

Trainee Handout

FY 2024-25

Online Subject Based Training
Primary English



Punjab Education Foundation



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آگاہی برائے ماحولیاتی آلودگی سموگ آلودگی

سموگ زیادہ تر بڑے شہری علاقوں میں سموگ ایک سنگین مسئلہ ہے۔ گاڑیوں اور صنعتوں سے نکلنے والا اخراج، نیز لکڑی اور کونکے، ایندھن اور بعض موسمی حالات کی تشکیل بنیادی سبب ہیں پنجاب میں ہر سال نومبر اور فروری کے درمیان اوسطاً 10 سے 25 دن تک دھند، اور سموگ کا سامنا ہوتا ہے۔ تاہم، حالیہ برسوں میں، صورت حال مزید خراب ہوتی جا رہی ہے کیونکہ اس سے آنکھوں میں جلن اور بدبو آنے کا احساس ہوتا ہے۔

سموگ کی اہم وجوہات

- ❖ کونکے کو بطور ایندھن استعمال کرنا۔
- ❖ گاڑیوں اور صنعتی اخراج۔
- ❖ آبادی اور ضرورت سے زیادہ کھپت۔
- ❖ ضرورت سے زیادہ فضلہ کی پیداوار۔
- ❖ آتش بازی۔
- ❖ زرعی مواد کو جلانا۔

سموگ کے انسانوں پر اثرات

سموگ فضائی آلودگی کے مرکب پر مشتمل ہے جو انسانی صحت کو خطرے میں ڈال سکتا ہے۔ انسانی صحت کے مختلف مسائل جیسے ایسٹھیما، دمہ، دائمی برو نکائٹس، پھیپھڑوں کے انفیکشن، اور کینسر سموگ کے اثرات کی وجہ سے پیدا ہوتے ہیں یا بڑھ جاتے ہیں۔ کھانسی، الرجی اور آنکھوں، سینے، ناک اور گلے کی جلن جس کی وجہ سے کھانسی اور گھبراہٹ ہوتی ہے اور وزن کی اونچے سطح سانس کے نظام کو پریشان کر سکتی ہے۔

سموگ اور ماحولیاتی آلودگی حل کرنے کے لیے عملی اقدام

فضائی آلودگی سب سے زیادہ سموگ کا باعث بنتی ہے۔ فضائی آلودگی کو کم کرنے کے لئے درج ذیل اقدام کرنے کی فوری ضرورت ہے:

- فصلوں کی باقیات کو نہ جلا جائے۔
- کوڑا کرکٹ کو آگ نہ لگائی جائے۔
- فیکٹریوں سے نکلنے والے دھوئیں کا اخراج کم کیا جائے۔
- گاڑیوں سے نکلنے والے دھوئیں کو بھی کم کیا جائے۔

زینی آلودگی

اس لئے کوڑا کرکٹ کو مناسب طریقے سے تلف کیا جائے۔
گندے پانی کی نکاسی کا بندوبست کیا جائے۔
بچوں کو آگاہی دی جائے کہ گھروں میں بجلی اور پانی کا بے جا استعمال نہ کیا جائے۔
پانی کے تل وغیرہ کو کھلانا چھوڑیں۔
پلاسٹک کی اشیاء کو کوڑا دان میں ڈالیں تاکہ ان کی بھی سائیکلنگ ہو سکے۔
گھروں میں دھواں پیدا کرنے والے اشیاء کو جلانے سے گریز کریں۔

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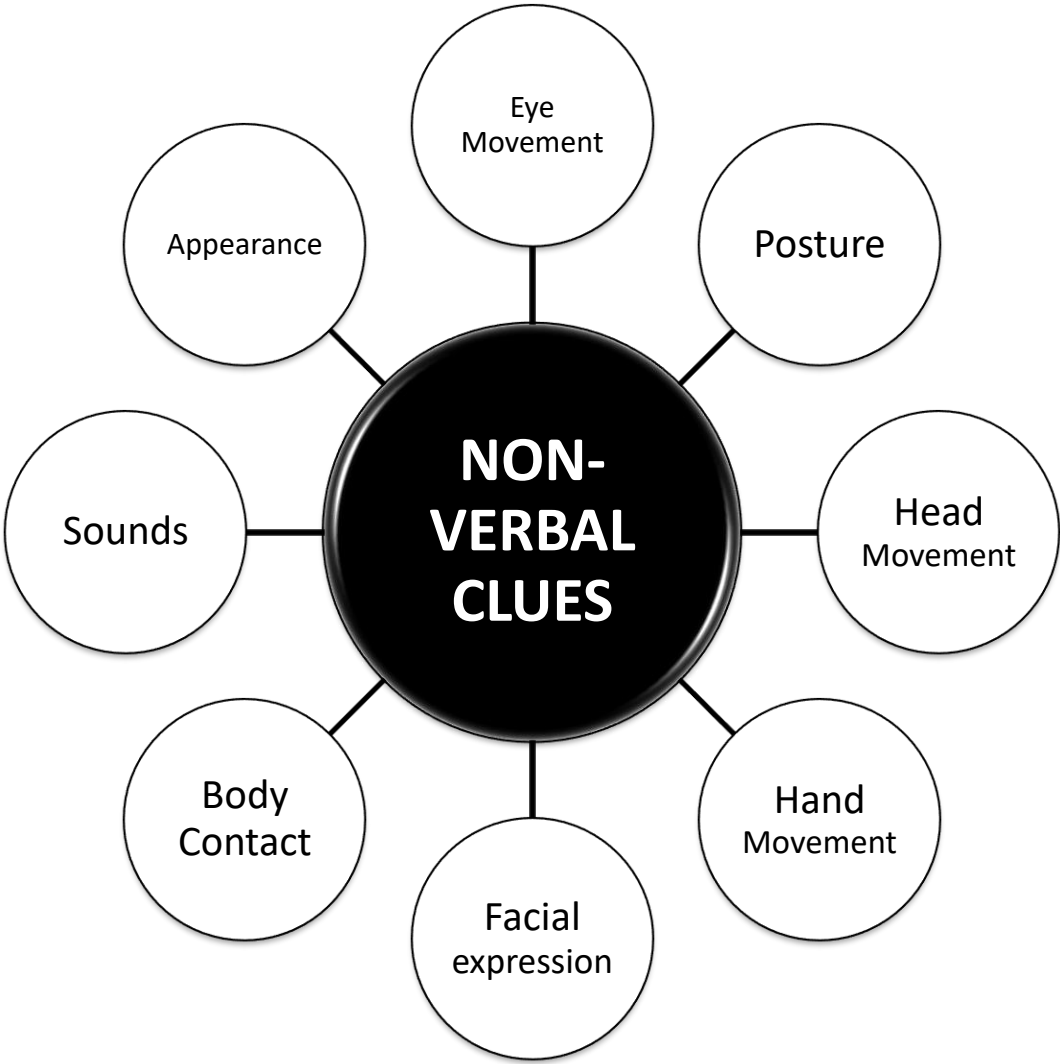
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Handout 1-A**Some Gestures and Their Meanings**

Gesture	Meaning
erect walk	confidence
standing with hands on hips	anger
sitting with legs stretched	relax
walking with hands in pocket	casual
walk with shoulders bent	sad
biting nails	nervousness
head resting in hands	boredom
walking to and fro	Impatience
walk erect with hands at back	pride

Handout 1-B



Handout 1-C

Types of Non-Verbal Communication?

1. **Facial Expression** includes the eye, brow, and mouth movements that people use as nonverbal cues. For example, frowning, furrowing one's brow, and rolling one's eyes are all examples of facial expressions that convey meaning.
2. **Eye Contact** is the use of the gaze, or looking into someone's eyes, to communicate.
3. **Kinesics (Body Movement)** includes nonverbal cues such as postures and gestures. For example, slouched shoulders tend to communicate tiredness.
4. **Haptics (Touch)** includes nonverbal cues such as hugging, shaking hands, and touching parts of the other person's body like the shoulder or arm.

Handout 1-D

Methods to Teach Non-Verbal Communication?

1. Cut small strips and write most basic emotions, given below in the table, like anger, pride, relaxation, nervousness, impatience, happiness, sadness, anger, fear, disgust, surprise, boredom etc. Put these strips in a basket. Make two teams of participants. Ask one member from the team to come and pick one strip. He will read strip himself and handover to the trainer. Then the participant with strip will perform silently and his team will guess what feelings he is trying to present. Give marks if the team guesses correctly. Team scoring higher will be winner.
2. The teacher will ask the students to make a chart of emoji with different feelings and mood.



Handout 1-E

I have a rabbit.
I like to crunch and chew
On celery logs and carrot sticks,
And apples, too.
I have a rabbit habit.
I like to chomp and munch
On crispy greens and juicy grapes.
Mmm... rabbit food for lunch!

Handout 1-F

Regular and Irregular Nouns

Regular and Irregular nouns: the key difference between regular and irregular nouns is that regular nouns can be converted into plurals by adding 's' and 'es'; whereas irregular nouns do not follow a standard rule in converting plurals.

For example, the plural form of man is men, not mans. The plural form of woman is women, not womans.

- The plural of a noun is usually formed by adding 's' to a singular noun. For example book/books, flower/flowers, cat/cats, pen/pens and shop/shops.
- Similarly nouns ending with 's', 'x', 'z', 'o', 'ch' and 'sh' form the plurals by adding 'es'. For example box/boxes, match/matches, dish/dishes and potato/potatoes.
- Nouns ending in 'y' preceded by a vowel, plurals will be made by adding 's'. For example day/days, toy/toys and key/keys, etc.
- Nouns ending 'y' preceded by a consonant, plurals will be made by replacing 'y' with 'ies'. For example city/cities, baby/babies and lady/ladies, etc.
- Nouns ending in 'f' plurals will be made by replacing 'f' with 'ves'. For example leaf/leaves and wolf/wolves. However certain just take 's' only like roof/roofs and cuff/cuffs.

Handout 1-G

Read the following sentences. Change the underlined singular nouns to plural nouns, and tell whether this noun is regular or irregular and also edit any other part of the sentence to make it correct.

1. The bird flew from the tree to its nest.
2. Please put this match on the table.
3. Can you ask the child to come in for dinner?
4. I have a piece of food stuck in my tooth.
5. Please tell me the story of this mouse.
6. My brother is going to summer camp.
7. Look at the cute little fox!
8. Which country did you visit?
9. How many half make a whole?
10. The ground was so hot that I burned my foot.

Handout 1-H

Methods to Teach Adjective

Get the chalk

One of the best ways to introduce adjectives to children of this age group is to ask child to get something for you. For example you might say, "Shazil, would you get the chalk for me, please?" When Shazil arrives with the chalk- say, "No. That's not the chalk I want." Give two or more children the same request, and when they become confused, lead them into a discussion on the function of adjectives. You might then say, "I wanted the *blue* chalk."

Describe the picture

Display a large picture to the class. Have children orally describe the nouns that are featured in the picture.

a pretty dress

a red ball

a shady tree

a delicious ice-cream

Stretch the joke

Write a story or a short joke on the board. Underline all the nouns. Have children rewrite the story or joke, adding adjectives to the nouns.

Two caterpillars were eating grass in a garden when a butterfly flew overhead.

Two large, fat caterpillars were eating delicious grass . . .

Magic bag

Place an object in a bag. Let children feel the object and then describe it to you.

It is soft. It is round. It is small. It is rubbery.

Noun lists

Write a list of nouns on the chalkboard. Ask children to supply suitable describing words.

tiger: savage hungry striped

elephant: big gray wrinkled

Comparing adjectives

Ask a child to come to the front of the room and then ask a shorter and a taller child to stand on each side. Ask questions such as these:

- *Who is the tallest of the three?*
- *Who is the shortest of the three?*
- *Is Rameen than Ezza?*
- *Of Karim and Ezza, who is the taller?*

Handout 1-I

Adjective

Adjectives are words that describe, identify, or quantify nouns and pronouns. There are three degrees of adjective comparison - positive degree, comparative degree, and superlative degree.

1. Positive Degree

The **positive** degree describes the quality of a noun without comparison with any other adjectives.

Example: She has a **big** house.

2. Comparative Degree

Comparative adjectives are used to compare two things—they help describe differences between two nouns.

Example Sentence.

My television is **bigger** than my computer.

3. Superlative Degree

Superlative adjectives are used to compare three or more things. (e.g., smallest and largest, tallest and shortest.

Example Sentence.

My English professor is **the smartest** person.

4. Regular and Irregular Adjectives

Regular adjectives are those adjectives which take 'er', 'est' or 'more', 'most' for comparative and superlative degrees as given above.

While **Irregular** are those adjectives which do not follow this pattern. e.g.

good	better	best
bad	worse	worst

Handout 1-J

Write the comparative and superlative forms of the adjectives below.

POSITIVE	COMPARATIVE	SUPERLATIVE
Soft		
Expensive		
Pretty		
Attractive		
Difficult		
Boring		
Short		

Handout 1-K

Articles

Articles (a, an, the) are words used before a noun to show if it is specific or general.

Types of Article:

Articles are of two types: **definite and indefinite articles**

Definite articles refer to a specific noun using 'the', while indefinite articles are used when a noun is not specific.

- The **definite** article is **the**.
- The **indefinite** article is **a / an**.

Indefinite Article:

The indefinite article **a** or **an**:

The article **a / an** is used when we don't specify the things or people we are talking about:

- I met **a** friend.
- I work in **a** factory in New York.
- I borrowed **a** pencil from **a** passenger sitting next to me.

The indefinite article **a** is used before a consonant sound:

- **a** dog
- **a** pilot
- **a** teacher
- **a** university

NOTE: Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound.

The indefinite article **an** is used before a vowel sound:

- **an** engineer.
- **an** elephant.
- **an** athlete
- **an** umbrella

Definite Article:

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

- **The** car over there is fast.
- **The** president of Pakistan is giving a speech tonight.

When we speak of something or someone for the first time we use **a** or **an**, the next time we repeat that object we use the definite article **the**.

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

Examples of the use of a, an and the:

- a unit ('u' gives consonant sound)
- an umbrella ('u' gives vowel sound)
- a horse ('h' consonant sound)
- an honest person ('h' is not pronounced)
- *I do not want **a** gun in my house* (any gun).
***The** gun is in his closet* (implies there is a specific gun).
I am afraid of guns (all guns in general).
- *She sent me **a** postcard from Italy* (an unspecific postcard - not a letter, not an e-mail).
- *It's **the** postcard that I have in my office* (one specific postcard).
Getting postcards makes me want to travel (any postcard in general).
- *I have **a** dog* (one dog).
- ***The** dog is very friendly* (the dog that I have already mentioned).

Handout 1-L

Fill in the gaps with best option.

1. _____ man and _____ woman were sitting opposite to me _____ man was American but I think _____ woman was British.
2. Miss Ayesha lives with two friends in _____ flat near _____ college where she is studying. _____ flat is small but she likes it.
3. Rukhsana has got two children, _____ boy and _____ girl _____ boy is ten years old and _____ girl is three.

Handout 1-M

Rewrite these sentences using the correct articles. (PCTB English-5) (22)

1. Indus is longest river in Pakistan.
2. Egg has oval shape.
3. He lives in house next to ours.
4. His father likes to read Daily News.
5. You can go anywhere in world.

Handout 1-N

Tips to Teach Articles

1. Tell students that consonants at the beginning of the words which are not pronounced e.g. **“h”**hour are called mute consonants. Recall the concept use of ‘a’ and ‘an’ with mute consonant.
2. Visual examples from the surroundings of daily life work as a great motivation for the students to teach articles.
3. Be creative but simple. Develop such activities which are interesting and productive. e.g Board Race using ‘a’, ‘an’ and ‘the’.
4. Make pair and group of mixed abilities students. Ensure every student participates and share his understanding of the concept.

Handout 1-O

Complete the table in pairs. The first one has been done.

WORDS	Vowels Seen	Vowels Heard	Number of Syllables
Ride	i, e	1	1
Cream			
Tablet			
Umbrella			
October			
Rabbit			
Water			

Handout 1-P

Teaching Methods for Syllables

1. Ask participants to bring an interesting reading material of their choice. Guide them to hunt and mark syllables in the words. Ask them to enlist and share with their class fellows.
2. Prepare flash cards of syllables. Arrange a big group, distribute syllable cards, and ask them to make as many words as they can by joining syllable cards

Handout 1-Q

Silent Letters

A **Silent Letter** is a letter or combination of letters that is usually not pronounced in a word although written. Examples: the '**b**' in *doubt*, the '**c**' in *scissors*, the '**g**' in *design*, the '**t**' in *listen*, and the '**gh**' in *thought*.

Silent letters can be tricky to grasp. These letters aren't always silent. They can be heard in similar words. For example, the '**b**' may be silent in *debt*, but it's heard in *debit*. Similarly, the '**g**' in *sign* is silent, but it is not in *signal*. Other examples include, *crumb* and *crumble*, *column* and *columnist* and *resign* and *resignation*.

b:	<i>dumb, thumb</i>
c:	<i>indict</i>
ch:	<i>yacht</i>
d:	<i>bridge, ledge, edge</i>
g:	<i>foreign, sign, design, assign</i>
h:	<i>rhinoceros, spaghetti</i>
k:	<i>knee, knit, knob, know, knuckle</i>
l:	<i>calf, talk, could, should, would</i>
m:	<i>mnemonic</i>
n:	<i>autumn, column</i>
p:	<i>raspberry, receipt</i>
t:	<i>castle, listen, whistles -</i>

Handout 1-R

Graph: Graph is a single letter that makes a single sound. E.g. **b, t, g, n** etc.

Digraph: A digraph is a single sound made by the combination of two letters. Digraph can be used at the beginning, middle or end of a word. E.g. **Ch**” chair, richer, much etc.

Trigraph: A trigraph is ‘a single sound’ made by the combination of three letters. It is a group of three letters that together form a single specific sound. Trigraphs may consist solely of consonants or vowels, or they may be a combination of both. For example:
“igh in night and fight, tch in batch”

Handout 1-S

Difference between Digraphs and Diphthong

Diphthong is a sound formed by the combination of **two vowels** in a **single syllable**, in which the **sound begins as one vowel** and **moves towards another** (as in *coin, loud, and ear*). The **tongue moves** during the pronunciation of the vowel. While in **digraph two letters make one sound** as in the above table.

Handout 1-T

Read the given text. Circle the digraphs in red, trigraphs in green and silent letters in blue.

“It was a Wednesday morning. We all got up early. We had to gather in the ground for the cricket match. Every one reached the playground at 8 o’clock. We were very excited and took photographs.”

Handout 1-U

Tips to Teach Silent Letters, Digraphs and Trigraphs

- Create an effective learning and communicative environment. Always bring visual materials for teaching.
- Introduce one new digraph or trigraph at a time and keep the sessions fairly short.
- Use visual picture cues and actions while introducing new digraphs and trigraphs
- Give children opportunities to use and apply their knowledge of the new digraphs and trigraphs you teach them.
- Do daily reviews of digraphs and trigraphs that have been taught in previous sessions.
- Get children to read decodable books that focus on specific digraphs and trigraphs.

Handout 1-V

Pronoun

A pronoun is a word which is used in the place of a noun in the sentences.

For example: he, she, it, I, we, you, they, someone, who, that, which, whom, what and whose. The word pronoun can do all of the things that noun can do in the sentences. These pronouns can be used as **subjects**, **direct objects**, **indirect objects**, **object of the preposition**, and more in the sentences.

Ali is a boy. He studies in our school.

Pronouns are divided into three people; as,

- 1) First person;** I, We, M, Us, My, Mine, Our, and ours
- 2) Second Person:** You, You, and Yours.
- 3) Third Person:** He, She, It, They, Them, Him, Her, His, Hers, Their, Theirs and Its.

Handout 1-W

Kinds of Pronoun

Pronouns	How to recognize them	Examples
Personal Pronouns	This is used instead of a person	I, we, you, he, she, they
Impersonal Pronouns	It is used for non-living things, lower animals, etc.	It (for inanimate object and lower animals).
Possessive Pronouns	It denotes possession.	Mine, ours, yours, his, hers, theirs,
Reflexive Pronouns & Emphatic Pronouns	These are formed by adding—self/selves.	Myself, ourselves, yourself, yourselves, himself, herself, themselves,
Demonstrative Pronouns	This is for a noun that has been already mentioned.	This, that, these, those, it. This is my house.
Interrogative Pronouns	At the beginning of a sentence for questioning.	Who, whose, whom, which, what,
Relative Pronouns	In the middle of a sentence to join two sentences by denoting relation to the antecedent.	Who, whose, whom, which, that. This is the boy who purchases first ticket.

Handout 1-X

NUMBER AND CASE OF PERSONAL PRONOUN

Person	Number	Subjective (Nominative)	Objective (Objective)	Possessive
1 st person	Singular	I	Me	My, mine,
	Plural	We	Us	Our, ours
2 nd person	Singular	You	You	Your, yours
	Plural	You	You	Your, yours
3 rd person	Singular	He, she,	Him/her	His, her, hers
	Plural	They	Them	Their. theirs

Handout 1-Y

Teaching Tips for Demonstrative Pronouns

1. This that these those run and touch

The teacher calls out or writes descriptions of things that there are more than one of in the classroom, e.g. "These are tables" to mean the ones closest to the teacher and "That is a curtain" to mean the one furthest away. Students compete to be first to run and touch those things then sit back down in their places. If that would be too chaotic, students can be limited to walking quickly and/or one representative from each team can do the running. The game can also be played with flashcards on a group of desks or around the room. To make it more fun, students could also be asked to stretch to touch both objects for "these" and "those" sentences at the same time (probably only possible with strategically placed flashcards).

2. This that these those stations

This is another running game, but one in which students try to touch cards representing "this", "these" etc instead of objects or cards representing things. For example, if four cards saying "this", "that", "these" and "those" are put on the four walls of the room, students could run and touch the "that" wall if the teacher says "bin" and there is only one in the classroom and it is at the far side of the room. To add speaking, students could also be told to shout out the relevant sentence when they touch the appropriate wall. The prompts could also be flashcards showing distant and close objects, pointing at particular objects in the classroom, etc. It is also possible to play this game without running around by students holding up cards that they are given which say

“those” etc.

3. More this that these those touching games

As well as running and touching, if you put a mix of singular and plural flashcards in two rows on the floor, students can try and hit the closer flashcards for “this” and “these” and the further away flashcards for “that” and “those” with a sticky ball, fly swat, plastic hammer, etc. They could also push toy cars etc along the floor to try to make them stop on the card that the teacher said.

4. This that these those Pictionary

Students try to identify pictures of “This is a cat”, “Those are flies” etc, with the “this” and “these” ones being drawn huge (perhaps so large that only a detail of them fits on the board or paper) and the “that” and “those” ones being drawn tiny. To make this even clearer, you could draw a cone shape diagonally across the board, with the “this” and “these” ones being drawn in the huge circle at one end of the cone and the “that” and “those” ones being drawn at the sharp end.

5. Spot this that these those

The teacher sticks a selection of singular and plural flashcards of several categories on both the whiteboard and the far wall. The teacher gives one category, e.g. “Stationery”, and students must put up their hands and shout out correct whole sentences about flashcards in the classroom representing those things like “Those are scissors” (for a flashcard on the far wall) and “This is a pen” (for a flashcard on the whiteboard). Something similar is also possible with two detailed pictures (like Where’s Wally) on a single page or projected onto the board, with the one representing that/those being small and in the top right corner and the one for this/these being bigger and in the bottom left corner.

6. This that these those memory game

Set out a column of mixed singular and plural flashcards face down on tables or on the floor so that it stretches away from the students. Students must try to remember and identify the whole column, but starting at both ends and working their way towards the middle saying “That is a banana”, “These are trousers”, “That is a curtain”, “This is a bed”, etc.

7. This that these those Pelmanism

Pelmanism is a well-known card game in which students use guesswork and memory to try and find two of a set of face-down cards that are the same. This kind of language is already fairly natural if students say “This is a dog” for the first card that they pick up, “That is a dog” for the second card and “These are dogs” to show that they have found a match. You can add the “here” and “there” meanings of these words by asking students to always take a card near to them first and then a card further away for their second pick. “These” and “those” can be added by also having flashcards with plurals on, e.g. things that are always plural like “glasses” and “jeans”.

Handout 1-Z

<i>air,</i>	<i>eye,</i>	<i>bare,</i>	<i>buy,</i>	<i>cell,</i>	<i>dam,</i>	<i>die,</i>
<i>knot,</i>	<i>one,</i>	<i>pair,</i>	<i>pray,</i>	<i>profit,</i>	<i>shore,</i>	<i>their,</i>
<i>hour,</i>	<i>hole,</i>	<i>idle,</i>	<i>hair,</i>	<i>wear,</i>	<i>flour,</i>	<i>two,</i>

Handout 1-AA

What are HOMOPHONES?

‘Homo’ means same and ‘phones’ are sounds. So, homophones are words with same sound but different meanings and spellings. They are generally called pair of words.

For example:

- pear/pair,
- air/heir,
- tale/tail,
- flower/flour,
- accept/except,
- son/sun,
- right/write,

Handout 1-AB

What are HOMONYMS?

Homonyms are spelled the same, like “bark” (the sound dog makes) and “bark” (the outer layer of a tree trunk) but meaning differently. Homonyms are simultaneously homographs *and* homophones that is to say they have identical spelling *and* pronunciation, whilst maintaining different meanings. Examples are “*left*” (past tense of leave) and “*left*” (opposite of right).

- bow – to bend forward at the waist in respect (e.g. "bow down")
- bow – the front of the ship (e.g. "bow and stern")
- bow – a kind of tied ribbon (e.g. a bowtie)
- bow – a weapon to shoot projectiles with (e.g. a bow and arrow)

Handout 1-AC

I. The participants will read the sentence and mark the correct option.

1. Is this computer for ----- (sail/sale)
2. Did the architect visit the ----- (site, sight)
3. How does your ----- work? (maid, made)
4. Let's ----- candies for the canteen. (by, buy)
5. Does it ----- in summer? (rain, rein)
6. Do the Muslim women wear ----- ?(veil, vale)
7. My aunt has two daughters and a ----- .(son, sun)
8. Amina has beautiful long black ----- .(hare, hair)

II. Circle the correct homophone.

1. I can't (wait / weight) to receive your letter in the (male /mail).
2. We (ate/eight) lots of(meat/meet)for dinner.
3. We watched an eagle (soar / sore) through the sky.
4. Tomorrow, we're going to the (beach/beechn).
5. My uncle always has a good (tale/tail) to tell.
6. Make sure the (brake / break) works on your bike.
7. What is the (some /sum) of 2+ 2?

Handout 1-AD

Strategies to Teach Homophones and Homonyms

1. Ask students to search for homophones are in a dictionary in 5 minutes. Teacher may also give students words and asks them to guess how their homophones might be spelt. Teacher will check their findings. this practice will make their spellings better and enhance use of dictionary
2. Teacher will put pictures or written words around the room. Then will ask the students to race to find and touch the homophones of the words, already written and pasted by the teacher. Once hunt is done students will write those words on the board for discussion.

Handout 1-AE

Verb- Verb is a word that expresses an action. **Action verbs** are words that express a concrete action.

Examples: **work run sit eat jump**

Helping Verbs or Auxiliaries - Help in doing action e.g.

He is running.

They are eating.

is, are, am, was, were, will, shall, has, have, etc. are helping or auxiliaries.

Modal Verb - A modal verb is a type of verb that joins up with another verb to create a mood or situation. A modal verb expresses uncertainty, necessity, permission, or ability.

Unlike auxiliary verbs, a modal verb never changes its form; therefore, it does not use “-ing,” “-en,” “-s,” or infinitive forms. There are ten basic modal verbs:

Can	Could	Should	Would	Will
Shall	Ought	May	Might	Must

Transitive Verb - A transitive verb is a type of action verb that links the subject with the object (a person or a thing) of a sentence, which is receiving the action.

It has two prominent features:

1. *It acts as an action verb, expressing an activity.*
2. *It uses a direct object that receives an action.*

For instance, in the sentence, “We lost match but won the trophy”, “lost” is a transitive verb, as it has an object “match.” The same is the case of “won,” which has the object “trophy”.

Intransitive Verb - An **intransitive verb** does not require an object to act upon.

1. *They jumped.*
2. *The dog ran.*
3. *She sang.*
4. *A light was shining.*

None of these verbs require an object for the sentence to make sense

Handout 1-AF

Methods to Teach Verb

Role-Play

Call a volunteer to perform a certain action and then describe the action he is doing. Write complete sentences on the board mentioning the actions in it and ask the whole class to underline the verbs from these sentence.

He is writing on the note-book.
She is drinking water.

Miming

Allow children to mime chosen activities and challenge classmates to guess what they are doing. Encourage classmates to answer in sentence form.

Tania is washing the dishes.
Sajjad is milking a cow.

Add a verb

Write a subject on the board and ask for volunteers to add suitable verbs.

Frogs _____ and _____. (*croak hop*)
Dogs _____ and _____. (*growl bite*)

Verb match

Prepare two sets of cards—one set with the names of a particular class of things (e.g., animals) written on them and one set with verbs to match written on them. Jumble the cards and challenge children to sort and match them.

cats *fly*
dogs *purr*
birds *bark*

Puzzle verbs

On the chalkboard write the first letter of a verb and then a dash for each remaining letter. Tell the class what the verb means. Have volunteers add the missing letters.

g _ _ _ _ to run like a horse
w _ _ _ to cry

Handout 1-AG

Look at these sentences

- *Nasir gave him a pen.*
- *She gave some flowers to Faiza.*

Subject-Subject is doer of action.

e.g. "Nasir", "She" in the above sentences.

A Direct Object- A Direct Object is a noun or pronoun that directly receives the action or effects of the verb. It answers the questions "whom" e.g. "a pen" and "some flowers" are direct object.

Indirect Object-An indirect object is a noun or pronoun for whom the action is done.e.g., "him" and "Faiza" are indirect object.

Handout 1-AH

Rewrite the sentences under S (subject), V (Verb), IO (Indirect Object) DO (Direct Object)

	S	V	IO	DO
<ul style="list-style-type: none"> • Hira gave Anum a biscut. • Ali left her bag in the train. • Hasan gave mother a big hug. • I sent her a birthday a birthday present. 				
	S	V	IO	DO
<ul style="list-style-type: none"> • He writes a letter to cousins. • Mother gave me some gifts. • I gave an application to the Principal. • The doctor gave medicine to a patient. 				

Handout 1-AI

Teaching Tips to Teach Subject-Verb Agreement

1. Explain to students the use of pronoun as subject, Object and possessive in sentences.
2. Involve students to share their sentences with subject-verb agreement.
3. Use visual picture cues and actions while introducing new Subject-Verb, Direct object & Indirect Object.
4. Create an effective learning and communicative environment. Always bring visual materials for teaching.

Handout 2-A

Two consonant Cluster	Three Consonant Cluster
Br- branch, bread, brand, brown Sp- sparrow, special, speed, speech Sk- desk, risk, ask, brisk Fl- flower, fly, flute, flat	Str-straw, strong, string Spr-spread, spring, spray Rst-first, worst, burst Fts- gifts, drafts, crafts

Handout 2-B

Form new words:

Pl	Pr	Tr	Thr	Spr
Pleasure	Praise	Treasure	Threat	Sprout

Handout 2-C

Tips to Teach Consonant Clusters

Bingo

- Create bingo game sheets with a consonant blend in each square and corresponding cards containing the full word.
- The caller will pull out a card and read the word, and players will find the consonant blend that matches and cover it with a coin. The first player to get five squares in a row covered wins the game.
- Example: For the consonant blends bl-, br-, and dr-, the words might be block, branch, and dragon.

Picture Match

- Create consonant blend flashcards and separate picture cards to match.
- Example: bl- bless, br- brite, ch- cheese
- Students can practice matching each flashcard with the corresponding picture, or play memory where they flip the cards over and find matches by taking turns and flipping the cards one at a time.

Letter Tiles

- Put letter tiles in a bag. Students take turns pulling one tile out at a time, putting them in their own pile, until someone can come up with a consonant blend using the tiles they've collected.
- Once they say the consonant blend, they say as many words using that blend that they can think of in ten seconds.
- Each word equals one point. The game ends when all of the tiles are gone. Whoever has the most points at the end of the game wins.

Picture Flash

- A teacher or student holds a pile of picture cards in their hand and all players have a pencil and paper.
- The teacher will show each picture card one at a time and players will write down the consonant blend for each card on their paper. The faster the teacher goes, the more challenging the game will be.
- When all the cards have been shown, go back and review to see who was able to write all of the blends down.

Word Search

- Create a word search containing consonant blend words.
- Have students find and highlight as many words as they can.

Handout 2-D

Words with Ending 'S' And 'Z' And 'Iz' Sounds In The Plural

- **When** voiced consonant sound ending in;

/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /ð/, /v/

The final 's' will sound 'z' like the sound a bee makes. /z/

e.g. **grabs, rods, stings, malls, rooms, spoons, rings, bars, clothes, graves**

- **When unvoiced** consonant sound ending in;

/f/, /k/ /p/, /t/, /θ/,

The final 's' sounds 'c' like gas escaping from a pipe. /s/

Coughs, parks, shops, roots, baths,

- **When** consonant sound ending in;

/s/, /tʃ/, /dʒ/, /z/, /ʃ/,

The final 's' sounds like the verb 'to be' third person form 'is'. /Iz/

Choices, watches, judges, roses, wishes,

Handout 2-E

Make plural and select the correct pronunciation of 's', 'z' or 'iz'.

Words	Plural	/s/	/z/	/iz/
Parrot				
Door				
Book				
Watch				
Bat				
Window				
Dish				
Chair				
Bus				
Table				
Box				
Fan				

Handout 2-F

Adverb- Adverb is a word that adds to the meaning of a verb, adjectives or another adverb.

She walks slowly.

Verb Adverb

In this sentence adverb is **modifying verb** 'walks'.

Adverb elaborates Adjectives:

She is a **very nice girl.**

In this sentence adverb is modifying adjective 'nice'.

Adverb also modifies another adverb.

She walks **very slowly.**

Adverbs of Time:

Adverbs of time not only tell us when an action happened but also for how long action took place.

She will call you **later.**

He will come **tomorrow.**

Adverbs of Place:

Adverbs of place tell us where the action is done. Usually, adverb of place comes after the verb. Adverb of place can be of following types:

Directions such as east, west, north, south, left, right

Distance such as near, nearby, far, far away, ahead

Movement/Position such as indoors, outside, abroad, away

Unspecified such as anywhere, nowhere, somewhere,

e.g.

Please sit **here.**

He lives **near** the school.

Handout 2-G

Fill in the blanks with suitable Adverb of Time.

Last week, Before, last month, yet, now, today, tomorrow, yearly, later yesterday

1. My uncle will come by train _____.
2. Nadia hasn't left for the party _____.
3. I cleaned the attic _____.
4. Tahir works as a teacher _____.
5. Ali will be back _____.
6. She pays her car insurance _____.
7. Sundas is going to Lahore _____.

Handout 2-H

Underline the adverb of place:

1. He likes to play basketball outside with his friends.
2. She stepped backward after seeing the snake.
3. She's from a small town in Maine, where everyone knows each other.
4. I slept under the stars.
5. He's been here for hours.
6. The journey was far too long.
7. I'll put the book away anywhere.
8. I can hear footsteps upstairs.
9. Can you hear that noise there?

Handout 2-1

Methods to Teach Adverb

Add an adverb

Write a sentence on the board and ask students to add an adverb in it. Encourage them to think of 'how, when and where' for each sentence.

I ran _____ today (when), here (where), quickly (how).

How, When or Where

Ask students to decide what a particular adverb tells us.

The boy sang sweetly. *Sweetly tells us how the boy sang.*

Give me one

Have children provide one adverb to replace a group of words in a sentence that is written on the board.

Sehrish always drives in a fast way.

Sehrish always drives quickly.

Adverb list

Have children list suitable adverbs to complete a sentence.

I can walk

quickly

slowly

rapidly

proudly

lazily

awkwardly

Other suitable verbs to use for this exercise include swim, speak, creep, sleep, fight, wait, eat, laugh, dance, read, etc.

How game

Have sets of adverbs written on cards and distribute them to children. Now read out part of a sentence and have children hold up an appropriate card.

quickly

slowly

loudly

carefully

Synonyms and antonyms

Call out an adverb or write an adverb on the board. Have children provide an adverb of similar meaning or one of opposite meaning.

rapidly:

quickly

slowly

Handout 2-J

Punctuate the following sentence.

she says the boy is intelligent

Aaaa

Handout 2-K**Punctuation**

Full Stop (.) - You put the full stop at the end of a sentence. e.g.

1. **A dog likes bones.**
2. **A horse likes hay.**
3. **A flower grows.**
4. **A banana is yellow.**

Question Mark (?) - Question mark goes at the end of a question. e.g.

1. **What's your name?**
2. **Do you like school?**
3. **How old are you?**
4. **Do you like dolphins?**

Exclamation Mark (!)-Exclamation mark is used at the end of a sentence or a short phrase which expresses very strong feeling. e.g.

1. **What a lovely view you have here!**
2. **That's fantastic!**
3. **Help!**

An exclamation mark is also usual after an exclamation beginning with *what* or *how*. e.g.

1. **What fools people can be!**
2. **How well Marshall bowled yesterday!**

Comma (,) - You use commas for listing and joining 2 sentences together. e.g.

1. **I like fruit especially strawberries, raspberries and apples.**
2. **My friends names are Bethany, Ellie and Jade.**

Joining sentences together e.g.

1. **You must hand in your essay by Friday, or you will receive a mark of zero.**
2. **Norway has applied to join the EC, and Sweden is expected to do the same.**

Capital Letters - Use capital letters to start a sentence, languages, days of the week, months and names of countries, your name beginning of quotations.

Sentence e.g. Learn the names of countries.

Languages e.g. Julie speaks English, French and German.

Days of the week e.g. I love Mondays.

Months e.g. Emma's birthday is in March.

Countries e.g. It is hot in China.

Name e.g. My name is Luke.

Quotations e.g. "What's your favourite colour?"

Handout 2-L

Write the following sentences using correct punctuation mark.

1. I went to the park
2. Do you like cats
3. Help
4. I like fruit especially apples raspberries and strawberries
5. Here are some sweets skittles smarty's and strawberry Millions
6. i like eating pizza and ice cream
7. Do you play a instrument
8. That's fantastic
9. my name is adnan and my birthday is in april

Handout 2-M**Three Sounds of 'ed'**

- The “ed” sound is pronounced /t/ if it is followed by k, s, ch, sh, f, p sounds (not necessary letters) as in ***‘laughed’*** and in the above row-1

Watched, linked, baked, stopped, kicked, scraped, helped, walked

- The “ed” sound is pronounced /d/ if it is followed by b, g, i, j, l, m, n, m, u, v, z sound as in ***rugged*** and above row-2

Rained, waved, played, lived, chained, saved, showed, cleaned

- The “ed” sound is pronounced /id/ if it is followed by t, or d as in ***visited*** and row-3

Melted, quilted, planted, wanted, haunted, faded, started, ended

Handout 2-N

Rested, yelled, filmed, mixed, filled, added, melted, smelled, kicked,
dumped, rusted, finished, bluffed, shelled, grilled, kissed, loaded, rained

/d/	/id/	/t/

Handout 2-O

Short Story

- Tells about a single event or experience
- Fictional (not true)
- 500 to 15,000 words in length
- It has a beginning, middle, and end
- Creates an impression on the reader

Handout 2-P

Elements of a Short Story

- **Setting:** Tells the reader where and when the story takes place.
- **Characterization:** Creation of imaginary people who appear to be real to the reader. The writer gives information about the characters in the story.
- **Plot:** A series of events through which the writer reveals what is happening, to whom, and why.
- **Conflict:** Is a problem in the story that needs to be resolved.
- **Climax:** When the action comes to its highest point of conflict.
- **Resolution:** The story's action after the climax until the end of the story. The "conclusion" of the story.
- **Theme:** The story's main ideas. The "message" the writer intends to communicate by telling the story.
- **Point of view:** The position of the narrator of the story and what the writer sees from that vantage point.

Handout 2-Q**Narrative Paragraph Writing**

A Narrative Paragraph tells a story or an event. It could be a tale, a novel, an account of one's life, natural phenomenon or social event etc.

A narrative paragraph should consist of:

- **Topic Sentence**
- **Body Sentences**
- **Conclusion**

Topic Sentence - Your narrative paragraph should begin with a topic sentence. It tells what the writer will write about. It names the topic and shares a specific thought or feeling about it.

Sample Topic Sentence:

I will never forget my visit to

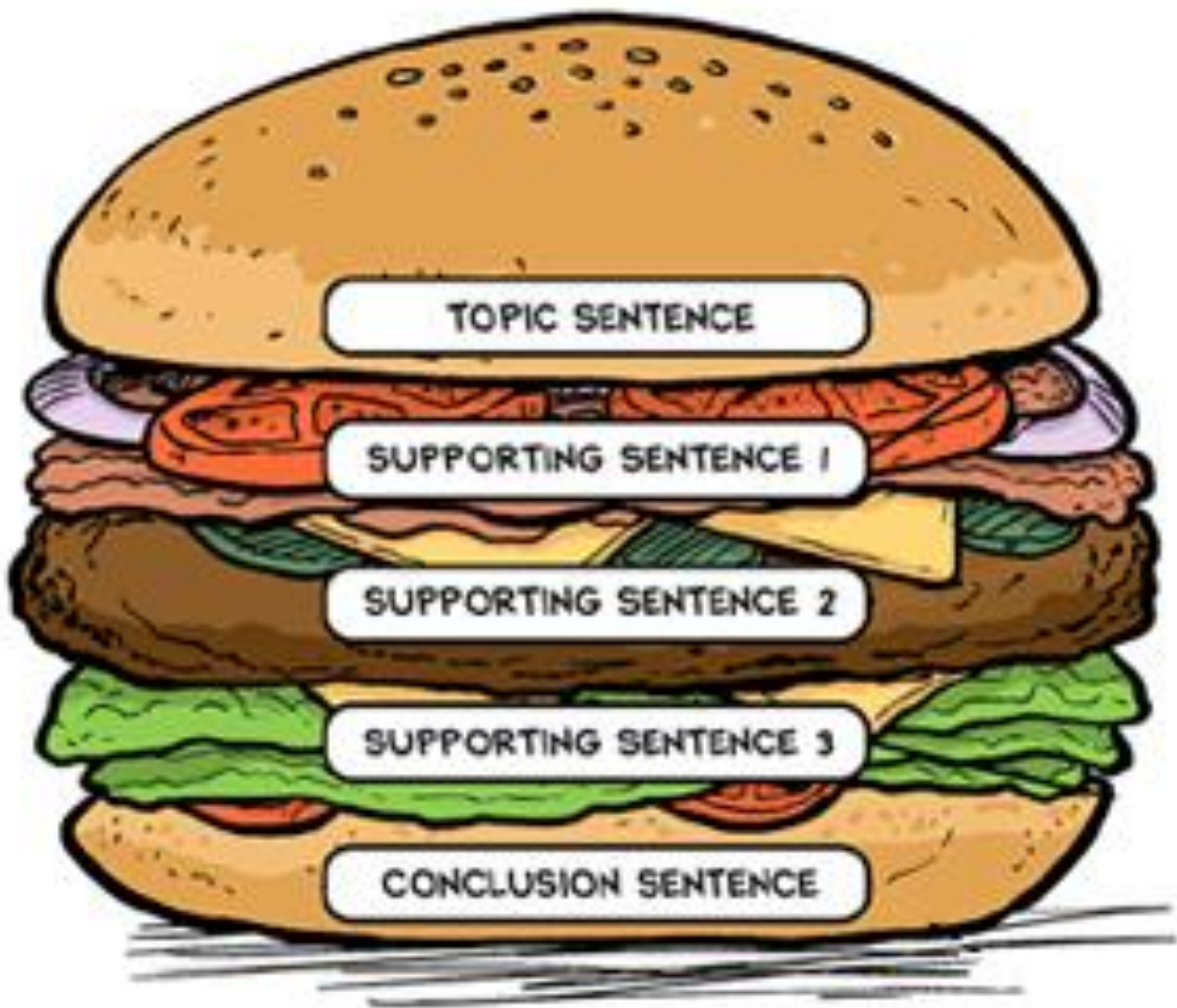
The Body - Body sentences are the middle part of a paragraph. They tell what happened in your story in time order. Body sentences may also include details about the setting as well as characters.

Write body sentences that tell what happened in your story. Include some sensory details to help recreate the experience. Remind students that narratives bring stories to life. Adding sensory details will help readers feel like they are part of the story.

Conclusion - In concluding sentence writer can:

- **Restate the topic sentence**
- **Give a concluding remark**
- **Make a prediction**
- **Make a suggestion**

Handout 2-R



https://www.readingrockets.org/strategies/paragraph_hamburger

Handout 2-S

Rearrange the following sentences and write in the blank paragraph burger accordingly.

Animals, insects and birds also get food and shelter from nature.

Nature is a blessing and a gift from Allah.

Nature is very important for us in everyday life.

Nature is made of everything around us.

Flowers, trees, insects, the sun, the moon, hills, rivers etc. are part of nature because they help us a lot in our daily life.

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Topic Sentence: _____

Detail # 1: _____

Detail # 2: _____

Detail # 3: _____

Closing Sentence: _____

Handout 2-T**Tips to Teach Tips to Teach Writing Paragraph**

1. Bring a paragraph having a poor or no topic sentence. Ask students to read that paragraph and create topic sentence at their own.
2. Give paragraphs from the textbook. Ask students to read and discuss the main idea of the paragraph and underline the topic sentence. Then explain to the rest of the class what makes that underline sentence a topic sentence and how others sentences are supporting details
3. Bring different topic sentences in the class. Assign one topic to the pairs/group and ask them to write supporting details at their own.

Handout 2-U**Compose a paragraph with following outline:**

1. Her name is _____
2. Physical features _____
3. Tells stories about _____
4. Love and care for me _____
5. Supports against scolding of parents _____
6. Always advises to offer prayers _____
7. Spends her time in reading holy Quran _____
8. A great source of solace _____

Handout 2-V

Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

Comprehension skills include: **making predictions, retelling a story, and answering questions related to the story.**

Handout 2-W

(Story-1)

The Elephant and His Friends:



A lone and sad elephant walked through the forest, looking for friends. She soon saw a monkey and proceeded to ask, *'Can we be friends, monkey?'*

The monkey quickly replied, *'You are big and can't swing on trees like I do, so I cannot be your friend.'*

Depressed, the elephant continued to search when it stumbled across a rabbit. She proceeded to ask him, *'Can we be friends, rabbit?'*



The rabbit looked at the elephant and replied, *"You are too big to fit inside my burrow. You cannot be my friend."*

The elephant continued to ask the animals she met on her way, but always received the same reply.

The following day, the elephant saw all the forest animals run in fear. She stopped a bear to ask what was happening and was told the tiger was attacking all the small animals.



The elephant wanted to save the other animals, so she went to the tiger and said, *"Please, sir, leave my friends alone. Do not eat them."*

The tiger didn't listen. He merely told the elephant to mind her

own business.

Seeing no other way, the elephant kicked the tiger and scared him away. Upon hearing of the brave tale, the other animals agreed and said, *“You are just the right size to be our friend.”*

The Moral

- Friends come in every shape and size.
Respect the diversity.

Handout 2-X

Teaching Tips to Create Memorable Stories:

- Commit yourself to the story and to your audience.
- Use voice modulation and dramatize.
- Tell your stories with gestures, body language and movement.
- Create mental images through descriptions made with all the senses.
- Use metaphors.
- Make eye contact with each of your students to emphasize what is important.
- Encourage interaction through questions.
- Keep a journal and write down all the stories that come your way.
- Integrate with other teachers to make constructive criticism.