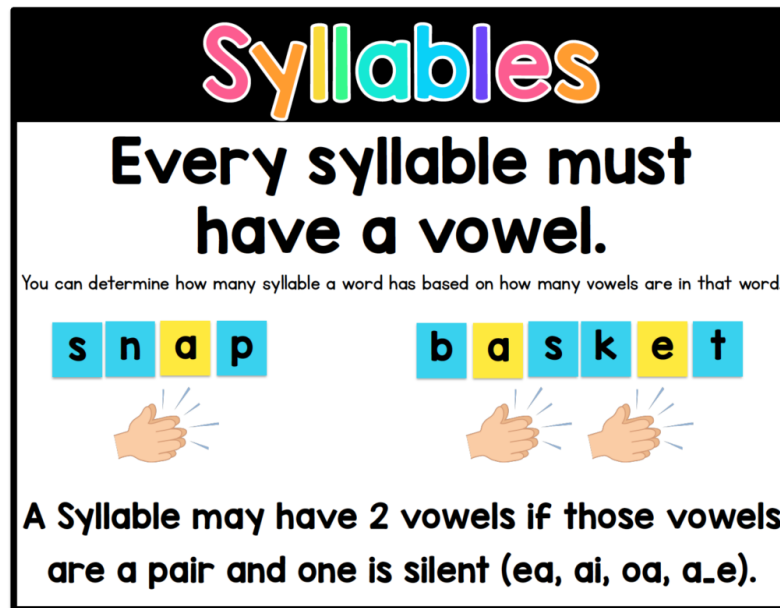
*For example: re-turn, un-u-su-al, pre-paid, end-less, pay-ing, hap-pi-ness, un-kind-ly.*

- Rule # 6. Compound nouns are always divided between the two words. ...

*For example: some-thing, cup-cake, with-out, how-ev-er, ba-by-sit-ter, class-room, break-fast, sun-flow-er.*

- Rule # 7. Divide before the consonant before an "-le" syllable and sounds like "-el"

*For example: a-ble, can-dle, fum-ble, ap-ple, ta-ble, cas-tle.*



**Syllables**

**Every syllable must have a vowel.**

You can determine how many syllable a word has based on how many vowels are in that word.

s n a p                      b a s k e t

A Syllable may have 2 vowels if those vowels are a pair and one is silent (ea, ai, oa, a\_e).

## Teaching Tips

- What are syllables: <https://youtu.be/Um7ukvphdHY>
- How to pronounce the word "syllable"? <https://youtu.be/wJY3uspFfdQ>

## Introduction:

- Inform students that today we are going to do an interesting activity.
- Ask students to look at the board.
- Write a few words on the white board: can, fun/ny, but/ter/fly/, mo/tor/cy/cle.
- Ask them to clap, count and tell how many beats the word is broken into.
- Write one, two, three as per their exercise / discussion on board.
- Clap and break the word into chunks yourself, if the response is incorrect.
- Repeat the drill by doing it one more time with students.
- Write the following words on board:  
fan, say/ing, coo/ler, ha/bit, teach/er on the board.
- Give students a piece of paper and ask them to break it into chunks, count and tell if pronounced in 1, 2, 3 breaks, etc.
- Record their responses on the board in the form of the table given below :

Words	Number of syllables
fan	1

say/ing	2
coo/ler	2
ha/bit	2
teach/er	2
au/to/graph	3

- Ask them to tally the number of times the words are broken into with the ones recorded on the board.
- Read aloud the words in chorus for practice.
- Inform them to paste it on notebooks. This activity will act as an AFL for students.
- Explain to them that all words were broken into syllables. A syllable is a part of a word that contains sounds (phonemes) of a word. Write the topic on white board:

## Development:

### Activity 1:

- Ask students to count and tell how many syllables are there in the word ‘Syllable’.
- Clap and count: syl /la /ble
- Divide class into two teams.
- Inform them to stand up and get ready for a game.
- Tell them their roles as team.
  - Team A is “Tell a word”.
  - Team B is “Clap, Count and Tell the Number of Syllables”.
- Tell Team A that they are going to:
  - Make ask five words
- Instruct Team B to:
  - Answer their questions by clapping and counting the number of syllables.
- After five minutes, make students exchange their roles.
- Team A will become “Tell a word”.
- Team B will become “Clap, Count and Tell the Number of Syllables”.
- Repeat the same for practice.
- Ask the students to repeat the instructions for checking their understanding.
- Monitor their activity and assist if required.
- Give feedback.
  - Appreciate their performance.

### Activity 2:

- Ask the students take out their textbooks.
- Tell them to look at the board.
- Write the following question on the board (textbook page 99).

Read the given words with their meanings. Write syllables of the words			
	Words	Syllables	Meanings
	culture		a way of life
	festival		important days celebrated every year
	events		local functions arranged for a group of people of an area





	shows		display to perform
	celebrate		a feeling of happiness

- Ask them to do the work independently, in ten minutes time.
- Monitor and assist, if required.
- Tell them to clap and count the number of beats for every word.
- Discuss the number of syllables written by them on textbooks.
- Appreciate them for correct responses.
- Take responses.
- Give feedback.
- Record the correct answers on the board.
- Correct responses.

<b>Syllables</b>
cul/ture (2)
fes/ti/val (3)
e/vents (2)
shows (1)
ce/le/brate (3)

- Tell them to self-check and make corrections on the spot.

### Wrap up:

- Conclude the lesson by asking students tell the number of syllables in: jump, grandmother, potato, banana, watermelon (support sheet given at the end)

### Assessment:

- On-going Assessment for Learning (AFL) during all activities

### Follow up:

- Re-read the lesson and write in notebooks 3 words for each syllable, i.e. one syllable, two syllables and three syllables.

**Unit: 9 My Culture- My Pride**  
**Topic: Present and Past Tense**

Duration: 40 Minutes

**Students Learning Outcomes:**

- Recognize that action takes place in time (present, past and future).

**Materials:**

- textbook, board, board marker, duster, picture cards and pieces of paper, copy of forms of verb

**Information for Teachers:**

- There are three tenses in English: past, present and future.
- Present tense is a grammatical term used for verbs that describe action happening right now. An example of present tense is the verb in the sentence "I eat." noun.
- The **present tense** is used to understand about the present times. The present tense is mainly classified into four parts mentioned below:
  - Present simple: I work
  - Present continuous: I am working
  - Present perfect: I have worked
  - Present perfect continuous: I have been working
- The simple past tense, is used to talk about action completed in time before now. The simple past is the basic form of past tense in English.
- The time of the action can be in the recent past or the distant past and action duration is not important. They have same four parts as present tense, however, it focuses on past tense form.
- These are the rules used for changing singular and plural nouns and pronouns into simple present tense. The rules are attached for teacher's reference.

First	Second	Third person	Singular	Plural
I (Singular)	You (Singular)	He, She, It & Name of the person (Singular)	I <b>work</b> you <b>work</b>	we <b>work</b> you <b>work</b>
We (Plural)	You (Plural)	They & Names of the persons (Plural)	he/she/it <b>works</b> Ravi <b>works</b>	they <b>work</b>

- For past tense 'ed' is added with regular verb and irregular verb changes entirely in simple past tense form.

- The past tense is formed as follows: Take the root form of the verb and add –ed to the end. If the verb ends in -e, just add a -d. For example, the simple past tense of look is looked, and the simple past tense of ignite is ignited.

## Verb Tenses

**Present- Tells what is happening now**

I am reading a book



**Future -Tells what will happen in the future**

I will read a book later.



**Past- tells what happened in the past**

I have read the book



- Simple Present Tense. Learn Basic English Grammar <https://youtu.be/oeReIxWZcvE>
- Simple Past Tense Verb: <https://youtu.be/KjVH7AOtLjs>

### Introduction:

- Ask students to tell:  
What is a verb? Or name some action words?
- Tell students to:
  - Keep silent for 30 seconds.
  - Think of actions they do quite often, in the class.
  - Make a list of at least five in their mind.
  - Write on the piece of paper given to them.
- Write the verbs on the board.
- Reinforce subject (Noun/ Pronoun) verb agreement by making the table on white board for nouns/ pronouns like this:

I/ You/ We/ They	He/ She/ It

- Sort the verbs written on the white board in the table with joint agreement with students.
- Sample for reference

I / You / We / They	He / She / It
work	works
live	lives
play	plays
go	goes
eat	eats
drink	drinks

- Change the verbs to past tense form on the board.
- Inform them that:
  - Every action takes place in time.
  - Time is divided into past, present and future.
  - These are called the tenses.
- Announce the topic and write it on the board like this:  
*Present and Past Tense*

## Development:

### Activity 1:

- Paste the following picture card on the board or write it on the board:



- Ask students to:
  - read the sentences.
  - tell what do they understand.
  - circle the verbs and ask the difference in meaning it makes by adding 'ied' and 'y'.
  - discuss the subject and verb agreement as I is a pronoun.
- Take responses as whole class activity.
- Ask students to:
  - change the pronoun to Ali.change the tenses (Ali studied, Ali studies) Present form added 's' for singular noun

### Activity 2:

- Ask students to get ready for an activity.
- Make two teams.
  - Team A: Present Tense Team
  - Team B: Past Tense Team
- Write the question on the board.
- Read aloud the following sentences.
- Ask students to sort them as present or past tense.
- Tell one or two volunteers to repeat the instructions (textbook page 100).
  - I am a teacher.
  - They are teachers.
  - I was a teacher.
  - Ali is a teacher.

He teaches English.  
 He taught English.  
 They teach Urdu.  
 They taught English.  
 He goes to school.  
 They went to market.

- Record their scores for correct answers.
- Announce the winner team once the activity is over.

**Activity 2:**

- Ask students to open textbook page 100 and do the activity i.

1.	The students listened to the lesson with interest	present/ past
2.	My father cooked food today	present/ past
3.	Children play in the park	present/ past
4.	I always speak the truth	present/ past
5.	We went to our village last Saturday	present/ past

- Give them 5 minutes for completion of the task.
- Ask two to three students to share responses one by one.
- Record them on the board.
- Ask students to self-check their work.
- Give feedback and ask students to make corrections on the spot.

**Wrap up:**

- Recap the identification of present and past tenses in sentences.

**Assessment:**

- On-going Assessment for Learning (AFL) during all activities.
- Written task as AFL

**Follow up:**

- Give students the copy of the following forms of verbs for oral quiz to be held in the next English class.

Base Form	Past Simple	Participle	Base Form	Past Simple	Participle
awake	awoke	awoken	quit	quit	quit
be	was/were	been	read	read	read
blow	blew	blown	ride	rode	ridden
build	built	built	run	ran	run
buy	bought	bought	say	said	said
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
dream	dreamt	dreamt	send	sent	sent
drink	drank	drunk	shake	shook	shaken

## Unit: 9 My Culture- My Pride

### Topic: Short Vowel “e”



Duration: 40 Minutes



#### Students Learning Outcomes:

- Classify, pronounce and practice short vowel ‘e’.









#### Materials:

- textbook, whiteboard, board marker and duster

#### Information for Teachers:

- a,e,i,o,u are vowels.
- Vowels may have short sound as ‘e’ in ‘bed’ and long sound as ‘ee’ in ‘bee’.

long ē	e	short ĕ
 bēe		 bĕd
 kēy		 nĕt
 lēaf		 ĕgg

## Introduction:

- Ask questions to the students to check previous knowledge.
  - What are consonants?
  - What are vowels?
  - How many vowels are there in the English alphabet?
- Tell them that a,e,i,o,u are vowels.
- Say some words with short vowel 'e' like: bed, pet, bet.
- Say some words with long 'e' sound like: deep, jeep.
- Ask them to note the vowel 'e' sound.
- Tell them about long and short 'e' sounds.
- Tell them that 'bed', 'pet' are examples of short 'e' sound.  
Tell them that today they will learn about short vowel 'e' sound.

## Development:

### Activity 1:

- Ask students to open textbook page 96.
- Write down the following words on the board:  
wet, bet, bed, sheep, egg, leaf, sleep, yet, heel, pet, beg, deep, fed, hen, web, den, read, ten, pen, keep.
- Tell them to make two columns on their notebooks as following:

Short 'e' sound	Long 'e' sound

- Tell them to sort the given words in the relevant columns.
- Give them five minutes to complete the task.
- Ask 3-4 learners randomly to share their answers.
- Explain their answers.
- Give feedback.

### Activity 2:

- Write the following jumbled sentences on the board:
  - hen The red a is pet. (The red hen is a pet)
  - Will egg the hen lay an. (The hen will lay an egg.)
  - Is my wet pet. (My pet is wet.)
  - Have red I a pen. (I have a red pen.)
- Divide the class in groups.
- Tell them to look at the sentences written on the whiteboard, rearrange the words to make correct sentences and encircle the short 'e' words in each sentence.
- Give them five minutes to complete the task.
- The group who completes first will be the winner.



- Monitor and facilitate the learners.
- Ask the groups to share their answers.
- Tell the learners to pronounce short ‘e’ words.
- Appreciate all the groups.

### Wrap up:

- Recap the short “e” sound in words along with examples.

### Assessment:

- Say the following words with short intervals (treat, net, seat, jet, bed).
- Ask the learners to judge whether it is a short vowel sound or long vowel sound.
- Take students’ responses and give feedback on the spot.

### Follow up:

- Think about short ‘e’ sound and make a list of ten words having short ‘e’ sound.



## Unit: 9 My Culture - My Pride

### Topic: Present, Past and Future Tense



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize that action takes place in time (present, past and future).



#### Materials:

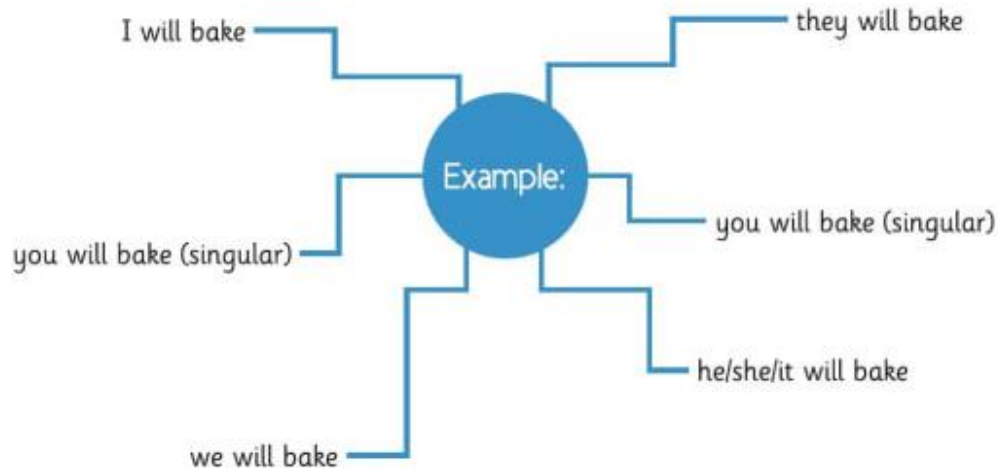
- picture cards
- worksheet

#### Information for Teachers:

- There are three tenses in English: past, present and future.
- Present tense is a grammatical term used for verbs that describe action happening right now. An example of present tense is the verb in the sentence "I eat." noun.
- The **present tense** is used to talk about the present and to talk about the future. The present tense is mainly classified into four parts mentioned below:  
Present simple: I work.
- The simple past tense, is used to talk about action completed in time before now. The simple past is the basic form of past tense in English.
- The time of the action can be in the recent past or the distant past and action duration is not important. They have same four parts as present tense, however, it focuses is on past tense form.
- The future tense is the verb tense used to describe a future event or state of being. In grammar, the future tense talks about things that have not happened yet. For example, "The party will be so fun!" "will be" is in the future tense. Whenever, we write or talk about things that are expected to happen later, the future tense is used.
- The rules used for changing singular and plural nouns and pronouns into simple future tense are attached for teacher's reference.

# Simple Future

Simple Future is also known as Future Simple and describes events which will take place.



- For past tense 'ed' is added with regular verb and irregular verb changes entirely in simple past tense form.
- The past tense is formed as follows: Take the root form of the verb and add -ed to the end. If the verb ends in -e, just add a -d. For example, the simple past tense of look is looked, and the simple past tense of ignite is ignited.
- For future tense we always use first form of verb. Before the first form we add will/ will be. For example, he will be successful. She will teach, etc.

## Verb Tenses

**Present- Tells what is happening now**

I am reading a book



**Future -Tells what will happen in the future**

I will read a book later.



**Past- tells what happened in the past**

I have read the book



- Simple Present Tense. Learn Basic English Grammar <https://youtu.be/oeReIxWZcvE>
- Simple Past Tense Verb: <https://youtu.be/KjVH7AOtLjs>
- Verbs: Future Tense : <https://youtu.be/Q8XN1uotJBU>

### Introduction:

- Ask students to give examples of present and past tenses.
- After taking their responses, give feedback.
- Draw the following table on the board.

- Call a few students randomly to fill in the missing verb forms.

Present	Past	Present	Past
sing			drove
play			read
swim			taught

- Appreciate them if they are able to give correct forms of verbs.
- Draw subject (Noun/ Pronoun) verb agreement table on white board for nouns/pronouns like this:

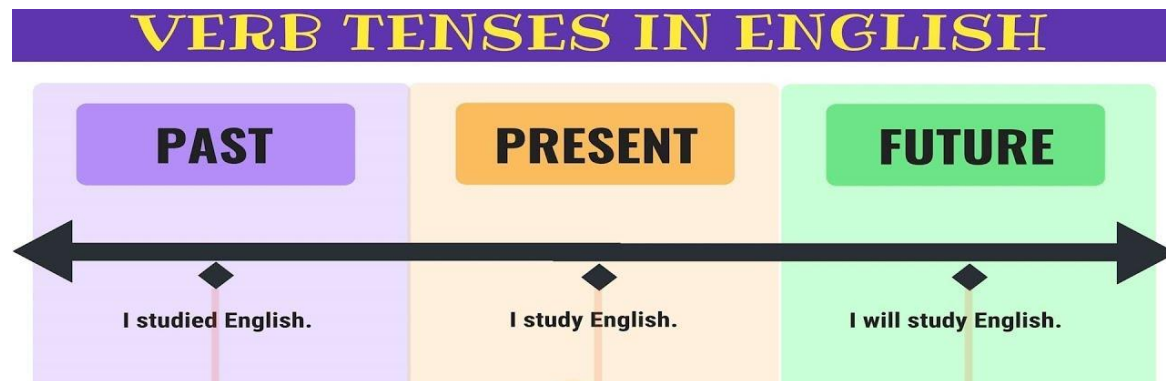
I/ You/ We/ They	He/ She/It
will go	will be happy
will do	will be sad

- Inform students that:
  - Every action takes place on time.
  - Time is divided into past, present and future.
- Tell the students that today they will learn more about future tense. Explain to them that simple present and future use first form of verb like: I play (Present) and I will play (future tense). Future tense adds will/ will be, where as, for past tense we use second form of verb like: I played.

## Development:

### Activity 1:

- Paste the following picture card on the board.



- Ask students to get ready for an activity.
- Divide them into four groups.
  - Group A: Simple Present Tense
  - Group B: Simple Past Tense
  - Group C: Simple Future Tense
- Write the verbs on the board.

act	was	are	go	went
approve	Is	were	swim	accept
say	teach	taught	work	worked
place	placed	do	did	am



- Read aloud the following verbs.
- Ask students to sort them as present, past or future tense by using them in sentences.
- Tell one or two volunteers to repeat the instructions.
- Give an example like this for better understanding.

Group A	Group B	Group C
I teach	I taught	I will teach

- Give them chart paper to complete the activity in five minutes.
- Ask all groups to paste their work on the board.
- Tell all students to read and check if there is a mistake.
- Discuss mistakes as whole class activity.
- Correct the mistakes in joint agreement with students.
- Take students' responses.
- Appreciate their efforts.
- Ask any one or two volunteers to tell the verbs aloud.
- Tell them that we use first form of the verb e.g. in simple present tense goes, sing, eat, teach, play and for simple past tense form of verb we use second form of verb went, showed, cooked and for future tense we use will/ will be with first form of verb and there is no change in the verb for singular or plural noun/ pronoun like: I will go, he will go, Ali will go, they will go etc.

### Activity 2:

- Provide all students with the worksheet attached at the end of the lesson plan.
- Explain them what they are supposed to do.
- Take rounds to supervise students' work.
- Give feedback and make corrections on the spot.

### Wrap up:

- Wrap up the session by retelling the identification of present, past and future tenses along with examples.

### Assessment:

- Write a few of the given sentences randomly on the board.
- Ask students to name each sentence as present, past or future.
- Take students' responses and make corrections on the spot.

Present	Past	Future
She plays	She played	She will play
They work	They worked	They will work
He does	He did	He will do
Aliya sings	Aliya sang	Aliya will sing
Amin talks	Amin talked	Amin will talk

### Follow up:

- Make two sentences each using simple present, past and future tense.

## Unit: 9 My Culture - My Pride

### Topic: Expository Paragraph Writing



Duration: 40 Minutes



#### Students Learning Outcomes:

- Write an expository paragraph explaining a process or procedure.



#### Materials:

- worksheet

#### Information for Teachers:

- Expository writing is to give information. You explain a subject, give directions, or show how something happens. In expository writing, linking words like first, second, then, and finally (transition words) are usually used to help readers follow the ideas.
- This type of writing, like any other, organizes itself around three parts:
  - Introduction
  - Main body comprising of main points/ ideas
  - Conclusion
- Process is defined as a series of actions or steps taken in order to achieve a particular end.
- It is important because it describes how things are done and then provides the focus for making them better and how they are done determines how successful the outcomes will be.
- The main features of expository writing include:
  - Information: Expository text is meant to deposit information.
  - Clarity: Using words that clearly show what the author is talking about.
  - Organization of the text: A well-written exposition remains focused on its topic and lists events in chronological order.
  - Impersonal/ Unbiased

#### Expository Paragraph Template- textbook page 102

<b>Introduction</b> 1 to 2 lines	<b>Introduce/ discuss about the topic</b> <b>briefly</b>
<b>Idea 1-</b> 1 to 2 lines	<b>First, ...</b> <b>Second, ...</b>
<b>Idea 2-</b> 1 to 2 lines	<b>Later, ...</b> <b>Then, ...</b>
<b>Idea 3-</b> 1 to 2 lines	<b>Finally, ...</b>

#### Pictorial Template

## Teaching Tips

This form of writing is a method of writing in which the teacher describes, informs, or explains a topic to the reader/learner. Learning how to write an expository piece of writing is one of the most important skills that students can develop from an early age.

Expository Writing:

<https://youtu.be/c5IPrxafggQ>

<https://youtu.be/UREHexeJK08>

- It is written in third person: he, she, they them
- Expository writing is used to:
  - Describe
  - Explain
  - Define
  - Inform

<b>Transition Words</b>		
<u>Beginning</u>	<u>Middle</u>	<u>End</u>
First	Next	Last
At first	Then	Finally
In the beginning	Also	In the end
Initially	Later	In conclusion
To begin	In the middle	Eventually
To start	Furthermore	At last
	Additionally	All in all
	Suddenly	



## Introduction:

- Ask students to think and tell:
  - 
  - why it is important for children to attend school?
  - what makes home a happy place to live?
- Take students' responses.
- Conclude by writing points on the board.
- Inform students that they will discuss an expository writing today.  
Tell the students that it is written in third person: he, she, they them. It is used to describe, explain, define and inform a reader about a specific subject. It does not allow opinions or unnecessary descriptions. It is based on facts only.

## Development:

### Activity 1:

- Divide students in four groups.
- Give each group the copy of the worksheet given at the end of the lesson plan.
- Ask students to read it silently in 3-4 minutes times.
- Guide them to discuss in their group about cows.
- Tell them to:
  - write about the facts on the worksheet given in 4-5 minutes time
  - add two more facts about cows
  - paste their work on the board
- Discuss with them that:
  - it is one way of starting expository paragraph writing
  - only facts are written
  - unnecessary details are avoided
- Appreciate them for their efforts.
- Give feedback by discussing the correct sequence of the template.  
Record it on the board in the same sequence.

### Activity 2:

- Give them another worksheet in the same groups.
- Tell them it involves a process of making a snow man.
- Discuss transition words also called connectives to connect the facts.

**Expository Writing**


**How to build a snowman?**

**First**

**Next**

**Then**

**Last**



- Ask students to discuss how snowman is made.
- Allow them to share ideas and organize the facts.
- Remind them to avoid giving opinions.
- Give them ten minutes to finish their work.
- Ask any one volunteer group to share the facts about how to make a snowman.
- Give feedback.
- Appreciate their efforts.
- Tell them to display it on the soft board.
- Inform them that they will be using this information and write the expository writing explaining the procedure of how to play ludo in the next class.

### Wrap up:

- Conclude the lesson by appreciating their efforts
- Tell them:
  - what expository writing is
  - which transitional connectives are used to write expository writing

### Assessment:

- On-going Assessment for Learning (AFL) during all activities  
Written task

### Follow up:

- Do activity i given on textbook page 102.



## Unit: 10 Our Family Picnic

### Topic: Position on Map



Duration: 40 Minutes



#### Students Learning Outcomes:

- Explain simple position on a picture, illustration or a map.



#### Materials:

- worksheet

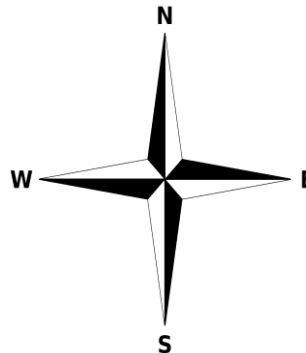
#### Information for Teachers:

- A map is defined as a representation, usually on a flat surface, of a whole or part of an area.
- The job of a map is to describe spatial relationships of specific features that the map aims to represent. There are many different types of maps that attempt to represent specific things.
- Maps are the primary tools by which spatial relationships and geographic data are visualized. Maps, therefore, become important documents.
- There are several key elements that should be included each time a [map](#) is created in order to help the viewer in understanding the communications of that map and to document the source of the geographic information used.
- The following are important features of map:
  - Map title – Tells you what the map shows
  - Compass rose – Shows cardinal directions Compass rose is used to tell directions on a map
  - Key or legend – Tells you what symbols, colors, or shapes mean
  - Scale – Shows the distance from one place to another on a map
  - The direction is mostly shown on the map with the help of different arrows
  - The right arrow indicates east
  - The left arrow indicates west
  - The arrow indicating up will be considered as north
  - The arrow which indicates down, it depicts south direction
- Maps often contain symbols or pictures.
- These symbols or images are listed and explained in a key on the map.

- Symbols are used to keep the map tidy and easy to read, too many words would make the map difficult to read.
- Symbols are small pictures that stand for different features on a map.
- A symbol is often drawn to look like what it represents. For example, a triangular shape is often used to denote a mountain. A desert is often shown by a group of dots that might look a little bit like sand.
- An illustrated map can be loose and hand-drawn, filled with fun drawings and doodles that together make a sometimes inaccurate, but always spot on record of a memory or a place from one's own perspective.
- A map is a drawing of all or part of Earth's surface.
- Its basic purpose is to show where things are.
- Maps may show visible features, such as rivers and lakes, forests, buildings, and roads.
- They may also show things that cannot be seen, such as boundaries and temperatures.
- Most maps are drawn on a flat surface
- Maps and Directions | Types of Maps: <https://youtu.be/mtsx8V3mE8o>
- Four Cardinal Directions. North, South, East and West <https://youtu.be/SDOJzYnB4Vk>
- Learn Directions: <https://youtu.be/TqFXum1xovc>

## Introduction:

- Draw a compass rose on the white board like this:



- Ask students to imagine/ consider:
  - The direction towards the white board is North direction
  - Opposite to it is South
  - Direction while facing white board, right side is East
  - Direction while facing white board, left side is West
- Write few sentences on the board.
  - Move south.
  - Turn right and face east.
  - Turn left, take two steps forward face west.
  - Stand straight, face the board and face north.
- Ask students to stand up and follow the instructions.
- Monitor their movement.
- Correct their directions, if required.

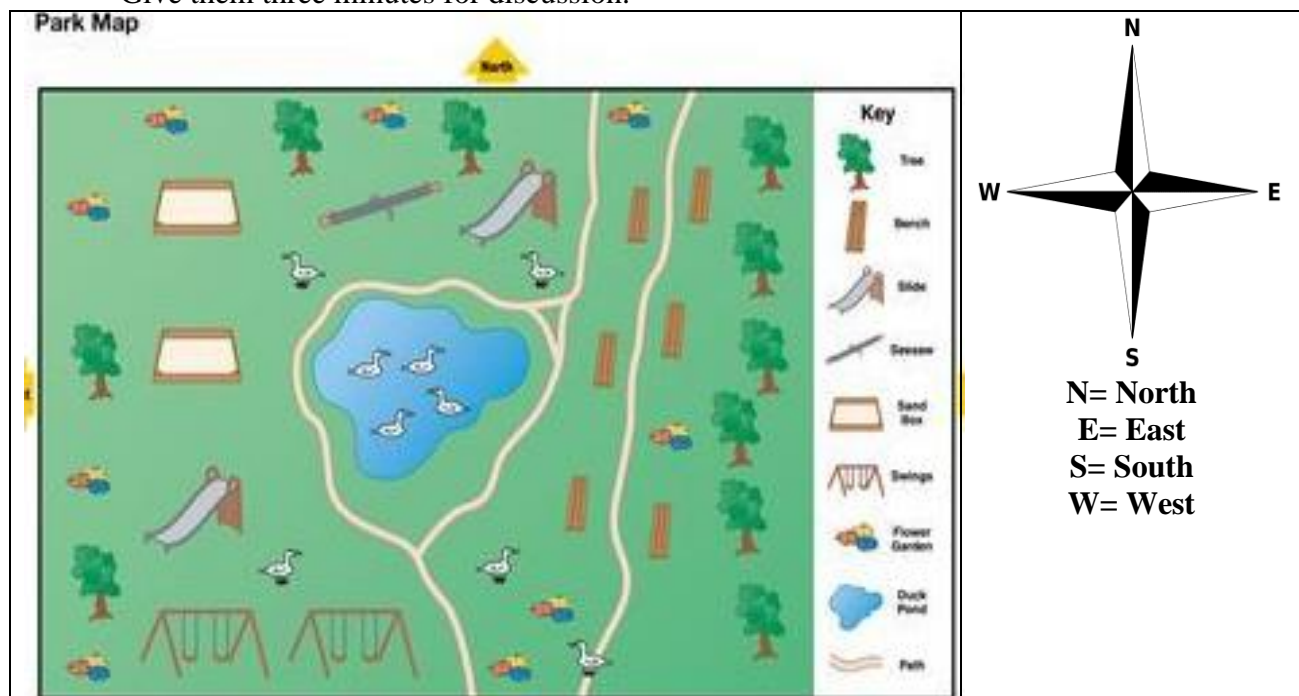
- Explain to students that a map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are.
- Maps may show visible features, such as rivers and lakes, forests, buildings, and roads. They may also show things that cannot be seen, such as boundaries and temperatures. Most maps are drawn on a flat surface.
- Tell them that there are four cardinal directions, north, south east and west. Maps help in finding or locating a place using these directions. Sun always in the morning rises in east so facing the sun will make it east direction, opposite to it will be west. If we are facing the sun direction above head will be north and opposite as south pole, without using compass
- Announce the topic and write it on the board like this:

***Position on Map***

## Development:

### Activity 1:

- Tell the students that they will perform an activity.
- Ask students to open their English Text books on page 106.
- Ask students to observe it for a minute.
- Ask them to share ideas with their peer sitting next to them.
- Encourage them to tell what they could see in the picture.
- Give them three minutes for discussion.



### Activity 2:

- Ask the students:
  - What do you see in the picture (map)?
  - What do you see on the map?
  - What things could they see in the north?



- What could they see in the south?
  - Where is the east direction on the map?
  - Where is the west direction?
  - What is a key? (key has symbols)
  - Why is a key used?
  - How many flower gardens do you see?
  - Look at the compass and identify where the swings are located on the map?
  - What is there in the pond?
- Take students' responses.
  - Discuss the map of the park answering all the above- mentioned questions.

### Wrap up:

- Recap the lesson by asking them to tell:
  - how many directions are there
  - how we know about the directions on the map (by looking at the compass rose)

### Assessment:

- On-going assessment for learning during class activities and written work

### Follow up:

- Do the attached worksheet.

## Worksheet Map

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

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

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

Use the given key to write 5-7 sentences on the given map.



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## Unit: 10 Our Family Picnic

### Topic: Use of Apostrophes- Possessive Nouns



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and use apostrophes to show possessions.



#### Materials:

- chart papers
- worksheet

#### Information for Teachers:

- An apostrophe is a small punctuation mark (') placed after a noun to show that the noun owns something.
- The apostrophe will always be placed either before or after an 's' at the end of the noun owner. The noun owner will always be followed (usually immediately) by the thing it owns.
- An apostrophe is **used in a possessive form**, like Esther's family or Janet's cigarettes, and this is the use of the apostrophe which causes most of the trouble. The basic rule is simple enough: a possessive form is spelled with an 's' at the end.
- Apostrophes have three main uses:
  - to indicate possession
  - to indicate an omission of letters or numbers
  - to separate the "s" from plural letters/numbers and abbreviations followed by periods.

## Apostrophe Rules

<p style="text-align: center;">Apostrophe for Possessives:</p> <p>Amy's ballet class. The parents' bedroom. The children's rooms.</p>		<p style="text-align: center;">Apostrophe for Contractions:</p> <p>they + have = they've are + not = aren't they + will = they'll</p>
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- When to use apostrophes? <https://youtu.be/My6oGvkHnfY>  
(possessions and contractions)



- Apostrophe Rules <https://youtu.be/gZ2SNzHON4E>
- For Possessions:
  - For Singular Form: for representing one thing like: The cat’s paw, table’s leg (’) will come before s.
  - For Regular Plural Forms: If the plural of the word is formed by adding an "s" (for example, cats), place the apostrophe after the "s" like cats’ to show more than one.
  - For Irregular Plural Forms: If the plural of the word is formed without adding an "s" (for example, children), add apostrophe "s" (’s) as you would to the singular form.

**Introduction:**

- Ask students to give examples of nouns.
- Take students’ responses and make corrections on the spot.
- Tell them to look around in the class and name a few nouns.
- Take responses and record their responses on the board.
- Explain to them that nouns like student, teacher, bag, etc. own something, for example, the bag of the student belongs to the student. So we call it student’s possession and write it like this:  
 student’s bag
- Tell the students that an apostrophe before s (’s) shows that it is a singular student (one students we are talking about).
- Students’ bags with apostrophe after s’ (students’ bags) shows there are more than one student.
- Tell them to sort the phrases recorded on the board in the table given below:
  - teacher’s book
  - men’s work
  - child’s notebook
  - children’s notebook
  - teachers’ book
  - principal’s office
  - principals’ office

Representing one	Representing more than one

- Inform them that regular nouns where “s” is added to noun to change it to plural just with change in position of apostrophe (before s represents singular, after s represents plural) changes the meaning.
- In irregular nouns like men women, children, etc. Apostrophe comes before s (’s).
- Give feedback and record the topic on the board like this:

*Possessive Nouns*



## Development:

### Activity 1:

- Divide class into three groups.
- Give students chart paper.
- Inform them that they will make a list of possessive nouns on the chart paper.
  - Group A: Singular Possessive Nouns
  - Group B: Plural Possessive Nouns
  - Group C: Irregular Plural Possessive Nouns
- Give them 7-10 minutes to complete the task.
- Paste the chart paper of all groups on white board.
- Discuss the responses and make corrections on the spot.

### Activity 2:

- Ask students to open their notebooks.
- Write the question on the board.
- Tell them to do it independently.
- Ask them to change the following into possessive nouns.
- Take rounds to supervise students' work.
- Make clarity of concept, where required.

1. the mother of the child	the child's mother
2. father of the boys	the boys' father
3. shoes of the girl	the girl's shoes
4. building of the men	the men's building
5. the letter of the principal	the principal's letter
6. the nest of the birds	the birds' nest
7. kitten of the cat	the cat's kitten
8. hats of the girls	the girls' hats
9. stable of horses	the horses' stable
10. book of the teacher	the teacher's book
- Give them ten minutes to complete it.
- Ask students to share responses one by one.
- Record them on the board.
- Ask students to exchange notebooks.
- Check the answers of their peers.

### Wrap up:

- Conclude the lesson by asking students to give few more examples of possessive nouns.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities
- Written task as AFL

### Follow up:

- Do the attached worksheet.



## Unit: 10 Our Family Picnic

### Topic: Prepositions



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and use words with, in, over, from, into and out of (prepositions).



#### Materials:

- picture card

#### Information for Teachers:

- Prepositions are position words that tell where a person, place animal or thing is. For example, a man is on the horse.
- A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence.

#### English Preposition Rule

Subject + verb	preposition	"noun"
She isn't used	to	working.
I ate	before	coming.

- A preposition or postposition typically combines with a noun phrase, this being called its complement, or sometimes object.
- Prepositions indicate relationships between other words in a sentence.
- Many prepositions tell you where something is or when something happened.
- Most prepositions have several definitions, so the meaning changes quite a bit in different contexts.
- Ending a sentence with a preposition is not a grammatical error.
- Prepositions can be tricky for English learners. There is no definite rule or formula for choosing a preposition. However, few ways are used by teachers to explain to students about their use:

#### Where do we use the prepositions?



1- with:

We use the word with **to explain where things are**. Example sentences: You were out when we called, so we left your parcel with your next door neighbour. I've ironed your shirts, and put them away with the rest of your clothes.

2- in:

To refer to a place, use the prepositions "in" (the point itself), "at" (the general vicinity), "on" (the surface), and "inside" (something contained). They will meet in the lunchroom. She was waiting at the corner. He left his phone on the bed.

3- over:

Over can be used in the following ways: as a preposition (followed by a noun or a pronoun): a bridge over the river .Two men were fighting over her. (followed by a number or amount): It happened over a hundred years ago. as an adverb (without a following noun): He fell over and broke his arm

4- from:

We use from to refer to the place where someone or something starts or originates: Bernie comes from Manchester. We get our vegetables from the farm shop. They are really fresh.

5- into:

Generally speaking, into places something physically inside something else. The thing that does the containing may be concrete or it may be abstract. Please put the cat into his carrier so we can go see the vet. She placed her letter into a pink envelope and sealed it with glue.

6- out of:

We use out of as a preposition to talk about movement from within somewhere or something, usually with a verb that expresses movement (e.g. go, come). It shows where something is or was going: You go out of the building and turn right. He pulled a letter out of his shirt pocket, opened it and handed it to her to read.

**Exposition Tips for Teachers:**

Prepositions indicate direction, time, location, and spatial relationships, as well as other abstract types of relationships.

**Direction:** Look *to* the left and you'll see our destination.

**Time:** We've been working *since* this morning.

**Location:** We saw a movie *at* the theater.

**Space:** The dog hid *under* the table.

**Prepositions of Position: at, in, between, among, amongst, above, under, below, over,** etc. These all tell the reader or listener about the position of someone or something.

<b>Time</b>	<b>Place</b>	<b>Direction</b>
in on At	in on At	towards to through Into
<b>Agent</b>	<b>Instrument</b>	<b>Phrase</b>
by with	by with on	Listen to add to agree with according to

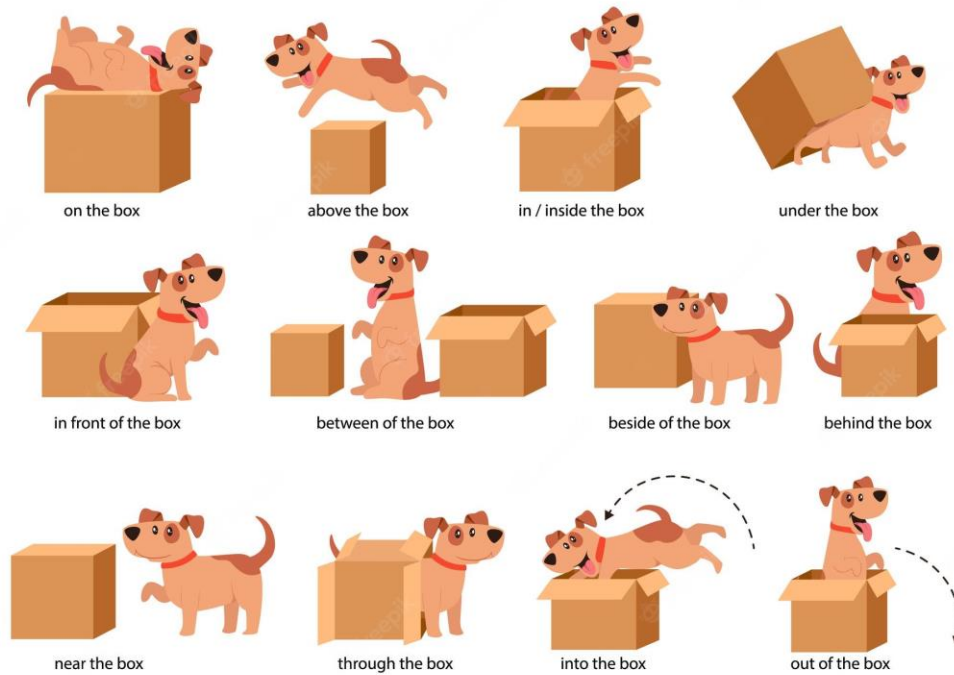
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### Teaching Tips:

- Here are the 6 rules for prepositions:
  - Rule 1- Prepositions must have an object.
  - Rule 2- Must be placed before.
  - Rule 3- The Pronoun following the Preposition should be an object form.
  - Rule 4- Prepositions form.
  - Rule 5- Do not confuse preposition 'to' with infinitive 'to'
  - Rule 6- A Verb cannot be an object of a preposition.
- Position words : [https://youtu.be/\\_VK-kXkXTBc](https://youtu.be/_VK-kXkXTBc)
- Preposition Song with Mr. T: <https://youtu.be/E39vULGayBk>

### Introduction:

- Tell students that today they will learn about prepositions.
- Ask them to tell what a preposition is.
- Take their responses and explain prepositions giving a few examples.
  - The thief / He broke into the house.
  - The apple is on the table.
  - The cat is under the table



- Announce the topic and write it on the board like this:  
*Prepositions*

## Development:












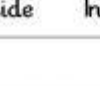
### Activity 1:

- Paste the following picture card on the board.

Print your name \_\_\_\_\_

**Positional Words**

Where is the very hungry caterpillar? (Circle) the answer.

 Over	 Under	 On	 Beside
 Between	 Outside	 In Front	 Behind
 Near	 Far	 Beside	 Inside

- Ask the students to stand up and get ready for a game.



- Ask them to do the action as asked by the teacher.
  - Sit **on** the chair.
  - Stand **next to** the chair.
  - Stand **behind** the chair.
  - Stand **in front of** the chair.
  - Place a pencil **under** the chair.
  - Take the pencil **out of** the bag.
  - Place the pencil **with** the eraser.

Conduct it as whole class activity.

### Activity 2:

- Ask students to open page 109 of the textbook.
- Write the following question on the board.
- Take students' responses randomly on each sentence.

Q	Fill in the blanks with appropriate prepositions.
1.	Last time we went out _____ a picnic. (for)
2.	The plates blew away _____ the breeze. (by)
3.	We left all our stuff _____ the insects. (for)
4.	They were attacked _____ the bees. (by)

- After taking students' responses, write the correct options on the board.
- Explain the use of specific prepositions in the given sentences.

### Wrap up:

- Wrap up the lesson by telling the use of prepositions in sentences.
- Give more examples to clarify the concept.
  - She sat \_\_\_\_\_ the chair. (on)
  - The boy place a pen \_\_\_\_\_ the pencil case. (inside)
  - The dog jumped \_\_\_\_\_ the bridge. (over)
  - She played \_\_\_\_\_ the ball. (with)
- There was a dustbin \_\_\_\_\_ the class. (outside)

### Assessment:

- On-going Assessment for Learning (AFL) during all activities
- Written task as AFL.

### Follow up:

- Do exercise ii textbook page 109.

## Unit: 10 Our Family Picnic

### Topic: Making of a List of Items



Duration: 40 Minutes



#### Students Learning Outcomes:

- Make a list of items (e.g. vocabulary) required for a given task/ topic.



#### Materials:

- chart papers
- markers

#### Information for Teachers:

- Making a list means **to write down short pieces of information** (for example, food to buy at a shop, things to do during the day).
- To-do lists are essential **if we are going to beat work overload**. When you do not use them effectively, you will appear unfocused and unreliable to the people around you.
- When you do use them effectively, you will be much better organized, and you will be much more reliable. List maker is someone who makes lists.

#### Things to consider:

- a) List all of the items that you need.
- b) Organize the items.
- c) Make pictorial images, if required.
- d) Give final thinking.
- e) Keep the list safe.
- f) Arrange according to things to avoid forgetting anything.

## the 'making lists' list

- \* easy to do
- \* bring order to chaos
- \* help us remember
- \* they relieve stress
- \* they (can) limit procrastination
- \* self-affirmation of awesomeness

- Preparing a To- Do List: [https://youtu.be/Z\\_Lz6AFgeFE](https://youtu.be/Z_Lz6AFgeFE)

### Introduction:

- Ask the following questions from the students making them brainstorm.
  - a. Have you ever made a list of grocery items?
  - b. Have you or your parents made a list of any items at home?
  - c. When do we make a list?
- Take few responses and give feedback.
- Inform them that lists making has many purposes.
- It helps in remembering the tasks to be done or to items required or taken for something.
- Making a list means to write down short pieces of information (for example, food to buy at a shop, things to do during the day).
- To-do lists are essential if we are going to beat work overload.
- Discuss the uses of making lists with them.
- Announce the topic and write it on the board like this:

#### *Making a List of Items*

### Development:

#### Activity 1:

- Divide the class in three teams and name them like this:
  - a. Team A as 'List of tasks to be done today'
  - b. Team B as 'List of things required for kitchen'
  - c. Team C as 'List of things required for packing your bag for first day at school'



- Explain to them the rules i.e. to use:
  - Relevant vocabulary
  - Number the items
  - Think and write all relevant items/ tasks
  - Start from the most important
  - Five minutes for making lists in groups
- Ask one student to repeat the instructions for checking their understanding.
- Provide a chart paper and a marker to every team.
- Allocate time for the activity and take rounds to supervise students' work.
- Once students are done with the activity, paste the lists on the board.
- Ask students to read and tell the items written on the charts.
- Appreciate their efforts and make corrections, if required.

### Activity 2:

- Ask students to open their notebooks.
- Ask them to brainstorm making a list of things they need to carry while going on a picnic.
- Provide some clues or vocabulary to facilitate them. (textbook page 111)
  1. mat
  2. icepack
  3. food
  4. umbrella
  5. paper napkins/ tissue paper
- First discuss it taking students' responses and adding more required items in the list.
- Then ask the students to make the list in the notebook.
- Take rounds to supervise students' work.
- Give feedback/ make corrections on the spot.

### Wrap up:

- Wrap up the lesson by asking students to tell the use of making lists.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities.
- Written task as AFL.
- Wrap up.

### Follow up:

- Make a list of things required to make an Eid card.



## Unit: 11 Healthy Habits

### Topic: Syllables and Stress



Duration: 40 Minutes



#### Students Learning Outcomes:

- Make a list of items (e.g. vocabulary) required for a given task/ topic.



#### Materials:

- chart papers
- markers

#### Information for Teachers:

- Making a list means **to write down short pieces of information** (for example, food to buy at a shop, things to do during the day).
- To-do lists are essential **if we are going to beat work overload**. When you do not use them effectively, you will appear unfocused and unreliable to the people around you.
- When you do use them effectively, you will be much better organized, and you will be much more reliable. List maker is someone who makes lists.

#### Things to consider:

- a) List all of the items that you need.
- b) Organize the items.
- c) Make pictorial images, if required.
- d) Give final thinking.
- e) Keep the list safe.
- f) Arrange according to things to avoid forgetting anything.

## the 'making lists' list

- \* easy to do
- \* bring order to chaos
- \* help us remember
- \* they relieve stress
- \* they (can) limit procrastination
- \* self-affirmation of awesomeness

- Preparing a To- Do List: [https://youtu.be/Z\\_Lz6AFgeFE](https://youtu.be/Z_Lz6AFgeFE)

### Introduction:

- Ask the following questions from the students making them brainstorm.
  - d. Have you ever made a list of grocery items?
  - e. Have you or your parents made a list of any items at home?
  - f. When do we make a list?
- Take few responses and give feedback.
- Inform them that lists making has many purposes.
- It helps in remembering the tasks to be done or to items required or taken for something.
- Making a list means to write down short pieces of information (for example, food to buy at a shop, things to do during the day).
- To-do lists are essential if we are going to beat work overload.
- Discuss the uses of making lists with them.
- Announce the topic and write it on the board like this:

#### *Making a List of Items*

### Development:

#### Activity 1:

- Divide the class into three teams and name them like this:
  - d. Team A as 'List of tasks to be done today'
  - e. Team B as 'List of things required for a kitchen'
  - f. Team C as 'List of things required for packing your bag for the first day at school'



- Explain to them the rules i.e. to use:
  - **Relevant** vocabulary
  - Number the items
  - Think and write all relevant items/ tasks
  - Start from the most important
  - Five minutes for making lists in groups
- Ask one student to repeat the instructions for checking their understanding.
- Provide a chart paper and a marker to every team.
- Allocate time for the activity and take rounds to supervise students' work.
- Once students are done with the activity, paste the lists on the board.
- Ask students to read and tell the items written on the charts.
- Appreciate their efforts and make corrections, if required.

### Activity 2:

- Ask students to open their notebooks.
- Ask them to brainstorm making a list of things they need to carry while going on a picnic.
- Provide some clues or vocabulary to facilitate them. (textbook page 111)
  6. mat
  7. icepack
  8. food
  9. umbrella
  10. paper napkins/ tissue paper
- First discuss it by taking students' responses and adding more required items in the list.
- Then ask the students to make the list in the notebook.
- Take rounds to supervise students' work.
- Give feedback/ make corrections on the spot.

### Wrap up:

- Wrap up the lesson by asking students to tell the use of making lists.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities.
- Written task as AFL.
- Wrap up.

### Follow up:

- Make a list of things required to make an Eid card.

## Unit: 11 Healthy Habits

### Topic: Rhythm, Stress and Intonation



Duration: 40 Minutes



#### Students Learning Outcomes:

- Reproduce in speech appropriate patterns of rhythm, stress, and intonation through listening to a story.



#### Materials:

- textbook
- board

#### Information for Teachers:

- Stress, intonation and rhythm help the listener to understand the speaker's message.
- The pitch of speaker's voice may change the meaning.
- The pitch of the speaker's voice may be normal, high or low.
- In the normal pitch, voice remains at natural or usual level (between high and low)
- In the high pitch, voice rises up to focus information.
- The low pitch shows fall of voice usually at the end of the sentence.
- Some syllables are strong or stressed while some or weak or unstressed.  
Stress can also change the meaning of the words.

#### Introduction:

- Write the following sentence on the board:
  - "I didn't catch the blue bird."
- Ask the students to read the given sentence aloud.
- Ask them to change stress on different words each time.
- Read the sentence as a model for learners by changing stress on words.
- Ask them to note the focus of information each time.
- Explain stress and intonation giving examples.
- Tell them that we pronounce the stressed syllable more loudly and with more power while unstressed syllable or weak is pronounced quietly with less power. For example, word 'teacher' has two syllables and the first syllable is stressed. In the word "tea-cher", 'tea' is stressed and 'cher' is weak.
- The pitch of the speaker's voice may be normal, high or low.
- In the normal pitch, voice remains at natural or usual level (between high and low).
  - In the high pitch, voice rises up to focus information.
  - The low pitch shows fall of voice usually at the end of the sentence.

- The pitch and stress may change the meaning of the word or sentence.

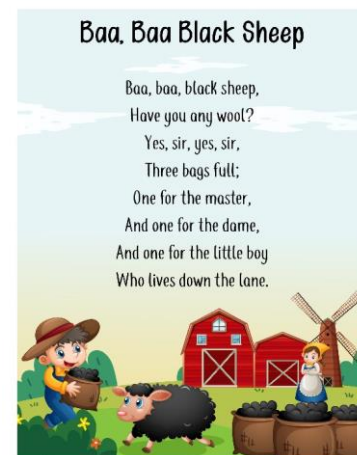
## Development:

### Activity 1:

- Divide the class into pairs.
- Write the following sentence on board.
- I wanted him to say the sentence.
- Tell the pairs to act as listener and speaker (take turns).
- Repeat the sentence by putting stress on one underlined word each time.
- The listener will judge the meaning of the sentence by observing stress.
- Drill the sentence for five times.
- Explain the sentence. Ask the learners to note the meaning.
  - I wanted him to say the sentence. ('I' not you or anyone else)
  - I wanted him to say the sentence. (It was my purpose and he did)
  - I wanted him to say the sentence. ('him' not her or anybody else)
  - I wanted him to say the sentence. ('say' not write)
  - I wanted him to say the sentence. (the whole sentence not the word)
  - Tell them how stress and intonation help to understand the meaning.

### Activity 2:

- Write the given poem on the board.
- Recite the poem.
- Tell that they have to give a complete pause at full stop and a slight pause at the comma.
- Tell them that their stress and pitch will show if there is a question.
- Give them two minutes to practice.
- Ask them to read aloud another poem given at page 116 of textbook keeping in mind full stop, comma, etc.
- Facilitate and guide the learners in pronunciation and intonation



## Wrap up:

- Recap the stress and intonation for more clarity of students'

## Assessment:

- Ask the following questions to check the understanding of the learners
  - How do we pronounce the strong or stressed syllable? (loudly)
  - What comes to speaker's voice in the high pitch? (voice rises up)
- Give feedback/make corrections on the spot.

## Follow up:

- Recite the poem (textbook page 116) with intonation.

## Unit: 11 Healthy Habits

### Topic: 'Wh' Question Words



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize function of simple 'wh' forms used in questions.
- Identify and use question words why, how, who, whose, which, where, etc.



#### Materials:

- textbook
- board

#### Information for Teachers:

- 'Wh' words are question words and are used to ask questions.
- What, Which, When, Why, Who, Whom, Where, Whose are 'Wh' words.
- 'How' is also used as question word (How old are you?).
- 'Who' is used to ask about persons (Who are you?).
- 'Whose' is used to ask about possession (Whose bat is this?).
- 'What' is used to ask about questions when there are more possible answers (What is this?/ What is his name?).
- 'Which' is used to ask about things (Which is your pencil?).

- ‘When’ is used to ask about time (When does the school open?).
- ‘Where’ is used to ask about place (Where are they playing?).
- ‘Why’ is used to ask about reason (Why are you weeping?).

### Introduction:

- Ask questions using ‘Wh’ words about the objects in the class or about real-life examples. (You may use questions from Textbook page 119).
  - Who is your friend?
  - Where is my jacket?
  - Where is your pencil?
  - Whose watch is this?
  - Why are you so late?
  - What is the day today?
- Explain their answers.
- Tell them that we ask questions to get information.
- Tell them that what, when, where, why, who, whose, which and how are question words. They are known as ‘Wh’ question forms.

### Development:

#### Activity 1:

- Divide the class into pairs.
- Write all the ‘Wh’ words on the board (what, when, where, why, who, whose, which, how).



- Tell the pairs to act as listener and speaker (take turns).
- Instruct them to ask questions to each other using ‘wh’ question forms.
- Give them five minutes to practice the questions.
- Guide and facilitate the learners.

#### Activity 2:

- Write the following questions with blanks on the board:
  - -----is your English book? (When/ Where)
  - -----are you? (How/ When)
  - -----are you writing on the notebook? (Whose/ What)
  - -----book is this? (Where/ Whose)
  - -----is knocking at the door? (Why/ Who)
  - -----will you go to school? (What/ When)



- -----chair is more beautiful, the blue one or red one? (Which/ Who)
- -----are you shouting? (Why/ Which)
- Tell the learners to read the questions carefully and fill in the blanks on their notebooks.
- Tell them to work individually.
- Give them five minutes to complete the task.
- Monitor and facilitate the learners.
- Ask the learners to share their answers.
- Make corrections if required.

### Wrap up:

- Recap the use of “wh” words in forming questions.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities
- Written task as AFL

### Follow up:

- Make questions using these ‘wh’ forms (When, Where, Who, Whose, Why) and write them on your notebooks.



## Unit: 11 Healthy Habits

### Topic: Preposition

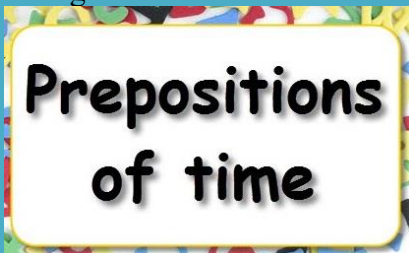


Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and use actions with prepositions 'before' and 'after.'



#### Materials:

- textbook
- board

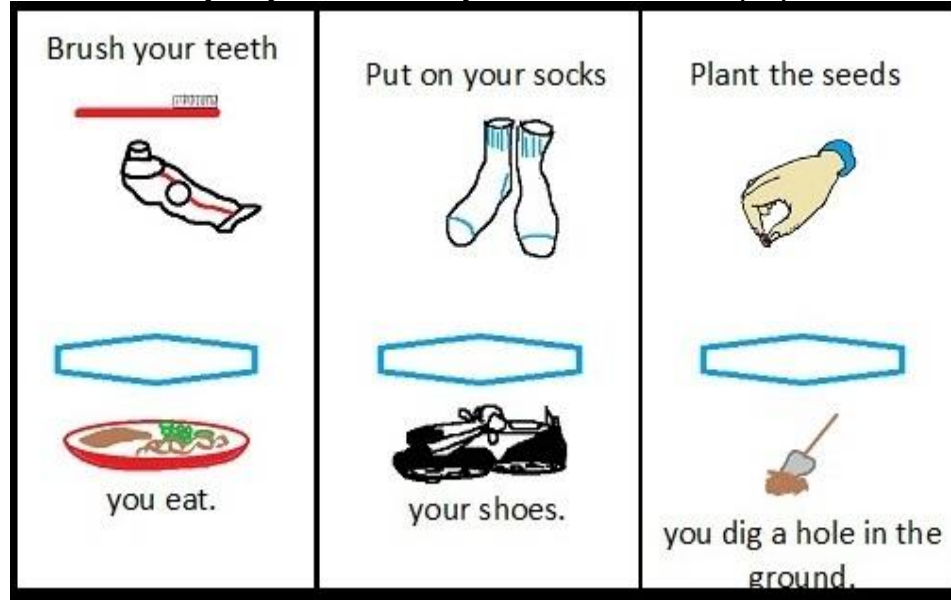
#### Information for Teachers:

- 'A preposition is a word used to link nouns, pronouns or phrases to other words in a sentence.
- Prepositions are short words that usually stand in front of nouns.
- Prepositions connect people, objects, time and locations of a sentence.
- Of, to, for, with, on, before and after are some of the examples of prepositions.
- Preposition of time includes: at, on, in, before and after, etc.
- Preposition of place includes: on, at, in, around, between and against, etc.
- Preposition of direction includes: across, up and down, etc.

#### Introduction:

- Ask the following questions to the learners for brainstorming (Take help from page 120 of textbook).
  - When do you take breakfast, before coming to school or after off time? (before coming to school).
  - We should wash our hands before going to toilet or after using the toilet? (after using the toilet).
  - We should brush out teeth, before going to bed or after going to bed? (before going to bed).

- Ask more questions (take help from textbook).
- Ask them what do 'before' and 'after' indicate? (time).
- Tell them that 'before' and 'after' are prepositions of time.
- Tell them that there are a number of prepositions as: in, on, at, for, to, from, with, etc.
- Tell them that today they will learn only 'before' and 'after' prepositions.



## Development:

### Activity 1:

- Write the following sentences on the board:
  - I watched T.V. before I ate my lunch.
  - Before I ate my lunch, I watched T.V.
  - I ate my lunch, after I watched T.V.
  - After I watched T.V. I ate my lunch.
- Ask the learners to read the sentences and note the difference in the meaning of the sentences.
- Tell them that the meaning is same in all the sentences.
- Tell them that 'before' and 'after' are used to show time of action.
- Tell them that 'after' means later than something and 'before' means earlier than something.
- Ask them to repeat the sentences by changing the pronoun e.g. "He watched T.V. before he ate his lunch." (use pronouns he, she, you).
- Give them five minutes for drill.
- Guide and facilitate the learners.
- Give feedback to learners.

### Activity 2:

- Write the following sentences with blanks on the board:
  - I brush my teeth----- (before school/after school).
  - I have breakfast----- (before school/after school).



- I do my homework------(before school/after school).
- I eat dinner------(before school/after school).
- I go to sleep------(before school/after school).
- Tell the learners to read the sentences carefully and fill in the blanks on their notebooks.
- Tell them to work individually.
- Give them five minutes to complete the task.
- Monitor and facilitate the learners.
- Ask the learners to share their answers.
- Give feedback and make correction, if required.

### Wrap up:

- Recap the lesson telling students about the prepositions “before” and “after” along with examples.

### Assessment:

- On-going Assessment for Learning (AFL) during all activities.
- Written task as AFL.

### Follow up:

- Make six sentences of your own using prepositions ‘before’ and ‘after’.

## Unit: 11 Healthy Habits

### Topic: Antonyms



Duration: 40 Minutes



#### Students Learning Outcomes:

- Recognize and use words opposite in meaning.



#### Materials:

- textbook
- board

#### Information for Teachers:

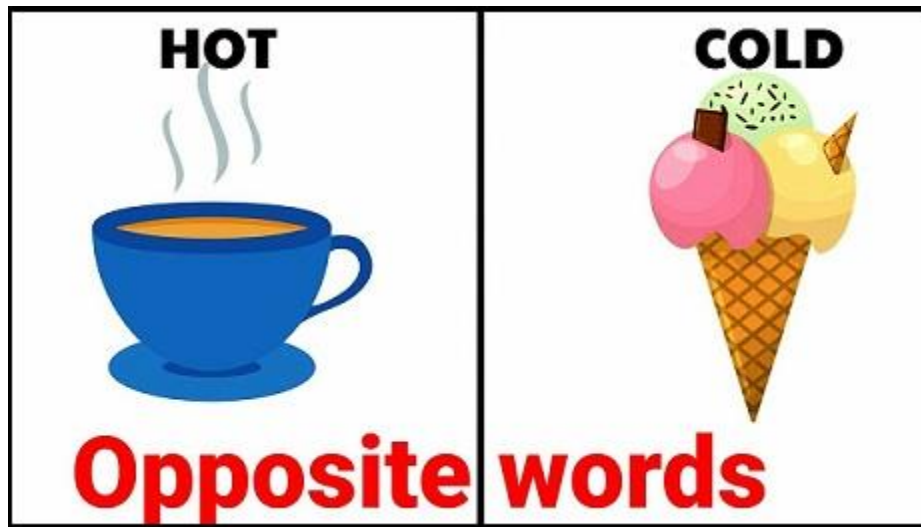
- An antonym is a word that means the opposite of another word. For example, *hot* and *cold* are antonyms, as are *good* and *bad*. Antonyms can be all types of words: [verbs](#), [nouns](#), [adjectives](#), [adverbs](#), and even [prepositions](#).
- Antonyms are words that have opposite meanings. For example, an antonym of *day* is *night*, and an antonym of *on* is *off*.
- The term *antonym* comes from *antonymy*, which is the technical grammar term for words that have contradictory meanings—but you can think of antonyms as **opposites**.

#### Examples:

*new — old, hot — cold, long — short,  
buy — sell, left — right, parent — child,*

#### Introduction:

- Take two books (a thick book and a thin book).
- Show one book to the learners and ask question, does it thick or thin?
- Show the second book and ask the same question, does it thick or thin?
- Show a duster and a chalk to learners and ask which is big duster or chalk?
- Point to some other objects in the class and ask questions.
- Tell them that words opposite in meaning are called antonyms.
- Tell them that today they will learn about words opposite in meaning.



## Development:

### Activity 1:

- Write the following sentences on the board:
  - I watched T.V. before I ate my lunch.
  - Before I ate my lunch, I watched T.V.
  - I ate my lunch, after I watched T.V.
  - After I watched T.V. I ate my lunch.
- Ask the learners to read the sentences and note the difference in the meaning of the sentences.
- Tell them that the meaning is same in all the sentences.
- Tell them that ‘before’ and ‘after’ are used to show time of action.
- Tell them that ‘after’ means later than something and ‘before’ means earlier than something.
- Ask them to repeat the sentences by changing the pronoun e.g. “He watched T.V. before he ate his lunch.” (use pronouns he, she, you).
- Give them five minutes for drill.
- Guide and facilitate the learners.
- Give feedback to learners.

### Activity 2:

- Make groups of students.
- Write the following sentences with blanks on the whiteboard. You may add more sentences from textbook page 120.
  - This bike is slow but that one is -----.
  - Clean your room as it is very-----.
  - Be good and do not play with -----boys.
  - Do you like hot coffee or-----drink?
  - The rich should help the-----.

**Answers:** (fast, dirty, bad, cold, poor)

- Tell the learners to read and discuss the sentences carefully and fill in the blanks with the opposites of the underlined words.



- Give them five minutes to complete the task.
- Monitor and facilitate the learners.
- Ask the groups to share their answers.
- Make corrections if required.

### Wrap up:

- Tell the students along with examples what antonyms are.

### Assessment:

- Ask the following questions to check the understanding of the learners:
  - What does antonym mean? (words opposite in meaning)
  - What is the opposite of 'happy'? (sad)
  - What is the opposite of 'good'? (bad)
- Take responses and make corrections on the spot.

### Follow up:

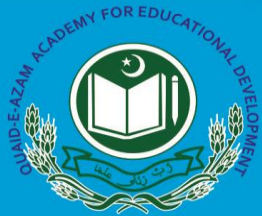
- Write the opposites of the following words on your notebooks.
  - day
  - high
  - beautiful
  - up
  - clean



<b>ENGLISH-III</b>		
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13.	Dr. Adila Khanam	Subject Specialist, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
<b>Designing, Composing &amp; Layout</b>		
14.	Asim Jacob	Assistant, Quaid-e-Azam Academy for Educational Development, Punjab, Lahore
15.	Omer Farooq	Freelance

جملہ حقوق بحق ناشر قائد اعظم اکیڈمی فار ایجوکیشنل ڈیولپمنٹ 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



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