



ENGLISH

LESSON PLANS

FOR ELEMENTARY SCHOOL TEACHERS (GRADE 6-8)



Quaid-e-Azam Academy for Educational Development (QAED), Punjab

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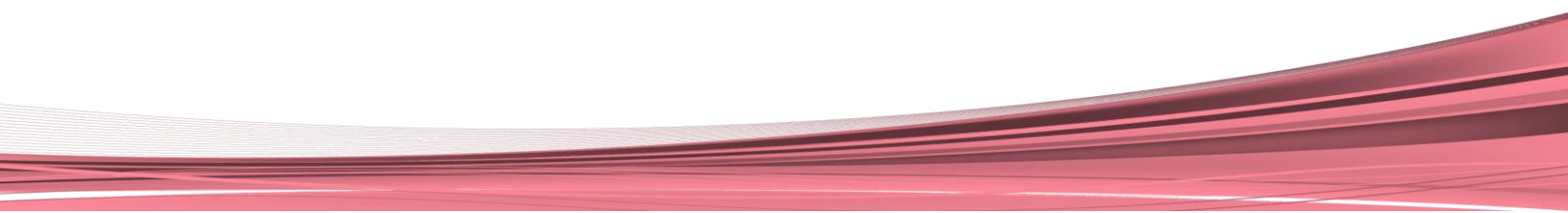


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ABBREVIATIONS

QAED	Quaid-e-Azam Academy for Educational Development
SED	School Education Department
PMIU	Programme Monitoring and Implementation Unit
TALEEM	Transformation in Access, Learning, Equity and Education Management
ASP	Afternoon School Programme
PEIMA	Punjab Education Initiative Management Authority
ESPIG	Education Sector Programme Implementation Grant
OOSC	Out of School Children
PEC	Punjab Examination Commission
SNC	Single National Curriculum
TNA	Training Need Assessment
LMTs	Lead Master Trainers
MTs	Master Trainers
DEOs	District Education officers
Dy. DEOs	Deputy District Education officers
AEOs	Assistant Education officers
ESTs	Elementary School Teachers
SLOs	Student learning outcomes
SS	Subject Specialist
SSS	Sr. Subject Specialist
TA	Technical Assistance

FORWARD

Quaid-e-Azam Academy for Educational Development (QAED) is rendering its meritorious services in the field of teacher training from almost last 60 years. Since its inception, it is positively contributing to the professional development of teachers to achieve the quality of education in the province. The mandate of QAED is to conduct induction, continuous professional development, in-service, and promotion linked mandatory training of teachers and education managers.

Quaid-e-Azam Academy for Educational Development (QAED) being a training institution is not only catering to the training needs of the workforce of the School Education Department but also other government departments including Higher Education, Education Department of AJK, Divisional Public School Lahore, Thal Public School, Punjab Daanish Schools and Center of Excellence Authority, Punjab Education Initiative Management Authority (PEIMA), Teachers and Principals of schools run under Mines and Mineral Department, etc.

QAED was entrusted to develop Training Modules for Transformation in Access, Learning, Equity and Education Management (TALEEM) Programme. As Grant Agent for the Punjab Education Sector Programme Implementation Grant (ESPIG) of the Global Partnership of Education (GPE) the funding will be channelized through UNICEF's financial management system through a project approach. It is a five-year programme, in the first year (2022) of this programme a four-day refresher Professional Development Course was designed and conducted to polish the professional skills of Assistant Education Officers (AEOs). In the second year (2023), a six-day training module for the teachers of Afternoon School Programme has been designed for the subject of Mathematics, English and Science.

As the Afternoon School are the schools where the primary school teachers of morning classes will teach the students of elementary classes in the second shift. Consequently, these teachers need support in content and pedagogical skills. So, this training course has been designed in a way that would not only strengthen their subject knowledge but will also polish their pedagogical skills to teach these subjects. This training module is primarily based on the content of elementary level and the topics for the module have been identified by teachers of Afternoon School Programme through Training Need Assessment (TNA). This module has two sections: section one has training sessions and section two has lesson plans.

QAED acknowledges and appreciates the commendable inputs of all the developers, reviewers and material development team of QAED in development of this training module.



ENGLISH LESSON PLANS



ENGLISH

Grade - 8**Lesson Plan 1: Oral Communication****Time: 40 Minutes**

STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. express preferences and opinions openly
2. speak confidently using complex vocabulary and longer sentences to fulfil different purposes



MATERIALS

- writing board
- chalk / marker
- English Textbooks Grades 8

INFORMATION FOR TEACHERS

- Provide opportunities for speaking: Encourage your students to speak up in class by providing opportunities for them to speak individually and in groups. You can also assign tasks that require speaking, such as presentations or debates.
- Use a variety of contexts: Provide your students with a variety of contexts in which to practise their speaking skills, such as formal and informal settings, one-on-one conversations, group discussions, and debates.
- Encourage reflection: Encourage your students to reflect on their speaking skills and progress over time. This can help them to identify areas for improvement and to set goals for themselves.
- Model effective speaking: Demonstrate effective speaking by speaking clearly, confidently, and fluently in front of your students. You can also provide feedback on their speaking skills and offer suggestions for improvement.
- Provide constructive feedback: When providing feedback on your students' speaking skills, make sure it is constructive and specific. Focus on areas for improvement and offer suggestions for how they can improve their skills



INTRODUCTION

1. Write the word "Breakfast" on the board.
2. Say the food items which you like for breakfast.
3. Tell the students that sometimes we like more than one things or prefer a thing to other.
4. To express a preference, we use the following expression:
5. I prefer playing cricket to playing Ludo.
6. Then encourage students to share their choices for breakfast by taking turns.
7. Tell the students that everyone may have his/ her own preference for breakfast.
8. Write the responses on the board.
9. Encourage the students to share their preference of food for breakfast.
10. To make the activity more interesting, ask the students to give a reason for their preference, for example, I prefer drinking milk to tea because milk provides us energy, calcium, etc.
11. Involve most of/ all students in the activity.



DEVELOPMENT

Activity 1:

1. Tell students that sometimes we have two choices and we go for one of them giving our opinion about it.
2. Write the following on the board:
 - Reading books is better than playing outside
 - Cats are the best pets.
3. Divide the students into groups.
4. Ask students to discuss it in groups.
5. Allocate 5 minutes for discussion.
6. Tell them that while expressing our opinions/choices, we may use the following expressions:
7. Take students' responses and make corrections on the spot.

Activity 2:

1. Divide the class into groups.
2. Write the topic for discussion on the board:
What I prefer: morning walk or evening walk?
3. Tell them to take 5-7 minutes to discuss on the given topic.
4. Ask students to jot down points in the favour of the activity they prefer doing.
5. Tell them that we may have a different choice or preference than others.
6. Tell them that we must express our opinion in a matter very politely, using the correct expressions.
7. Take rounds to supervise students' discussion on the given topic.

8. After the allocated time is over, call a representative from each group in front of the class.
9. Encourage students to follow the already discussed expressions for giving opinions or for showing their preferences.
10. Call all groups one by one and give feedback/ make corrections on the spot.

**CONCLUSION / SUM UP/ WRAP UP:**

1. To sum the lesson, tell the students that we can express our choices/ preferences by sharing our opinions in a polite way

**ASSESSMENT**

1. Assess students on the basis of Activity 2.
2. Give feedback/ make correction on the spot.

**FOLLOW UP**

1. Share your opinion with your parents on “Use of healthy or junk food”.

Grade – 7

Lesson Plan 2: Reading Strategies



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms)



MATERIALS

- textbook, pictures related to the text (such as images of wise old women, villages, or forests), writing board, chalks/ markers

INFORMATION FOR TEACHERS

- **Pre-reading strategies** introduce students to the subject matter under discussion and gives them an opportunity to express their own experiences, views and understanding of it.
- This activity centralizes language as a vehicle for communication, prompting students to share their opinions with others, leading them to accept and understand different points of view.
- It also allows students to explore the topic further by getting new information or to consolidate established information.
- This activity helps the teacher too in evaluating the level of oral competence which each student has gained.
- At the pre-reading stage, students try to guess or predict the content or theme of the lesson/ story.
- It sparks students' interest and gives students an opportunity to begin thinking about or anticipating the story while making connections.
- Pre-reading strategy sets the purpose for reading and enables students to make predictions about what might happen in the story/poem/text.
- As students make predictions, make connections, and set purpose, comprehension of the story/poem/text is increased.
- **Contextual clues** are words in the same sentence or passage that give clues to what an unfamiliar word means. These clues help students understand the meaning of unknown words/ phrases in a story or passage.
- There are Seven types of contextual clues:
 - Definition context clues
 - Synonym context clues
 - Antonym context clues
 - Comparison context clues
 - Contrast context clues
 - Description or Example context clues
 - Visual context clues
- Words next to the unknown word can be a clue that there is a synonym.

Examples:

- Discrimination or bias can cause distress toward the targeted group.
- When people know they are vulnerable or defenseless, they tend to protect themselves to avoid harm.
- Opposite information about the unknown word can be offset by words and phrases such as unlike, as opposed to, different from.

Examples:

- Discrimination, as opposed to fairness for all people, can have damaging effects on a targeted group.
- Vulnerable people, unlike those who can stand up for themselves, tend to be the target of unethical or dangerous individuals.

INTRODUCTION

1. Show the text title "**The Wise Old Woman**" to the students.
2. Ask students to look at the picture and answer the following questions:
 - What is the title of the story?
 - Which characters can you see in the picture?
 - What is happening in the pictures?
 - What theme of the story do you predict?
3. Take students' responses and give feedback on the spot.
4. Announce to the students that today we will practice predicting a story by asking questions and contextual clues.

DEVELOPMENT**Activity 1:**

1. Display the pictures on the board/show in textbook.
2. Ask students to study the pictures and identify any visual cues or details that they think are related to the text.



3. After students have had time to comprehend the pictures, ask them to make predictions about the content and theme of the text based on the visual cues they have identified.
4. Divide students in pairs.
5. Ask them to discuss and jot down the predictions about each picture.

6. Draw a table on board.

Picture	Prediction
Image of a wise old woman standing	The wise Old Woman may be a mentor or guide to the other characters in the story
Image of a village surrounded by trees	The Wise Old Woman lives in a village surrounded by trees.
Image of a forest with a path leading through it	The forest is an important setting in the story, and the path may be significant.

7. Encourage the pairs to share their predictions.
8. After taking students' responses, fill in the table with the predictions.

Activity 2:

- Write the name of the main character, the Wise Old Woman, on the writing board.
- Ask students to predict at least 3-character traits that they think the Wise Old Woman possesses.
- Draw a table containing two columns on the writing board.
- Take students' responses and write on the board.
- After students have predicted the character traits, ask them to predict how these traits might affect the actions and decisions of the Wise Old Woman in the text.
- Write their predictions on the board.
- As a class, discuss the character traits and predictions on the board.

Character traits	Prediction
wisdom	The Wise Old Woman will wisely provide advice and guidance to the other characters in the story.
resourcefulness	She will use her resourcefulness to solve problems and overcome obstacles.
kind-heartedness	She will demonstrate kindness and compassion towards others.

8. Ask volunteers to share their reasoning for their predictions.

Activity 3:

- Ask students to open textbook **pg.73**.
- Ask them to read the first three paragraphs of the given text and identify any unfamiliar words.
- Instruct students to highlight or underline the unfamiliar words and then use context clues to determine their meanings.
- After students have finished reading and identifying the unfamiliar words, ask them to share their findings with the class.
- On the writing board, develop a table with three columns: **Unfamiliar Word, Contextual Clues, and Definition**.
- Ask students to share their highlighted words and the context clues they used to determine the meaning of each word.

7. Record their responses in the appropriate column.
8. Discuss any words that were particularly challenging or interesting.
9. Ask students to share how they used context clues to figure out the meaning of unfamiliar words.
10. As a class, review the definitions of each unfamiliar word and discuss how the contextual clues helped students understand the meaning of the word.

**CONCLUSION / SUM UP/ WRAP UP:**

1. Summarize the activity and remind students of the importance of using title, pictures, and context clues to predict a text.
2. Ask students to reflect on how they can apply this skill to other reading materials.

**ASSESSMENT**

3. Ask students to look at the picture and title on textbook pg. 94.
4. Ask them to share their prediction about the content of the lesson.
5. Take students' responses and give feedback/ make corrections on the spot.

**FOLLOW UP**

1. Ask the students to write prediction about the text of Unit 11 keeping the title and pictures of the lesson in view.

Grade – 6

Lesson Plan 3: Compound Words



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

- comprehend the role of compound words in vocabulary building and make compound words



MATERIALS

- Textbook Grade – 6
- writing board
- chalks/ board marker
- duster
- worksheet

INFORMATION FOR TEACHERS

- Compound Words** are two or more words that have been grouped together to create a new word that has a different, individual meaning.
- There are three different kinds of compound words: **closed compound words**, **open compound words** and **hyphenated compound words**.
- Closed compound words** are the most recognizable of the three different types. These words are created when other smaller words come together to form one new larger word. For example, waistcoat, railroad, postbox, etc.
- Open compound words** are slightly different because they still appear as two words separated by a space. However, we still consider them a compound word because when they are used together, they take on a new and different meaning. For example, living room, full moon, real estate, etc.
- Hyphenated compound words** can be tricky as there are many rules to remember. However, the main point to remember is that, in most cases, an open compound word will be hyphenated if it's to modify another noun. Examples of hyphenated compound words: long-term, mother-in-law, good-hearted.

Teaching Tips

- Teachers can further take help from the given video link.
<https://www.youtube.com/watch?v=tTzVKFrDVCo>



INTRODUCTION

- Point to different objects in the classroom and ask their names from students.
- Take their responses and write the words on the writing board e.g. (textbooks, whiteboard, bookshelves, etc.)
- Ask some questions to brainstorm more words e.g.,
 - Did you have breakfast this morning?
 - What do we use to brush our teeth? (toothpaste, toothbrush)

4. Read aloud one word from the words written on the writing board (toothbrush) and ask the questions:
 - Is it a single word or a combination of two words?
 - Can the small words have separate meanings?
5. Tell them that these are compound words. **“A compound word is made of two or more words. Each word has its own separate meaning but when we put them together, they give a new single meaning.”**
6. Explain that spelling of compound words consist of writing the two individual words without a space between them like starfish.



DEVELOPMENT

Activity 1:

1. Write the beginning of 4-6 compound words on the writing board (e.g., door, down, snow, sun, etc.)
2. Under each word write two endings.
3. Ask volunteers to come and fill in the blanks to form a compound words.

<div style="background-color: #f9d5e5; border: 1px solid #d1c4e9; border-radius: 10px; padding: 5px; margin: 5px;"> snow <div style="display: flex; justify-content: space-between; padding: 5px;"> flakes man </div> </div>	<div style="background-color: #f9d5e5; border: 1px solid #d1c4e9; border-radius: 10px; padding: 5px; margin: 5px;"> door <div style="display: flex; justify-content: space-between; padding: 5px;"> step bell </div> </div>
<div style="background-color: #f9d5e5; border: 1px solid #d1c4e9; border-radius: 10px; padding: 5px; margin: 5px;"> sun <div style="display: flex; justify-content: space-between; padding: 5px;"> set light </div> </div>	<div style="background-color: #f9d5e5; border: 1px solid #d1c4e9; border-radius: 10px; padding: 5px; margin: 5px;"> down <div style="display: flex; justify-content: space-between; padding: 5px;"> stairs wards </div> </div>

4. Give feedback and make corrections if required.

Activity 2:

1. Divide students in groups.
2. Provide each group with the worksheet attached at the end of the lesson plan.
3. Ask students to read the sentences and underline the compound word in each sentence.
4. Give them five to seven minutes to complete the task.
5. Ask the groups one by one to share their responses.
6. Give feedback and make corrections if necessary.



CONCLUSION / SUM UP/ WRAP UP:

1. Recap the concept of compound words along with a few examples.

**ASSESSMENT**

1. Ask the students:
 - What is a compound word?
 - Make two compound words from the beginning word “**rain.**”
2. Take students’ responses and give feedback/ make corrections on the spot.

**FOLLOW UP**

1. Ask students to open their notebooks and write down the homework.
 - Prepare a list of 10 compound words.
 - Do the exercise of compound words on textbook pg.5.

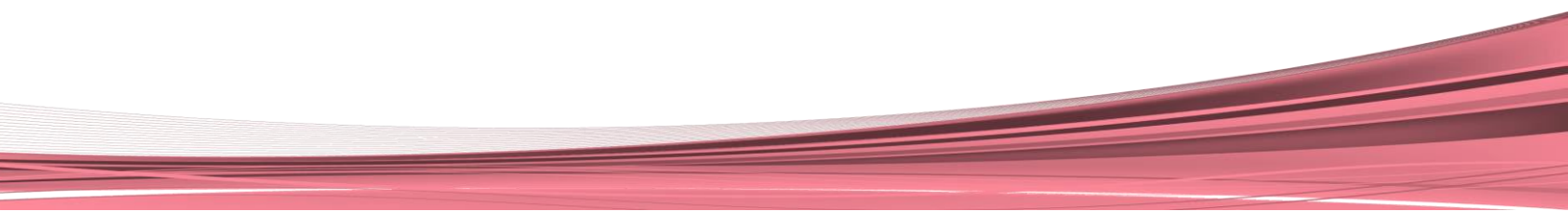
Worksheet 1:

Compound Words

Name: _____

Class: _____

Read the sentences and underline the compound word in each sentence.

1. A plain is a landform that can be found in Punjab.
 2. The tent kept the men dry in the rainstorm.
 3. The flame from the campfire could be seen for miles.
 4. The group will take the railroad from east to west.
 5. Jameel slept late on the day of his airplane ride.
 6. The South has a long coastline.
 7. Ms. Akhtar gave us the rules and then let us brainstorm.
 8. I like the soft, brown chair at the bookstore.
 9. Where is my armchair, I had put it there?
 10. She wakes up at 7:00 each weekday.
 11. He gave me a firm handshake when I met him for the first time.
 12. A starfish has five arms.
 13. Ahmad will put each key word in his notebook.
- 

Grade – 6

Lesson Plan 4: Use of Modal Verbs



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. use modal verbs correctly in speech and writing to create an effect and impact on the reader



MATERIALS

- Textbook Grade – 8
- Videos
- writing board
- chalks/ board marker
- duster
- word flash cards of modal verbs

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, obligation, etc. Words like can/could, may/might, will/would, shall/should, must are used for this purpose.
- There are nine modal auxiliary verbs shall, should, can, could, will, would, may, must, might.
- **Difference between Modal and Auxiliary Verb:** 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 a tense, make the negative and form questions.
- Helping verbs do not have any meaning though, while modal verbs can express obligation, ability, intention, etc.

Modal Verbs in English

Can We Use This Verb In The Case Of Importance, Asking Permission, And Possibility.	May May is used to represent Desire, possibility, Aim, probability etc.	Should It is used for urgent work or moral duty.
Could Used For Possibility In Past, Polite Request, Conditional Sentences And Ability.	Might Might is used in case of possibilities and past.	Would We use would n case of question, permission, polite request, a habit of the past.

Teaching Tips

- For further help and explanation, use the given link:
- https://www.youtube.com/watch?v=NrvA4eCqQ_M

INTRODUCTION

- Display the word flash cards of modal verbs on the board.
- Announce to students that today they are going to comprehend and practise modal verbs.
- Tell students that “can, could, cannot” are modal verbs.
‘Can/ could’ show ‘ability’ and ‘cannot’ shows ‘inability’.
- Write these three short questions on the writing board:
 - Can** you swim?
 - Can** you ride a bike?
 - Can** you read ten sentences in a minute?
- After taking responses, divide students in pairs.
- Ask students to jot down on a paper/ in the notebook any 3 things which they can do and 3 things which they cannot do.
- Take students’ responses and give feedback/ make corrections on the spot.
- Then, announce to the students that today they are going to learn and practise modal words.
- Write the topic on the writing board like this:
Use of Modal Verbs



DEVELOPMENT

Activity 1:

1. Write the sentence on the writing board, "I help you."
2. Ask the students to read the sentence.
3. Write the sentence again by putting can, must, may, will, should between "I" and "help" e.g.
 - I **can** help you.
 - I **must** help you.
 - I **may** help you.
 - I **will** help you.
 - I **should** help you.
4. Ask the students to read the sentences one by one.
5. Tell students that the words "can, could, may, might, must, shall, will, should, etc." are modal verbs and they indicate likelihood, ability, permission or obligation.
6. Explain the use of modal verbs as given in the table.

Present	Past
Will- expressing future events	Would- imagined event or situation
Shall- expressing intention	Should- indicate what is likely to happen
Can- be able to	Could- indicate possibility
May- expressing possibility or permission	Might- used in questions and requests
Must- be obliged to or forced	

Activity 2:

1. Write the following words in a box like this/alternately, or display the word flash cards of modal verbs on the writing board.

Willingness	Permission	Obligation	Ability	Possibility
-------------	------------	------------	---------	-------------

2. Then, write down the following sentences on the writing board:
 - Can I borrow your book please?
 - I can write a story.
 - May I ask a question?
 - It may rain today.
 - I will go to market.
 - You must wear your school uniform.
 - Students should go to school.
3. Tell the students to work individually and write in notebook against each sentence one word from the given box which describes the sentence.
4. Give them five minutes to complete the task.
5. Take random responses from the class.
6. Give feedback/make corrections on the spot.

**CONCLUSION / SUM UP/ WRAP UP:**

1. Wrap the function of Modal verbs giving examples.

**ASSESSMENT**

1. Ask students to say a sentence using a modal verb.
2. Ask them to tell the function of the modal verb too (ability/ permission/ request, etc.)
3. Take students' responses and give feedback/make corrections on the spot.

**FOLLOW UP**

1. Make two sentences each using the modal verbs can, may must and should.

Grade – 6

Lesson Plan 5: Simple patterns sentences (SVA and SVN)



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. use simple pattern sentences: SVA: subject-verb-adverb SVN: subject-verb-noun.



MATERIALS

- Textbook Grade – 6
- Videos
- writing board
- chalks/ board marker
- duster
- word flash cards of nouns, adverbs, verbs

INFORMATION FOR TEACHERS

- SVA: Subject-Verb-Adverb and SVN: Subject-Verb-Noun are simple pattern sentences in English.
- The definitions and examples of the terms used in the above topic are given below:

Subject:

- The subject of a sentence is the person or an object what the sentence is about.
- Normally, subject comes in the beginning of the sentence.

Examples:

- i. **Nida** ate apples.
(Nida is the subject of the sentence. Nida is doing the action.)
- ii. **Monkeys** live in the forest.
(Monkeys are the subject of the sentence. The sentence is about 'monkeys'.)

Verb:

- A verb is the word that describes what the subject of a sentence is doing. Verbs can indicate (physical or mental) actions, occurrences, and states of being.

For example:

- i. Nida **ate** apples.
(Nida is the subject of the sentence. Nida is doing the action, "ate" is a verb.)
- ii. **Monkeys** live in the forest.
(Monkeys are the subject of the sentence. The sentence is about 'monkeys'.)

Noun:

- A noun is a word that names something, such as a person, place, thing, or idea.

For example:

- i. **Nida** ate **apples**.
 - ii. **Arif** is angry.
 - iii. **Sana** is a **girl**.
- In these sentences. 'Nida, apples, Arif, Sana, and girl' are nouns.

Adverb:

- A word that adds more information to a verb, an adjective or another adverb is called adverb.

For Example:

- i. Arif writes **neatly**.
- In this sentence, 'neatly' is an adverb as it adds more information to the verb 'write'.
- ii. Sana is **very** beautiful.
- In this sentence, 'very' is an adverb as it adds more information to the adjective 'beautiful'.
- iii. Arif writes **neatly**.
- In this sentence, 'neatly' is an adverb as it adds more information to the verb 'writes'.

**INTRODUCTION****Elicitation:**

1. Write the sentence on the writing board:

Arif is a boy.

2. Elicit from the students that:

'Arif' is the subject.

'is' is a verb

'boy' is a noun

3. Write the sentence on the writing board:

Arif writes neatly.

4. Elicit from the students that:

'Arif' is a subject.

'writes' is a verb

'neatly' is an adverb which tells how the verb/action is done.

5. Elicit from the students the definitions of Subject, Verb, Noun, Adverb while doing this activity.



DEVELOPMENT

Activity 1:

1. Prepare flash cards of the following words.

Sana	Akram	Aslam	Hira	Hammad	Rida
writes	speaks	Reads	walks	weeps	drives
neatly	loudly	Speedily	quickly	silently	carefully

2. Prepare flash cards equal to the number of students. Same flash cards can be repeated.
3. Distribute the flash cards randomly among the students.
4. Ask the students to stand in the arrangement of SVA: Subject-Verb-Adverb.
5. Read the sentences, correct them if they are wrong.
6. Ask them to change their partners and make new arrangements.
7. Read some sentences and clap for the whole class if they make right arrangement.

Activity 2:

1. Ask the students to open textbook page 33.
2. Ask them to read the topic: Subject-Verb-Adverb Patterns (SVA).
3. Ask them to open textbook page 34 and do the activity: "Identify the adverb in the following statements and encircle it."

Subject-Verb-Adverb Patterns (SVA)

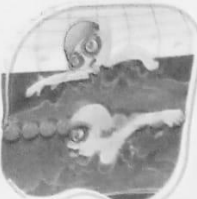
Subject-verb-adverb is a sentence structure where the subject comes **first**, the verb **second**, and the adverb **third**. This type of sentence begins with a core sentence like "The girl walked away". Here, "the girl" is the subject, "walked" the verb, and "away" the adverb.

EXAMPLE


Subject	Verb	Adverb
Laiba	laughed	loudly
Flowers	are	everywhere

For Teachers:
Help students understand reflexive pronouns and subject verb adverb patterns.


Identify the adverb in the following statements and encircle it.




He swims well.



Asad laughs loudly.



The dog jumps high.



Apples are everywhere.

Expected Responses

- i) well
- ii) loudly
- iii) high
- iv) everywhere

**CONCLUSION / SUM UP/ WRAP UP:**

1. Wrap the function of Modal verbs giving examples.

**ASSESSMENT**

1. Ask students to say a sentence using a modal verb.
2. Ask them to tell the function of the modal verb too (ability/ permission/ request, etc.)
3. Take students' responses and give feedback/make corrections on the spot.

**FOLLOW UP**

1. Make two sentences each using the modal verbs can, may must and should.

Grade – 6

Lesson Plan 6: Conjunctions and Transitional Devices



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. explain functions of different conjunctions/transitional devices used for purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either...or..., neither...nor)



MATERIALS

- Textbook Grade – 6
- writing board
- chalks/ board marker

INFORMATION FOR TEACHERS

- Conjunctions and transitional devices can be used: i) for purpose, ii) for place and iii) for choice.

Conjunctions and transitional devices used for purpose:

Examples:

Words	Sentences
so that	I'll go by car so that I can take more luggage.
in order to	I will do my best in order to teach you English vocabulary.
so as to	She will go to the cinema so as to watch the new movie.

Conjunctions and transitional devices used for place:

These devices are used at different positions within a sentences.

Examples:

Words	Sentences
wherever	They can go wherever they want.
where	Where are you planning to go?

Conjunctions and transitional devices used for choice:

It is used to give a choice between two of the same part of speech as well as two phrases or clauses, e.g. either...or, neither...nor.

Examples:

Words	Sentences
either...or	He can have either tea or coffee.
neither...nor	Neither Akhtar nor his wife is tall.

(This information is taken from PCTB English 6, pages 87-88)

INTRODUCTION

1. Write the sentence on the writing board: He works hard so that he may get good marks.
2. Elicit from the students that 'so that' is used 'to tell the purpose'.
3. Write the sentence on the writing board: He can work wherever he wants.
4. Elicit from the students that 'wherever' is used 'to tell the place'.
5. Write the sentence on the writing board: He can either work or go to sleep.
6. Elicit from the students that 'either... or' is used 'to give choice'.
7. Tell the students that the above- given conjunctions and transitional devices are used for purpose, place or choice.

DEVELOPMENT

Activity 1:

1. Make three groups of the class.
2. Ask students to open textbook page 87.
3. Ask group 1 to read conjunctions and transitional devices for purpose given on textbook page 87.
4. Ask group 2 to read conjunctions and transitional devices for place on textbook page 88.
5. Ask group 3 to read conjunctions and transitional devices for choice on textbook page 88.

Words	Sentences
wherever	They can go wherever they want.
where	Where are you planning to go?

Conjunctions and transitional devices used for choice

It is used to give a choice between two of the same part of speech as well as two phrases or clauses. e.g., either...or, neither...nor.

EXAMPLE

Words	Sentences
either...or	He can have either tea or coffee.
neither...nor	Neither Mark nor his wife is tall.

6. Take rounds and get involved in each group's discussion on conjunctions and transitional devices.
7. Make clarity of concept where required.

Activity 2:

1. Write the following sentences on the board:

Identify conjunctions in the sentences and also tell if they are used for purpose, place or choice.

1. She will go to sleep early so as to get up fresh in the morning. _____
2. She can have either pencil or pen. _____
3. I shall run very fast in order to reach in time. _____

4. They can sleep wherever they want. _____
 5. Neither Hadia nor Hania has taken my book. _____
6. Divide students in pairs and ask them to do the exercise of conjunctions and transitional devices.
 7. Take rounds to supervise students' work.
 8. Take students' responses randomly.
 9. Give feedback/ make corrections on the spot.

Activity 3:

1. Ask the students to open textbook page 88 and do the activity "Complete these sentences."
2. Guide the students to complete the sentences with conjunctions and transitional devices for purpose, place and choice.
3. Take students' responses on each sentence.
4. Give feedback/make corrections on the spot.

Complete these sentences.

- I will go to France so that I can learn French.
- He got up early in order to catch the plane.
- I will either write to you or phone you next week.
- Neither the employees nor the boss was at work.
- You can call my mom whenever you want.



CONCLUSION / SUM UP/ WRAP UP:

1. Conclude the topic by recapping the function of conjunctions and transitional devices along with examples.



ASSESSMENT

1. Write the following sentences on the board:
 - Would you either go to market or take rest?
 - They can go wherever you want.
 - Do reading of the story in order to identify the theme of the story.
2. Ask some students randomly to point out conjunction and transitional device in each sentence.
3. Take students' responses and give feedback/ make correction on the spot.



FOLLOW UP

1. Write 6 sentences using conjunctions used for purpose, place and choice (2 sentences each)

Solutions:**Activity 2:**

Identify conjunctions in the sentences and also tell if they are used for purpose, place or choice.

1. She will go to sleep early so as to get up fresh in the morning. **(Purpose)**
2. She can have either pencil or pen. **(Choice)**
3. I shall run very fast in order to reach in time. **(Purpose)**
4. They can sleep wherever they want. **(Place)**
5. Neither Hadia nor Hania has taken my book. **(Choice)**

Activity 3:

Complete these sentences.

1. I will go to France so that I can learn French.
2. He got up early in order to catch the plane.
3. I will either write to you or phone you next week.
4. Neither the employees nor the boss was at work.
5. You can call my mom whenever you want.

Handout # 1

This information is taken from PCTB English 6, pages 87-88.

Conjunctions and transitional devices can be used: i) for purpose, ii) for place and iii) for choice

Conjunctions and transitional devices used for purpose:**Examples:**

Words	Sentences
so that	I'll go by car so that I can take more luggage.
in order to	I will do my best in order to teach you English vocabulary.
so as to	She will go to the cinema so as to watch the new movie.

Conjunctions and transitional devices used for place:

These devices are used at different positions within a sentences.

Examples:

Words	Sentences
Wherever	They can go wherever they want.
Where	Where are you planning to go?

Conjunctions and transitional devices used for choice:

It is used to give a choice between two of the same part of speech as well as two phrases or clauses, e.g. either...or, neither...nor.

Examples:

Words	Sentences
either...or	He can have either tea or coffee.
neither...nor	Neither Akhtar nor his wife is tall.

Grade – 6

**Lesson Plan 7: Pre-Writing Strategies
(Literal and Non-literal meanings of words)****Time: 40 Minutes****STUDENT LEARNING OUTCOMES**

At the end of this lesson, the student will be able to:

1. distinguish between the literal and non-literal meanings of words and phrases in context and use them appropriately in writing

**MATERIALS**

- textbook, flash cards/ printouts of the given images, writing board, chalks/ markers

INFORMATION FOR TEACHERS

- **Literal language** is the language and text that means exactly what it says.
- It is based on the dictionary meanings of words. e.g., “I’m really hungry.” and “I slept peacefully last night.”
- **Non literal language** is the language and text that means something different than what it says.
- The meaning of phrases goes beyond the meaning of the individual words. Instead of saying “I’m very hungry,” we say, “I could eat a horse”.
- Both sentences mean that you are hungry, but each gives a reader or a listener a different mental image. Non literal languages is similar to figurative language, metaphors, and idioms.
- Prepare the chart of non-literal language at least a day before introducing the topic. or photocopy the given pictures and make flash cards.

**INTRODUCTION**

1. Display the chart paper with the following images to generate interest and introduce the topic.
2. At this just talk about each image to assess their prior knowledge.
3. Do not explain the non-literal meanings.



DEVELOPMENT


Activity 1:

1. Draw two columns on the board, follow the given sample.
2. Introduce the topic and explain the words and phrases used in non-literal language.

Literal Language	Non-literal Language
It was raining heavily.	It was raining cats and dogs .
The test was very easy.	The test was a piece of cake .
Don't share the secret.	Don't let the cat out of the bag .
You have given the right answer.	You hit the nail on the head.
We were walking very carefully.	We were walking on pins and needles .

Activity 2:

1. Tell the students to open textbook **pg. 54**.

 Read the following sentences and write whether it is a sentence with literal meanings or non-literal meanings.

Sentences	Literal or non-literal
The burger is delicious, my mom cooked it perfectly.	
You made me laugh so hard. I think my smile was a mile wide.	
I am tongue tied.	
Ayesha and her friends are playing with cats and dogs.	

2. Ask the students to individually read the explanation and examples of literal and non-literal.
3. Give them enough time for reading and understanding the text.
4. Provide guidance wherever required.
5. Explain the given task given at the end of the same page.
6. They will complete it in their textbooks/ notebooks.

**CONCLUSION / SUM UP/ WRAP UP:**

1. Conclude the topic by displaying the chart paper again and calling few students in front of the class and read each sentence.

**ASSESSMENT**

1. It will be done through their verbal responses, written work and class participation

**FOLLOW UP**

1. Revise the topic taught in the class from textbook pg. 54.

Grade – 7

Lesson Plan 8: Types of Sentences



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative and imperative.



MATERIALS

- textbook, writing board, chalks/markers

Information for teachers

- **There are four different types of sentences:**
 - statements
 - commands
 - questions
 - exclamations
- **Declarative sentences** make a statement and end with a full stop. They tell us something e.g., The boys ate more than the girls.
- **Interrogative sentences** ask a question. They ask us something e.g., Did the boys eat more than the girls?
- **Imperative sentences** give a command, e.g., you must stand up and start reading.
- **Exclamatory sentences** express strong emotions/surprise, and they always end with an exclamation mark/point (!).
- For assistance the following example can be written on the board. It will clarify students' conceptual knowledge

4 Types of Sentences

Declarative Sentence

- Tells something.
- Ends with a period. (.)

Interrogative Sentence

- Asks a question.
- Ends with a question mark. (?)

Exclamatory Sentence

- Shows strong feeling.
- Ends with an exclamation mark. (!)

Imperative Sentence

- Gives a command.
- Ends with a period or an exclamation mark. (. or !)

INTRODUCTION

1. Ask the students that how many types of sentences we use verbally or in written form.
2. Possible answers: command, request, simple statement, question, exclamatory sentence

DEVELOPMENT

Activity 1:

1. Instruct the class to open textbook pg. 27.
2. Read and explain the information about the four types of sentences and relate with the given examples.
3. Enact the following sentences with proper stress and intonation to distinguish between the 4 types of sentences:
 - I am a teacher. (declarative)
 - Are you a teacher? (interrogative)
 - What a nice dress! (exclamatory)
 - Go and call your teacher now. (Imperative)
4. Have a choral drill with the whole class with at least 2 or 3 sentences more for clear concepts
5. Encourage the students to note the difference and to repeat

Activity 2:

1. Tell the students to open textbook **pg. 27** Unit 3 and write the appropriate word for the types of sentences in their textbooks.

Write declarative, interrogative, imperative or exclamatory as appropriate relevant against the given sentences.

1. The house is near the post office.	
2. Would you hand me the ruler?	
3. Write your name at the top of the page.	
4. How beautiful this flower is!	
5. Please open the window.	
6. Would you answer the phone?	

2. Ask few students to share what they have written.
3. Take their responses and give feedback/ make corrections on the spot.

Activity 3:

1. Draw 4 columns on the board (Follow the sample given below).

Declarative	Imperative	Interrogative	Exclamatory
Students failed to complete their essays on time.	Give me the book now.	Have you given me the book?	I got an A+ in my English paper!

2. Take students' responses to add at least 5 examples of each sentence type

**CONCLUSION / SUM UP/ WRAP UP:**

1. Conclude the topic by calling 4 students in front of the class and tell each to give 1 example each of 4 types of sentences

**ASSESSMENT**

1. It will be done through their verbal responses, written work and class participation

**FOLLOW UP**

1. Write 4 sentences based on the types of sentences taught in the class.

Grade – 8

Lesson Plan 9: Writing a Poem



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. write a poem narrating an event or a story



MATERIALS

- textbook, writing board, chalks/markers

Information for teachers

- A poem is a piece of writing that relies on rhyme, rhythm and meter to evoke feelings, or to convey setting and story.
- It is a collection of ideas and emotions in a creative way.
- Poems can tell stories, record memories, express desire, and share information.
- There are different poetic forms, such as verse, haiku, sonnet, and ballad.
- The basic elements of poetry include meter, rhyme, scheme, verse, and stanza.
- Encourage the students to generate ideas before writing the poem.
- Write its rough draft first and then write it neatly with correct spelling and grammar.
- Provide assistance and guide them regarding rhyming words, stanzas, ideas etc.



INTRODUCTION

1. Ask the students about any of their favourite poem that they still remember e.g. Twinkle , twinkle little star, Ba ba black sheep , one two buckle my shoe
2. Have a short talk about why do they still remember/ enjoy it
3. Did they like the main idea and characters of the poems?



DEVELOPMENT

Activity 1:

1. Tell the students to open textbook **pg. 23**.
2. Read the poem, stanza wise and ask the students to repeat after you.
3. Explain the difficult words and phrases for understanding.
 - After reading the poem, ask them:
 - What was the poem about?
 - What happened to the characters in the poem?
 - Have you ever seen identical twins?

Activity 2:

1. Write the word Eid ul Azha on the board and make its concept map, taking students' immediate responses.
2. Encourage whole class participation.
3. It will help to generate ideas to write a poem in the next activity.

Activity 3:

1. Write the vocabulary and relevant grammar pertaining to the word Eid ul Azha on the board.
2. Divide the class in groups and tell them to write a short poem on Eid ul Azha of at least 2 stanzas.
3. Tell them to write its rough draft first and discuss it again within the group for corrections/ ideas.
4. Encourage them to use rhyming words.
5. Give them appropriate time to complete the poem in their groups.

Activity 4:

1. Instruct the groups to individually write the poems neatly in the notebooks.
2. Volunteer students from each group to read out the poems.
3. Encourage and appreciate their poems.

**CONCLUSION / SUM UP/ WRAP UP:**

1. Ask the students about few rhyming words that they learned in the class.

**ASSESSMENT**

1. Get it be done through their verbal responses, written poems and class participation

**FOLLOW UP**

1. Draw relevant pictures of the poem Eid ul Azha in the notebooks or read out the poem to your siblings / parents.

Grade – 8

Lesson Plan 10: Proofreading & Editing



Time: 40 Minutes



STUDENT LEARNING OUTCOMES

At the end of this lesson, the student will be able to:

1. punctuate sentences and short paragraphs correctly using capitalization
2. recognize and rectify faulty punctuation in a given text



MATERIALS

- Textbook, paragraphs written on strips of chart paper, shoebox/basket, whiteboard, and markers.

Information for teachers

- Punctuating sentences and paragraphs correctly is an essential skill for students to learn.
- Here are some tips and information for teachers to help their students:
 - **Teach the basics:** Students need to understand the basics of punctuation, such as using capital letters at the beginning of sentences and for proper nouns, and using full stops at the end of sentences.
 - **Provide examples:** Give students examples of properly punctuated sentences and short paragraphs, as well as examples of faulty punctuation. This will help them understand the correct way to punctuate sentences and how to recognize faulty punctuation.
 - **Practice, practice, practice:** Provide students with opportunities to practice punctuating sentences and short paragraphs. This can be done through worksheets, writing prompts, or group activities.
 - **Individualized feedback:** Provide individualized feedback to students to help them identify areas where they need improvement. This can be done through one-on-one conferences, written feedback, or peer review.
- By teaching students how to punctuate sentences and paragraphs correctly, teachers are helping them develop strong communication skills that will serve them well in school and beyond.



INTRODUCTION

1. Write a sentence on the board. "Let's eat grandma!"
2. Ask students to read the sentence and try to understand the message.

This sentence, without punctuation, is a bit alarming. It could be interpreted as an invitation to eat someone's grandmother, or it could be interpreted as a suggestion to eat with one's grandmother (i.e., "Let's eat, grandma!").

3. Begin the lesson by explaining the importance of punctuation in written communication.
4. Ask students to share their thoughts on why proper punctuation is important.



DEVELOPMENT

Activity 1:

1. Explain to students that capital letters are used at the beginning of sentences and for proper nouns. Full stops are used at the end of sentences.
2. Write a few examples on the board and ask students to punctuate them correctly.

- my favorite colors are red blue green and yellow
- we can go to the movies after we finish our homework or we can go tomorrow
- sarah's new dog is a golden retriever it loves to play fetch
- Yesterday i went to the store to buy milk bread and eggs
- the concert was amazing we sang danced and had a great time

3. Have students work in pairs or small groups to practice punctuating sentences and short paragraphs correctly using capitalization and full stops.
4. After they have had time to practice, review the correct answers as a class.

Activity 2:

1. Ask the students to work in trio.
2. Inform them that they will pick up a paragraph from a box/ small basket having different paragraphs written on the strips of chart papers.
3. Allocate 10 mins to identify and correct the capitalization issues and the faulty punctuation.
4. Now ask the trios to swap their paragraph with another group and check their work.
5. Take rounds to supervise students' work.
6. Give feedback/ make corrections on the spot.

My family and I went to the beach last weekend it was a lot of fun we played in the water and built sandcastles we also had a picnic on the sand and enjoyed the sunshine

The new restaurant. in town is amazing the food is delicious and the service is excellent I especially love the pasta dish with the homemade sauce

I enjoy playing, video games in my free time my favourite game is a strategy game where you have to build and manage a city it's challenging but also very rewarding when you succeed

My friend and I are planning a trip to gilgit next summer we want to visit sakardu lulusar lake wer'e already researching hotels and getting very excited about the trip

Im' studying for my final exams next week I'm feeling a bit nervous but also confident that I've prepared well I'm reviewing my notes and doing practice problems to make sure im ready

**CONCLUSION / SUM UP/ WRAP UP:**

1. Review the importance of proper punctuation in written communication.
2. Ask students to share one thing they learned from the lesson.

**ASSESSMENT**

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

**FOLLOW UP**

1. Correct the paragraph by adding punctuation capitalization, given on textbook **pg.125**.

D. Punctuate the given passage.

challenges we often heard this word in our daily life sometimes with fear of failure and sometimes with an encouragement that we have something new to cater with our life take turns the way we want to it depends on us where we take it a well said quote by celestine chua is Everyone faces challenges in life it s a matter how you learn to overcome them and use them to your advantage it is all about what we think about ourselves as this is what discriminates between an unsuccessful and successful person an unsuccessful person always afraid of facing something new his mind being occupied of losing or what others think about him if he loose would they laugh at him or tease him with their piercing comments contrary to it a successful person often takes challenges with courage considering it a chance to prove himself not only in the eyes of others but to raise his self esteem

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