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# English

Based on 2017 Curriculum

3

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National Curriculum Council,  
Ministry of Federal Education & Professional Training, Government of Pakistan

# Textbook of

# English

## Grade 3



**Approved by**

Ministry of Federal Education and Professional Training  
&  
Federal Directorate of Education (FDE) Capital Administration and  
Development Division Government of Pakistan

## Preface

Present series of English Grade 1– 5 has been developed according to the Curriculum for the English Language 2017. The new curriculum has been developed, keeping in mind the demands of English language learning in 21st century. The Curriculum 2017 aims to provide holistic opportunities to the student for language development and to equip them with competencies in using the English language for communication in academic and social contexts. Thereby, enabling them to be autonomous and lifelong learners to better adapt to the ever-changing local and world society, and for knowledge enhancement.

The present series of textbooks has been developed in collaboration between the Ministry of Federal Education and Professional Training and Federal Directorate of Education, Capital Administration and Development Division (CADD). The main aim is to provide quality textbooks as per vision of the government to make Islamabad Capital Territory (ICT) a model education city. It is the result of detailed deliberations between the curriculum developers and the authors who worked in close collaboration to translate the soul of the curriculum into the textbooks. This set of English textbooks is a true reflection of internationally recognised principles, authentic guidelines and a well-thought-out procedure of designing and layout for textbook development.

English, as an international language, has become a global means of communication. So, these books have been specifically designed to improve language skills of young learners.

This series aims to bring themes and topics closer to the interests of children. These books comprise a collection of materials, exercises and activities. The content has been enriched with learning outcomes, which cover a wide range of skills within our cultural environment and values. There is an increased and systematic coverage of spelling, punctuation and grammar.

A uniform scheme of concepts in each unit has been introduced with the following segments:

1. Vocabulary
2. Comprehension
3. Listening and Speaking
4. Phonics
5. Reading
6. Grammar
7. Writing

The units are informative and interesting, and the activities are enjoyable and thought-provoking. Special attention has been given to make the units interactive and student-centred. Teaching points help teachers to teach each segment more effectively as they provide variety of teaching tips and activities. We believe that students and teachers will find these books interesting and informative.

Special emphasis has been laid on quality standards and learning outcomes. However, any educational feedback, research and survey will be welcomed and considered for future improvement.

# About the Book



Learning outcomes provide key learning expectations.

Each unit is highlighted with a different colour scheme.

Each unit revolves around a theme based on ethical and social development.



Text is organised around the theme of the unit. Pictures aid in better understanding of the text.

Review pages have been provided throughout the book to assess students' learning.



It provides information about the concept being taught.

Each unit is divided into seven sections. These sections collectively develop four language skills: reading, writing, listening and speaking.

Teaching Points make teaching more effective and skillful.





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
 شروع اللہ کے نام سے جو بڑا مہربان نہایت رحم والا ہے۔

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Unit	Themes	Page	Vocabulary	Comprehension
1. I Wonder	Understanding and appreciation of natural environment	1	Word meanings; Rhyming words	Questions and answers
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4. Pop, Pop, Popcorn	Avoid befriending strangers	28	Word meanings; Expressions	Questions and answers
5. Sharing is Caring	Organising personal belongings; Sharing; Controlling anger	35	Word meanings; Synonyms	Questions and answers
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10. Around the Playground	Different sports; Sportsman spirit; Safety at playground	82	Word meanings; Words and their spellings	Questions and answers
11. At the Zoo	Animals	89	Word meanings; Dictation	Questions and answers
12. Good Study Habits	Good study habits	96	Word meanings; Singular and Plural nouns; Regular verb forms	Questions and answers
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Listening and Speaking	Phonics	Reading	Grammar	Writing
Introduce self and family	Hard and soft Sounds	Digraphs; Trigraphs	Naming words; Pronouns; Articles	Multi-syllable words
Offer and respond to greetings	Silent letters	Adding 's' and 'es'	Verbs; Describing words; Question words	Writing a narrative paragraph; Numbers from 50 to 100
Express gratitude and regret	Long and short vowels; Diphthongs	Charts or tables	Nouns; Joining words; Pronouns	Writing sentences
Listen to commands	Minimal pairs	Alphabetical order	Articles; Describing words; 'Be', 'do', and 'have'; Joining Words	Writing sentences; Writing a simple poem
Needs, feelings and opinions	Consonant clusters	Position on a picture; Predict what follows	Countable and uncountable nouns; Pronouns; Articles; 'Be', 'do' and 'have'	Completing a paragraph; Writing sentences
Instructions and directions	Consonant clusters	Connectors; Pronouns; Gapped summary	Singular and plural; Omitting Articles; Pronouns; Use of 'because'	Functions of question words; Guided story
Routine greetings; Introduce self and others	Vowel letters	Symbols in a map; Graph and pie charts	Can/cannot; Position words; Capitalisation; SV sentences	Writing a descriptive paragraph
Engage in conversation; Take turns	Minimal pairs	Use of dictionary	Singular/plural; Pointing words; May/may not; SVO pattern; SV agreement	Writing a simple poem
Seek attention; Agree/disagree politely	Sounds of 'ed'	Brainstorming	Irregular nouns; Gender nouns; Common/Proper nouns; 'Be', 'do', and 'have'	Listing items; Ordinal numbers; Writing a procedure
Likes and dislikes	Syllables	Use of a clock; Brainstorming	Common and proper nouns; Tenses; Instructions and commands	Writing a simple paragraph
Needs and feelings	Weak forms of 'have'	Table of contents	Simple present tense; Capitalisation; Exclamatory sentences	Writing in speech bubbles; Writing a simple poem
Express joy	Statements and questions	Timetable	Present continuous tense; wh-questions; Exclamation mark; Apostrophe	Writing a short note/invitation
Non-verbal cues	Rhythm, Stress and intonation	Predict what follows in the text	Simple past tense; Capitalisation; Questions with helping verbs	Writing elements of a story

## Look and Learn

Unit 1



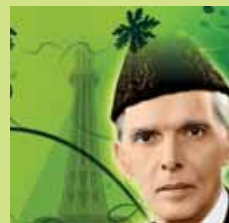
I Wonder

Unit 2



Holiday Fun

Unit 3



Quaid-e-Azam  
Muhammad Ali Jinnah

Unit 4



Pop, Pop, Popcorn

Unit 5



Sharing is Caring

Unit 6



The Lion and the Mouse

Unit 7



Neelum Valley

Unit 8



Kind Words

Unit 9



Umar's Creativity

Unit 10



Around the Playground

Unit 11



At the Zoo

Unit 12



Good Study Habits

Unit 13



Be True and Brave

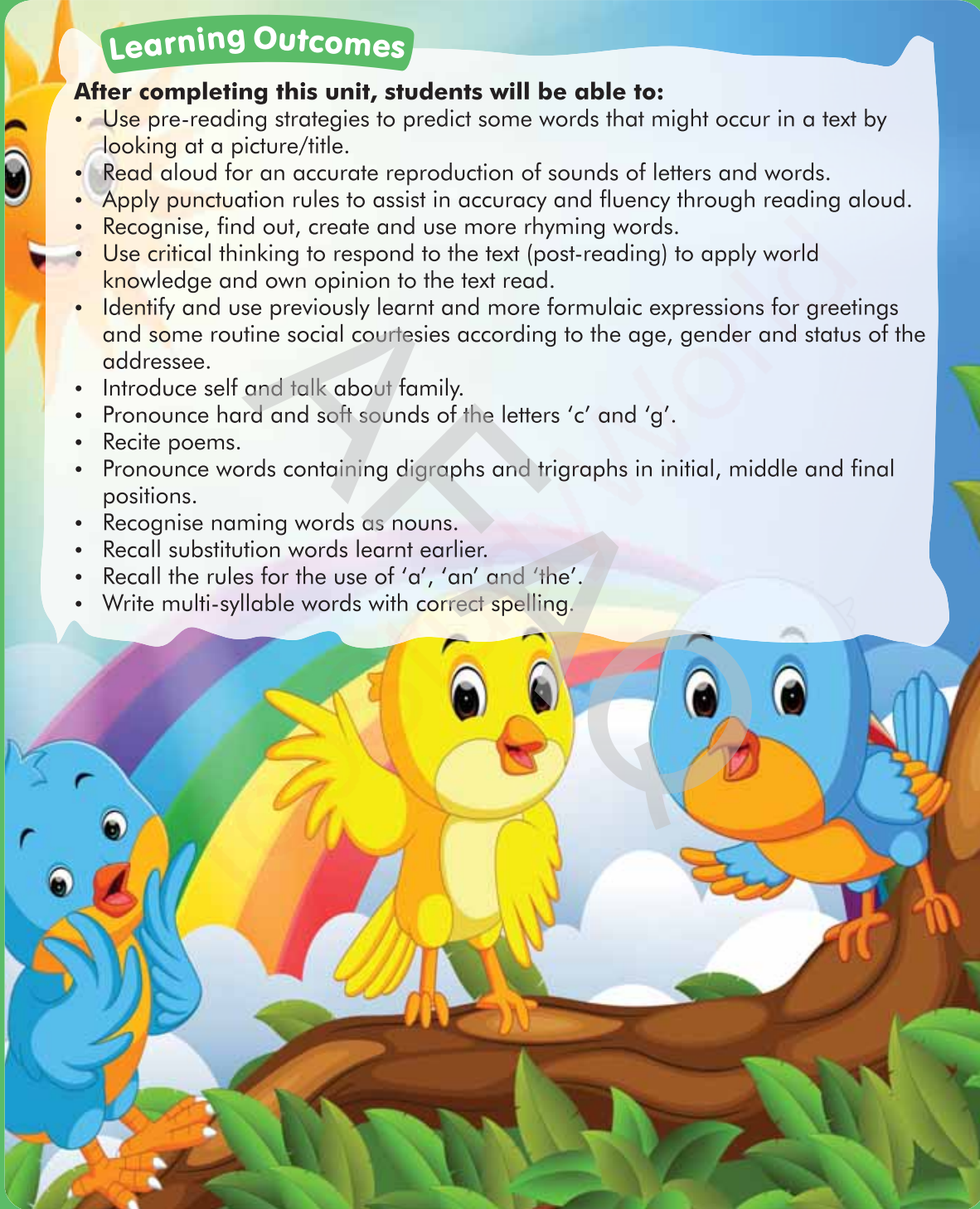
# I Wonder

## Unit 1

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Read aloud for an accurate reproduction of sounds of letters and words.
- Apply punctuation rules to assist in accuracy and fluency through reading aloud.
- Recognise, find out, create and use more rhyming words.
- Use critical thinking to respond to the text (post-reading) to apply world knowledge and own opinion to the text read.
- Identify and use previously learnt and more formulaic expressions for greetings and some routine social courtesies according to the age, gender and status of the addressee.
- Introduce self and talk about family.
- Pronounce hard and soft sounds of the letters 'c' and 'g'.
- Recite poems.
- Pronounce words containing digraphs and trigraphs in initial, middle and final positions.
- Recognise naming words as nouns.
- Recall substitution words learnt earlier.
- Recall the rules for the use of 'a', 'an' and 'the'.
- Write multi-syllable words with correct spelling.





# I Wonder



## Pre-reading

- Look at the rainbow and tell how many colours are in it.
- Read the highlighted words and tell their meanings.

I **wonder** why the grass is green,  
And why the wind is never seen?

Who taught the birds to build a nest,  
And who told the trees to take a rest?

O, when the moon is not quite round,  
Where can the missing bit be found?

Who lights the stars, when they blow out,  
And makes the **lightning** flash about?

Who paints the rainbow in the sky,  
And **hangs** the **fluffy** clouds so high?

Why is it now, do you suppose,  
That dad won't tell me, if he knows?

Jeannie Kirby



**Teaching Point:** Model the poem by reading with correct pronunciation and intonation. Encourage students to read the poem focusing on the punctuation marks. Tell them that we should be thankful to Allah (ﷻ) for all the beautiful creations mentioned in the poem.



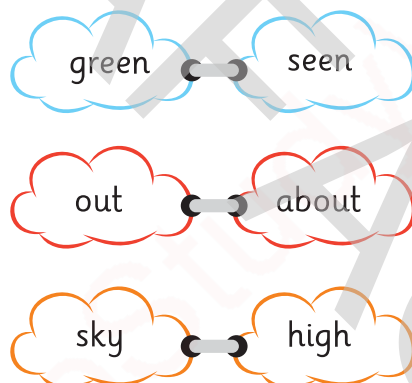
## a) Vocabulary

(i) Read the given words with their meanings.

wonder	to think about something
lightning	a flash of light in the sky
hang	to attach something from top
fluffy	very soft

## Rhyming Words

(ii) Read the given rhyming words.



**Read Me**  
Rhyming words  
have the same  
ending sounds.

(iii) Find one rhyming word in the poem for each word given below.  
Think of one more rhyming word . Write both words in the boxes.

nest

round

knows

seen



**Teaching Point:** a (i) Ask students to learn the vocabulary words with their meanings and try to use them in their daily conversation. a (ii) Ask students to share two more rhyming pairs from the poem orally.



## b) Comprehension

Answer these questions.

- Who blows the stars in the sky?
- Name two creations of Allah (ﷻ) mentioned in the poem.
- How should we be thankful to Allah (ﷻ) for His creations?



## c) Listening and Speaking

Read and practise the given dialogue.



**Teaching Point:** (b) Discuss the expected answers to the questions and ask students to note answers in their notebook. (c) **(Pair Work)** Guide students to read the given greetings first and then encourage them to practise them in pairs. Encourage them to introduce themselves and their families to their partners.



## d) Phonics

### Hard and Soft Sounds

Read and say the hard and soft sounds of letters 'c' and 'g'.

Letter 'c'		Letter 'g'	
Soft sound	Hard sound	Soft sound	Hard sound
dice	can	orange	gas
pencil	cat	pigeon	ring
city	curly	gym	gum
fence	cone	ginger	goat
face	cow	giant	flag



#### Read Me

When **c** or **g** is followed by **a**, **o**, or **u**, it makes a hard /k/ or /g/ sound, for example call, good.

When **c** or **g** is at the end of a word, it makes a hard sound, for example pick, big.

When **c** or **g** is followed by **e**, **i**, or **y**, it makes a soft /s/ or /j/ sound, for example receive, gesture. Some words do not follow these rules, for example girl, get and cello.



## e) Reading

(i) Read the following digraphs in initial and final positions.

Digraph Initial position	Digraph Final position
<b>wh</b> y	fl <b>ash</b>
<b>w</b> heat	dis <b>h</b>



#### Read Me

In English, there are groups of two and three letters that make a single sound. For example:  
c + h = ch in bench  
t + c + h = tch in watch

(ii) Read the following trigraphs in initial, middle and final positions.

Trigraph Initial position	Trigraph Middle position	Trigraph Final position
<b>air</b> y	l <b>igh</b> t	wa <b>tch</b>
<b>air</b> craft	fl <b>igh</b> t	ba <b>tch</b>



**Teaching Point:** (d) Make groups of students and ask them to look around and share two words with hard and soft sounds of letters 'c' and 'g'. Use multimedia if available to practise hard and soft sounds. You may use any authentic website or these web pages to reinforce students' learning: <http://files.havfunteaching.com/worksheets/phonics/consonants/hard-soft-c.pdf> and <http://files.havfunteaching.com/worksheets/phonics/consonants/hard-soft-g.pdf>  
(e) Tell students that a digraph is a group of two letters that make a single sound. And a trigraph is a group of three letters that make a single sound. Give them more examples, such as 'when', 'spoon', 'mash', 'airplane', 'might' and 'catch'.



(iii) Circle the digraphs and underline the trigraphs in these words.

stitch

brush

torch

watch

flash

fight



## f) Grammar

### Nouns (Naming Words)

(i) Look and read the different categories of nouns.



#### Read Me

Naming words are called nouns. They name people, places, animals and things. Everything we can see is a noun.



#### Person

She is a nice **girl**.



#### Place

It is a beautiful **house**.



#### Animal

The **cat** is smiling.



#### Thing

I like to play with the **ball**.



**Teaching Point:** f (i) Encourage students to share more nouns they can see around them. Give different examples of nouns for each category, for example girl, teacher, park, school, goat, lion, pen, table.

## Pronouns (Substitution Words)

(ii) Read the given sentences and notice the use of pronouns.

Sentences	Subject	Object
I like Sana. Sana likes <b>me</b> .	I	me
<b>We</b> like Usman. Usman likes <b>us</b> .	we	us
<b>You</b> like Sara. Sara likes <b>you</b> .	you	you
<b>He</b> likes Ali. Ali likes <b>him</b> .	he	him
<b>She</b> likes Soha. Soha likes <b>her</b> .	she	her
<b>It</b> is good. Umar likes <b>it</b> .	it	it
<b>They</b> like Noor. Noor likes <b>them</b> .	they	them

(iii) Fill in the blanks with the correct pronouns.

- I like Faisal. Faisal likes \_\_\_\_\_. (I, me)
- You like Maha. Maha likes \_\_\_\_\_. (you, I)
- He plays with Saad. Saad plays with \_\_\_\_\_. (him, he)
- They like Mr. Faheem. Mr. Faheem likes \_\_\_\_\_. (it, them)
- She likes Miss Rida. Miss Rida likes \_\_\_\_\_. (her, me)
- We like Sajid and Fahad. Sajid and Fahad like \_\_\_\_\_. (he, us)



**Teaching Point:** f (ii) Tell students that we use the pronouns: I, you, he, she, it, we and they as subjects. We use pronouns: me, you, him, her, it, us and them as objects. Have students recall the concept of pronouns by giving familiar examples and revising the rules of using pronouns. Use multimedia if available to practise pronouns. You may use the web page <https://learnenglish.britishcouncil.org/en/english-grammar/pronouns/personal-pronouns> or any other authentic website to reinforce students' learning.

## Articles

(iv) Underline the correct articles in the sentences below.

- There is (a/the) cat under my chair.
- He had (an/the) egg for breakfast.
- (The/A) River Indus flows through Pakistan.
- I had (a/an) glass of juice in the morning.
- I put on (a/the) sweater today. (A/The) sweater was very warm.



### Read Me

We use **a** before singular nouns beginning with a consonant sound, e.g. a boy, a girl.

We use **an** before singular nouns beginning with a vowel sound, e.g. an apple, an elephant.

We use **the** when we know there is only one of a particular thing, e.g. the sun, the world.

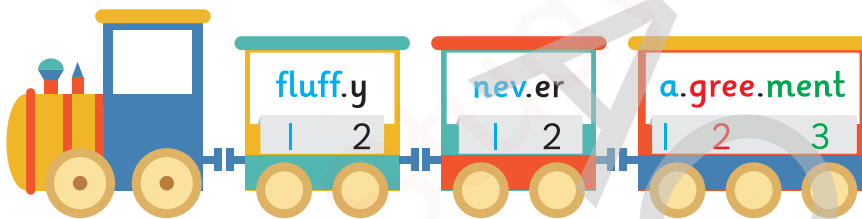
We use **the** with the names of rivers, continents, etc.

We use **the** before a noun when we repeat it.



## g) Writing

(i) Read the given multi-syllable words.



### Read Me

Words consisting more than one syllable are called **multi-syllable** words.

(ii) Find three multi-syllable words in the poem. Use them in sentences of your own.

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**Teaching Point:** (g) Teach the concept of multi-syllable words by giving different examples. Ask students to find multi-syllable words in the poem and make sentences with them.

# Holiday Fun

## Unit 2

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Read aloud for an accurate reproduction of sounds of letters and words.
- Apply critical thinking to interact with the text using intensive reading strategies (while reading) to skim through common graphical features such as pictures in texts to increase understanding.
- Use critical thinking to respond to the text (post-reading) and relate what is read to their own experiences.
- Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels, etc.
- Use some formulaic expressions to offer and respond to greetings.
- Pronounce and spell simple words with silent letters such as 'wr' and 'kn' in 'know' and 'write'.
- Recognise specific parts of words including common inflectional endings.
- Recognise doing words as verbs. Use action verbs in speech and writing.
- Identify describing words as adjectives.
- Use question words learnt earlier. Identify and use question words: who, whose, which, where, etc.
- Write numbers from 50 to 100 in words.
- Write a simple narrative paragraph.
- Revise written work for layout, legibility, and punctuation.





## Holiday Fun



### Pre-reading

- Look at the given picture and talk about the hilly areas.
- Read the highlighted words and tell their meanings.

My name is Hafsa. I love to **visit** different places during summer holidays with my family.

This time, we decided to go to Murree. First, I finished my homework. Then, I packed my **luggage** with my family. We had bags full of woollen clothes and jackets. We went to Murree by car. My grandparents also live there. I was so happy to see them. I had a great time with my grandparents.



On the first day, we went to the Murree Hills. We had a ride on the chairlift. It was an **exciting** experience. We also had a stroll on Mall Road. The next day, we went to Nathia Gali. We drove to the lush green mountain top. There were naughty monkeys all around. We had a view of the beautiful valley from the mountain top. It started raining and we came back to Murree.

### While reading

- Have you ever ridden a chairlift?
- How was your experience?

During the next few days, we spent our time hiking and enjoying the natural beautiful scenery. We spent a whole week there. Grandmother **knitted** a sweater for me. Those were memorable moments of my life.



**Teaching Point:** Model the text by reading with correct pronunciation and intonation. Encourage students to read the text with correct pronunciation and spelling.



## a) Vocabulary

(i) Read the given words with their meanings.

visit	go to see someone
luggage	bags and cases that contain clothes and things
exciting	showing happiness
knit	to make clothes from wool using needles

### Naming, Action and Describing Words

(ii) Look at the given picture for two naming, action and describing words each. Write them down.



Naming words	Action words	Describing words



## b) Comprehension

Answer these questions.

- What does Hafsa love to do?
- Where did they go on the first and second day of their visit?
- How was their experience of visit to Murree?
- Why was Hafsa excited to see her grandparents?
- Have you ever visited a hill station? Share your memories.



**Teaching Point:** a (i) Ask them to learn the vocabulary words with their meanings and try to use them in their daily conversation. a (ii) Ask students to look at the given picture carefully and identify the naming, action and describing words.



## c) Listening and Speaking

Read and practise the given dialogue.



## d) Phonics

### Silent Letters

(i) Read and pronounce the following words with silent letters.

silent k	silent w
knit, knee, knot	wrong, write, wrap

**Read Me**  
Silent letters are spelt in words but not pronounced.

(ii) Make two words using the given silent letters.

silent k	silent w



**Teaching Point:** (c) **(Role Play)** Guide students to read the given greetings first and then encourage them to practise through a role play. (d) Ask students to read the given words with silent letters and encourage them to find them in the text. Add a few more examples like knife, know, wrist, wrong, etc.



## e) Reading

(i) Read the following words.

jacket	jackets
hotel	hotels
place	places
cloth	clothes



### Read Me

We add 's' or 'es' to the end of a word to make it plural.

Examples:

cat → cats

bus → buses

(ii) Add 's' or 'es' to the words.

bag	
cloth	
car	
place	



## f) Grammar

### Verbs (Action Words)

(i) Read the following sentences and notice the use of action words.

- Hafsa **visited** different places.
- I **finished** my homework.
- We **enjoyed** the beautiful scenery.



### Read Me

Words that show actions in sentences are called **action words**.



**Teaching Point:** (e) Tell students that one or more letters are added to the end of words to change their forms. Ask them to read the given words and find them in the text. f (i) Explain the concept of 'verb' by giving familiar examples from the unit, for example live, came, spent, etc.



(ii) Make sentences using the given verbs.

sleep

visit

play

eat

enjoy



• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

### Adjectives (Describing Words)

(iii) Underline the describing words in the sentences below.

- We had bags full of woollen clothes.
- There were naughty monkeys all around.
- We drove to the green mountain top.
- It was an exciting experience.
- Those were memorable moments of my life.



#### Read Me

Some words describe people, things, animals and places. They are called **describing words**.

### Question Words

(iv) Read the following to understand the use of question words.

- **Where** – Used to ask about a place or location
- **Which** – Used to ask about one or more people or things from a limited number



**Teaching Point:** f (iii) Tell students that describing words are also called adjectives. Encourage them to find the describing words in the text and underline them. Have them give more examples from their surroundings.

- **Who** – Used to ask questions about the names or identity of people
- **Whose** – Used to ask who something belongs to



**Read Me**

Question words are used to ask different questions.

**(v) Fill in the blanks with question words.**

- \_\_\_\_\_ was Hafsa going?  
a) Who      b) Where      c) What      d) Whose
- \_\_\_\_\_ is your favourite hill station, Murree or Nathia Gali?  
a) Who      b) Where      c) Which      d) Whose
- \_\_\_\_\_ lived in Murree?  
a) Who      b) Which      c) Whose      d) Where
- \_\_\_\_\_ sweater is this?  
a) What      b) Where      c) Who      d) Whose

**(vi) Make sentences with the given question words.**

Who	
Which	
What	
Where	
Whose	



**Teaching Point:** f (iv) Introduce the concept of question words. Ask students to give different examples for each question word like 'What is your city name?', 'Which is your favourite subject?' Have them fill in the correct question words.



## g) Writing

(i) Read the following points to write a narrative paragraph.

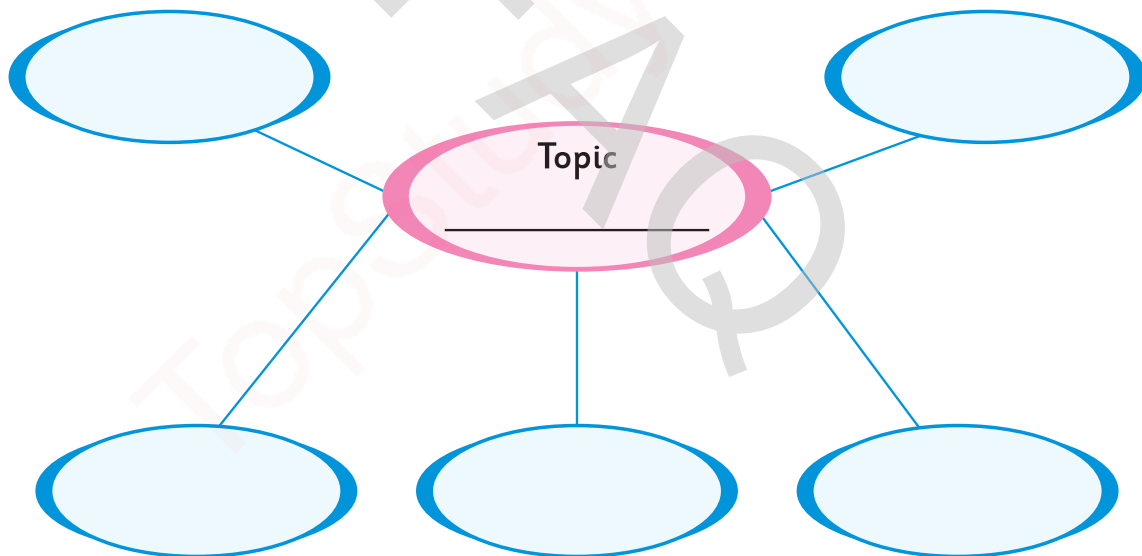
- The place you are writing about.
- When and where the event occurred.
- Write about your feelings and emotions.
- Use correct punctuation and grammar.
- Don't forget to write an ending.



### Read Me

A **narrative paragraph** is used to tell a story, experience or a sequence of events.

(ii) Now think of a narrative paragraph of your own in the following mind map keeping the points discussed above.



(iii) Write numbers from 50 to 100 in words in your notebook.



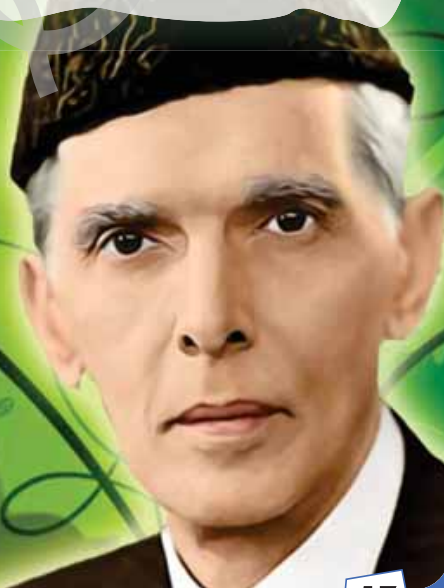
**Teaching Point:** g (i) Tell them that narrative paragraphs have a beginning, a middle and an end. g (ii) Ask students to think about their last visit to their favourite place. Encourage them to write a short paragraph about it in your notebook. Guide students to plan their paragraph in the space provided. **(Pair Work)** Make pairs of students and ask them to check their written work for layout and punctuation. g (iii) Have them write numbers in their notebooks.

# Quaid-e-Azam Muhammad Ali Jinnah

## Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict some words that might occur in a text.
- Apply critical thinking to interact with the text using intensive reading strategies (while reading) to predict what follows in the text using context.
- Make anagrams from simple one-syllable words.
- Use critical thinking to respond to the text (post-reading) to express understanding of the story.
- Express and show gratitude and regret.
- Pronounce and spell long and short vowels and diphthongs.
- Read aloud for an accurate reproduction of sounds of letters and words.
- Apply punctuation rules to assist accuracy and fluency through reading aloud.
- Recognise and understand that sentences join to make a paragraph. In a paragraph, sentences join to make sense in relation to each other.
- Identify a paragraph as larger meaningful unit of expression representing unity of thought. Show relationships between sentences in a paragraph.
- Comprehend questions: factual.
- Read tables/charts in the classroom.
- Use some nouns from the immediate and extended environment.
- Identify and use pronouns in sentences.
- Recognise the function of joining words.
- Make sentences by replacing words and phrases in given sentences.
- Write sentences of their own using correct capitalisation, punctuation and spelling.
- Revise written work for layout, legibility, and punctuation.



# Quaid-e-Azam

## Muhammad Ali Jinnah

### Pre-reading

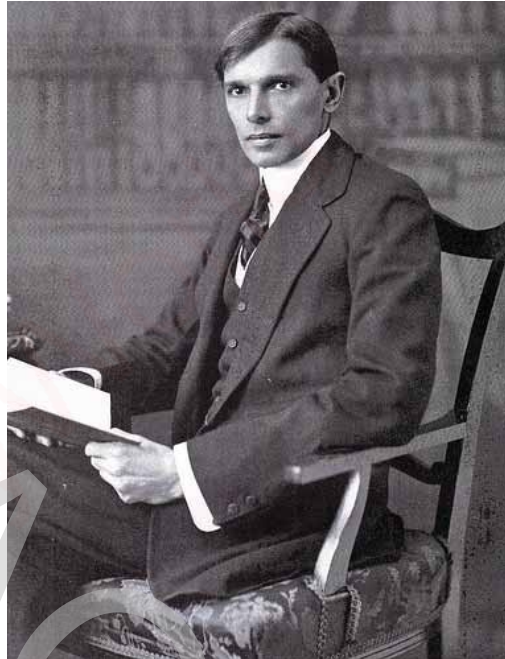
- Look at the given picture and tell the name of the person.
- Read the title and guess five words related to it.

The Quaid-e-Azam is my favourite **personality**. He is the founder of Pakistan. His name was Muhammad Ali Jinnah. He was born in Karachi on December 25, 1876.

The Quaid-e-Azam was a man of discipline. He was punctual in everyday life. He always tried to solve matters with honesty.

He completed his early education in Karachi. Then he went to England for higher education. He studied law and got a degree from Lincoln's Inn. He returned to India. The Quaid-e-Azam was the only Muslim **lawyer** in Bombay in those days.

He joined the Indian National Congress in 1906. He supported Hindu-Muslim unity. Soon, he became **disappointed** with Hindu leaders. He joined the All-India Muslim League in 1913. He organised the All-India Muslim League. He made the world realise that Hindus and Muslims were two different nations. Their religion and customs were different from each other.



### While reading

- Where did the Quaid-e-Azam go for higher education?
- Why was the Quaid-e-Azam disappointed with Hindu leaders?

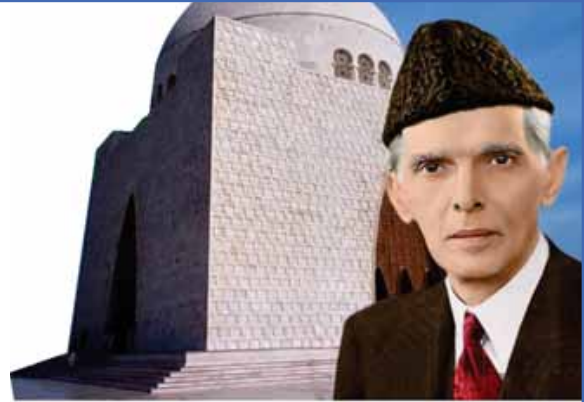


**Teaching Point:** Model the text by reading with correct pronunciation and intonation. Explain to students that the Quaid-e-Azam was one of the greatest leaders. We need to follow in his footsteps to make us a proud nation. Explain that a paragraph is a group of sentences related to a particular topic, or central theme. It is a meaningful graphical unit of expression. Ask them to identify different paragraphs as graphical units of expression in their books.



On March 23, 1940, the Quaid-e-Azam chaired a meeting of the All-India Muslim League. The meeting demanded a separate **homeland** for Muslims of the subcontinent. Pakistan was created on August 14, 1947. He assured the **minorities** of safety and security in Pakistan.

The Quaid-e-Azam became the first governor general of Pakistan. He died on September 11, 1948. His tomb is in Karachi. He lives in the hearts of the nation. He is a role model for all Pakistanis.



## a) Vocabulary

(i) Read the given words with their meanings.

personality	a famous person
lawyer	a person who has a degree in law
disappoint	to feel sad or upset
homeland	a country
minority	a small group within a community

## Anagrams

(ii) Read the given examples of anagrams.

keen knee

part trap

heart earth

race care

icon coin



### Read Me

A word that is made by arranging the letters of another word in a different order is called an **anagram**.



**Teaching Point:** Ask students to read aloud the text accurately keeping cohesion and progression of sentences in view. a (i) Ask students to learn the vocabulary words with their meaning. Ask them to use the words in everyday conversation. a (ii) Practise the given anagrams with correct pronunciation. Then have students repeat after you accurately. Help them to make more words (anagrams) by rearranging the spellings of different words and pronounce them correctly.

(iii) Make anagrams by rearranging the letters in the words below.

meat	t ____ m
eats	s ____ t
skin	s ____ k

last	s ____ t
tone	n ____ e
wake	w ____ k



## b) Comprehension

Answer these questions.

- Where did the Quaid-e-Azam go for higher education?
- Why did the Quaid-e-Azam join the All-India Muslim League?
- What were the Quaid-e-Azam's views about the minorities?
- Why should we respect our national heroes? Discuss it in five lines.
- Who is your favourite personality, and why?



## c) Listening and Speaking

Read and practise the given dialogues.

**Teacher:** Why are you late, Ahmed?

**Ahmed:** I'm very sorry, but I got stuck  
in a traffic jam.

**Amna:** Did you read the essay about the Quaid-e-Azam?

**Jamal:** Yes, It was very good. It made me understand how  
great a leader he was. I am really grateful to you.



**Teaching Point:** (b) Discuss the expected answers to the questions. (c) **(Pair Work)** Ask students to work in groups and practise how to express gratitude and regret within groups.



## d) Phonics

### Short and Long Vowels

(i) Read and pronounce the given pairs of words and notice the difference of sounds in each.

a	
Short	Long
back	bake
plan	plane

e	
Short	Long
set	seat
men	mean

i	
Short	Long
hid	hide
bit	bite

o	
Short	Long
cot	coat
not	note

u	
Short	Long
cut	cute
hug	huge

#### Read Me

In a word, a vowel is short if it does not sound like its name. In a word, a vowel is long if it sounds like its name.

(ii) Read the given words. Circle the ones with long vowel sounds.

same hope lick pet tap like rot tub beat cube

### Diphthongs

(iii) Read and say the given words with diphthongs.

oi	oy	ou	ow
join	boy	cloud	down
boil	toy	ground	brown
soil	joy	house	crown
coin	enjoy	mouse	clown

#### Read Me

A diphthong is a combination of two vowel sounds. The sound begins with one vowel and moves towards another.



**Teaching Point:** (d) Ask students to read short and long vowels and diphthongs. Explain to them short and long vowels and diphthongs with more examples like fill, bake, coin, cloud, etc. Have them read the text with correct pronunciation. Encourage them to make new words with diphthongs. Use multimedia if available to practise diphthong. You may use the web page <http://files.havfunteaching.com/worksheets/phonics/diphthongs/au-aw-diphthong-worksheet.pdf> or any other authentic website to reinforce students' learning.



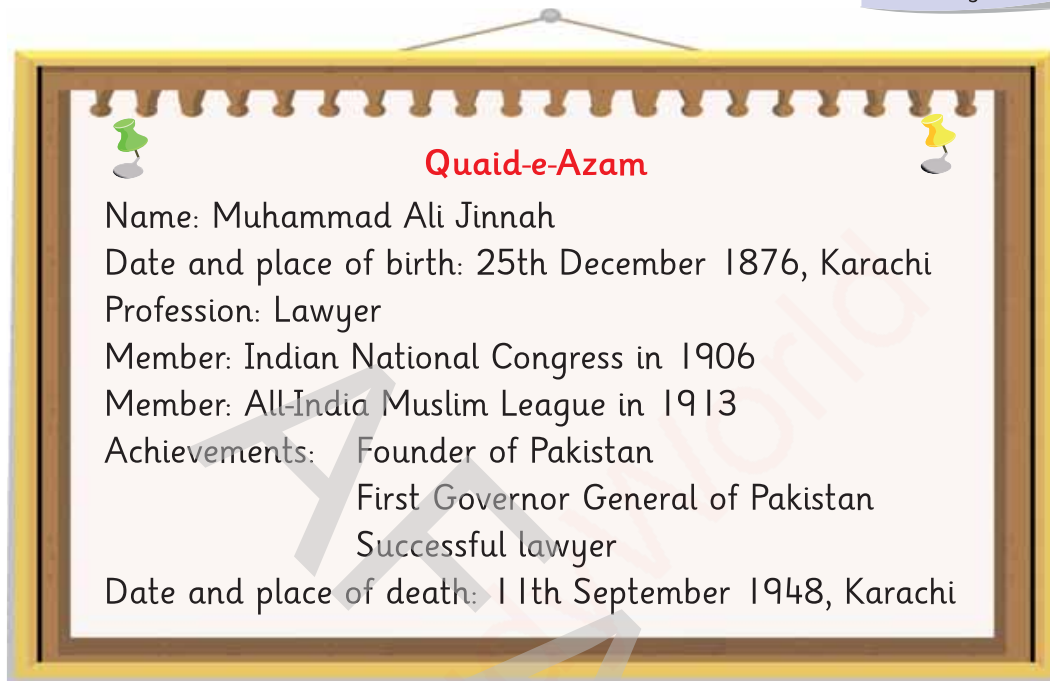
## e) Reading



### Read Me

A **chart** or **table** helps us to present information in a brief way.

(i) Read the given chart.



(ii) Read the given information to prepare a chart in your notebook.

### Mohtarma Fatima Jinnah

Mohtarma Fatima Jinnah was the younger sister of the founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah. She was born in Karachi on July 30, 1893. She was a dentist by profession. However, when she felt that she needed to motivate students and women to take an active part in the Pakistan Movement, she left her profession. She supported her brother in his political struggle. After the death of her brother, she spent all her time working for the welfare of the people of Pakistan. She died in Karachi on July 8, 1967. The people of Pakistan gave her the title 'Madar-e-Millat' meaning 'Mother of the Nation'. Her services to Pakistan would never be forgotten.



**Teaching Point:** (e) Ask students to read the given text and discuss factual information. Tell them a chart is a piece of paper designed to be attached to a wall. Normally charts include both factual and graphic information. Ask students to make factual charts on the topics like Arfa Karim, Allama Iqbal. Have them gather ideas first orally and then write on the charts/tables.



## f) Grammar

### Nouns (Naming Words)

(i) Read the following sentences with nouns.

- The **Quaid-e-Azam** was born in **Karachi**.
- The **sun** is shining brightly.
- **Sobia** is my best **friend**.
- There are many **charts** in the **classroom**.



#### Read Me

A **noun** is the name of a person, place or thing.

(ii) Read the text again and circle five nouns. Use them in sentences in your notebook.

### Joining Words (Connectors)

(iii) Read the following sentences to understand the use of joining words.

- He studied law **and** got a degree.
- Do you like English **or** Maths?
- The Quaid-e-Azam left the Indian National Congress **because** he became disappointed with Hindu leaders.
- I am not a doctor **but** a teacher.
- He worked day **and** night to get a separate homeland.



#### Read Me

**Joining words** are words that join words, phrases or sentences.

(iv) Complete the following sentences using the correct joining words.

- I reach home on time \_\_\_\_\_ my brother gets late.
- Would you go to Karachi by bus \_\_\_\_\_ by train?
- Hindus and Muslims have different religions \_\_\_\_\_ customs.
- She tried hard \_\_\_\_\_ she wanted to win the game.



**Teaching Point:** f (iii) Ask students to read the joining words (connectors). Ask them to share more examples of joining words, for example Sara is a girl and she is my friend. I went to visit Lahore and Sialkot.



## Pronouns (Substitution Words)

(v) Read the following paragraph. Notice the use of pronouns.

Pakistan is **our** country. **Its** founder is the Quaid-e-Azam. **He** was a great leader. **His** name was Muhammad Ali Jinnah. Fatima Jinnah was **his** younger sister. **She** supported **her** brother in **his** struggle. **They** worked day and night to get a separate homeland for **us**.

### Read Me

**Pronouns** take the place of nouns. A pronoun generally refers back to a noun written earlier.

(vi) Select any five pronouns and use them in sentences in your notebook.



## g) Writing

(i) Each sentence given below has words underlined. Replace them with words that express the same idea. Rewrite the sentences in your notebook.

they

start

pleased

we

- The Quaid-e-Azam and his sister worked hard for Pakistan.
- My family and I live peacefully in Pakistan.
- In the beginning, he was a supporter of Hindu-Muslim unity in India.
- He was quite happy on his victory.

(ii) Write a paragraph about your favourite personality using correct capitalisation, punctuation and spelling in your notebook.



**Teaching Point:** g (i) Ask students to make more sentences by replacing words or phrases in them. g (ii) Ask students to write on their own but help them throughout the activity. Tell students to use correct capitalisation, punctuation and spelling.

## Review-1



### Vocabulary

Read the words and write their meanings.



exciting

lightning

visit

personality

fluffy



### Comprehension

Answer these questions.

- Which creation of Allah (ﷻ) can you see at night?
- How many weeks did Hafsa stay in Murree?
- Why did the Quaid-e-Azam go to England?
- What did you learn from the Quaid's personality?
- Which unit theme did you like the most, and why?





## Listening and Speaking

- (i) Practise the dialogue about how to introduce yourself and family as on page 4.
- (ii) Practise the dialogue about how to say sorry and show gratitude as on page 20.



## Grammar

- (i) Choose the correct pronoun.



- I like Amjad. Amjad likes \_\_\_\_\_. (I, me)
- They like Sadia. Sadia likes \_\_\_\_\_. (It, them)
- We like Zara and Umar. Zara and Umar like \_\_\_\_\_. (he, us)
- He likes Ali. Ali likes \_\_\_\_\_. (him, you)

- (ii) Make sentences using the given verbs and question words.

- sleep \_\_\_\_\_
- eat \_\_\_\_\_
- play \_\_\_\_\_

- where \_\_\_\_\_
- which \_\_\_\_\_
- who \_\_\_\_\_

(iii) Circle the joining words in the given sentences.

- He studied law and got a degree.
- Would you go to Karachi by bus or by train?
- I cannot go out because I am so tired.



## Writing

Write a short narrative paragraph about the best day of your life.

A large rectangular box with a decorative, wavy purple border, containing several horizontal lines for writing. A cartoon bear is peeking over the top right corner of the box.



## Unit 4

# Pop, Pop, Popcorn

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict a poem by looking at pictures in the text.
- Recite poems.
- Read aloud for an accurate reproduction of sounds of letters and words.
- Apply punctuation rules to assist accuracy and fluency through reading aloud.
- Use more phrases and formulaic expressions learnt in class and from the extended environment.
- Use critical thinking to respond to the text (post-reading) to apply world knowledge and own opinion to the text read.
- Listen and respond to commands.
- Pronounce, in minimal pairs, common problems with consonants for Pakistani speakers of English.
- Use alphabetical order (first and second letter to arrange words).
- Choose between 'a' or 'an'.
- Use different forms of the verbs 'be', 'do', and 'have' along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).
- Use adjectives of quantity, quality, size and colour.
- Use joining words 'and', 'or' and 'but' to show addition, alternatives and contrast within a sentence.
- Write a few simple sentences to describe/show sequence in a picture/series of pictures.
- Write a simple poem using a list of given rhyming words.
- Revise written work for layout, legibility, and punctuation.





# Pop, Pop, Popcorn



## Pre-reading

- Look at the given picture and tell what it can be.
- Do you like eating popcorn?

Pop, **pop**, popcorn

Popping in the pot!

Pop, pop, **popcorn**,

Eat it **while** it's hot!

Pop, pop, popcorn,

Butter on the **top**!

When I eat popcorn,

I can't stop!

Helen Moore



**Teaching Point:** Model the poem by reading with correct pronunciation and intonation. Ask students to recite the poem with you. Have them read aloud with accuracy and fluency, keeping punctuation marks in mind. Relate the poem to students' own experiences by asking questions such as "How do you feel when you eat popcorn?" Instruct them that they should always wash their hands with soap before eating anything.



## a) Vocabulary

(i) Read the given words with their meanings.

pop	to make a short explosive sound
popcorn	seeds of maize that become soft and light to eat when heated
while	during the time that something is happening
top	the upper part

### Expressions

(ii) Read the given expressions and use them in your own speech.

**Greetings:** Assalaamu Alaikum! Hello! Hi!

**Permission:** May I come in? Can/Could we go now?

**Gratitude:** Thank you. Welcome.

**Request:** Could I have my bag, please? Would you please bring me a glass of water?

**Apology:** I am sorry.



#### Read Me

We use different expressions for different purposes.



## b) Comprehension

Answer these questions.

- What is in the pot?
- When does the poet say to eat popcorn?
- Which food item do you like the most and why?



**Teaching Point:** a (i) Ask students to learn the vocabulary words with their meanings. Motivate them to use the words in their daily conversation. a (ii) Ask students to use the given formulaic expressions in their speech. (b) Discuss the expected answers to the given questions and ask them to note them in their notebooks.

## c) Listening and Speaking

Read and practise the given dialogue.

**Umar:** Mum! Can I go outside to play with my friends?

**Mother:** Yes, you can. But don't talk to strangers. Don't take anything from anyone you don't know.

**Umar:** Sure, Mum! I will be careful.

**Mother:** That's like a good boy.

## d) Phonics

### Minimal Pairs

Read and say the given minimal pairs with correct pronunciation.

hot pot

butter cutter

pop cop

stop slop

### Read Me

Minimal pairs are words that are different from each other in one sound only. The sound can be a vowel or a consonant.

## e) Reading

(i) Read the following words in alphabetical order.

### First-letter Alphabetical Order

ant

bun

cot

drum

elbow

### Second-letter Alphabetical Order

party

peak

plain

proud



**Teaching Point:** (c) (**Pair Work**) Divide students into pairs and have them practise the dialogue. d (i) Tell them that we can form minimal pairs by changing a consonant or vowel in a word. Write a few words on the board. Encourage them to change the consonants in the words and make minimal pairs. e (i) Explain the concept of alphabetical order to students. Write words with different initial letters and ask the students to arrange them focusing on the initial letters.

(ii) Arrange the following words in first-letter alphabetical order in the blanks provided.

burger juice popcorn ice cream apple cutter

1	
2	

3	
4	

5	
6	



## f) Grammar

### Articles

(i) Read the words with 'a' and 'an'.

a tree



a ball



an apple



an elephant



(ii) Write 'a' or 'an' before each word.

\_\_\_\_ pot

\_\_\_\_ orange

\_\_\_\_ elbow

\_\_\_\_ car

### Adjectives (Describing Words)

(iii) Read the given sentences. Notice the use of describing words.

- Jawad is a **brave** boy. (quality)
- There is **some** water in the pot. (quantity)
- She is wearing a **red** shirt. (colour)
- He was born in a **small** village. (size)



#### Read Me

If a noun begins with a consonant, we use 'a' before it, for example a man, a pen. However, there are exceptions.

If a noun begins with a vowel, we use 'an' before it, for example an orange, an umbrella. However there are exceptions.



#### Read Me

A word that describes a noun is called an **adjective**. Adjectives can describe the quality, quantity, colour or size of a noun.



**Teaching Point:** e (ii) Ask students to read the given words and arrange them according to the first-letter alphabetical order in the given space. f (iii) Ask students to read the given sentences and identify the different kinds of adjectives. Have them write types of adjectives in the given blanks. Encourage students to write one adjective of each kind and use it in sentences.

(iv) Underline the adjectives in the following sentences and write their types in the blanks.

- He gifted me a nice shirt. quality
- Saima is a tall girl. \_\_\_\_\_
- I have many books in my library. \_\_\_\_\_
- Faiza bought green shoes from the market. \_\_\_\_\_
- Ali is a smart boy. \_\_\_\_\_

(v) Make one sentence each with adjectives of quality, quantity, colour and size. Write them in your notebook.

### 'Be', 'Do' and 'Have'

(vi) Read the forms of 'be', 'do' and 'have' as main verbs.

#### Be as a Main Verb

He **was** ill.

She **is** not ready.

#### Read Me

Be, do and have act as main verbs when they are used alone.

#### Do as a Main Verb

He **did** well.

They **do** exercise.

#### Have as a Main Verb

I **have** books.

They **had** toys.

(vii) Use 'be', 'do' and 'have' as main verbs in your own sentences.

Be	
Do	
Have	



**Teaching Point:** f (vi) Explain the concept of be, do and have by giving simple examples. Illustrate the proper use of these verbs as helping and main verbs. Encourage students to make sentences using 'do', 'does', 'did', 'have', 'had', 'was', 'were', 'is', 'am', 'are', etc.



## Joining Words (Connectors)

(viii) Fill in the blanks with the correct joining words.

and

but

or

- Ali fell down \_\_\_\_\_ he did not get hurt.
- I like milk \_\_\_\_\_ chocolates.
- What do you like to play, cricket \_\_\_\_\_ football?

### Read Me

Joining words are used to join words, phrases and sentences.



## g) Writing

(i) Write a sentence to describe each picture.



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(ii) Write a simple poem using the given rhyming words.

Jill hill

crown down

water after



---

---

---

---

---



**Teaching Point:** f (viii) Tell students that joining words help to join sentences. Write examples on the board and ask students to use them in their own sentences. g (i) Ask students to look at the given picture and make sentences with the help of the given vocabulary. Tell students to wash their hands with soap and brush their teeth daily. g (ii) Encourage them to write a simple poem using the rhyming words.

# Sharing is Caring

## Unit 5

### Learning Outcomes

**After completing this unit, students will be able to:**

- Use pre-reading strategies to predict some words that might occur in a text by looking at pictures and title.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific factual information to answer short questions based on the text.
- Recognise and use words similar in meaning.
- Use critical thinking to respond to the text (post-reading) to relate what is read to their own feelings and experiences.
- Comprehend questions type for personal response.
- Express needs, feelings and opinions in simple sentences.
- Pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.
- Read aloud for an accurate reproduction of sounds of letters and words.
- Apply punctuation rules to assist accuracy and fluency through reading aloud.
- Describe events in pictures or in photographs.
- Explain simple positions on a picture.
- Identify and differentiate between countable and uncountable nouns.
- Show possession by using pronouns.
- Identify 'a' or 'an' as articles.
- Identify and make simple sentences with the verbs 'be', 'do', and 'have' as helping verbs.
- Complete a simple paragraph using the given words.
- Revise written work for layout, legibility, and punctuation.



# Sharing is Caring



## Pre-reading

- Think of at least five words by looking at the pictures given in this lesson.
- 'Title' is a moral message. Do you agree with it?

Once I lost my favourite **scarf**. I had kept it by the window in the morning. I looked for it in every corner of my room but I couldn't find it. I thought my little sister, Isha, had taken that. I told her to return my scarf. "I didn't take it. You always say that I take your things, but I don't," she replied. "Just give me my scarf back, or I will take your toys," I cried in anger.



## While reading

- Guess how the girl lost her scarf.
- Did she find her scarf?

Just then, mother entered our room and said, "Mariam, do not talk like that. It must be somewhere in the room. You might have misplaced it." "No, it is with Isha," I **insisted**. "I know she liked it very much." I started shouting at my sister again until mother advised me to control my anger.

Mother started looking for the scarf in the room. She pulled the curtains. The scarf was hanging from the **grill**. "Mariam, see...it was here. It is very **windy** today. The wind must have blown it off," cried Isha. I really felt embarrassed. I said sorry to both.



**Teaching Point:** Model the story by reading with story-telling strategies. Create interest and curiosity among students to know more about the setting, characters, theme and sub-themes of the story. Encourage students to read the text focusing on the punctuation marks.

Mother looked at me with a smile. She said that she was happy that I had realised my mistake. She said that I should learn to keep my things in the proper place.

“Isha, you can have my scarf anytime you want,” I said to my sister. Mother praised me for my gesture of sharing with my sister. She hugged both of us and said, “Sharing is caring. It always brings happiness.”



## a) Vocabulary

(i) Read the given words with their meanings.

scarf	a piece of cloth used to cover the head
insist	to say firmly that something is true
grill	metal bars placed in front of a window
windy	a lot of wind

### Read Me

A **synonym** is a word that means exactly or nearly the same as another word.

## Similar Words (Synonyms)

(ii) Read the given words with their synonyms.



silent   quiet



talk   speak



fight   quarrel



cry   shout

(iii) Rewrite the following sentences by replacing the underlined words with their synonyms.

joy

cried

ashamed

special

- My favourite scarf was missing.



**Teaching Point:** a (i) Ask students to learn the vocabulary words with their meanings and use them in their daily conversation. a (ii) **(Group Work)** Divide students into two groups. Ask one group to tell words from the story and the other group to tell their synonyms. It will help them to increase their vocabulary and improve their communication and writing skills. Use multimedia if available to practise matching and using synonyms. You may use the web page <http://www.primaryresources.co.uk/english/pdfs/11synonyms.pdf> or any other authentic website to reinforce students' learning.

- She shouted in anger.  
\_\_\_\_\_
- I really felt embarrassed.  
\_\_\_\_\_
- Sharing always brings happiness.  
\_\_\_\_\_



## b) Comprehension

Answer these questions.

- Why were both sisters arguing?
- What did mother advise Mariam?
- What did Mariam do when she realised her mistake?
- Do you share your things with your brother/sister?
- Have you learnt something good from the story? If yes, what?



## c) Listening and Speaking

Read and practise the following dialogue.

**Mariam:** Isha, I am really feeling bad for my wrong behaviour.

**Isha:** It's okay. I am happy because now we can share our things.

**Mariam:** Yes, we can. It is good to share our things with others.

**Isha:** Thanks. Look! I am making a drawing.

**Mariam:** Wow! It's beautiful. Do you need my colour pencils?

**Isha:** Yes, I need green and blue ones.

**Mariam:** Sure, you can take them from my bag.

**Isha:** Thank you.

**Mariam:** You are welcome.



**Teaching Point: (c) (Role Play)** Help students to practise the dialogue in pairs in the classroom. Tell students how to express needs, feelings and opinions in simple sentences. Encourage them to use them in different situations. Discuss with students the importance of sharing things and helping friends.





## d) Phonics

### Consonant Clusters

(i) Pronounce the different consonants clusters.

Initial Consonant Cluster			Final Consonant Cluster		
fl	floor	flower	nd	behind	found
sc	scarf	scale	st	must	lost
gl	glass	glove	ld	hold	cold



### Read Me

Consonant clusters are also called consonant blends. They are a combination of two or three consonants in a word. Each consonant sound is heard when the word is pronounced.

(ii) Read the following words. Underline the initial consonant clusters and circle the final consonant clusters.

flag

send

sold

score

glow

last



## e) Reading

(i) Look at the given picture carefully. Read the questions and the given answers. Tick (✓) the correct answers.

Where are the girl and the boy standing?

in the kitchen ☐

behind the garden ☐

Where are the two mugs?

in front of a bowl ☐

in front of the bottles ☐

Where are the bottles?

on the table ☐

on the shelf ☐

Where is the brown box?

next to the eggs ☐

next to the white box ☐



**Teaching Point:** d (i) Have students practise reading more consonant clusters. The more the students practise, the more adept they'll become at using the language. e (i) Have students recall that position words tell us about the position of things. Ask them to tell the position of things present in the classroom using different position words.



(ii) Look at the following pictures. Guess what is happening in these pictures. Describe them in two or three sentences. One has been done for you.



Ahmad is getting ready for school. His mother is preparing breakfast.



## f) Grammar

### Countable and Uncountable Nouns

(i) Read the given text. Find two countable and two uncountable nouns. Write them in the correct columns.

Mother said that I should control my anger and learn to keep my things in their proper place. "Isha, you can have my scarf anytime you want," I said to my sister. Mother praised me for my gesture of sharing with my sister. She hugged both of us and said, "Sharing is caring. It always brings happiness."

Countable Nouns	Uncountable Nouns



#### Read Me

**Countable nouns** are those that refer to something that we can count. They have singular and plural forms, for example thing-things, scarf-scarves.

**Uncountable nouns** are those that refer to something that we cannot count. They don't have plural forms, for example water, weather, anger.



**Teaching Point:** e (ii) Help students in describing each picture in two or three sentences using suitable vocabulary, tenses and verbs. Brainstorm related vocabulary to help students. Also discuss its main idea, i.e. we should eat with the right hand. We should always take breakfast before going to school.

## Words Showing Possession

(ii) Read the following sentences.

- Mariam shares **her** scarf with Isha.
- **Your** new bag looks beautiful.
- **My** mother praised me for accepting my mistake.
- **Their** team is very hard-working.
- The cat hurt **its** paw.
- This is **our** home.
- Ali helped **his** father washing the car.

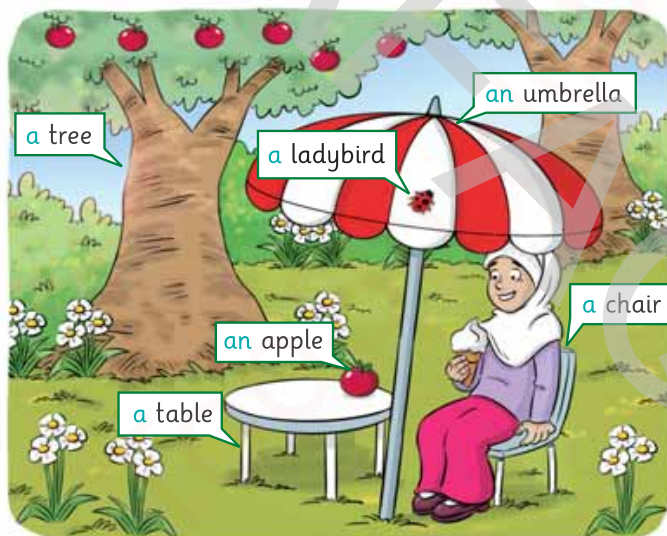
### Read Me

Some words are used to show **possession**, for example my, our, his, her, their, your.

(iii) Write at least four sentences in your notebook using words showing possession

## Articles

(iv) Read the words with 'a' and 'an'.



### Read Me

If a noun begins with a consonant sound, we use 'a' before it, for example a man, a pen. If a noun begins with a vowel sound, we use 'an' before it, for example an orange, an umbrella.

(v) Write 'a' or 'an' before each word.

\_\_\_\_\_ scarf

\_\_\_\_\_ umbrella

\_\_\_\_\_ apricot

\_\_\_\_\_ curtain



**Teaching Point:** f (i, iv) (**Show and Tell**) Show different pictures or objects to students. Ask them to name and categorize them, i.e. countable or uncountable. Encourage them to use articles with them, for example, an umbrella, a pen. Tell them that we don't use articles with uncountable nouns. f (ii) Tell them that words showing possession are also called possessive pronouns.

## Use of Be, Do and Have

(vi) Read the following.

Verbs	As Helping Verbs
be	I <b>am</b> reading. He <b>is</b> sleeping. They <b>were</b> playing.
do	I <b>do</b> not eat mangoes. She <b>does</b> not like candies. They <b>did</b> not go to school.
have	She <b>has</b> completed her work. They <b>have</b> reached there. We <b>had</b> bought a cake.

### Read Me

Helping verbs be, do and have are used with main verbs to help the action of the sentence. For example, I **am** driving a car.

(vii) Write three sentences using be, do, and have as helping verbs in your notebook.



## g) Writing

(i) Complete the following paragraph using the given words.

sister favourite corner window return

Once I lost my \_\_\_\_\_ scarf. I had kept it by the \_\_\_\_\_ in the morning. I looked for it in every \_\_\_\_\_ of my room but I couldn't find it. I thought my little \_\_\_\_\_ Isha had taken it. I told her to \_\_\_\_\_ my scarf.

(ii) Write five sentences on the topic 'Sharing Brings Happiness' in your notebook.



**Teaching Point:** f (vi) Draw three columns on the board and write be, do and have in them. Explain each helping verb with different examples. Ask students to use helping verbs in their sentences. (g) Help students in completing and writing a paragraph. **(Peer Correction)** Introduce peer correction. Ask students to revise each other's work for grammar, spelling and punctuation mistakes.

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