



Enhancing English Language Skills

A Handbook for primary teachers

(Intermediate Level)



PREFACE

This book is a comprehensive guide designed to support English language teachers in developing effective communication and teaching strategies for the classroom. Rooted in practical pedagogy, it offers a step-by-step, week-by-week approach that integrates the four language skills—listening, speaking, reading, and writing—through interactive and context-rich lessons. Each chapter is crafted to empower educators with the tools needed to create dynamic, student-centered learning environments. From mastering classroom management through language to teaching grammar in context and fostering vocabulary growth, the content is thoughtfully structured to promote real-life language use and deeper student engagement. Whether you're a novice teacher or an experienced educator seeking fresh approaches, this resource aims to enhance your teaching practice and boost learner outcomes. It is our hope that the strategies within inspire confidence, creativity, and connection in every classroom they touch.

Table of Content

Week 1		
Chapter 1: Effective Classroom Communication		
Lesson	Title	Page
1	Building Strong Communication Skills	6
2	Classroom Interaction and Questioning Techniques	14
3	Classroom Management Through Language	23
4	Developing Vocabulary through Contextual Learning	31
5	Effective Strategies for Teaching Grammar in Context	42
Week 2		
Chapter 2: Integrated Skills in Action		
6	Integrating Listening and Speaking in Class	53
7	Teaching Grammar through Storytelling	58
8	Vocabulary Building through Contextual Activities	63
9	Developing Interactive Reading Circles	69
10	Writing Descriptively: Expanding Student Expression	75
Week 3		
Chapter 3: Listening & Speaking Focus		
11	Encouraging Classroom Conversations	81
12	Using Role-Plays to Boost Speaking Skills	86
13	Listening for Key Information and Gist	91

14	Debates and Discussions in the Intermediate Classroom	96
15	Giving Presentations: Building Speaking Confidence	101
Week 4		
Chapter 4: Reading & Writing Enrichment		
16	Using News Articles for Reading Practice	105
17	Teaching Skimming and Scanning Skills	113
18	Summarizing and Paraphrasing in Writing	119
19	Writing Narratives with Structure and Style	124
20	Teaching Paragraph Unity and Coherence	130
Week 5		
Chapter 5: Vocabulary & Grammar Deep Dive		
21	Teaching Collocations and Word Families	136
22	Phrasal Verbs in Everyday English	144
23	Teaching Tenses in Context	152
24	Prepositions and Common Usage Mistakes	158
25	Word Formation: Prefixes and Suffixes	164
Week 6		
Chapter 6: Creative and Thematic Language Use		
26	Storytelling as a Teaching Tool	168
27	Using Poetry to Teach Language Skills	173
28	Teaching English through Cultural Themes	177

29	Holiday and Celebration-Based Activities	183
30	Teaching with Picture Prompts and Visuals	188
Week 7		
Chapter 7: IELTS TEST		
1	IELTS Test for Chapter 1	193
2	IELTS Test for Chapter 2	197
3	IELTS Test for Chapter 3	201
4	IELTS Test for Chapter 4	204
5	IELTS Test for Chapter 5	207
6	IELTS Test for Chapter 6	210

Chapter 1: Effective Classroom Communication

Lesson 1: Building Strong Communication Skills

Learning Objectives:

- Use polite and clear English to give instructions in the classroom.
- Understand and practice classroom language for clear communication.
- Develop strategies for classroom management through language.
- Learners shall understand how to adjust language based on classroom situations.

1.5 Hour Lesson Plan:

Time	Activity	Focus Skill	Materials	Objectives
5 mins	Introduction to Classroom Communication	Speaking & listening	Visual aids	Introduce the importance of clear communication in a classroom setting.
15 mins	Listening Activity – Matching Instructions with Actions	Listening	Worksheets with classroom instructions	Recognize key vocabulary and match with corresponding actions.
20 mins	Speaking Activity – Giving Instructions	Speaking	List of action verbs	Practice giving clear and concise classroom instructions.
20 mins	Reading Activity – Identifying Formal vs. Informal Language	Reading	Dialogues for identification task	Identify and discuss formal and informal language in classroom settings.
20 mins	Writing Activity – Writing Clear Instructions	Writing	Worksheet with sentence frames	Write clear and polite instructions using action verbs and correct tone.
10 mins	Integration – Role Play and Self-Reflection	Speaking & Self-Reflection	Rubric Table	Practice real-life classroom scenarios and self-assess for improvement.

1. Introduction to Classroom Communication (5 mins)

Objective: Introduce the importance of communication in the classroom, focusing on giving clear instructions.

Why Effective Communication Is Vital in Teaching:

- **Ensures Understanding:** Clear communication helps students grasp complex concepts more easily.
- **Builds Trust:** Open and honest communication fosters a supportive learning environment.
- **Enhances Engagement:** Effective teachers use communication to motivate and maintain student interest.
- **Promotes Feedback:** It allows for two-way interaction, helping teachers assess understanding and adapt.
- **Manages the Classroom:** Clear instructions and expectations reduce confusion and behavioural issues.
- **Supports Diverse Learners:** Adapted communication addresses varying learning styles and needs.
- **Encourages Participation:** Students are more likely to contribute when they feel heard and respected.

Role of Tone, Clarity, and Politeness in Daily Classroom Interactions:

- **Tone:** Sets the emotional atmosphere; a warm, encouraging tone builds rapport and reduces anxiety.
- **Clarity:** Prevents misunderstandings; using simple, precise language ensures everyone stays on the same page.
- **Politeness:** Promotes respect and positive relationships; courteous speech encourages mutual respect between teachers and students.
- Together, these elements foster a safe, respectful, and productive learning environment.

2. Listening Activity – Matching Instructions with Actions (15 mins)

Objective: Help learners recognize and understand the clarity of verbal instructions in the classroom.

Assessment:

- Accuracy of matching instructions to actions.
- Understanding of tone in instructions.



Listening Activity Worksheet: Classroom Instructions

Name: _____

Date: _____

Part 1: Listen and Match

Instructions: Listen to your teacher say each instruction. Then match it with the correct action by writing the correct letter (A–H) next to each sentence.



audio_1x (7).wav

Instruction	Action	Key
1. Please open your books. _____	A. Stay in your seat silently.	G
2. Sit down quietly. _____	B. Lift your hand to speak.	A
3. Raise your hand. _____	C. Look at the whiteboard.	B
4. Line up at the door. _____	D. Get ready to go outside.	D
5. Take out your pencil. _____	E. Prepare to write.	E
6. Look at the board. _____	F. Follow the teacher's directions.	C
7. Stop talking, please. _____	G. Open to the lesson page.	F
8. Listen carefully. _____	H. Be quiet and pay attention.	H

Part 2: Discussing Tone

After listening, answer the following questions:

1. Which instruction sounded the politest? Why?

2. Which instruction sounded the firmest? Why?

3. How does tone change the meaning or feeling of the instruction?

4. How would you feel if your teacher gave all instructions in a strict tone?

5. How does a friendly or respectful tone help in the classroom?

3. Speaking Activity – Giving Instructions (20 mins)

Objective: Develop skills in giving clear and concise instructions.

- **Activity:** Pair up learners to practice giving instructions to each other. Use action verbs such as "stand," "open," "close," "sit," and "wait."
- After giving an instruction, the other learner performs the action.
- Provide feedback on the clarity, tone, and formality of the instructions.

Assessment:

- Peer feedback on clarity, politeness, and effectiveness of instructions.



4. Reading Activity – Identifying Formal vs. Informal Language (20 mins)

Objective: Help teachers distinguish between formal and informal language, and learn when to use each.

When to Use Formal vs. Informal Language in the Classroom

Effective teachers switch between formal and informal language depending on context, audience, and purpose. Using both helps balance authority with approachability.

Formal Language – Appropriate When:

- **Giving instructions** to the whole class (e.g., "Please submit your assignments by Friday").
- **Talking to parents**, school leaders, or during official meetings.
- **Providing feedback** on student work (e.g., "You need to improve your punctuation").
- **Writing** on the board, in handouts, or emails.
- **Addressing misbehaviour** or serious topics (e.g., "This behaviour is not acceptable").

Informal Language – Appropriate When:

- **Building rapport** with students (e.g., "How's it going?" or "Nice work today!").
- **Casual conversations** during breaks or group work.
- **Encouraging participation** or reducing anxiety (e.g., "Don't worry, just give it a try").
- **Explaining difficult ideas** in a simple, friendly way (e.g., "Let's break it down real quick").
- **Joking or light moments** to create a relaxed environment.

Activity: Identifying Formal and Informal Language

Instructions: Read each dialogue below. Decide if the teacher is using **formal** or **informal** language. Write *Formal* or *Informal* next to each one.

1. Teacher: "Please take your seats and open your textbooks to page 18."

Answer: _____

2. Teacher: *"Hey everyone! Grab your stuff and let's get started."*

Answer: _____

3. Teacher: *"Your project was well-organized, but I suggest improving the introduction."*

Answer: _____

4. Teacher: *"Nice job on that quiz! You totally nailed it!"*

Answer: _____

5. Teacher: *"I'm afraid that behaviour is not acceptable in this classroom."*

Answer: _____

6. Teacher: *"Come on, guys—let's settle down, okay?"*

Answer: _____

7. Teacher: *"You are expected to complete your homework before the next class."*

Answer: _____

8. Teacher: *"Whoa, that answer was awesome! Keep it up!"*

Answer: _____

5. Writing Activity – Writing Clear Instructions (20 mins)

Objective: Practice writing concise, clear, and polite classroom instructions.

- **Activity:** Provide learners with sentence frames (e.g., "Please [verb] your [object].") and ask them to write ten instructions for the classroom. Example: "Please raise your hand if you know the answer."
- Afterward, learners will pair up to exchange their written instructions and provide feedback on clarity and tone.

6. Self-Assessment: Classroom Communication (10 mins)

Name: _____ **Date:** _____



Part 1: Communication Awareness

Rate yourself on the following statements from 1 (Never) to 5 (Always).

Statement	1	2	3	4	5
I adjust my tone based on the situation.					
I use polite language when giving instructions.					
I know when to switch between formal and informal language.					
I speak clearly and at a pace students can understand.					
I encourage students to communicate respectfully.					
I reflect on how my tone affects student behaviour and participation.					

Part 2: Reflection Questions

Answer briefly.

- When do you mostly use formal language in your classroom?

- When do you use informal language, and why?

- Have you ever changed your tone or language style to better reach a student? What happened?

- How does your language use influence classroom behaviour or student confidence?

- What is one area of communication you'd like to improve?

7. Conclusion and Wrap-Up (5 mins)

Using clear, polite, and context-appropriate language in the classroom is essential for effective teaching and positive classroom management. Clear language helps students understand instructions, explanations, and expectations without confusion, which supports learning for all levels. Polite communication fosters a respectful and inclusive environment, making students feel valued, heard, and more willing to participate. Using language that fits the context—whether giving instructions, offering feedback, or managing behaviour—models appropriate communication for students and helps them develop both academic and social language skills. Altogether, these practices create a supportive space that encourages student confidence, cooperation, and success. By the end of **Lesson 1**, learners will be confident in their ability to communicate effectively in the classroom, use appropriate tone and language, and adjust their communication based on classroom scenarios. This chapter focuses on providing foundational skills for clear and effective communication.

Lesson 2: Classroom Interaction and Questioning Techniques

Learning Objectives:

- Understand the importance of effective questioning in a classroom setting.
- Use a variety of questioning techniques to engage students and encourage participation.
- Improve the ability to ask open-ended, closed-ended, and follow-up questions.
- Enhance classroom interaction through effective questioning strategies.

1.5-Hour Lesson Plan:

Time	Activity	Focus Skill	Materials	Objectives
5 mins	Introduction to Questioning Techniques	Speaking & listening	Visual aids	Introduce different types of questions used in classrooms.
15 mins	Listening Activity – Identifying Question Types	Listening	Examples of questions	Recognize different types of questions used in classrooms
20 mins	Speaking Activity – Role-Playing with Questions	Speaking	Scenario cards for role-play	Practice asking open-ended and closed-ended questions in classroom scenarios.
20 mins	Reading Activity – Analysing Effective Questioning	Reading	Dialogue with teacher-student interactions	Analyse a dialogue for types of questions and discuss effectiveness.
20 mins	Writing Activity – Crafting Effective Questions	Writing	Worksheet with sentence frames	Write examples of questions
10 mins	Integration – Questioning Practice and Self-Reflection	Speaking & Self-Reflection	Scenario cards for role-play	Integrate questioning techniques into real-life scenarios

1. Introduction to Questioning Techniques (5 mins)

Objective: Introduce the importance of questioning in the classroom and provide an overview of different types of questions.

Why Questioning Is a Powerful Tool in the Classroom?

- **Promotes active learning:** Engages students in thinking rather than passively receiving information.
- **Checks understanding:** Helps teachers assess what students know and identify gaps.
- **Encourages participation:** Involves all learners and builds confidence.
- **Develops critical thinking:** Good questions push students to analyse, evaluate, and apply ideas.

Three Types of Questions in the Classroom

1. Closed-Ended Questions

-  **Definition:** Require short, specific answers (often Yes/No or factual).
-  **Example:** “Did you finish your homework?” / “What is the capital of France?”
-  **Use when** checking facts, reviewing, or managing behaviour.

2. Open-Ended Questions

-  **Definition:** Encourage longer, thoughtful responses that involve reasoning or opinion.
-  **Example:** “Why do you think the character made that choice?” / “What would you do differently?”
-  **Use when** promoting discussion, creativity, or deeper thinking.

3. Follow-Up Questions

-  **Definition:** Build on a student’s answer to explore further or clarify understanding.
-  **Example:** “Can you explain that a bit more?” / “What makes you think that?”
-  **Use when** encouraging elaboration or digging into student thinking.

2. Listening Activity – Identifying Question Types (15 mins)

Objective: Help learners identify the different types of questions in a classroom context.



Classroom Question Types – Student Activity

Instructions: Identify each question below as **Open-ended**, **Closed-ended**, or a **Follow-up** question.

No.	Question	Type
1	What is your Favorite subject?	_____
2	Did you complete the assignment?	_____
3	Can you explain why you chose that answer?	_____
4	What do you think will happen next in the story?	_____
5	Is this sentence grammatically, correct?	_____
6	Why do you think the character acted that way?	_____
7	Can you say more about your opinion on the topic?	_____
8	Do you like working in groups?	_____
9	What are some ways we can save electricity at school?	_____
10	Could you give another example of what you just said?	_____



Discussion: When to Use Each Type

Closed-Ended Questions



Best for: Quick checks, yes/no answers, testing specific facts.



Example Use: Checking attendance, confirming understanding.

Open-Ended Questions



Best for: Starting discussions, exploring ideas, encouraging creativity and reflection.



Example Use: Literature discussions, opinion sharing, problem-solving activities.

Follow-Up Questions



Best for: Clarifying ideas, encouraging students to expand on responses.



Example Use: After a student shares an idea or makes a mistake, to promote deeper insight.

3. Speaking Activity – Role-Playing with Questions (20 mins)

Objective: Provide practice in using open-ended, closed-ended, and follow-up questions in real classroom scenarios.

- **Activity:** Divide learners into pairs. Each pair will role-play a teacher-student interaction, practicing both open-ended and closed-ended questions. For example:
 - Teacher: "What did you learn today?"
 - Student: "I learned about plants."
 - Teacher: "Can you explain how plants grow?"
 - Student: "They grow from seeds."
 - Teacher: "What is the process called when plants use sunlight to make food?"
- **Peer Feedback:** After each role-play, the peer will provide feedback on the use of questioning techniques and suggest improvements.



4. Reading Activity – Analysing Effective Questioning (20 mins)

Objective: Analyse an existing classroom dialogue and evaluate the effectiveness of questioning techniques used.

Classroom Dialogue & Questioning Techniques – Student Worksheet

Read the Dialogue

Teacher: What is the capital of France?

Student: Paris.

Teacher: Why do you think Paris is important?

Student: Because it's the capital city.

Teacher: Can you explain what makes a city a capital?

Student: It's where the government is.

Teacher: Do you know if every country has one capital?

Student: I'm not sure.

Teacher: Would you like to research that for tomorrow's class?

Student: Yes!

Teacher: What sources will you use to find the information?

Student: I'll check an encyclopedia and maybe use a government website.

Part 1: Identify the Question Types

Write whether each question is **Closed-ended**, **Open-ended**, or a **Follow-up**.

No.	Teacher's Question	Type
1	What is the capital of France?	_____
2	Why do you think Paris is important?	_____
3	Can you explain what makes a city a capital?	_____
4	Do you know if every country has one capital?	_____
5	Would you like to research that for tomorrow's class?	_____

Part 2: Discuss the Purpose and Effectiveness

1. How did each type of question help the student think more deeply?

2. Which question(s) encouraged critical thinking or elaboration?

3. Were the follow-up questions helpful? Why or why not?

4. Did the teacher adjust the questions based on the student's responses? Explain.

Part 3: Suggest Improvements

1. Suggest one more follow-up question the teacher could have asked to deepen understanding:

2. How could the teacher support the student when they said "I'm not sure"?

Focus: The Role of Follow-Up Questions

Follow-up questions are powerful because they:

- Encourage **deeper thinking** and reflection.
- Show that the teacher is **actively listening**.
- Help students **expand or clarify** their ideas.
- Guide the discussion to **new learning opportunities**.

In this dialogue, the follow-up questions helped the student move from recalling a fact (Paris) to understanding **why capitals matter**, and even encouraged **independent learning** by suggesting research.

5. Writing Activity – Crafting Effective Questions (20 mins)

Objective: Practice writing clear and effective classroom questions.

Question starters are helpful phrases that guide how to begin asking questions in the classroom. They help teachers create clear, purposeful questions that can encourage thinking, check understanding, or prompt deeper discussion.

Open-Ended Question Starters:

- What do you think about...?
- Why do you think...?
- How would you...?

Closed-Ended Question Starters:

- Is it...?
- Do you know...?
- Can you...?

Follow-Up Question Starters:

- Can you explain more about...?
- What makes you say that?
- Could you give an example?



Worksheet: Creating Classroom Questions Using Sentence Frames.



Scenarios & Your Examples

Use the question starters to write one question of each type (open-ended, closed-ended, follow-up) for each scenario below:

1. Asking about a lesson topic (e.g., a story, science concept)

- **Open-Ended:** _____
- **Closed-Ended:** _____
- **Follow-Up:** _____

2. Checking for understanding after giving instructions

- Open-Ended: _____
- Closed-Ended: _____
- Follow-Up: _____

3. Encouraging a student to explain their answer in more detail

- Open-Ended: _____
- Closed-Ended: _____
- Follow-Up: _____

6. Self-Reflection Sheet: Questioning Techniques (10 mins)

Objective: Integrate questioning techniques into real-life scenarios and reflect on how well they are being used.

Name: _____ Date: _____

☒ Part 1: Quick Check (Tick Yes or No)

Reflection Statement	Yes	No
I used a variety of question types (open, closed, follow-up).		
My questions encouraged students to think critically.		
I gave students enough wait time to answer.		
I followed up on student responses to deepen understanding.		
I adjusted my questions based on student responses.		

Part 2: Short Reflections

1. Did I use a variety of questions? Give an example.

2. Was I able to get students to think deeply? What worked well?

3. How can I improve my questioning techniques next time?

7. Conclusion and Wrap-Up (5 mins)

Using a range of questions in the classroom is vital for engaging learners and promoting deeper understanding. Open-ended, probing, and reflective questions encourage critical thinking, creativity, and discussion, while factual or recall questions help reinforce foundational knowledge. Varying question types keeps students actively involved, caters to different learning styles, and creates opportunities for meaningful interaction. This approach not only checks comprehension but also stimulates curiosity and helps students connect ideas, leading to more thoughtful and lasting learning experiences. By the end of **Lesson 2**, learners will be able to effectively use different types of questions to engage their students. They will understand the role of questioning in the classroom and how to use it to promote critical thinking, participation, and deeper learning. This chapter equips teachers with practical skills to implement questioning strategies in their classrooms.



Lesson 3: Classroom Management Through Language

Learning Objectives:

- Understand the role of language in managing classroom behaviour.
- Use positive reinforcement and corrective language to maintain discipline.
- Develop strategies to use language effectively for classroom management.
- Practice using calm, firm, and polite language to handle challenging classroom situations.

1.5-Hour Lesson Plan:

Time	Activity	Focus Skill	Materials	Objectives
5 mins	Introduction to Classroom Management Language	Speaking & listening	Visual aids	Discuss the role of language in maintaining a positive class environment.
15 mins	Listening Activity – Identifying Positive and Corrective Language	Listening	Audio clips (examples of language used in classroom situations)	Recognize the use of positive reinforcement and corrective language.
20 mins	Speaking Activity – Practicing Corrective and Reinforcing Language	Speaking	Scenario examples for role-play	Practice using appropriate language to manage student behaviour.
20 mins	Reading Activity – Analysing Classroom Management Language	Reading	Dialogues with teacher-student interactions	Analyse and discuss the effectiveness of language used in class management.
20 mins	Writing Activity – Writing Positive Reinforcement and Corrective Language	Writing	Worksheet with sentence frames	Write examples of positive reinforcement and corrective language.
10 mins	Integration – Role Play and Self-Reflection	Speaking & Self-Reflection	Scenario cards for role-play	Integrate management language in real-life situations and reflect on the practice.

1. Introduction to Classroom Management Language (5 mins)

Objective: Introduce the importance of language in classroom management and behaviour control.

Using Language to Reinforce Positive Behaviour and Address Disruption

1. Language for Positive Behaviour

- Teachers can **encourage good behaviour** by using kind, specific praise such as:
“Great job raising your hand before speaking,” or *“I like how you’re staying focused.”*
- Positive language builds **self-esteem, motivation**, and a respectful classroom culture.
- Consistent use of encouraging words helps **reinforce routines** and expected behaviour.

2. Language for Disruptive Behaviour

- Addressing misbehaviour doesn’t require shouting or scolding. Instead, use **firm but respectful language**, like, *“Let’s stay seated during the activity,”* or *“You need to listen while others are speaking.”*
- Use **redirecting strategies**, like, *“You can talk with your friend after you finish your task.”*

Positive Reinforcement vs. Corrective Language

Aspect	Positive Reinforcement	Corrective Language
Purpose	Encourage desired behaviour	Address inappropriate behaviour
Examples	“Well done!”, “That’s a thoughtful answer.”	“Please stop talking and look at the board.”
Tone	Warm, supportive	Calm, firm, polite
Effect	Builds confidence, increases motivation	Maintains structure, sets clear expectations

Importance of Tone and Politeness

- A **calm and authoritative tone** helps students feel safe and respected while keeping order.
- Even when correcting behaviour, using **constructive and polite language** prevents escalation.
- Students are more responsive when teachers model **respect and emotional control**.

2. Listening Activity – Identifying Positive and Corrective Language (15 mins)

Objective: Help teachers recognize examples of positive reinforcement and corrective language in classroom situations.

- **Activity:** Play audio clip of a teacher interacting with students in various classroom situations. These may include moments of praise (positive reinforcement) and moments where the teacher uses firm, corrective language (e.g., reminding students of rules, redirecting misbehaviour).
- Learners will listen and identify whether the language used is positive reinforcement or corrective.



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Worksheet: Identifying Language in Classroom

Interactions

Name: _____

Date: _____



Instructions:

As you listen to the audio clip, write down examples of **positive reinforcement** and **corrective language** used by the teacher. Then, reflect on the tone and effectiveness of each.



Listening Table

Clip No.	Positive Language (Praise, Encouragement)	Corrective Language (Firm, Polite Redirection)	Tone Used (Calm, Encouraging, Firm, etc.)
1			
2			
3			
4			
5			



Reflection Questions

- Which type of language (positive or corrective) was used most effectively? Why?

- How did the teacher's tone affect how the message was received?

- What language strategies would you like to use more in your own teaching?

3. Speaking Activity – Practicing Corrective and Reinforcing Language (20 mins)

Objective: Practice using positive reinforcement and corrective language in role-play scenarios.

- **Activity:** In pairs, teachers will role-play different classroom scenarios, where one acts as the teacher and the other as a student. Scenarios will include both **positive reinforcement** (e.g., praising a student for good behaviour or work) and **corrective language** (e.g., handling a student who is being disruptive).

Example Scenarios:

- A student answers a question correctly (use positive reinforcement).
- A student is talking out of turn (use corrective language).
- A student finishes their work early and is distracted (redirect with reinforcing language).

Materials:

- Scenario cards for role-playing various classroom management situations.

Assessment:

- Peer feedback on how effectively teachers use language to manage behaviour.
- Self-reflection on the use of language for correction versus reinforcement.

4. Reading Activity – Analysing Classroom Management Language (20 mins)

Objective: Help teachers analyse and reflect on the language used for classroom management.

Below is a classroom dialogue between a teacher and students that includes a mix of positive reinforcement, corrective language, and neutral statements. It is followed by a few reflection questions learners can answer to analyse the teacher's communication style.



Dialogue: Group Work and Transitions

Teacher: Good morning, class. I'm glad to see everyone came in quietly today. *(positive)*

Student 1: Good morning, Miss!

Teacher: I noticed that Group 3 is already getting started—well done! *(positive)*

Student 2: What are we supposed to do first?

Teacher: Please check the board. The instructions are written clearly. *(neutral)*

Student 3 (talking loudly to a friend): This is so boring.

Teacher: Josh, please lower your voice and stay respectful. Let's focus on the task.
(corrective)

Student 3: Sorry, Miss.

Teacher: Thank you. I appreciate you correcting that quickly. *(positive)*

Student 4: Miss, can I work with another group?

Teacher: Not right now, Emma. Please stay with your group for this activity. *(corrective)*

Student 5: Miss, we finished already.

Teacher: Great work finishing early! You can start on the extension task in your folder.
(positive)

Student 2 (again): I still don't understand the instructions.

Teacher: That's okay—let's look at them together and go step by step. *(gentle, supportive)*

Student 6 (throwing a pencil): Oops.

Teacher: James, throwing objects isn't safe. Please pick that up and keep your hands to yourself. *(corrective)*

Student 6: Okay.

Teacher: Thank you for listening. *(positive)*

Teacher: We have 5 minutes left—please finish your task and tidy up your area. *(neutral)*

Teacher: You've all worked hard today. I'm proud of your teamwork. (*positive*)

Students: Thank you, Miss!



Learner Reflection Questions

1. **What kind of language is used in this situation (positive, corrective, or neutral)?**

Highlight examples of each from the dialogue.

2. **Is the tone firm, gentle, or harsh? Is it appropriate for the situation?**

Choose 2–3 lines and describe the tone used. Was it effective?

3. **How can the language be adjusted to be more effective?**

Suggest improvements for any line that could be more respectful, clear, or encouraging.

5. Writing Activity – Writing Positive Reinforcement and Corrective Language (20 mins)

Objective: Practice writing clear and constructive language for managing student behaviour.

- **Activity:** Considering the sentence frames (e.g., "Great job on completing the assignment!" or "Please stay seated and focus on your work.") and write five examples of positive reinforcement and five examples of corrective language.
- Learners will exchange their written sentences with a partner and provide feedback on how to improve them for clarity and effectiveness.

6. Integration – Role Play and Self-Reflection (10 mins)

Objective: Integrate language skills for classroom management into real-life scenarios and reflect on the experience.



Teacher Self-Reflection Sheet: Language Use in Classroom Management

Name: _____ **Date:** _____

✓ Part 1: Quick Self-Check (Tick Yes or No)

Reflection Statement	Yes	No
I used clear and firm language when addressing misbehaviour.		
My tone remained calm and respectful during corrections.		
I offered specific praise that encouraged students.		
I balanced corrective language with positive reinforcement.		
My language helped maintain a productive and respectful tone.		

Part 2: Short Reflections

1. Did I use clear and firm language for corrective actions? Give an example:

2. Did I provide praise that motivated the student? What was the effect?

3. How could I improve my language for better classroom management?

7. Conclusion and Wrap-Up (5 mins)

Effective classroom management relies on using language that is clear, respectful, consistent, and supportive. Key strategies include giving concise instructions, using positive reinforcement, setting expectations with polite but firm language, and adapting tone and phrasing to maintain a calm, inclusive atmosphere. Teachers should reflect on their own classroom interactions—how they give directions, respond to behaviour, and support students—and consider how language influences the learning environment. By the end of **Lesson 3**, learners will have developed skills in using language to manage classroom behaviour effectively. They will be able to employ both positive reinforcement and corrective language in appropriate situations, enhancing their classroom environment. This chapter provides teachers with practical tools for managing behaviour through effective communication.

Lesson 4: Developing Vocabulary through Contextual Learning

Learning Objectives:

- Understand the importance of contextual learning for vocabulary development.
- Use context clues to derive meanings of unfamiliar words.
- Encourage students to use new vocabulary in speaking and writing activities.
- Foster a deeper understanding of word usage through practical activities and real-life examples.

1.5-Hour Lesson Plan:

Time	Activity	Focus Skill	Materials	Objectives
5 mins	Introduction to Contextual Vocabulary Learning	Speaking & listening	Visual aids	Introduce the concept of contextual vocabulary learning.
15 mins	Listening Activity – Identifying Context Clues	Listening	Audio clips (narratives or stories with new vocabulary)	Identify and understand context clues for unfamiliar words.
20 mins	Reading Activity – Using Context Clues to Define Words	Reading	Short stories or passages with highlighted words	Practice finding word meanings using context clues in reading.
20 mins	Speaking Activity – Using New Vocabulary in Conversation	Speaking	Scenario examples for role-play	Encourage the use of new vocabulary in daily conversation.
20 mins	Writing Activity – Contextual Vocabulary Application	Writing	Worksheet with sentence creation tasks	Write sentences using new vocabulary in context.
10 mins	Integration – Vocabulary Quiz and Reflection	Speaking & Self-Reflection	Vocabulary quiz	Test understanding and reflect on vocabulary learning strategies.

1. Introduction to Contextual Vocabulary Learning (5 mins)

Objective: Introduce the concept of contextual vocabulary learning and its importance.

Understanding Words Through Context

Why Use Context Instead of Memorizing Definitions?

Words don't always need to be memorized through dictionary definitions. Often, we can understand what a word means by **looking at the words and sentences around it**. This helps students become more independent readers and build better vocabulary through real-life use.

Strategies to Understand New Words

1. Look at the Context (Surrounding Text):

- Read the full sentence or paragraph to see how the word is used.
- Ask: What is happening? What is being described?

2. Recognize Word Parts:

- **Prefixes** (e.g., *un-* = not, *pre-* = before)
- **Suffixes** (e.g., *-ful* = full of, *-less* = without)
- **Roots/Base Words** (e.g., *view* in *preview*, *happy* in *unhappy*)

3. Look for Clues in Punctuation or Signal Words:

- Words like *such as*, *because*, *but*, *however*, *in other words*, often give hints.

Examples: Guessing Meaning from Context

1. Example 1:

*"The desert was **arid**, with hardly any rainfall and very dry soil."*

➤ **Clue:** "hardly any rainfall" and "very dry soil"

➤ **Guess:** *Arid* means *dry* or *lacking water*.

2. Example 2:

*"After running the marathon, she was **exhausted** and could barely keep her eyes open."*

► **Clue:** “could barely keep her eyes open”

► **Guess:** *Exhausted* means *very tired*.

3. Example 3 (Affix Clue):

“He was being **disrespectful**, interrupting the teacher and not listening.”

► **Clue:** Prefix “dis-” = not, and behaviour shown

► **Guess:** *Disrespectful* means *not showing respect*.

4. Example 4:

“The teacher was **elated** when all her students passed the test.”

► **Clue:** Success of students = happy situation

► **Guess:** *Elated* means *very happy or joyful*.

2. Listening Activity – Identifying Context Clues (15 mins)

Objective: Help teachers recognize context clues in audio materials for vocabulary development.

- **Activity:** Play audio clip with several new or unfamiliar vocabulary words. As learners listen, they should pay attention to the context in which the word is used and try to infer its meaning.
 - Example: “The dog was **elated** when it saw its owner. It jumped and wagged its tail excitedly.”
- Learners will then discuss how context clues (e.g., “jumped and wagged its tail excitedly”) help determine the meaning of “**elated**.”



audio_1x (1).wav



Worksheet: Finding Word Meanings Through Context

Clues

Name: _____ Date: _____



Part A: Use Context to Choose the Best Meaning

1. Fascinated (line 1)

What does *fascinate* most likely mean?

- a) bored
- b) very interested
- c) confused
- d) angry

Answer: _____

2. Engage (line 2)

The mural is designed to *engage* people. What does this mean?

- a) Avoid them
- b) Make them walk away
- c) Catch their interest
- d) Tell them to leave

Answer: _____

3. Stimulate (line 2)

What does *stimulate local pride* suggest?

- a) Decrease interest
- b) Encourage strong feelings
- c) Make people laugh
- d) Build something

Answer: _____

**Part B: Match Words to Meaning Using Context Clues**

Word	Inferred Meaning (Write A–E)
Quaint	
Enthralled	
Ecstatic	
Captivating	

Meanings:

- A. Extremely happy or excited
- B. Attracting attention or charm
- C. Small, old-fashioned, and charming
- D. Fascinated or fully interested
- E. Boring or unattractive

Answers:

- Quaint → _____
- Enthralled → _____
- Ecstatic → _____
- Captivating → _____

**Part C: Reflection – Use Context Clues**

- Choose any one of the words from the list above.

Write your own sentence using clues so someone can guess its meaning:

Word: _____

Sentence: _____

- Why is using context clues helpful when reading?

3. Reading Activity – Using Context Clues to Define Words (20 mins)

Objective: Practice using context clues while reading to deduce the meaning of unfamiliar words.

- **Activity:** Following is a passage that contain several unfamiliar vocabulary words. Read the passage and use the surrounding context to figure out the meaning of the highlighted words.

Reading Passage: The Science Fair Challenge

The annual science fair was approaching, and Mia felt **apprehensive** about presenting her project. She had spent weeks designing a model of a sustainable city, carefully constructing miniature buildings with **meticulous** detail. Her partner, Leo, was **enthusiastic**, often encouraging Mia when she felt unsure.

On the day of the fair, the gymnasium was **buzzing** with energy. Projects lined every wall, and curious visitors meandered through the exhibits. When it was finally their turn to present, Mia took a deep breath and **articulated** their ideas with surprising confidence. The judges were impressed by their **innovative** design and thoughtful explanations.

By the end of the event, Mia felt **invigorated**, proud of her effort and growth. What began as a source of stress had become an experience of success and learning.

Key:

Word	Meaning	Clue
Apprehensive	Nervous or uneasy	Mia felt unsure about presenting her project.
Meticulous	Very careful and detailed	She constructed miniature buildings with great care.
Enthusiastic	Excited and eager	Leo encouraged Mia and was positive about the project.
Buzzing	Full of activity or excitement	The gymnasium had a lively, energetic atmosphere.
Articulated	Spoke clearly and explained well	Mia presented their ideas with confidence.
Innovative	Creative and new	The judges liked their original and thoughtful design.

Invigorated

Energized or refreshed

Mia felt proud and energized after the experience.

4. Speaking Activity – Using New Vocabulary in Conversation (20 mins)

Objective: Encourage learners to use new vocabulary in context through speaking exercises.

- **Activity:** Learners will role-play conversations using new vocabulary learned from the previous activities.
- For example, "Use the word **persevere** in a conversation about completing a difficult task."
- Learners will practice using the new vocabulary words naturally in conversation and provide feedback to each other on usage.



5. Writing Activity – Contextual Vocabulary Application (20 mins)

Objective: Practice using new vocabulary in written sentences to ensure proper usage in context.

- **Activity:** Following is a worksheet that contains sentence frames or prompts using new vocabulary. Learners will complete the sentences using the correct vocabulary from the previous activities.

✓ Worksheet on Vocabulary Application: Sentence Frames

Instructions: Complete the sentences below by filling in the blanks with the correct vocabulary words from the list. After filling in the blanks, write your own sentence using the same vocabulary word.

Word List:

Apprehensive	Enthusiastic	Articulated
Meticulous	Buzzing	Invigorated

➤ Apprehensive:

"Even though the situation seemed challenging, she chose to be _____ and faced the presentation with confidence."

Your sentence: _____

➤ Meticulous:

"He was so _____ in his work that every little detail was carefully considered before making a decision."

Your sentence: _____

➤ Enthusiastic:

"Her _____ attitude toward the new project made everyone feel excited to participate."

Your sentence: _____

➤ Buzzing:

"The room was _____ with excitement as students prepared for the science

fair."

Your sentence: _____

➤ **Articulated:**

"The teacher _____ the instructions so clearly that every student understood the task."

Your sentence: _____

➤ **Invigorated:**

"After the team-building exercise, everyone felt _____ and ready to tackle new challenges."

Your sentence: _____

6. Integration – Vocabulary Quiz and Reflection (10 mins)

Objective: Review the vocabulary learned in the chapter and reflect on strategies for

☒ Vocabulary Self-Reflection Sheet

Name: _____

Date: _____

My Vocabulary Growth

- The **three new words** I learned today are:

- _____
- _____
- _____

- The word I feel **most confident using** is: _____

➤ I used it in this sentence: _____

- The word I still find **challenging** is: _____

➤ I will try to remember it by: _____

Understanding and Use

Rate your understanding of each word on a scale of 1–5 (1 = not at all, 5 = very confident):

Vocabulary Word	I know the Meaning	I can use it in a Sentence
Apprehensive	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Meticulous	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Enthusiastic	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Buzzing	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Articulated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Innovative	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Invigorated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Reflection Questions

- Which activity helped me **remember the vocabulary** best today?

- How did I feel using the new words in sentences?

☐ Confident ☐ A little nervous ☐ I needed more help

- One thing I will do to **keep improving my vocabulary** is:

- A word I'd like to **use in my daily life or writing** is: _____

► I will try to use it when: _____

7. Conclusion and Wrap-Up (5 mins)

Contextual learning is essential for vocabulary development because it helps learners understand and remember new words more effectively by seeing them used in meaningful

situations. By using context clues—such as surrounding words, tone, or visuals—students can often guess the meanings of unfamiliar words, making vocabulary learning more interactive, engaging, and enjoyable. Teachers are encouraged to incorporate these strategies into their own teaching by using stories, dialogues, real-life materials, and discussions that naturally expose students to new vocabulary in context, promoting deeper understanding and long-term retention. By the end of **Lesson 4**, learners will be able to effectively teach vocabulary using contextual learning strategies. They will be able to guide students in identifying meanings of unfamiliar words through context clues, enhancing vocabulary acquisition in speaking, reading, and writing activities. This lesson equips learners with practical tools for vocabulary instruction in the classroom.

Lesson 5: Effective Strategies for Teaching Grammar in Context

Learning Objectives:

- Understand the importance of teaching grammar in context rather than in isolation.
- Learn to integrate grammar teaching into all language skills (speaking, listening, reading, and writing).
- Develop strategies for teaching grammar through real-life examples and interactive activities.
- Use grammar-focused activities to improve fluency and accuracy in language use.

1.5 Hour Lesson Plan:

Time	Activity	Focus Skill	Materials	Objectives
5 mins	Introduction to Grammar in Context	Speaking & listening	Visual aids	Introduce the concept of teaching grammar in context.
15 mins	Listening Activity – Identifying Grammar Usage in Context	Listening	Audio clips (stories with specific grammar focus)	Identify grammar usage in context from spoken language.
20 mins	Reading Activity – Analysing Grammar Structures in Context	Reading	Texts (short stories, dialogues)	Analyse the use of specific grammar structures in reading.
20 mins	Speaking Activity – Using Grammar Structures in Context	Speaking	Role-play cards (situational prompts)	Practice using target grammar structures in conversations.
20 mins	Writing Activity – Grammar in Context Writing	Writing	Worksheet with guided prompts	Write sentences or short paragraphs using grammar structures.
10 mins	Integration – Grammar Quiz and Reflection	Speaking & Self-Reflection	Grammar quiz	Test understanding of grammar and reflect on teaching strategies.

1. Introduction to Grammar in Context (5 mins)

Objective: Introduce the importance of teaching grammar in context and explain how it can improve language acquisition.

Teaching Grammar in Context: Why It Matters

Teaching grammar in context means helping students learn grammar **through meaningful use**—such as in stories, conversations, or real-life situations—instead of memorizing isolated rules or completing repetitive drills. This approach supports **natural language acquisition**, making grammar more relevant and easier to retain.

Traditional Grammar Instruction vs. Contextualized Grammar Teaching

Traditional Approach	Grammar in Context
Focuses on isolated grammar rules	Embeds grammar in meaningful communication
Often uses worksheets and drills	Uses storytelling, dialogues, or real-life examples
Can feel abstract or disconnected from use	Shows how grammar is used in daily situations
Emphasizes accuracy more than fluency	Balances accuracy with real-world communication

Benefits of Teaching Grammar Through Context

-  **Improved Understanding:** Learners see *how* grammar functions in real communication.
-  **Better Fluency:** Grammar feels like a tool for expressing meaning, not a set of rigid rules.
-  **Increased Engagement:** Stories, conversations, and activities are more interesting than rule lists.
-  **Enhanced Retention:** Students remember structures better when they are tied to context or emotion.
-  **Functional Use:** Learners understand *when and why* certain grammar forms are used (e.g., past tense for stories, modals for polite requests).

✓ Practical Ways to Teach Grammar in Context

- **Storytelling:** Use short stories to highlight verb tenses, sentence structures, or connectors.
- **Classroom Conversations:** Practice grammar naturally through role plays or dialogues.
- **Interactive Examples:** Grammar games, real-world texts (emails, messages), or videos.
- **Personal Writing:** Have students write journal entries, emails, or dialogues using the target grammar.

Example

- **Traditional:** “Today we will learn the past tense. Walk becomes walked.”
- **Contextual:** “Listen to this story about what I did yesterday... ‘I walked to the park and met a friend.’ Can you find the past tense verbs in the story?”



2. Listening Activity – Identifying Grammar Usage in Context (15 mins)

Objective: Help learners identify grammar structures in spoken language and understand their context of use.

- **Activity:** Below is an audio clip of a short story that contains specific grammatical structures (e.g., past tense, modals, future tense). Learners will listen and identify the grammar used in each context.



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Assessment:

- Learners will note down the grammar structures they identify and comprehend their usage.

3. Reading Activity – Analysing Grammar Structures in Context (20 mins)

Objective: Help learners recognize how grammar structures are used in written texts and how to teach them in context.

Teaching grammar through reading materials makes grammar more **meaningful** and **relevant** for students because it shows how language is actually used in real communication.

Why Teach Grammar Through Reading?

1. Contextual Understanding

Students see grammar used naturally in stories, articles, or dialogues, which helps them understand *when* and *why* certain structures are used.

2. Improves Retention

When students encounter grammar in meaningful texts, they're more likely to remember the forms and how they function.

3. Builds Vocabulary and Grammar Together

Reading provides exposure to both new words and grammar patterns, helping students connect form with meaning.

4. Encourages Critical Thinking

Students are more engaged when they analyse grammar in context, rather than completing isolated exercises.

5. Supports Real-Life Communication

By seeing grammar used in authentic materials, students develop a sense of how grammar supports clear and effective communication.

6. Motivating and Enjoyable

Stories, news articles, or dialogues are more interesting than grammar drills, which can make learning grammar more enjoyable and less intimidating.

- **Activity:** Here is a passage that includes a specific grammar structure (e.g., **present perfect** or **modal verbs**). Learners will read the passage and analyse the use of grammar structures in context.

Story: The Lost Key

Anna **has lost** her house key, and now she's standing outside her front door with a worried look on her face.

"I **have looked** everywhere," she sighs. "I **have searched** my backpack, my jacket pockets, and even my pencil case. It's gone."

Her neighbour, Mr. Harris, walks by and asks, "Everything okay, Anna?"

"I **have misplaced** my house key. I **have never lost** it before," she replies. "My parents **have told** me a hundred times to be careful."

"**Have you asked** your school office if anyone found it?" he suggests.

"Yes," Anna nods. "I **have already gone** there and asked. They **haven't received** anything today."

Just then, her best friend Ben walks up the sidewalk. "Hey, what's going on?" he asks.

Anna explains the situation again. Ben thinks for a moment. “Hmm... **Have you checked** the park? You **have spent** a lot of time there lately, especially during lunch.”

Anna’s eyes widen. “You’re right! I **have eaten** lunch on that same bench all week.”

They head toward the park together. On the way, Anna says, “This week **has been** so stressful. I **have had** tests in every subject and barely any time to rest.”

Ben smiles. “Yeah, I know. But don’t panic—we **have figured out** tougher problems before!”

When they arrive at the park, Anna runs ahead to the wooden bench under the tree. “There it is!” she shouts. “I **have left** it here beside my book!”

She picks up the key with a huge smile. “Thank you, Ben. You **have saved** me today.”

Grammar Focus: Present Perfect Tense

Key:

has lost	have never lost	haven’t received	have had
have looked	have told	have checked	have figured out
have searched	have asked	have spent	have left
have misplaced	have already gone	has been	have saved

4. Speaking Activity – Using Grammar Structures in Context (20 mins)

Objective: Practice using grammar structures in context through conversation.

- **Activity:** Individually, learners will engage in a speaking session where they use specific grammar structures in realistic scenarios. For example, if focusing on the **future tense**, the session could involve planning a trip or discussing future goals.
 - Scenario 1: Discussing plans for the weekend (using **future simple** or **be going to**).
 - Scenario 2: Talking about past experiences (using **past simple** or **present perfect**).

- Learners may choose situational prompts of their choice, with a focus on using the grammar structure in their responses.

5. Writing Activity – Grammar in Context Writing (20 mins)

Objective: Provide an opportunity for teachers to practice using grammar structures in writing.

Teaching grammar through writing helps students use grammar in real, meaningful ways. It encourages them to apply rules in context, become more aware of their mistakes, and express ideas clearly. This method supports better understanding, builds confidence, and connects grammar with real communication.



Grammar Practice Worksheet

Instructions: Write 3–5 sentences or a short paragraph in response to any two prompts. Be sure to use the grammar structure indicated.

1. Past Perfect Tense

Prompt: Write a short paragraph about your last vacation using the past perfect tense.

■ *Example:* Before we arrived at our destination, we **had already**...

2. Modal Verbs (should, must, can, might, etc.)

Prompt: Write advice to a new student at your school using modal verbs.

■ *Example:* If you're new to this school, you should...

3. Present Perfect Tense

Prompt: Write a paragraph about something you have learned recently.

■ *Example:* Recently, I have learned how to...

4. Future Tense (will, going to)

Prompt: Describe your weekend plans using future tense verbs.

■ *Example:* This weekend, I am going to...

5. Conditionals (Zero, First, Second)

Prompt: Write sentences about possible or imaginary situations.

■ *Example (First):* If I finish my homework early, I will...

■ *Example (Second):* If I had more free time, I would...

Teaching grammar through **writing materials** is especially helpful for students because it connects grammar to **real communication**, making the learning more purposeful and lasting.

6. Integration – Grammar Quiz and Reflection (10 mins)

Objective: Review understanding of grammar structures and reflect on teaching strategies.

Quick Grammar Quiz

Part A: Match the Grammar Structure to the Example

Match the type of grammar with the correct example.

Grammar Structure	Example Sentence
1. Present Perfect	A. If I had wings, I would fly.
2. Past Perfect	B. I have already eaten lunch.
3. Modal Verb	C. She should bring her notebook.
4. Second Conditional	D. They had left before the rain started.

Write your answers:

1 → ____ 2 → ____ 3 → ____ 4 → ____

Part B: Fill in the Blanks

Use the correct verb form to complete each sentence.

1. Before I arrived, they _____ (start) the meeting.
2. You _____ (must/should) wear a uniform at school.
3. She _____ (never/see) such a beautiful sunset.
4. If I study hard, I _____ (pass) the test.

Part C: Identify the Grammar Usage

Read the short paragraph and underline one example of **present perfect**, **past perfect**, **modal verb**, and **conditional**.

Paragraph:

Lena has visited Paris three times. Last year, she had saved enough money before booking her flight. She might go again next summer. If she finds a good deal, she will travel during the holidays.

Grammar Self-Reflection Sheet

Name: _____

Date: _____

 Grammar Topic: _____

1. How confident do you feel about this grammar structure?

(Please tick ✓ one box)

Feeling	✓
 Very confident – I can use it easily and correctly	
 Confident – I understand it but need more practice	

 Somewhat confident – I still get confused sometimes	
 Not confident – I need more explanation and practice	

2. What did you learn about this grammar structure?

Write 2–3 key rules or points you remember:

1. _____
2. _____
3. _____

3. Can you give one correct example sentence using the structure?

4. What mistakes did you make when using this grammar?

(Be honest – it helps you learn!)

5. What activities helped you understand the grammar best?

(You can tick more than one)

- Grammar explanation from the teacher
- Doing practice exercises
- Writing sentences
- Speaking activities
- Group work or games
- Watching a video

- Other: _____

6. What do you want to improve next time?



7. Conclusion and Wrap-Up (5 mins)

Teaching grammar in context is essential because it helps students understand how grammatical structures function in real communication, making grammar more meaningful and relevant. Instead of learning isolated rules, students engage with grammar through reading, speaking, and writing activities, which allows them to see how language works in real-life situations. This approach enhances retention, encourages fluency, and keeps learners motivated by showing the practical value of grammar. Teachers are encouraged to integrate grammar naturally into lessons by highlighting structures in texts, designing speaking tasks that use target forms, and assigning writing activities that require correct usage. These methods support both accuracy and communication skills. To explore more techniques, teachers can refer to resources such as *Grammar for English Language Teachers* by Martin Parrott, the BBC Learning English website, and professional development courses on platforms like FutureLearn and Coursera. Embracing grammar in context transforms it from a mechanical exercise into a powerful tool for authentic expression.

By the end of **Lesson 5**, learners will have learned how to integrate grammar teaching with other language skills (reading, writing, speaking, and listening) through context. This chapter provides practical strategies for making grammar instruction more relevant and engaging, helping teachers build students' grammatical accuracy and fluency in real-life contexts.

Chapter 2: Integrated Skills in Action

Lesson 6: Integrating Listening and Speaking in Class

Learning Objectives:

- Develop student confidence in speaking and listening.
- Use tasks to reinforce spoken interactions.
- Engage learners with real-world communication scenarios.

1.5-Hour Lesson Plan

Time	Activity	Focus Skill(s)	Materials	Objectives
5 mins	Introduction – What Makes Good Communication?	Speaking & listening	Whiteboard, markers	Discuss how listening and speaking help us learn and connect. Activate prior knowledge.
20 mins	Speaking Activity – Pair Talk: “My Weekend”	Speaking	Cue cards with past-tense verbs (played, went, ate, etc.)	Develop fluency and confidence in talking about real-life experiences.
20 mins	Listening Activity – Dictation	Listening & Writing	Audio script or teacher’s voice, drawing sheet	Practice listening for details and translating verbal cues into visual information.
20 mins	Writing Activity – Dialogue Completion	Writing & speaking	Worksheets with incomplete dialogues	Develop functional writing skills by completing and rehearsing realistic conversations.
20 mins	Integration Activity – Role Play: “At the Toy Shop”	Reading, Speaking, Listening	Dialogue scripts, props or visuals	Use reading and speaking in a meaningful, playful context. Consolidate all skills with performance.

1. Introduction – What Makes Good Communication? (5 mins)

Objective: Discuss how listening and speaking help us learn and connect. Activate prior knowledge.



“Why is it important to listen when someone speaks?”

Listening is important because it helps understand what the other person is saying.

When we listen carefully, we can respond correctly, follow instructions, and avoid misunderstandings. It also shows respect to the speaker and helps build good relationships. In classrooms, listening helps students learn new ideas, stay focused, and work well with others.

Listening helps to understand what someone is saying. If someone don't listen, he might miss something important. It also shows that listener cares about what the other person is saying and helps work and learn better.

Example:

If your teacher says, “*Please write your name at the top of the page,*” but you don't listen, you might forget to write your name. Then your teacher won't know whose work it is. But if you listen, you'll do it right the first time.



2. Speaking Activity – “My Weekend” Pair Talk (20 mins)

Objective: Develop fluency and confidence in talking about real-life experiences.

Instructions:

- Give each learner 3–4 action verb prompts (e.g., “played,” “watched,” “visited”).
- Learners will take turns talking about their weekend.
- Instructor may ask one follow-up question.

Example:

A: “On Saturday, I played football and watched a movie.”

B: “What movie did you watch?”

Assessment: Peer checklist – Did the student speak in full sentences? Use past tense?

3. Listening Activity – Dictation (20 mins)

Skills: Listening & Writing

Instructions:

- Learner listens to a scene with specific details.
- Learner explains or draws what he heard.



Assessment: Listen to the audio provided and describe it in your own way.

4. Writing Activity – Dialogue Completion (20 mins)

Skills: Writing & Speaking

Instructions:

- Provide incomplete dialogues.

- Learners fill in blanks and then read their dialogue with a partner.

🗨 Dialogue: Meeting a New Friend at School

A: Hello! My name is _____.

B: Hi! I'm _____. This is my first day here.

A: Welcome! Which class are you in?

B: I'm in Class _____. What about you?

A: I'm in Class _____, too!

B: That's great! What do you like to do after school?

A: I love to _____. How about you?

B: I like _____, especially on weekends.

A: What's your favourite subject?

B: I enjoy _____ because it's fun.

A: Do you want to sit with me at lunch today?

B: Sure! I'd love to. Thanks, _____!

Assessment: Check for sentence structure, appropriateness, and speaking fluency during read-aloud.

5. Integration Activity – Role Play: “At the Toy Shop” (20 mins)

Objective: Use reading and speaking in a meaningful, playful context. Consolidate all skills with performance.

Skills: Reading, Speaking, Listening

Instructions:

- Provide a scripted dialogue for practice.
- Students rehearse and then perform, adding their own variations.

Example Script:

A: “Can I buy that red toy car?”

B: “Sure! It costs three dollars.”

A: “Here you go!”

B: “Thank you!”

6. Conclusion (5 mins)

To help learners reflect on the value of listening and speaking in classroom communication, summarize what was learned, and highlight how these skills support classroom success. Ask learners a few guided reflection questions. These can be asked aloud and discussed in pairs or shared with the whole group:

- “What activity helped you speak more clearly today?”
- “Did you find it easy or difficult to follow spoken instructions? Why?”
- “Which classroom instruction was the most fun to give or receive?”
- “How does listening carefully help us in school?”
- “Can you think of a moment when you gave a good instruction today?”

Encourage volunteers to share their experiences. This helps them internalize what they learned and builds speaking confidence in a low-pressure setting. By the end of this lesson, teachers will be able to:

- Use clear and polite classroom instructions in English.
- Recognize the importance of listening in classroom management.
- Distinguish between formal and informal communication styles.
- Model respectful, confident communication that supports a productive learning environment.

Lesson 7: Teaching Grammar Through Storytelling

Learning outcomes:

- Help learners identify and understand verb tenses in meaningful contexts.
- Use storytelling to demonstrate how tense changes reflect time.
- Encourage learners to use multiple tenses in speaking, reading, and writing.

1.5-Hour Lesson Plan

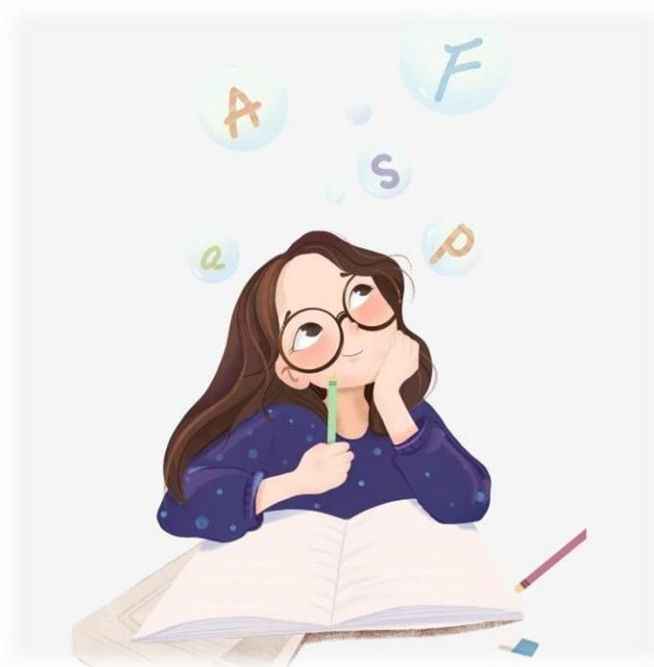
Time	Activity	Focus Skill(s)	Materials	Objectives
5 mins	Introduction – When Did It Happen?	Speaking & listening	Verb flashcards, timeline	Introduce verb tenses with examples using visual timelines
20 mins	Speaking Activity – Tense Talk Toss	Speaking & Grammar	Action verb cards, soft ball	Use verbs in context through quick oral sentence creation
20 mins	Listening Activity – Story Dictation: “Then, Now, and Tomorrow”	Listening & Writing	Audio or teacher-read story	Listen and capture events using the correct tense
15 mins	Reading Activity – Grammar Hunt in a Story	Reading & Grammar	Story handout, highlighters	Identify verb tenses and connect them to time expressions
20 mins	Writing Activity – Write a 3-Tense Story	Writing	Worksheet with prompts	Practice narrative writing using all three tenses
10 mins	Integration Activity – Role Play: “Time Travelers”	Reading, Speaking, Listening	Dialogue cards or student-created scripts	Combine all skills in an imaginative performance task

1. Introduction – When Did It Happen? (5 mins)

Teaching grammar can often feel abstract or mechanical to young learners. However, when grammar is embedded in **stories**, it becomes meaningful, memorable, and connected to real communication. Here's why this approach is powerful for primary classrooms:

- **Contextual Learning:** Grammar rules make more sense when learners see them used naturally in stories.
- **Engagement:** Stories capture students' attention and imagination, making grammar less intimidating.
- **Retention:** Learners are more likely to remember grammar structures when they encounter them in meaningful narratives.
- **Integrated Skills:** Storytelling allows teachers to teach grammar alongside reading, writing, listening, and speaking.
- **Confidence Building:** Students gain confidence in using grammar when they apply it in creative storytelling and role-play.
- **Real-Life Relevance:** Grammar learned through stories reflects authentic language use—how we actually talk and write in everyday life.

This approach encourages a **shift from isolated grammar drills to grammar in use**, where learners see grammar as a tool for expression—not just rules to memorize.



2. Speaking Activity – Tense Talk Toss (20 mins)

Objective: Encourage fluency using various tenses

Instructions:

- Toss a ball to a student and call out a verb and a tense (e.g., “run – past!”)
- Student replies: “I ran yesterday.”
- Continue with new verbs and tenses.

3. Listening Activity – Story Dictation & Follow-Up (20 mins)

Objective: Help learners identify and respond to verbs in context by listening to a narrated story and answering oral or written comprehension questions that emphasize tense recognition.

 **Story Title:** “*The Day Everything Went Crazy!*”

Listen to the story and answer the questions below:



audio_1x (1).wav

Comprehension Questions (after listening the story):

1. What happened to the alarm clock?
2. What mistake did the speaker make in the bathroom?
3. What is the speaker doing now?
4. Why are the other students laughing?
5. What will the speaker do differently tomorrow?
6. Can you name one verb in the past tense from the story?
7. Can you say one thing happening now (present tense)?
8. What will happen in the future (future tense)?

4. Reading Activity – Grammar Hunt in a Story (15 mins)

Objective: Identify different tenses within a story text.

Activity: Read the following story and perform the tasks given below:

“Ali’s Week of Sports”

Last weekend, Ali woke up early and put on his sports shoes. He rode his bike to the park, where he played cricket with his older brother. After the game, they ate mango ice cream from a small cart and walked home laughing. Today, Ali is feeling tired, but he is still excited. Right now, he is playing football with his friends. They are running across the field and shouting with joy. Ali feels happy because he loves being outside and moving around. Next week, he will join a sports camp at school. He will learn new games, will meet other sporty kids, and will try swimming for the first time. Ali thinks it will be the best week ever!

Student Task: Verb Tense Hunt

Instructions:

- **Underline** all verbs in the **past tense**
- **Circle** all verbs in the **present tense**
- **Box** all verbs in the **future tense**

5. Writing Activity – Write a 3-Tense Story (20 mins)

Objective: Use narrative writing to apply grammar

Prompt:

“Write about something you did yesterday, what you are doing today, and what you will do tomorrow.”

Example:

“Yesterday, I watched a movie. Today, I am writing about it. Tomorrow, I will tell my friend the story.”

6. Integration Activity – Role Play: “Time Travelers” (10 mins)

Objective: Use all skills in a fun, performance-based task

Instructions:

- Pairs create and act out a scene where one character visits the past, present, and future.

Script Sample:

A: “Yesterday, I met a dinosaur!”

B: “That’s amazing! Today, you’re just reading a book.”

A: “Tomorrow, I will travel to space!”

Assessment: Evaluate fluency, tense accuracy, and creative participation.

7. Conclusion:

- Reviewed the use of past, present, and future tenses through storytelling.
- Reinforced grammar understanding by applying it in listening, speaking, reading, and writing tasks.
- Highlighted how stories make grammar meaningful and easier to remember.
- Encouraged students to reflect on which tense they used most confidently.
- Asked learners to share one verb they used and identify its tense.

Optional quick task: Students complete the sentence –

“Today, I learned how to use ____ tense when I...”

By the end of this lesson, teachers will be able to integrate grammar instruction into engaging, story-based activities that bring grammar to life. They will help students recognize and apply verb tenses in meaningful contexts and move beyond rote drills by designing interactive, skill-integrated tasks. Through storytelling, teachers will support learners in using grammar confidently in real-life speaking and writing situations while also enhancing overall language fluency.

Lesson 8: Vocabulary Building Through Contextual Activities

Objectives:

- To teach vocabulary in meaningful, real-life contexts rather than in isolation
- To help learners infer word meanings using stories, visuals, and peer discussion
- To encourage repeated, active use of new words in all four language skills
- To promote independent word learning strategies such as guessing from context

1.5-Hour Lesson Plan

Time	Activity	Focus Skill(s)	Materials	Objectives
5 mins	Introduction – Why Vocabulary Matters	Listening & speaking	Board, real objects or visuals	Activate learners' awareness of word learning through context
20 mins	Listening Activity – Context Clue Challenge	Listening	Story audio or teacher-read	Infer word meanings using clues from story context
20 mins	Reading Activity – Word Hunt in a Story	Reading & Vocabulary	Short story handout	Identify and analyse new words using reading strategies
20 mins	Speaking Activity – Word in Use Game	Speaking	Vocabulary prompt cards	Practice using new words in sentences and group interaction
20 mins	Writing Activity – My Word Journal	Writing	Vocabulary log worksheet	Record, define, and use new words in short writing tasks
5 mins	Wrap-Up and Conclusion	Speaking	Board, reflection prompts	Reflect on what was learned and how words were used meaningfully

1. Introduction – Why Vocabulary Matters (5 mins)

Objective:

Activate student awareness about the importance of vocabulary in daily language use.

Why vocabulary is important?

- **Vocabulary is the foundation of communication.** Without sufficient vocabulary, learners struggle to express ideas clearly in speaking or writing.
- **A rich vocabulary improves reading comprehension.** Students understand and enjoy texts more when they can recognize and interpret key words.
- **Contextual learning makes vocabulary more memorable.** Words learned in meaningful stories or real-life situations are retained longer than isolated word lists.
- **Vocabulary enables progress in all four language skills.** It supports speaking fluency, listening accuracy, effective writing, and deep reading comprehension.
- **Confident use of vocabulary builds learner motivation.** When students can understand and use new words, they feel more capable and engaged in learning.

Activity: Show a few everyday objects or actions (e.g., “a bottle,” “to jump,” “angry”) without naming them.

- Ask: “What do you call this?” “How do you know that word?”
- Point out that we often **learn new words by seeing, hearing, and using them**, not just memorizing lists.

2. Listening Activity – Context Clue Challenge (20 mins)

🎯 Objective:

Help students develop word-meaning skills by using surrounding clues in a listening passage that features multiple new words.

Play the following audio and ask learners to pay attention to target vocabulary.



audio_1x (3).wav

Target Vocabulary:

Word	Context Clues	Likely Meaning
uneasy	sky turned grey, feeling nervous	uncomfortable or slightly afraid
howl	wind moving through trees, creating sound	a loud wind noise or long, wild sound
ventured	moved forward into the forest despite fear	went somewhere risky or unknown
eerie	silence, forest “holding its breath”	strange in a spooky or unnatural way
rustling	soft sound in bushes, small animal movement	quiet, light noise of movement

? Suggested Questions to Ask Students:

1. What do you think the word **uneasy** means? What made Naila feel that way?
2. What does it mean when the wind **howls**?
3. Why was it brave of Naila to **venture** into the forest?
4. What kind of feeling does the word **eerie** give you about the forest?
5. What made the **rustling** sound near Naila?



3. Reading Activity – Word Hunt in a Story (20 mins)

Objective:

Identify new vocabulary in context and build word-meaning skills through reading.

Instructions:

Read the following paragraph, analyse new words, search up for meanings and fill the table given below:

“One sunny afternoon, Laila was walking home from school when she noticed a peculiar box sitting under a tree. It wasn’t very big, but it was wrapped in shiny paper and tied with a ribbon. Curious, Laila hesitated for a moment before picking it up. She looked around. No one was nearby. The box had no name, no tag, and no instructions. Her heart started to pound with excitement. *Should I open it?* she thought.

She slowly untied the ribbon and lifted the lid. Inside, she found a collection of small, glowing stones. Each one was a different colour and seemed to give off a soft light. Laila was both amazed and confused.

Suddenly, she heard a sound behind her. She turned around and saw an old woman with kind eyes. “Ah,” the woman said, “you found my box. Thank you for not keeping it.” Laila nodded, handed it back, and smiled.

The woman opened the box once more, and the stones floated into the air, forming the shape of a bird. It was the most astonishing thing Laila had ever seen.”

**Target Vocabulary**

1. peculiar
2. hesitated
3. pound
4. confused
5. astonishing

**Student Task: Vocabulary Word Map**

Word	Definition	Synonym	Example Sentence	Part of Speech
peculiar				
hesitated				
pound				
confused				
astounding				

4. Speaking Activity – Word in Use Game (20 mins)

Objective:

Use new vocabulary in speaking to build fluency and confidence.

Game: “Pass the Word”

Instructions:

- Sit in a circle with students. Show a vocabulary card (e.g., “mysterious”).
- The first student uses it in a sentence: “*The forest was very mysterious.*”
- They pass the card to the next person, who must say a **new sentence** using the same word.
- Continue until each word is used 4–5 times in varied contexts.

Tip: Include visuals or context prompts if needed.

5. Writing Activity – My Word Journal (20 mins)

Objective:

Reflect and reinforce word understanding through short writing.

Instructions:

- Give students a worksheet with space to log **3–5 new words**.
- For each word, they:
 - Write the word
 - Define it in their own words
 - Use it in a new sentence

Prompt:

Word	What does it mean? (in your own words)	Use it in a sentence	Draw or describe a picture

6. Wrap-Up and Conclusion (5 mins)

Summarize the day's vocabulary strategies and reflect on how context helps learning

Teacher may ask learner following questions:

- “Which word did you learn today that you liked the most?”
- “Was it easier to understand new words when you heard them in a story?”
- “How can using words in games or writing help you remember them?”

Lesson 9: Developing Interactive Reading Circles

Objectives:

- Understand the structure and purpose of interactive reading circles.
- Learn how to assign meaningful roles to students that support collaborative reading.
- Improve reading comprehension, vocabulary use, and oral expression through group discussion.
- Foster cooperative learning and student-led reflection on texts.

1.5-Hour Lesson Plan

Time	Activity	Skill(s) Focused	Materials Needed	Purpose
5 mins	Introduction – What is a Reading Circle?	Listening & speaking	Role chart, board	Introduce the concept and purpose of reading circles
20 mins	Reading Activity – Shared Group Text	Reading & Vocabulary	Short story, role cards	Practice reading together and preparing for discussion
20 mins	Listening Activity – Sample Group Audio	Listening & Analysis	Audio/video clip of a reading circle	Model expectations and group dynamics
20 mins	Speaking Activity – Role-Based Discussion	Speaking	Discussion prompt cards	Promote peer interaction and comprehension through roles
20 mins	Writing Activity – Individual Reflection Log	Writing	Reflection worksheet	Reinforce learning by summarizing key ideas and roles
5 mins	Wrap-Up & Conclusion	Listening & speaking	Board, prompts	Review learning and encourage self-reflection

1. What is a Reading Circle?

Reading circles are structured small group reading sessions where each student has a role and contributes to the discussion of a shared text. This approach encourages student participation, improves comprehension, and builds confidence in reading aloud and expressing ideas. It transforms reading into an engaging, student-centered experience and strengthens all four language skills.

Common reading circle roles include:

- **Summarizer** – retells the main idea
- **Word Wizard** – explains difficult words
- **Questioner** – asks discussion questions
- **Connector** – relates text to real-life experiences
- **Predictor** – guesses what might happen next



2. Reading Activity – Shared Group Text (20 mins)

Objective: To build comprehension through collaborative reading.

Instructions:

1. Divide students into small groups (4–5).
2. Distribute following story and assign roles (or let learners choose).
3. Learners read the story together in parts, pausing for each role to contribute:

- The **Summarizer** recaps the paragraph
- The **Word Wizard** defines a key word
- The **Questioner** asks a question
- The **Connector** shares a personal connection
- The **Predictor** makes a guess about what's next

“It was raining heavily when **Sara** saw a kitten hiding under a parked car near her school gate. The kitten looked cold and frightened. Sara quickly opened her umbrella and **crouched** down beside it.

She tried to call the kitten gently, but it wouldn't move. It **trembled** each time thunder roared. Sara knew she had to help, even if it meant getting wet.

Carefully, she placed her scarf near the kitten. To her surprise, the kitten slowly stepped onto it. Sara lifted it gently and ran toward the school entrance. Inside, her teacher gave her a towel and praised her **bravery**. The kitten meowed softly and curled up in Sara's lap.

By the time her parents arrived, the rain had stopped, and the kitten had fallen asleep. Sara hoped she could take it home—and maybe give it a name.”

Assessment: Observe fluency, comprehension, and participation during group reading.

3. Listening Activity – Sample Group Audio (20 mins)

Objective: To model reading circle behaviour and highlight the function of each role.

Instructions:

1. Play a short 2–3-minute recording (or perform live) of a sample reading circle in action.
2. Ask students to identify:
 - Who summarized?
 - Who asked a question?
 - What difficult word was explained?
 - How did they connect the story to their own lives?

Key:**Sample Reading Circle Script**

Group reads the first paragraph aloud (Teacher or audio):

“It was raining heavily when Sara saw a kitten hiding under a parked car near her school gate. The kitten looked cold and frightened. Sara quickly opened her umbrella and crouched down beside it.”

◆ **Summarizer (Ayaan):**

“So in this part, Sara finds a kitten in the rain. It looks scared, and she goes to help it.”

◆ **Word Wizard (Fatima):**

“The word *crouched* means to bend your knees and lower your body close to the ground. Like when you tie your shoes.”

◆ **Questioner (Ali):**

“Why do you think the kitten didn’t move when Sara called it?”

◆ **Connector (Noor):**

“This reminds me of when I found a puppy near my house and gave it water. It was also scared like the kitten.”

◆ **Predictor (Rayan):**

“I think Sara will take the kitten home at the end of the story.”

Activity:

Listen to this audio and analyse the **summarizer, word wizard, questioner, connector and predictor:**



audio_1x (5).wav

Follow-Up Discussion:

- What made this reading circle successful?
- What could they do better in their own group?

4. Speaking Activity – Role-Based Discussion (20 mins)

Objective: To encourage structured speaking practice based on reading roles.

Instructions:

1. Provide discussion prompt cards tailored to each role:
 - **Summarizer:** "What is the story mostly about?"
 - **Word Wizard:** "Can you explain this word in your own words?"
 - **Questioner:** "Why do you think the character did that?"
 - **Connector:** "Has something like this ever happened to you?"
 - **Predictor:** "What might happen next?"
2. In their reading circle groups, students use their prompts to lead a discussion.

Assessment: Note participation, sentence structure, and use of new vocabulary.

5. Writing Activity – Individual Reflection Log (10 mins)

Objective: To reflect on the reading experience and reinforce comprehension.

Instructions:

Each student completes a reflection log with the following sections:

- Title of the story: _____
- My role today: _____
- One new word I learned: _____
- What I understood from the story:
“The story is about...”
- My favourite part of the group discussion:
“I liked when...”
- One thing I want to do better next time: _____

Optional Extension: Students write a short paragraph from the story from another character's point of view.

6. Self-Reflection Sheet (10 mins)

Prompt	My Response
What was my role today?	
How well did I understand the story? (1–5 scale)	
One word I used or learned today:	
What I enjoyed about working in a group:	
One way I helped my group:	
One thing I want to improve next time:	

7. Wrap-Up and Conclusion (5 mins)

Objective:

To summarize the value of reading circles and encourage reflection on group learning.

Discussion Prompts:

- “How did your role help you understand the story better?”
- “What was challenging about working in a reading circle?”
- “Which role would you like to try next time?”

Allow a few students to share insights aloud.

By the end of this lesson, learners will be able to:

- Organize and guide effective reading circles in the classroom.
- Assign meaningful roles that promote deep reading and peer interaction.
- Use group reading as a tool for improving vocabulary, comprehension, and oral fluency.
- Support students in reflecting on their role and growth as readers.

Lesson 10: Writing Descriptively – Expanding Student Expression

Objectives:

- Understand the purpose and features of descriptive writing.
- Identify sensory details and descriptive techniques in texts.
- Practice using vivid vocabulary and imagery in writing.
- Develop speaking, listening, reading, and writing skills through integrated activities focused on expression.

1.5-Hour Lesson Plan

Time	Activity	Skill(s) Focused	Materials Needed	Purpose
5 mins	Introduction – What Makes Writing Descriptive?	Listening & speaking	Board, pictures	Activate knowledge of description and sensory language
20 mins	Reading Activity – Description in Context	Reading & Vocabulary	Short descriptive passage	Identify and analyse vivid details and adjectives
20 mins	Listening Activity – Sensory Soundscapes	Listening	Audio clip	Visualize and describe a setting using sound
20 mins	Speaking Activity – Describe and Guess	Speaking	Object/picture cards	Practice using descriptive language orally
20 mins	Writing Activity – My Special Place	Writing	Worksheet or notebook	Apply descriptive techniques in a short paragraph
5 mins	Wrap-Up and Conclusion	Listening & speaking	Board, reflection prompts	Review learning and encourage self-assessment

1. What Makes Writing Descriptive? (5 mins)

Descriptive writing brings words to life. It allows learners to paint pictures with language by using the five senses—sight, sound, touch, taste, and smell. Through descriptive writing, learners not only improve vocabulary and grammar, but also express emotions, settings, and experiences more vividly. This chapter introduces practical and fun ways to develop descriptive writing skills using real-life contexts, visual prompts, and sensory experiences.

Start with a classroom discussion:

- “What does good writing sound like?”
- “What makes a sentence exciting to read?”

Display a dull sentence (e.g., “*The boy ran.*”) and improve it together (“*The tired boy dashed across the muddy field, chasing the bouncing ball.*”).



2. Reading Activity – Description in Context (20 mins)

Objective: Identify descriptive language in a short story and discuss its effect.

Instructions:

1. Distribute a short descriptive passage (100–150 words).
2. Ask students to underline adjectives, imagery, or sensory phrases.
3. Discuss how these words create a clear picture.

Sample Text:

The golden sun dipped slowly below the rolling hills, painting the sky in soft shades of pink, orange, and deep violet. Long shadows stretched across the quiet meadow, where wildflowers swayed gently in the evening breeze. The air smelled sweet—jasmine, warm grass, and a hint of something earthy, like rain far away.

Birds chirped softly in the trees, their songs calm and rhythmic, as if bidding farewell to the day. A stream nearby gurgled over smooth stones, the water catching the last bits of sunlight like melted gold. Leaves rustled with a soft whisper, dancing slightly with each passing breeze.

In the distance, a group of children laughed as they chased each other through the tall grass, their footsteps light, their joy echoing across the field. A boy paused to catch his breath, hands on knees, cheeks glowing red. Behind him, fireflies blinked on like tiny lanterns.

It was the kind of evening that made everything feel still—yet alive. Peaceful, but filled with movement. As the first stars appeared in the sky, the world felt wrapped in quiet magic. It was a moment to remember, not because something happened, but because it felt like everything was exactly where it should be.

Task:

- Highlight at least 3 descriptive words or phrases.
- In pairs, describe what image the passage creates in learners' minds.

3. Listening Activity – Sensory Soundscapes (20 mins)

Objective: Practice using sensory language by listening to audio environments.

Instructions:

1. Play an ambient soundscape (e.g., forest, ocean, market).
2. Ask students to close their eyes and imagine what they see, smell, or feel.
3. After listening, have students describe the setting out loud using sensory details.

Audio sample:



Ocean waves with
seagulls sounds effect

Prompt Questions:

- “What did you hear?”
- “What do you imagine seeing or touching?”
- “What words can we use to describe this place?”

Extension: Use different clips for variety (e.g., a storm, a playground, a farm).

4. Speaking Activity – Describe and Guess (20 mins)

Objective: Build oral fluency using detailed, specific language.

Instructions:

1. Show an object or picture card to one student.
2. That student describes it using **descriptive clues**—without saying the name.
3. The rest of the group guesses what it is.

Example:

- **“It’s round, cold, and sweet. It melts quickly on a hot day.”**
(Answer: *Ice cream*)
- **“It’s soft and warm. You hug it at night and take it to bed.”**
(Answer: *Pillow*)
- **“It has pages and words. You open it to explore new places and ideas.”**
(Answer: *Book*)
- **“It’s yellow and bright. It shines in the sky and warms everything.”**
(Answer: *Sun*)
- **“It has wheels and goes fast. You use it to travel from place to place.”**
(Answer: *Car*)
- **“It’s wet and clear. You drink it when you’re thirsty.”**
(Answer: *Water*)
- **“It has hands but no fingers. It tells you the time.”**
(Answer: *Clock*)
- **“It’s fluffy and white. It floats in the sky and sometimes brings rain.”**
(Answer: *Cloud*)
- **“It’s small and makes music. You tap it or blow into it.”**
(Answer: *Instrument – could be drum, flute, etc.*)
- **“It’s sticky, sweet, and comes in many colours. You chew it, not swallow it.”**
(Answer: *Chewing gum*)

5. Writing Activity – My Special Place (20 mins)

Objective: Apply descriptive writing skills in a creative paragraph.

Prompt:

“Describe a place you love. It could be your room, your garden, your school, or even your favourite park.”

Instructions:

- Use all five senses. Think: *What does it look, sound, feel, smell, and maybe taste like?*

- Encourage use of adjectives and imagery.

Sentence Starters:

- “When I step into this place, I see...”
- “It smells like...”
- “I love how it sounds when...”



6. Self-Reflection Sheet

Prompt	My Response
One descriptive word I used today:	
A sentence I'm proud of writing:	
What I found easy about describing something:	
What I found challenging:	
One way I want to improve my writing next time is:	

7. Wrap-Up and Conclusion (5 mins)

Reflect on what makes writing descriptive and how it helps express feelings, places, and ideas clearly.

Ask students:

- “How did using your senses help your writing today?”
- “Which activity helped you think more creatively?”
- “What’s one new word or phrase you learned?”

Chapter 3: Listening and Speaking Focus

Lesson 11: Encouraging Classroom Conversations

Learning Objectives

- ✓ Facilitate engaging classroom conversations using integrated skill activities.
- ✓ Support students in developing confidence and fluency through structured speaking tasks.

1.5 Hour Lesson Plan

Activity	Time	Skill Focus	Material Needed	Objectives
Find Someone Who...	10 min	Speaking	Bingo-style grid sheet, pencils	Break the ice; encourage social questions among peers
Listen & respond	15 min	Listening	Short audio clip, comprehension questions	Improve listening comprehension through real-life conversations
Dialogue Dive	15 min	Reading	Printed dialogues, highlighters	Explore structure and expressions in short dialogues
Conversation Carousel	25 min	Speaking	Flashcards with prompts, timer	Practice spontaneous speaking in rotating pairs
My Small Talk Journal	15 min	Writing	Journals or worksheets, pencils	Reflect on and record speaking experiences
Reflection Circle	10 min	Integrated Skills	Chart paper, markers	Share insights and build community through group reflection

1. ✨ Introduction to the Chapter (10 mins)

Speaking in English is more than reciting—it's expressing! This chapter focuses on helping students build fluency and confidence by having real conversations in class. Teachers will explore a series of activities that make students comfortable speaking with peers while practicing grammar, vocabulary, and pronunciation in context. When learners talk, they connect—and when they connect, they learn more deeply.

2. Reading Activity: Dialogue Dive (10 mins)

Objective: Help students identify natural expressions and conversation patterns.

Dialogue Between Students: Planning a Group Project

Amina: Hey Alex, do you have a minute to talk about our science project?

Alex: Sure, Amina. What's on your mind?

Amina: I was thinking we could do something about renewable energy. What do you think?

Alex: Hmm, that's a good idea! We could build a small wind turbine or a solar oven.

Amina: I like the solar oven idea. It sounds interesting and not too hard to make.

Alex: True. But I'm not sure how we'll test it if the weather is cloudy.

Amina: Good point. Maybe we should prepare both ideas just in case?

Alex: Yeah, that sounds like a plan. Let's ask the teacher if we can try both and choose the better one later.

Amina: Great! I'll write down our ideas so we don't forget. Thanks, Alex!

Alex: No problem! Let's meet tomorrow after school to work on it.

TASK:

1. Highlight useful conversational phrases (e.g., "That's a good idea!" or "I'm not sure").
2. Discuss the purpose of those phrases and their usage.

3. 🎧 Listening Activity: Listen & Respond (15 mins)

Objective: Enhance comprehension of spoken English in context.

Steps:

1. Play this short audio of a casual conversation.



chapter 11.aac

2. Students answer basic comprehension questions:
 - ✓ What are they planning?
 - ✓ What day is the event?
 - ✓ What do they need to bring?
3. On second listening, students write down 3 new words or phrases they noticed.



4. 🗣️👤 Speaking Activity: Conversation Carousel (20 mins)

Objective: Build fluency and confidence through repetitive, friendly conversations.

Steps:

1. Form two student circles: an inner circle and an outer circle.
2. Give each student a conversation prompt (e.g., “What do you do after school?”).
3. Inner and outer partners talk for 2 minutes.
4. Outer circle rotates one step and new pairs talk using new prompts.
5. Repeat 4–5 times.

Prompt Ideas:

“Describe your favourite toy.”

“What is your favourite holiday and why?”

“Tell me about your weekend.”

5. 📝 Writing Activity: My Small Talk Journal (15 mins)

Objective: Reflect on speaking experiences to reinforce learning.

Steps:

1. After the speaking carousel, give students a journal or worksheet.
2. Ask them to write 4–5 sentences about their experience:
 - ✓ Who did they talk to?
 - ✓ What did they enjoy?
 - ✓ What was new or difficult?
3. Encourage students to include one new word or phrase they used.

Sharing Option: Volunteers may read one sentence aloud to the class.

6. 🌟 Self-Reflection Sheet (10 mins)

Name: _____

Date: _____

Reflection Prompt	My Answer
I felt confident when I talked about....	
A new word or phrase I used today was....	
I learned something interesting about.....	
Next time, I want to speak more about.....	
I enjoyed this activity because.... ...	

7. Wrap-Up and Conclusion (10 mins)

Conversations are a natural, powerful way for students to improve their English. This chapter has shown how everyday speaking opportunities can become meaningful learning moments. By integrating all four language skills and using student-friendly strategies, teachers create a safe space where learners can grow, connect, and express themselves with joy. The key to fluency? Keep talking—every day, in every way.

Lesson 12: Using Role-Play to Boost Speaking Skills

Learning Objectives

By the end of this chapter, teachers will be able to:

- ✓ Use role-play as an engaging tool to improve learners' spoken fluency.
- ✓ Design and facilitate meaningful role-play scenarios relevant to primary learners.
- ✓ Express ideas and emotions clearly while taking on different roles.

1.5 Hour Lesson Plan

Activity	Time	Skill Focus	Material Needed	Objectives
Warm-Up Mime Game	10 min	Speaking	Flashcards with actions/emotions	Activate prior vocabulary through fun, silent guessing
Scenario Brainstorm	10 min	Listening	Chart paper, marker	Generate role-play ideas collaboratively
Guided Role-Play	25 min	Speaking	Role cards, props (optional)	Practice structured dialogue in fun, real-world settings
Reflection Dialogue	10 min	Writing	Reflection slips or journals	Reflect on role-play experience and vocabulary used
Peer Evaluation	15 min	Reading/Writing	Feedback forms, pencils	Encourage peer learning through constructive comments
Role-Reversal Replay	10 min	Integrated	Same role cards	Deepen understanding by switching roles and re-performing

1. ✨ Introduction to the Chapter (5 mins)

Role-play is a powerful way for learners to step into someone else's shoes—and practice language in a creative and engaging way. It allows students to use vocabulary, emotions, and grammar in context, making the language come alive. In this chapter, you'll explore how to design and implement classroom-friendly role-plays that support confidence, teamwork, and expressive language use.

2. 📖 Reading Activity: Story Time Feedback (15 mins)

Objective: To practice constructive feedback and critical thinking while engaging with a short story.

"The Little Rabbit's Big Idea"

Once upon a time, in a sunny meadow, a little rabbit named Rosie had a big idea. She wanted to build a giant flower out of colourful petals to surprise her best friend, Lily. Rosie worked hard, gathering petals and building her masterpiece.

When Lily saw the flower, she was delighted! Rosie felt proud of her creation.

Task:

1. Divide students into pairs.
2. Assign roles: Rosie (the rabbit) and Lily (her friend).
3. Have them act out the scene where Rosie shows Lily the flower.



3. 🎧 Listening Activity: Scenario Brainstorm

Objective: Listen to classmates' suggestions and build scenarios together.

Steps:

- I. Listen to the audio.



chapter 12.aac

- II. Invite students to share ideas:

- ✓ “Who are the people in this place?”
- ✓ “What do they say to each other?”

- III. Note ideas on chart paper to build role-play scenarios together.

Result: A list of 3–5 student-generated role-play scenes (e.g., “At the toy shop,” “At the school gate”).

4. Speaking Activity: Guided Role-Play

Objective: Use structured dialogue to simulate real-life communication.

Steps:

1. Provide students with role cards. Example:

Student A: Shopkeeper

Student B: Customer

Props: Fake money, toy items

2. Use a model dialogue first. Then pairs act it out in front of the class or in groups.

Sample Dialogue:

A: “Good morning! How can I help you?”

B: “I’d like a green toy car, please.”

A: “Here it is! That’ll be fifty rupees.”

B: “Here you go. Thank you!”

Tip: Encourage expression—voice tone, gestures, and improvisation!

5. Writing Activity: Reflection Dialogue

Objective: Help students internalize their speaking experience.

Steps:

1. Give students slips or journals with these prompts:

“My role was...”

“I liked saying...”

“I felt...”

“Next time, I want to...”

2. Students complete individually and share with the teacher or a partner.

6. Self-Reflection Sheet

Name: _____

Date: _____

Prompt	My Response
I played the role of....	
One sentence I used in the role- play was	
Something fun about this activity was...	
I want to improve... ..	

7. 🎭 Wrap-Up and Conclusion

Role-play brings language to life! Through structured yet imaginative situations, learners become confident speakers, creative thinkers, and better listeners. This lesson gives them a safe stage to practice vocabulary, expressions, and interaction in a fun and memorable way. Keep the energy up, vary the roles often, and let your classroom become a theatre of joyful learning!

Lesson 13: Listening for Key Information and Gist

Learning Objectives

- ✓ Equip teachers with strategies to improve learners' ability to listen for important points and overall meaning.
- ✓ Provide meaningful activities that support comprehension through active listening.

1.5 Hour Lesson Plan

Activity	Time	Skill Focus	Material Needed	Objectives
Audio-Transcript Comparison	10 min	Reading	Audio clip	Develop reading and listening alignment
Gist Grabber	15 min	Listening	Short audio clip or video	Identify the main idea of a spoken text
Detail Detective	20 min	Writing	Worksheet with targeted questions	Listen for names, times, locations, numbers
Tell me more	10 min	Speaking	Story sentences on slips	Reorder events based on what they hear
Listen & draw	15 min	Listening	Crayons, paper	Translate audio cues into drawings for comprehension
Reflection Spinner	10 min	Writing	Spinner template, pencils	Reflect on what they heard and how they understood it

1. ✨ Introduction to Chapter (5 mins)

Listening is not just hearing—it's about understanding what's important and what the speaker means. In this chapter, students will explore active listening through fun, interactive tasks that sharpen their ears and brains. They'll learn to spot key words, understand the gist, and follow stories or instructions through focused practice.

2. 📖 Reading Activity: Audio-Transcript Comparison (10 mins)

Objective: Develop reading and listening alignment.

- 1) Play a short audio story and give students the printed transcript.
- 2) Ask them to underline:
 - ✓ Main idea
 - ✓ Who/what/where/when details
 - ✓ Any new words



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Transcript: "A Rainy-Day Surprise"

It was a rainy Monday morning. Fatima didn't want to go to school. She looked outside and saw big grey clouds in the sky. "Ugh, not again," she said.

At school, her shoes got wet, and her bag was a little damp. But then, something exciting happened. During lunch, her teacher, Mr. Khan, made an announcement:

"We are having a surprise indoor fun day!"

Fatima's eyes lit up. There were board games, drawing stations, and even a mini movie screen. She played Ludo with her friends and drew a picture of the rain. It turned out to be her favourite school day of the week.

Follow-up: Summarize the story in one sentence.

3. 🎧 Listening Activity: “Gist Grabber” (15 mins)

Objective: Identify the general meaning.

- 1) Play the dialogue.



DIALOGUE.aac

- 2) Ask: “What was this about?” and give multiple choice:
 - a. Going shopping
 - b. Planning a picnic
 - c. Talking about a movie
- 3) Students choose and justify their answers.



4. Speaking Activity: “Tell Me More” Relay (10 mins)

Objective: Paraphrase or repeat what they heard.

- 1) Student A listens to a short sentence (e.g., “Ali and Sana went to the zoo last Sunday.”)
- 2) They whisper it to Student B, and so on.
- 3) Final student says it aloud—compare with the original!

Outcome: Builds memory and reinforces key detail listening.

5. Writing Activity: “Detail Detective Report”

Objective: Record and organize key information from a listening task.



lesson 13..mpeg

1. Students listen to the recorded story.
2. They fill in a worksheet with blanks like:

Name of speaker: _____

Place visited: _____

What happened at 3:00 PM? _____

6. Self-Reflection Sheet

Name: _____

Date: _____

Prompt	My Response
One thing I understood well was...	
A word or phrase I learned today...	

I want to listen better by...	
My Favorite activity today was....	

7. Wrap-Up and Conclusion

Good listening is a powerful skill that helps children become better learners, speakers, and thinkers. This chapter focuses on teaching students how to find the gold in what they hear—distinguishing between what’s essential and what’s just extra. With practice, they’ll learn to listen for meaning with both ears and their minds.

Lesson 14: Debates and Discussions

Learning Objectives

- ✓ Help learners develop critical thinking and speaking confidence through structured debates and group discussions.
- ✓ Strengthen students' ability to listen actively, speak clearly, read critically, and write persuasively.

1.5 Hour Lesson Plan

Activity	Time	Skill Focus	Material Needed	Objectives
Warm-Up: Opinion Corners	10 mins	Speaking & Critical Thinking	Posters with prompts (Agree/Disagree)	To activate thinking and express personal opinions
Mini Reading: Debate Article	15 mins	Reading & Comprehension	Printed article on a debate topic	To identify arguments and supporting evidence
Listening Task: Debate Clip	15 mins	Listening	Audio/Video of a formal debate	To note down key points and counterpoints
Group Debate Preparation	10 mins	Writing & Planning	Debate prep worksheet, topic cards	To organize thoughts and write down arguments
Classroom Debate	30 mins	Speaking & listening	Timer, rubric sheets	To express and defend arguments in a structured format
Reflection & Peer Feedback	10 mins	Speaking & Self- assessment	Self-reflection sheets, peer rubric	To reflect on performance.

1. ✨ Introduction to Chapter

Debates and discussions bring language alive by giving students a reason to use it! In this chapter, students will take sides, challenge ideas, and learn to respectfully agree or disagree. It's not about winning—it's about thinking, listening, and speaking with purpose.

2. 📖 Reading Activity: Debate Role Card Reading

Objective: Read, understand, and adopt a point of view.

Instructions:

- 1) Provide students with role cards for a debate topic (e.g., “Should schools have uniforms?”).
- 2) Each card includes:
 - ✓ A stance (For/Against)
 - ✓ 2 supporting points
 - ✓ 1 counter-argument

Follow-up: Students underline key arguments and prepare to defend their side.

Worksheet: Debate Role Card Template

Debate Topic: _____

Your Role: (For / Against) _____

Your Main Point #1: _____

Your Main Point #2: _____

Possible Objection: _____

Your Response: _____

3. 🎧 Listening Activity: Listening Log Sheet

Objective: Listen for reasoning and argument structure.

Instructions:

- 1) Play a panel discussion or short recorded debate.

2) Students complete the “Listening Log” below.



debate.mpeg

Speaker	Opinion	Reason 1	Reason 2	My Response	Notes

4. 🗣️ Speaking Activity: Structured Mini-Debate

Objective: Practice expressing opinions and counterarguments.

Instructions:

Students are paired into for/Against teams.

Use topics like:

“Homework should be optional.”

“Children should not use mobile phones.”

Use a timer: 1 min per speaker, 2 rounds.

Practice rebuttal, active listening, and polite disagreement.

5. ✍️ Writing Activity: Opinion Paragraph Writing

Objective: Organize arguments in writing.

Instructions:

Prompt: “Do you think all schools should serve the same lunch?”

Guide structure:

- ✓ Topic sentence
- ✓ 2–3 reasons

- ✓ Counterpoint and response
- ✓ Concluding sentence

Worksheet: Opinion Paragraph Frame

I believe that _____.

One reason is _____.

Another reason is _____.

Some people think _____.

But I think _____.

In conclusion, _____.

6. 🌟 Self-Reflection Sheet: Debate & Me

Name: _____

Date: _____

Read each statement carefully and tick either “Agree” or “Disagree.”

Statement	Agree	Disagree
I shared my opinion clearly.		
I listened carefully to what others said.		
I spoke politely during the discussion.		
I respected different opinions even if I disagreed.		
I enjoyed being part of the debate.		
I think I need to improve my speaking skills.		

Simple Assessment Rubric for Debate Activity

This can be used by the learner to assess their performance in debates:

Criteria	Excellent (3)	Good (2)	Needs Work (1)
Clearly expressed opinions			
Provided reasons/examples			
Listened to others respectfully			
Participated actively			
Used polite language and tone			

Total Score: _____ / 15

7. Wrap-Up and Conclusion

Debates aren't just for winning arguments — they're for building confidence, empathy, and clarity. This chapter helps learners use English to express themselves in real-life discussions, improving not only their fluency, but also their thinking skills.

Lesson 15: Giving Presentations – Building Speaking Confidence

Learning Objectives

1. Learners will organize and deliver short presentations with clarity and confidence.
2. Learners will improve public speaking skills using structured activities and peer feedback.

1.5 Hour Lesson Plan

Activity	Time	Skill Focus	Material Needed	Objectives
Warm-Up: Show & tell	10 mins	Speaking	Any personal item	To build comfort and speaking fluency
Reading: Tips for Confident Speaking	15 mins	Reading	Printed tips handout	To explore effective speaking strategies
Listening: Sample Speech Analysis	15 mins	Listening	Video/audio of a good speaker	To observe strong presentation techniques
Presentation Planning	20 mins	Writing	Planner worksheet, cue cards	To structure and prepare a short speech
Student Presentations	25 mins	Speaking	Student-prepared notes/cue cards	To deliver structured and confident presentations
Peer Feedback & Self-Reflection	5 mins	Speaking & Reflection	Self-reflection, peer assessment	To evaluate performance and reflect on progress

1. Introduction to the Chapter

Public speaking helps children become confident communicators. This chapter supports primary teachers in guiding students through the process of preparing and delivering presentations in a low-pressure, encouraging environment.

2. Reading Activity: Tips for Confident Speaking

- ✓ Distribute a handout titled “5 Tips for Confident Presenting”:
- ✓ Maintain eye contact
- ✓ Use clear and steady voice
- ✓ Structure your ideas
- ✓ Use gestures naturally
- ✓ Practice with a friend

Task:

Ask students to highlight 3 tips they think are most important and write one sentence on why.

3. Listening Activity: Analyse a Speech

Listen to this video of a confident young speaker.



Task: Students fill in a checklist:

- ✓ Did the speaker smile?
- ✓ Was the voice clear?
- ✓ Was there a proper beginning and ending?

Group Discussion:

“What did you like about the speech?” “What could be improved?”

4. **Speaking Activity: Mini-Presentations**

Students prepare and give a 2–3-minute talk on topics like:

- ✓ My Favorite Place
- ✓ My Dream Job
- ✓ A Festival in My Culture

Encourage use of cue cards and gestures. Create a warm environment and applaud all efforts.

5. **Writing Activity: Presentation Planner Worksheet**

Worksheet Includes:

Topic: _____

Introduction Sentence: _____

Point 1: _____

Point 2: _____

Conclusion Sentence: _____

Pair Practice: Students read their draft to a partner before presenting.

6. Self-Reflection Sheet

Statement	Agree	Disagree
I was prepared and confident.	☐	☐
I used eye contact and clear voice.	☐	☐
I enjoyed presenting in front of others.	☐	☐
I want to do more presentations in future.	☐	☐

The best part of my presentation was: _____



Peer Assessment Rubric

Criteria	★ Excellent	☑ Good	⚠ Needs Work
Clear voice	☐	☐	☐
Eye contact	☐	☐	☐
Structure (beginning–end)	☐	☐	☐
Confidence and enthusiasm	☐	☐	☐

7. Wrap-Up & Conclusion

Encouraging young learners to present boosts both language and life skills. With practice and structured support, students will grow more confident in expressing ideas clearly. Always emphasize progress over perfection.

Chapter 4: Reading & Writing Enrichment

Lesson 16: Using News Articles for Reading Practice

Learning Objectives

1. Enhance reading comprehension using real-world content.
2. Develop vocabulary, summarization, and oral expression skills.
3. Improve listening through focused audio tasks.
4. Strengthen speaking and writing fluency through guided and creative individual activities.

Time	Activity	Focus Skill	Objectives
5 mins	Introduction	Listening , Speaking	Enhance reading comprehension using real-world content. Develop vocabulary, summarization, and oral expression skills.
15 mins	Listening Activity – Audio clip	Listening	Improve listening through focused audio tasks.
20 mins	Speaking Activity – Individual Speech	Speaking	Participate in individual discussions and role-plays.
20 mins	Reading Activity – Short News Paragraph	Reading	Enhance reading comprehension using real-world content
20 mins	Writing Activity – News Summary Writing	Writing	Enhance reading comprehension using real-world content. Develop vocabulary, summarization, and oral expression skills.
10 mins	Role Play & Self-Assessment	Speaking, Listening	Participate in individual discussions and role-plays.

1. Introduction (5 minutes)

☒ Reading & Writing Enrichment – Using News Articles for Reading Practice

Reading and writing are two of the most important skills for primary students. One great way to improve these skills is by using **news articles**. News articles are short, real-life stories that help children read with interest and write with purpose.

Here's why using news articles is helpful:

Why It Is Important

- **Builds Interest in Reading**

News articles talk about real events (e.g., a school winning a prize, a new zoo opening). These stories are interesting and make learners want to read more.

- **Improves Vocabulary**

learners learn new words used in daily life.

Example: A news article about the weather teaches words like "storm," "forecast," or "sunny."

- **Helps Understand Sentence Structure**

News articles use clear and short sentences. This helps learners learn how to write correctly.

Example: "The team won the match on Sunday."

- **Teaches How to Summarize**

Learners can read a news story and then write a short summary in their own words. *Example: After reading about a festival, a student writes 3-4 sentences about the main event.*

- **Connects Classroom Learning to the Real World**

News stories show learners what is happening around them. This makes learning more meaningful.

Example: Reading about Earth Day connects to lessons on the environment.

- **Encourages Critical Thinking**

Learners can ask questions like: “Why did this happen?” or “What could be done better?”

This builds their thinking skills.

2. 🎧 Listening Activity – Audio Clips (15 minutes)

Objective: Improve listening comprehension using news audio clips.

Instructions:

- Play this audio clip of the story, “The Adventure of Max the Forgetful Squirrel.”



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Worksheet – Fill in the missing words as you listen:

✏️ Fill in the Blanks

1. Max was a little _____ who lived in a big oak tree.
2. Max had a problem—he kept _____ everything.
3. He wanted to find his lost _____ stash.
4. Max asked _____ the Parrot if she had seen his acorns.
5. Penny told him to check under the _____ tree.
6. Max found a snail shell, three shiny pebbles, and a _____ sandwich.
7. Then he went to see _____ the Beaver near the river.
8. Benny said Max had once left a pair of _____ in his dam.
9. When the wind blew, Max saw some _____ rolling out.
10. After that, Max started drawing a _____ to help remember where he hid things,

✅ Answer Key

Squirrel	Penny	Winter	Nuts	Soggy
Forgetting	Apple	Socks	Maps	Benny

3. Speaking Activity – Individual Speech (20 minutes)

Objective: Build fluency and confidence by speaking independently using vocabulary from the article.

Prompt: Imagine you could add something new to your school playground. Speak for 5 minutes about what you would build and why.”

Instructions:

1. Learners prepare ideas for 2 minutes.
2. Use a timer to track each learner’s 5-minute speech.
3. Encourage the use of descriptive language, clear tone, and vocabulary from the article.

Assessment Checklist:

- [✓] Clear voice
- [✓] Used at least 1 new vocabulary word (e.g., eco-friendly, recycled, environment)
- [✓] Explained their idea clearly and gave a reason

Visual Aid:

- Display a colourful “Emoji Speech Board” showing facial expressions and their meanings.
- Use a classroom timer or digital clock to help learners stay within the 5-minute limit.

4. Reading Activity – Short News Paragraph (20 minutes)

Objective: Develop reading comprehension and W-question recall.

Short Paragraph Material:

"Greenwood learners opened a recycled playground last Friday with the help of their teachers and local community. The playground features swings, slides, and a small garden area made entirely from reused materials like tires, wood, and bottles. It was built to keep children healthy and teach them about taking care of the environment. The mayor attended the opening and

thanked everyone who helped with the project, saying it was a great example of teamwork and sustainability."

Questions:

- Who opened the playground?
- When was it opened?
- Why is it special?
- Who came to the event?
- What is it made from?

Mini Game: "Find the Fact"

- Use highlighters to color-code answers in the paragraph.

Answer Key:

1. Greenwood learners
2. Last Friday
3. Eco-friendly, teaches nature
4. The mayor
5. Recycled materials



5. Writing Activity – News Summary Writing (20 minutes)

Objective: Create a structured summary using the 5W1H framework.

Instructions:

1. Learners list down 5W1H words.
2. Then write a paragraph based on it.

Mini Game: “Headline Hero”

- Write your own catchy news title.

5W1H Bubble: Center: “News Topic” → Bubbles: Who, What, When, Where, Why, How.

Answer Key Example:

- Who? Learners
- What? Built eco playground
- When? Friday
- Where? Greenwood
- Why? Be healthy
- How? Recycled things

Paragraph Example:

On Friday, Greenwood learners opened an eco-playground at their school. It was built using recycled materials like tires and plastic. The goal was to help kids stay healthy and learn about protecting the Earth. The mayor joined the opening ceremony to support the project.

6. 🗣️ Role Play & Self-Assessment (10 minutes)

 **Objective:** Help learners reflect on what they’ve learned by dramatizing a real-world scenario using key vocabulary from the news article.



Instructions:

- ✓ Each learner selects one of the following roles:
 1. Mayor – speaks about the playground project.
 2. Learner – explains how they felt at the event.
 3. Reporter – asks questions for a pretend news interview.
- ✓ Learners act out a short interview.
- ✓ The reporter asks 2 questions, and the mayor or learner answers.
- ✓ Roles can be rotated if time allows.

Mini Game – “Guess My Role!”

Learners act their role without naming it. Others guess:

“Are you the mayor?” “Are you the learner?” “Are you the reporter?”

Sample Questions:

Reporter: "Why did you build this playground?"

Mayor: "We built it to help kids grow strong and go green!" Reporter: "How did you make it eco-friendly?"

Learner: "We used recycled tires and painted them for play."

Checklist (Self-Evaluation):

Learners reflect by checking what they accomplished:

Task Check

I used a strong voice []

I answered clearly []

I used a new word []

 Reflection Prompts (Write Individually):

What I did well:

Answer:

What I want to improve:

Answer:

7. Conclusion and Wrap up:

By the end of this Lesson, Learners will be able to:

- ✓ Read and understand the main idea and details in a short news article
- ✓ Identify and answer W-questions (Who, What, When, Where, Why, How)
- ✓ Write a structured paragraph using the 5W1H framework
- ✓ Speak clearly and confidently on a topic using learned vocabulary
- ✓ Listen carefully to an audio clip and complete a Cloze task accurately
- ✓ Act out a news-related role and reflect on communication skills
- ✓ Create a catchy news headline that summarizes key ideas creatively

Lesson 17: Teaching Skimming and Scanning Skills

Objectives:

- ✓ Introduce primary learners to skimming and scanning techniques.
- ✓ Improve learners' ability to find key information quickly.
- ✓ Develop learners' listening, speaking, reading, and writing abilities.
- ✓ Make language learning enjoyable through illustrations, mini games, and engaging worksheets.

1.5 Hour Lesson Plan

Time	Activity	Focus Skill	Materials	Objective
5 mins	Introduction	Listening & Reading	Real-life example, visual prompt	Build awareness of skimming and scanning
15 mins	Listening Activity	Listening	Audio clip, worksheet	Identify main idea and details
20 mins	Speaking Activity	Speaking	Prompt card, worksheet	Express ideas from quick reading
20 mins	Reading Activity	Reading (Skim/Scan)	Paragraph, Q&A sheet	Practice scanning for specific details
20 mins	Writing Activity	Writing	Prompt, diagram, worksheet	Organize short writing using info gathered
10 mins	Role-play Self assessment	Integrated Skills	Checklist, mirror, role card	Reflect on skills through role-play

1. 🧠 Introduction (5 mins)

📖 What Are Skimming and Scanning?

- **Skimming** = Reading quickly to get the general idea (e.g., browsing a comic page).
- **Scanning** = Looking for specific information (e.g., finding a name in a school notice).

💡 Why Are They Important?

In real life, we use these skills to:

- Find items in a menu
- Check movie times
- Look for birthdays in a calendar.

2. 🎧 Listening Activity (15 mins)

Audio Prompt:



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Activity Flow:

1. Play the clip twice.
2. Ask learners:
 - What is the story about? (Main idea)
 - What did they pack? (Specific info)
 - Where did they go?
 - What did they find?
3. Learners use emoji tracker to rate how easy or hard the story was to understand.

🌟 Mini-Game: “Audio Match” 🎧 🔍

Match pictures of zoo animals to the right part of the story.

Answer Key:

- Fed: Giraffe
- Elephants eat: 150 kg
- Skipped: Reptile house
- Favorite: Bird sanctuary

3. 🗣️ Speaking Activity (20 mins) **Prompt:**

Talk for 5 minutes about your favourite visit to a place (zoo, park, shop) and what you looked for or found.

 Real-World Focus:

- Describe a place using scanning (e.g., "I looked for swings at the park").
- Use words like *looked*, *found*, *searched*, *noticed*.

 Worksheet:**Prompt****Notes**

Place visited _____

What did you look for? _____

What did you find? _____

 Mini-Game: "Guess My Spot!"

Learners describe a place using scanning clues. Others guess.

Answer Key: Teacher evaluates clarity, vocabulary, and correct use of scanning-related verbs.

4. Reading Activity (20 mins)

Story: "*Lily's Lost Pencil Case*"

Lily's pencil case was missing. She searched her backpack, desk, and even asked the janitor. She finally found it in the art room beside the water colours. She was happy she didn't have to buy a new one.



Worksheet:

Skimming Question	Answer
What is the story about?	
Scanning Questions	Answer
Where did Lily look first?	
Who did she ask for help?	
Where did she find it?	

Mini-Game: "Search & Find"

Find 3 hidden pencil cases in the paragraph (descriptive clues).

Answer Key:

- Backpack
- Desk
- Art room

5. Writing Activity (20 mins)

"Write about a time you lost something and how you found it using scanning."

Pre-writing Diagram:

- Item lost

- Where you looked
- Where you found it
- How you felt

 Worksheet:

Section Student's Writing

What did you lose? _____

Where did you look? _____

Where was it? _____

How did you feel? _____



6. Role-Play & Self-Assessment (10 mins)

Objectives:

- Reflect on learning skimming and scanning.
- Reinforce skills in a fun, dramatic way.

Self-Assessment Checklist:

Skill	Yes	No
I can skim for main ideas		
I can scan for details		
I can describe what I read		
I can write about real events		

7. Conclusion:

By integrating real-world tasks, fun mini-games, and individual reflection, learners master the foundational literacy skills of skimming and scanning, empowering them to become independent readers and confident communicators.

Lesson 18: Summarizing and Paraphrasing in Writing

🎯 Objectives:

- To introduce students to the concepts of summarizing and paraphrasing.
- To help learners understand the difference between copying and rewriting in their own words.
- To develop reading comprehension and critical thinking.
- To improve clarity and coherence in writing using summaries.

🕒 1.5-Hour Lesson Plan

Time	Activity Type	Focus Skill	Materials	Objectives
5 mins	Introduction	Listening & Engagement	Visuals, Real-life Example	Motivate learners to summarize and paraphrase
15 mins	Listening Activity	Listening & Comprehension	Audio Clip, Worksheet, Emoji Tracker, Mini-game	Identify main ideas from audio
20 mins	Speaking Activity	Speaking & Fluency	Picture Prompts, Mini-Game, Worksheet	Speak using paraphrased ideas
20 mins	Reading Activity	Reading Comprehension	Story, Diagrams, Worksheet, Mini-game	Practice summarizing key details from a text
20 mins	Writing Activity	Writing & Rewriting	Writing Templates, Sentence Builder, Mini-game	Write clear summaries and paraphrased versions
10 mins	Role-play & Self-Assessment	Fluency & Reflection	Script Cards, Checklist	Practice summarizing and self-evaluate

1. 📖 Introduction (5 mins)

Why This Chapter Is Important:

Summarizing and paraphrasing help learners show what they understand in their own words. These skills make them better writers, readers, and thinkers. 🧠

Real-Life Example:

Have you ever watched a movie and told your friend what happened in just a few sentences? That's a summary! 🗣️ If you explain the movie without using the exact words, you're paraphrasing. These skills help us explain better every day.

2. 🎧 Listening Activity (15 mins)

Audio Prompt:



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Activities:

1. Listen to the clip twice.
2. Complete the worksheet:
 - True/False: Rami lost his book. ✗
 - What's the main idea? (Circle): Rami finds his balloon ✔
3. Use emojis to show feelings during different parts.

🎮 Mini-Game: Main Idea Match

Match sentences to their main idea.

Answer Key:

- “Rami lost balloon” → A problem 🧠

- “Man helps” → A solution 🧡
- “Rami says thanks” → The ending ✂️

3. 🧑 Speaking Activity (20 mins)

Prompt:

Tell about a time you helped someone or someone helped you. Try to say it in a new way the second time.

- 1) Speak for 5 mins.
- 2) Paraphrase your story: change some words, keep the meaning.
- 3) Use speaking meter to track how you feel while speaking.

4. 📖 Reading Activity (20 mins)

Paragraph:

Last Saturday, Lina and her parents decided to have a fun picnic together. Early in the morning, they woke up excited and began to prepare. Lina helped her mom make tasty sandwiches with cheese and vegetables, while her dad packed juice boxes, fruits, and a big picnic blanket. As they got ready to leave, the sky suddenly turned grey and cloudy. "It might rain," said her mom, but they decided to go anyway, hoping the weather would stay calm. They walked happily to the nearby park, chatting and laughing along the way. Just as they reached a big shady tree, drops of rain began to fall. The light drizzle quickly turned into a heavy shower. Luckily, they had packed umbrellas! They opened them up and sat close together under the tree, enjoying their food and giggling at the surprise rain. Even though it was wet and windy, Lina thought it was one of the most fun picnics ever. ☔ 🌳

Activities:

- Who? Lina and parents
- What? Picnic in the rain
- Where? Park
- When? Saturday

- Why? For fun (despite the rain)

1. Complete the summary:

"Lina and her family had a picnic in the rain. They used umbrellas and enjoyed their day."

5. Writing Activity (20 mins)

Task:

Paraphrase and summarize this paragraph:

"Ali and his family went hiking in Hilltop Park. They packed snacks, took photos of birds, and found a hidden waterfall. At the end, Ali said it was the best day ever!"

Mini-game: Sentence Switch

Students pick a sentence and rewrite it in a different way.

Example:

- "They packed snacks." → "They brought food with them." ✓

6. Role-play & Self-Assessment Activity (10 mins)

Self-Assessment Checklist:

Question	Yes/No
I summarized a story.	
I paraphrased a sentence.	
I used new words.	
I had fun! 	

7. **Wrap-up & Conclusion:**

Today's lesson helped learners understand that summarizing and paraphrasing are more than just rewriting—they are about thinking, understanding, and expressing ideas in a new way.

🎓 Learners practiced listening, speaking, reading, and writing using fun stories and games.

They learned how to share big ideas using fewer words, and how to make writing their own without copying. These skills help learners not just in English, but in life.

💡 As we wrap up, let's celebrate their efforts with a quick emoji poll and share one thing we enjoyed or learned.

Lesson 19: Writing Narratives with Structure and Style

🎯 Objectives:

- To help learners understand narrative structure (beginning, middle, end).
- To develop descriptive writing and sequencing skills.
- To encourage creativity and storytelling in writing.
- To build confidence in organizing and sharing personal or imagined stories.

🕒 1.5-Hour Lesson Plan

Time	Activity Type	Focus Skill	Materials	Objectives
5 mins	Introduction	Listening & thinking	Visual Aids, Story Examples	Understand the value of narratives
15 mins	Listening Activity	Listening & Structure	Audio Clip, Worksheet, Illustrations	Identify narrative elements through audio
20 mins	Speaking Activity	Speaking & Storytelling	Story Prompt Cards, Emoji Tracker	Practice storytelling out loud
20 mins	Reading Activity	Reading & Comprehension	Short Story Paragraph, Questions, Diagrams	Analyse story structure and meaning
20 mins	Writing Activity	Writing & Creativity	Worksheets, Sequencing Charts, Story Prompts	Write a narrative using learned structure

10 mins	Role-Play & Self-Assessment	Expression & Reflection	Microphones, Self-checklists	Perform stories and reflect on progress
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1. 📖 Introduction (5 mins)

Why This Chapter Is Important:

Stories help us remember, imagine, and connect. When children learn to write narratives, they learn how to organize thoughts, describe emotions, and build worlds with words.

Real-Life Example:

“Have you ever told your friend about your weekend? That’s a narrative! Stories aren’t just for books – they’re a part of everyday life.”

2. 🎧 Listening Activity (15 mins)

Audio Clip:



audio_1x 19-.wav

Learners identify:

- Beginning (Who? Where? What started?)
- Middle (What happened?)
- End (How was the problem solved?)

🎲 Mini-Game: “Narrative Scramble!”

Students put mixed-up story parts in the correct order.

Answer Key:

1. Sarah went to the beach.

2. She played with Max.
3. Max barked and found the girl.
4. Sarah helped the girl.
5. The girl found her mom.

3. Speaking Activity (20 mins)

Prompt:

 “Speak for 5 minutes about a fun day you remember – like a holiday, a birthday, or a trip!”

Worksheet:

- Who? →
- Where? →
- What happened first? →
- What happened next? →
- How did it end? →

Mini-Game: “Story Dice!”

Roll dice with icons (e.g., dog, rain, balloon, forest, cake). Learners must create a mini-story using all icons.

Sample Answer Key: “Once, I lost my balloon in a forest. It started raining, but a dog helped me find it. I ate cake when I got home!”

4. Reading Activity (20 mins)

One sunny morning, Ali and his family decided to go on a hiking adventure in Hilltop Park. They packed their backpacks with delicious snacks, water bottles, and a camera to capture memories. As they walked along the winding forest trail, they listened to the sounds of chirping birds and rustling leaves. Ali was excited and pointed out colourful birds flying between the trees. His sister snapped photos of the birds while their parents admired the peaceful

surroundings. After hiking for a while, they discovered a hidden path that led them to a beautiful, sparkling waterfall. The water rushed over the rocks, creating a cool mist in the air. They sat nearby to enjoy their snacks and took family pictures with the waterfall in the background. As the sun began to set and they made their way back, Ali turned to his parents and said with a big smile, “This was the best day ever!”

Comprehension Questions:

1. Where did Ali and his family go?
2. What did they take with them?
3. What did they discover?
4. What was Ali’s reaction?

Mini-Game: “Find the Plot!”

Learners highlight key parts of the story and place them on the story map.

Answer Key:

- Character: Ali and his family
- Setting: Hilltop Park
- Event: Found a hidden waterfall
- Reaction: Ali loved the trip

5. Writing Activity (20 mins)

Task:

Write your own short story using the following prompt:

 “Write about a time you went somewhere fun or exciting. Use the story mountain to guide you.”

Materials:

- Narrative writing worksheet (First, Next, Then, Finally)

- Picture cards (beach, school play, zoo, etc.) 🖼️
- Time-order word chart: First, Then, After that, Finally

🎮 Mini-Game: “Build-a-Story!”

Choose 1 character, 1 place, and 1 object card. Build a story around them.

Sample Card Combo:

👤 + 🌳 + 🎈 → “One day, a boy went to a park with a balloon...”

Answer Key (Example Output):

"Yesterday, Sam went to the park. He played with his balloon, but it flew away. A friendly bird brought it back. Sam smiled and waved."



6. 🎭 Role-Play & Self-Assessment (10 mins)

Self-Assessment Checklist:

Question	Yes/No
I used beginning, middle, end.	
I used time words (first, next).	
I spoke clearly.	
I had fun! 🎉	

7. ⬅️ END Wrap-Up & Conclusion (5 mins)

Narratives are more than just writing—they are how we connect. Today, learners explored the joy of telling stories with structure and style. By understanding how stories begin, unfold, and end, learners become better readers and more expressive writers. Encourage them to write mini-narratives in their journals each week!

Lesson 20: Teaching Paragraph Unity and Coherence

Objectives

- Understand the concepts of paragraph unity and coherence.
- Identify the topic sentence, supporting details, and concluding sentence in a paragraph.
- Organize their ideas logically within a paragraph.
- Use transition words to improve coherence in writing.
- Apply listening, speaking, reading, writing, and role-play skills individually to reinforce understanding.

1.5-Hour Lesson Plan

Time	Activity	Focus Skill	Materials Needed	Objectives
5 mins	Introduction	Listening/Reading	Chart, real-life examples	Understand paragraph unity & coherence through real-life relevance
15 mins	Listening Activity	Listening	Audio clip, worksheet, emojis	Identify topic and supporting details from an audio paragraph
20 mins	Speaking Activity	Speaking	Prompt cards, worksheet, emojis	Practice forming coherent thoughts while speaking on a topic
20 mins	Reading Activity	Reading	Story paragraph, questions, visuals	Analyse and identify unity/coherence in a paragraph
20 mins	Writing Activity	Writing	Writing prompts, visuals, worksheet	Write a paragraph with logical unity and smooth transitions
10 mins	Role-play & Self-Assessment	All Skills	Mirror card, checklist, emojis	Reflect on own understanding via a solo dramatization

1. Introduction (5 Minutes)

Why This Chapter is Important

Paragraphs are the building blocks of writing. Just like building a sandcastle with mismatched buckets makes it fall, writing without unity and coherence makes reading confusing. When your paragraph is unified and flows smoothly, your reader can easily follow your thoughts.



Real-Life Example:

Imagine you are writing a birthday card for your best friend. If you talk about the weather, your homework, and your pet dog all in the same paragraph, your friend may not understand what you're trying to say. But if you keep it focused on how great your friend is and why you're wishing them, it makes more sense. 🎂📧

2. Listening Activity (15 Minutes)



Audio Prompt



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Objective:

Identify the topic sentence, supporting details, and concluding sentence.



Activity Worksheet:

Instructions: Listen to the audio. Then complete the questions.

1. What is the main topic?
2. List two supporting details.
3. What is the concluding sentence?
4. Circle the transition word(s): "also", "and", "everywhere"

Mini-Game: “Paragraph Puzzle”

Cut out sentences from the paragraph and reorder them to make a logical paragraph.

Answer Key:

- 1) Topic: Spring is the favourite season.
- 2) Supporting: Flowers bloom, butterflies, birds, picnics.
- 3) Conclusion: Spring means picnics and flying kites.
- 4) Transitions: "also", "and".

3. Speaking Activity (20 Minutes)

Prompt:

“Talk about your favourite animal. Use a topic sentence, three supporting ideas, and a conclusion. Speak for 5 minutes.”

Objective:

Develop oral communication using unified and coherent paragraph structure.

Activity Worksheet:

1. Write your topic sentence.
2. List your 3 supporting ideas.
3. Write your conclusion.
4. Practice speaking in front of a mirror.

Mini-Game: “Emoji Match!”

Match an animal emoji to one supporting detail. E.g.,  – loyal,  – soft fur,  – brave.

Answer Key: No wrong answers – creativity encouraged!

4. Reading Activity (20 Minutes)

Story Paragraph:

Tom loves building sandcastles at the beach.  Every summer, he visits with his parents and spends hours near the water. He uses small buckets, spoons, and shells to decorate his castles. Sometimes, people stop to take photos of his creations.

Questions:

1. What is the main idea of this paragraph?
2. Underline the supporting details.
3. Does this paragraph have unity? Why?
4. Circle the transition words.

Objective:

Identify structure and transitions in a paragraph.

Real-World Assessment:

Can the learner recognize unity and coherence in real-world text?

Mini-Game: “Paragraph Detective”

Find the odd sentence out:

- A. Tom loves sandcastles.
- B. He plays basketball at school.
- C. He uses shells to decorate.

Answer Key: Sentence B is unrelated.

5. Writing Activity (20 Minutes)

Prompt:

"Write a paragraph about your favourite meal."

Worksheet:

1. Topic sentence: _____
2. Supporting idea 1: _____
3. Supporting idea 2: _____
4. Supporting idea 3: _____
5. Concluding sentence: _____

Visual Aids:

- Chart showing paragraph structure
- List of transition words: "also", "because", "then", "finally"

6. Role-Play & Self-Assessment Activity (10 Minutes)

Objective:

Demonstrate understanding by “acting out” a structured paragraph.

Task:

Pretend you're a news reporter talking about your school day. Structure your talk with:

- Topic sentence (Intro)
- 3 supporting sentences (Details)
- Conclusion (Wrap-Up)

 Use a “mirror” to reflect facial expression and delivery.

✓ Self-Assessment Checklist:

- Did I stay on topic?
- Did I include 3 details?
- Did I finish with a conclusion?
- Was my message clear?

7. Wrap-Up & Conclusion

✓ Review key learning:

- A good paragraph has **unity** (one main idea) and **coherence** (clear, logical order).
- You practiced this through **listening, speaking, reading, writing, and acting**.

Celebrate Progress:

“You are now a paragraph pro!”  

Put a sticker ★ on your worksheet and say one thing they learned.

Chapter 5: Vocabulary and Grammar Deep Dive

Lesson 21: Teaching Collocations and Word Families

Learning Objectives

- Understand and explain collocations and word families
- Identify and teach common collocations and word families in context
- Design classroom activities integrating these vocabulary concepts
- Use all four language skills (reading, listening, speaking, writing) to reinforce vocabulary learning
- Reflect on how to make vocabulary learning more natural and meaningful

1.5 Hour Lesson Plan

Time	Activity	Skill Focus	Method/Tools
10 mins	Introduction to Vocabulary in Chunks	Awareness & Background	Whole-class discussion, examples
15 mins	Reading Activity: Spot the Collocation	Reading	Handout: article + underlining task
15 mins	Listening Activity: Dialogue Analysis	Listening	Printed script of recorded dialogue
15 mins	Speaking Activity: Collocation Interviews	Speaking	Partner interviews + collocation checklist
15 mins	Writing Activity: Word Family Paragraph	Writing	Guided paragraph writing with prompts
10 mins	Self-Reflection Sheet	Metacognition	Written reflection prompts
10 mins	Wrap-Up and Conclusion	Summary & Q&A	Whole-class sharing, group takeaway points

1. Introduction to the Chapter

◆ What Are Collocations?

Definition:

Collocations are **natural combinations of words** that often go together in English. These combinations "sound right" to native speakers and are used frequently in everyday speech and writing.

Example Collocations:

- **Make** a decision (✓), not **do** a decision (✗)
- **Fast** food (✓), not **quick** food (✗)
- **Heavy** rain (✓), not **strong** rain (✗)

Types of Collocations:

- Verb + noun: **take a break, give advice**
- Adjective + noun: **strong tea, great idea**
- Noun + noun: **traffic jam, language barrier**
- Verb + adverb: **run quickly, speak fluently**

Why Teach Collocations?

- They help students sound more natural
- They improve fluency and accuracy
- They reduce awkward phrasing and common errors

◆ What Are Word Families?

Definition:

Word families are **groups of words** that share the same root word and are **related in meaning** through prefixes or suffixes.

Example Word Family (root: "decide"):

- **decide** (verb)
- **decision** (noun)
- **decisive** (adjective)
- **indecisive** (adjective)
- **decisively** (adverb)

Teaching Word Families Helps Students:

- Expand vocabulary efficiently
- Understand how words change form and function
- Improve reading comprehension and word recognition
- Build confidence in writing and speaking

Summary Comparison

Feature	Collocations	Word Families
Based on	Natural word pairings	Shared word roots and affixes
Example	Make a mistake	Decide, decision, decisive
Focus	Fluency and native-like usage	Vocabulary depth and word formation skills
Key benefit	Sounds more natural	Enhances word-building and comprehension

Grammar

Collocations with go

go	upstairs/ downstairs	shopping	home
go for	a walk	a swim	a coffee
go to	bed	school	the cinema

2. Reading Activity – Spot the Collocation

Task

- Underline all collocations in the passage
- List alternative words (e.g., *gave advice* vs. *offered advice*)

Discussion

- Why do you think expressions like **"make a decision"** or **"take your time"** sound more natural than their alternatives?
- Can you think of similar collocations in your language?
- Which of these collocations could you introduce to your fellows this week?

Short Story: The Big Decision

Last Monday, Sara had to make a decision about her future. She had always wanted to take a chance and follow her dreams, but it wasn't easy. Her parents gave her advice, telling her to take her time and not make a mistake by rushing. After thinking for a while, she made up her mind to apply for a design course. She filled out the form, submitted an application, and hoped for the best. When she got accepted, she jumped for joy! Her parents were proud and offered support as she started her new journey.

Key:

Collocation	Alternative Word(s)	Better Option? Why?
make a decision	take a decision	✓ "Make" is more natural in English for decisions
take a chance	try your luck	✓ "Take a chance" is more commonly used in this context
follow her dreams	chase her dreams	Both are used, but "follow" is softer and more positive

gave her advice	offered her advice	Both correct, "gave" is more frequent in conversation
take her time	spend time	✓ "Take your time" is a fixed expression with a calming tone
make a mistake	do a mistake	✓ Only "make" is correct in standard English
made up her mind	decided	Both okay, but "made up her mind" adds natural phrasing
fill out (form)	complete a form	Both valid, but "fill out" is more informal and commonly spoken
jumped for joy	felt very happy	✓ "Jumped for joy" adds vivid emotional expression
offered support	gave help	✓ "Offered support" sounds more formal and emotionally appropriate

3. 🎧 Listening Activity – Dialogue Analysis

Task:

- Listen to the dialogue
- Highlight the collocations (e.g., make a decision, take advice)



Audio.aac

✓ Collocations and Meanings

Collocation	Meaning

Guiding Questions

1) What makes these phrases natural?

2) Can they be easily replaced with synonyms?

4. Speaking Activity – Collocation Interviews

Instructions:

- Each learner makes a list of 5 common collocations (e.g., take notes, give advice, have fun, make progress, catch a cold)
- Interview your partner: “When was the last time you *gave advice* to someone?”
- Use at least 3 collocations in the conversation.

5. Writing Activity – Word Family Paragraph

Instructions:

Choose a root word from the list (e.g., decide, act, create, move, improve). Write a short paragraph using at least 3 forms of the word.

Example (using “create”):

"The students showed great creativity in their posters. They created designs with bright colours and creative slogans."

Peer Feedback: Exchange paragraphs and underline the word family members used.

Follow-Up Discussion:

- How do these word forms help students express ideas with variety?

6. Self-Reflection Sheet

Instructions: For each section, either tick the appropriate option or write a short response.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I understand the difference between collocations and word families.	☐	☐	☐	☐	☐
2. I feel confident teaching collocations in my classroom.	☐	☐	☐	☐	☐
3. Word families are a helpful tool for improving students' vocabulary.	☐	☐	☐	☐	☐
4. The reading and listening activities today were useful and practical.	☐	☐	☐	☐	☐
5. I will include collocation or word family tasks in my future lesson plans.	☐	☐	☐	☐	☐
6. Teaching vocabulary in chunks is more effective than teaching single words.	☐	☐	☐	☐	☐

B. Open-Ended Reflection

Prompt	Your Response
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1. One new idea or concept I will apply in my own classroom is:	
2. A vocabulary activity from this lesson I found particularly engaging was:	
3. One challenge I might face in teaching these concepts is:	
4. My personal action step after today's chapter is:	
5. A collocation or word family I'd like to explore further is:	

7. 🎯 Wrap-Up and Conclusion

- Collocations are predictable word pairings that sound natural to native speakers.
- Word families help learners build multiple forms of a word from a single root.

By the end of this lesson, you will understand what collocations and word families are, and how they help learners speak and write more naturally. You'll be able to recognize and teach common word combinations and related vocabulary forms effectively. This will enhance your students' fluency and vocabulary range, and you'll also gain practical ideas for classroom activities and personal teaching reflection.

Lesson 22: Phrasal Verbs in Everyday English

Objectives

- Understand and identify commonly used phrasal verbs.
- Apply phrasal verbs in context during listening, speaking, reading, and writing.
- Enhance vocabulary for everyday communication.
- Recognize phrasal verbs in short stories, conversations, and real-life situations.

1.5-Hour Lesson Plan

Time	Activity	Focus Skill	Materials	Objectives
5 min	Introduction	Listening	Flashcards, story props, real-life ex.	Build interest and connect to daily life
15 min	Listening	Listening	Audio clip, worksheet, diagrams	Identify phrasal verbs by ear
20 min	Speaking	Speaking	Prompt cards, visuals, mini-games	Use phrasal verbs orally
20 min	Reading	Reading	Story paragraph, quiz, illustrations	Recognize phrasal verbs in context
20 min	Writing	Writing	Worksheets, prompts, mini-games	Apply phrasal verbs in writing
10 min	Role-play + Self-Assessment	All skills	Script cards, checklist	Use phrasal verbs practically
5 min	Wrap-Up	Reflection	Visual summary chart	Review and reflect on learning

1. Introduction (5 Minutes)

Why Phrasal Verbs?

Phrasal verbs are **everywhere in English!** They make conversations **natural and expressive**. Without them, sentences may sound robotic. Learning them helps children **connect better** with spoken and written English.

Real-Life Example:

- Instead of “I exited the car,” native speakers say:

👉 “I **got out** of the car.”

Phrasal Verb = Verb + Preposition

Get + up = Wake from sleep

Look + after = Take care

Turn + off = Switch something off

 **Fun Fact:** “Phrasal verbs” are like little puzzles with fun meanings!



2. 🎧 Listening Activity (15 Minutes)

👤 Audio Clip Prompt:



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🎯 Task:

Listen and match the phrasal verbs to their meanings on the worksheet.

📄 Worksheet Preview:

Phrasal Verb	Meaning (Match A–E)	Emoji
Put on	A. Start running	👟
Ran out	B. Exit quickly	🚪
Pick up	C. Grab something	📦
Take off	D. Leave quickly	✈️
Woke up	E. Wake from sleep	🕒

✅ Mini-Game: 🎯 "Phrasal Pop!"

Learners hear a sentence and tap the correct emoji on screen (or draw on worksheet).

Answer Key:

- Woke up = E
- Put on = 👟
- Ran out = 🚪
- Pick up = 📦
- Take off = ✈️

3. Speaking Activity (20 Minutes)

Prompt:

“You woke up late and forgot your school bag. What happened next? Use at least 3 phrasal verbs in your answer.”

Task:

Learners talk individually for 5 minutes using the prompt.

Real-World Assessment:

Record their answers or use a checklist to note:

- Correct use of phrasal verbs
- Clear pronunciation
- Fluency

Worksheet:

 Write three phrasal verbs you plan to say:

1. _____
2. _____
3. _____

Mini-Game: “ Phrasal Dice”

Roll a dice with actions:

- Get up
- Put on
- Go out

- Pick up
- Sit down
- Turn on

Say a sentence with that verb!

✓ **Answer Key** (Sample Sentences):

- “I **got up** and brushed my teeth.”
- “I **picked up** my homework from the floor.”

4. **Reading Activity (20 Minutes)**

 **Paragraph:**

“Jenny was tired but knew she had to **get up**. She **put on** her school uniform and **turned off** the alarm. Her dog **ran out** when she opened the door, and she had to **pick him up**.”

 **Task:**

Read and answer:

- 1) What did Jenny do after getting up?
- 2) Which phrasal verb means “switching something off”?
- 3) What happened with her dog?

 **Real-World Assessment:**

Check answers for comprehension and correct identification of phrasal verbs.

 **Task:**

Sentence	Phrasal Verb
Jenny turned off the alarm.	_____
The dog ran out the door.	_____
She picked him up.	_____

✓ **Answer Key:**

- Turned off
- Ran out
- Picked up

 **Mini-Game:** “🎯 Find It Fast!”

Circle phrasal verbs in the paragraph in 1 minute.

5. **Writing Activity (20 Minutes)**

 **Prompt:**

Write 5 sentences about your morning using phrasal verbs like: get up, put on, go out, take off, turn on.

 **Real-World Task:**

Imagine you are writing a diary entry for your “Morning Adventure.”

 **Worksheet:**

1. I _____ at 7:00 a.m.
2. I _____ my school uniform.
3. I _____ the lights.
4. I _____ the front door.
5. I _____ to school.

✅ **Mini-Game:** “🎯 Phrasal Verb Spinner”

Spin and write a sentence using the selected verb.

Answer Key Sample:

- I **got up** at 7:00 a.m.
- I **put on** my school uniform.

6. 🎭 **Role-Play + Self-Assessment (10 Minutes)**

🎯 **Objective:**

Use 3+ phrasal verbs in a mini monologue about your day.

🎤 **Prompt:**

“You missed the school bus! Tell the story using phrasal verbs.”

✅ **Checklist (Self-Assessment):**

- Did I use 3+ phrasal verbs? ✅ / ❌
- Did I speak clearly? ✅ / ❌
- Did I stay on topic? ✅ / ❌

🗣️ **Visual Aid:** Role-play cards with images:

- Alarm clock = get up
- Lunch box = pick up
- Door = run out

7. ⬅️ **Wrap-Up & Conclusion (5 Minutes)**

🔄 **Recap:**

Let's review what we learned:

- Phrasal verbs = verb + preposition
- Used in speaking, writing, listening, and reading
- Help us speak naturally! 🎉

🎨 Visual Recap Chart:

Phrasal Verb	Meaning	Emoji
Get up	Wake	🕒
Turn off	Switch off	💡
Put on	Wear	👕
Pick up	Lift	👜

🎉 Great job, learners! You're now phrasal verb pros!

Lesson 23: Teaching Tenses in Context

Learning Objectives:

- Recognize and understand the use of past, present, and future tenses in natural communication.
- Practice identifying tenses in context through stories, audio, and real-life examples.
- Apply correct tense use in structured speaking and writing activities.
- Improve fluency and grammatical accuracy in everyday classroom English.

1.5-Hour Lesson Plan

Time	Activity	Skill(s)	Materials Needed	Objective
5 mins	Introduction – Why Tense Matters	Listening & speaking	Board, example sentences	Understand how verb tense affects meaning
20 mins	Reading Activity – Tense Discovery	Reading & Grammar	Short story with mixed tenses	Identify and categorize verbs in context
20 mins	Listening Activity – Timeline Talk	Listening & speaking	Audio clip/story with tense shifts	Hear how tenses show time relationships
20 mins	Speaking Activity – Yesterday, Today, Tomorrow	Speaking	Flashcards, verb prompts	Use all three tenses in guided speaking practice
20 mins	Writing Activity – A Day in Three Tenses	Writing	Story prompt worksheet	Write a paragraph using past, present, and future
5 mins	Wrap-Up & Conclusion	Listening & speaking	Board, reflection questions	Reflect on use and importance of tenses

1. Introduction to the Chapter (5 mins)

Tense is the **backbone of grammar**, helping learners express time and sequence in speech and writing. However, students often struggle to apply tenses correctly when speaking or writing outside of drills. Teaching tenses **in context** helps them understand not only **how** to use verbs, but also **why** the right tense matters for clear communication. This chapter focuses on helping learners see, hear, and use tenses naturally through real-life scenarios and connected tasks.

Begin the lesson with two example sentences:

- “I eat breakfast.” → *present*
- “I ate breakfast.” → *past*

Ask: “What changed?” “Why does it matter?”

PRESENT	PAST	FUTURE
 I buy	 I bought	 I will buy
 I make	 I made	 I will make
 I run	 I ran	 I will run

2. Reading Activity – Tense Discovery (20 mins)

Objective: Identify and understand verb tenses used in a short story.

Instructions:

- 1) Provide students with a short text (150–200 words) that includes **past**, **present**, and **future** tense verbs.
- 2) Ask them to underline **past**, circle **present**, and box **future** tense verbs.

Example Passage

Yesterday, Amina woke up early and packed her school bag. She walked to school with her younger brother and reached just in time for the morning assembly. In class, she completed a science project and shared her drawing with her teacher, who smiled proudly. After school, Amina played hide-and-seek with her friends and then helped her mother cook dinner.

Today, Amina is staying home because it's a public holiday. Right now, she is reading her favourite adventure book and drinking hot chocolate. Her brother is building a tower with blocks, and their dog is sleeping beside the heater. The house feels peaceful and quiet.

Tomorrow, Amina will visit the city library with her father. She will borrow two new books and read them over the weekend. She also plans to write a short story about a brave explorer. Amina says she will finish it before school starts again.

3. Listening Activity – Timeline Talk (20 mins)

Objective: Understand tense shifts through storytelling.

Instructions:

- 1) Play or read a story where a narrator reflects on something that happened, what is happening now, and what will happen next.
- 2) Ask students to listen for **time markers** (yesterday, now, tomorrow, next week).

Sample audio:



audio_1x (6).wav

Tasks:

- Identify 1 sentence from each tense
- Match each to the timeline (past–present–future)
- Pair discussion: "How does tense show change in time?"

4. Speaking Activity – Yesterday, Today, Tomorrow (20 mins)

Objective: Practice using verbs in all three tenses fluently.

Instructions:

- 1) Give each student a **verb card** (e.g., go, eat, read, play).
- 2) They must form a sentence in:
 - a. Past: "I went to the park."
 - b. Present: "I go to school."
 - c. Future: "I will go to my cousin's house."

Partner Practice:

- Student A says a past sentence
- Student B responds with the present or future

Optional Variation: Turn it into a game: correct use = 1 point

5. Writing Activity – A Day in Three Tenses (20 mins)

Objective: Apply tense understanding in a meaningful writing task.

Prompt:

“Describe what you did yesterday, what you are doing today, and what you will do tomorrow.”

Instructions:

1. Use a **graphic organizer** with three boxes labelled *Yesterday / Today / Tomorrow*
2. Students write 1–2 sentences per section
3. Combine into a short paragraph at the end

Example Output:

“Yesterday, I visited my aunt. Today, I am helping my mom at home. Tomorrow, I will go on a school trip.”

Assessment Focus: Proper tense use, time sequence, and clarity

6. 🧐 Self-Reflection Sheet

Prompt	My Response
One verb I used in three different tenses:	
Which tense is easiest for me to use?	
Which one is more difficult and why?	
One thing I will practice before the next class:	

Use this to help learners become aware of their own strengths and challenges with tenses.

7. ✅ Wrap-Up and Conclusion (5 mins)

Summarize the role of tense in expressing time and reinforce correct usage across skills.

- “Why is it important to know which tense to use?”
- “What was one verb you used in all three tenses today?”

- “How does tense help people understand your ideas?”

✓ **By the end of this lesson, teachers will be able to:**

- Present tenses as meaningful time markers, not just rules
- Integrate reading, listening, speaking, and writing into tense instruction
- Help students apply tenses fluently in natural communication
- Use visual and contextual cues to reinforce tense understanding

Lesson 24: Prepositions and Common Usage Mistakes

Objectives:

- Identify and correctly use common prepositions (in, on, at, to, for, with, etc.) in context.
- Recognize and correct frequent preposition-related usage mistakes made by learners.
- Improve sentence clarity and accuracy in both spoken and written English.
- Build confidence using prepositions through real-life communicative tasks.

1.5-Hour Lesson Plan

Time	Activity	Skill(s)	Materials Needed	Objective
5 mins	Introduction – What Are Prepositions?	Listening & speaking	Board, sample sentences	Activate background knowledge and introduce topic
20 mins	Reading Activity – Spot the Mistake	Reading & Grammar	Text with usage errors	Identify incorrect prepositions and suggest corrections
20 mins	Listening Activity – Everyday English	Listening	Audio clips or dialogues	Hear natural preposition use and spot errors
20 mins	Speaking Activity – Describe the Picture	Speaking	Picture cards, prompts	Practice spatial prepositions through oral description
20 mins	Writing Activity – Fix and Write	Writing	Sentence correction worksheet	Edit misuse and rewrite clear sentences using prepositions
5 mins	Wrap-Up & Conclusion	Listening & speaking	Board, reflection questions	Summarize learning and reinforce correct usage

1. Introduction to the Chapter (5 mins)

Prepositions are small words that cause big confusion—especially in spoken English.

Learners often say “*in the bus*” instead of “*on the bus*,” or “*discuss about*” instead of simply “*discuss*.” These errors can make otherwise clear sentences awkward or incorrect.

This chapter focuses on **practical prepositions** and **high-frequency mistakes**. The goal is not only to learn the correct forms but to build awareness of why certain choices are wrong—and how to fix them naturally in context.

Start with real examples:

- ✗ “She is married with a doctor.”
- ✓ “She is married to a doctor.”
- ✗ “I discussed about the issue.”
- ✓ “I discussed the issue.”



2. Reading Activity – Spot the Mistake (20 mins)

Objective: Identify incorrect prepositions in written context and correct them.

Instructions:

- 1) Provide a short passage (approx. 150 words) that contains **6–10 common preposition errors**.
- 2) Students underline the mistakes and rewrite the correct sentence.

Sample Text:

Yesterday, I arrived **to** the airport **at** 10 a.m. for my flight to Lahore. I went **on** the check-in counter and gave my passport to the staff. They told me the flight was delayed **with** two hours. I was tired and sat **on** a chair **in** the corner near Gate 6. A man was talking loudly **on** the phone, and a baby was crying **from** the mother's lap. I felt annoyed by the noise and complained **with** one of the attendants. She smiled and said, "Don't worry, sir, boarding will begin **in** twenty minutes." I walked around and bought a bottle of water **from** a nearby shop. Then I stood **near to** the window and watched the planes take off. Finally, we boarded the plane. I was glad to be **in** my seat and ready for take-off.

Correction examples:

- "I arrived **at** the airport..."
- "Waited **at** the gate..."
- "Delayed **by** two hours..."
- "Complained **to** the staff..."

Follow-Up: Pair check and group correction discussion.

3. Listening Activity – Everyday English (20 mins)

Objective: Recognize correct and incorrect preposition usage in speech.

Instructions:

- 1) Play short dialogues or audio recordings (e.g., two friends making plans, a teacher giving directions).
- 2) Include both correct and incorrect uses of prepositions.
- 3) After each clip, ask:
 - “Was that correct?”
 - “What should they have said?”

Sample audio recording:



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Extension: Have students listen again and write down corrected versions.

4. Speaking Activity – Describe the Picture (20 mins)

Objective: Use spatial prepositions accurately in oral descriptions.

Instructions:

1. Show students an image of a classroom, street scene, or bedroom.
2. Ask them to describe where things are using prepositions.

Example Prompts:

- “Where is the book?” → “The book is **on** the table.”
- “Where is the cat?” → “The cat is **under** the chair.”
- “What’s next to the window?”



Pair Task: One student describes the scene, the other draws it based on the description.

5. Writing Activity – Fix and Write (20 mins)

Objective: Edit incorrect usage and write accurate preposition-rich sentences.

Instructions:

1. Write 8–10 sentences containing usage mistakes.
2. Then, correct each one and write their own version using the corrected preposition.

Example:

- ✗ “She is good in painting.”
- ✓ “She is good **at** painting.”

Challenge Task: Write a short paragraph using at least 5 correct prepositions.

6. Self-Reflection Sheet

Prompt	My Response
One preposition I used correctly today:	
One mistake I now understand better:	
A sentence I corrected and feel proud of:	
A preposition I still get confused about:	
What I will do to improve my preposition usage:	

7. Wrap-Up and Conclusion (5 mins)

Summarize key corrections and emphasize how small changes make a big difference in communication.

- “What new prepositions did you learn or use today?”
- “Can you share one sentence you corrected?”
- “Why is it important to notice small grammar words like *in*, *on*, *at*?”

By the end of this lesson, teachers will be able to:

- Teach common prepositions in practical context
- Recognize and correct common usage errors in speech and writing
- Guide learners to improve fluency and clarity through focused grammar practice
- Use real-life visuals and examples to reinforce accuracy.

Lesson 25: Word Formation – Prefixes and Suffixes

Learning Objectives

- Identify and understand common prefixes and suffixes in English.
- Apply word formation rules to build vocabulary and improve comprehension.

1.5 Hour Lesson Plan

Activity	Time	Skill Focus	Material Needed	Objectives
Warm-Up: Word Match Game	10 mins	Vocabulary	Prefix & suffix flashcards	To activate prior knowledge about affixes
Reading: *The Unstoppable Girl*	15 mins	Reading	Printed mini story + worksheet	To identify affixed words in context
Listening: Affix Hunt Challenge	15 mins	Listening	Audio or teacher reads story	To detect affixed words during listening
Speaking: Word Creation Race	15 mins	Speaking	Root word + affix cards	To use affixes orally to create and explain words
Writing: Affix Story Challenge	20 mins	Writing	Word bank with affixed words	To write a short story using new vocabulary
Wrap-Up & Reflection	5 mins	Self-assessment	Reflection sheet	To reflect on learning and set future goals

1. Introduction to the Chapter (5mins)

Words are like LEGO bricks! Adding a prefix or suffix is like snapping on a new piece—it changes the word's shape and meaning. In this fun and interactive lesson, learners explore how to create new words, understand them in reading, and use them in speaking and writing.



2. Reading Activity: “The Unstoppable Girl”

Instructions:

Distribute the short story below to students.

Ask them to underline all words with prefixes and suffixes.

Then, work in pairs to match these to their root forms and explain their meanings.

Story Text:

Lina was a **fearless** girl who **revisited** the library every weekend. She was **unafraid** of challenges and always remained **hopeful** even when tasks seemed **impossible**. One day, she decided to create a **meaningful** project about saving the planet. Her idea was to design **reusable** bags using **unwanted** clothes. Many thought it was **unrealistic**, but Lina didn't give up.

With her **careful** planning and **thoughtful** team, she finally succeeded. Her story became an **inspiring** example in her school. Lina proved that being **persistent** and **kind-hearted** can make a big difference.

Task:

- 1) Read the story “The Unstoppable Girl” aloud.

3. Listening Activity: Prefix and Suffix Table

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- As you listen, write down all the affixed words you hear.
- Then, sort them into two columns: Prefixes and Suffixes.

Key:

Prefix Words	Suffix Words
unafraid	kindness
impossible	carefully
unrealistic	thoughtful

4. Speaking Activity: Word Creation Race**Instructions:**

- In groups, students get cards with base words (e.g., happy, read, clear) and affix cards (e.g., -ness, un-, re-).
- In 5 minutes, form as many real words as possible.
- Share 1–2 words with the class and use them in sentences.

5. Writing Activity: Affix Adventure Story**Instructions:**

- Use at least 5 affixed words from today’s lesson (e.g., fearless, reusable, hopeful) to write a mini story.
- Students may use The Unstoppable Girl as inspiration or create their own scenario.

6. Self-Reflection Sheet

🗨 Statement	☑ Agree	✗ Disagree
I can identify prefixes and suffixes in new words.	☐	☐
I used new words correctly in sentences and stories.	☐	☐
I enjoyed discovering how new words are formed.	☐	☐
I want to use these new words more often.	☐	☐

My favourite word today was: _____

I used it like this: _____

7. END Wrap-Up & Conclusion

Affixes are like magic spells for language! ✨ They help us create new words and understand tricky ones. Through reading, listening, speaking, and writing, students learned how prefixes and suffixes expand their vocabulary and confidence.

Chapter 6: Creative and Thematic Language Use

Lesson 26: Storytelling as a Teaching Tool

Learning Objectives

- Understand the role of storytelling in language learning.
- Use storytelling to teach vocabulary, grammar, and communication.
- Develop and deliver effective stories that engage learners.
- Encourage student creativity through story-based tasks in all four language skills.

1.5 Hours Lesson Plan

Time	Activity	Skill Focus	Description
10 min	Introduction	Listening	Discuss how stories influence learning and memory.
15 min	Story Listening	Listening/Reading	Read aloud or listen to a short story. Discuss keywords and structure.
20 min	Vocabulary Hunt	Reading	Identify collocations and word families used in the story.
20 min	Pair Retelling	Speaking	Students retell the story to a partner in their own words.
15 min	Guided Story Writing	Writing	Begin writing an alternative ending or similar story.
5 min	Think-Pair-Share	Speaking/Reflection	Share Favorite parts and discuss lessons learned.
5 min	Wrap-up & Assign Homework	—	Recap, assign story completion as homework.

1. 🌱 Introduction to the Chapter (10 mins)

Storytelling is a powerful and engaging method that enhances learning by making lessons more relatable, memorable, and meaningful. When teachers use stories, they connect new information to students' emotions, imagination, and real-life experiences. This approach supports language development, improves listening and speaking skills, and fosters creativity and critical thinking. Storytelling also provides natural contexts for vocabulary and grammar, making abstract ideas easier to understand. It can be used across subjects and age groups to spark curiosity and encourage deeper engagement.

◆ Examples of Storytelling in the Classroom:

- **Language Learning:** Using folk tales or personal stories to teach past tense verbs and sequencing words.
- **Science:** Creating a story about "The Journey of a Water Droplet" to explain the water cycle.
- **Math:** Telling a story involving shopping or travel to teach addition, subtraction, or measurement.
- **History:** Narrating the life of a historical figure like Nelson Mandela to explore social justice themes.
- **Classroom Management:** Sharing a moral story to discuss values like honesty, respect, or teamwork.

Storytelling transforms the classroom into a dynamic and interactive space where learning happens naturally through narrative and connection.



2. Reading Activity: “The Clever Tortoise” – (20 mins)

- Read this story and complete the task.

Title: The Lost Puppy

It was a rainy afternoon when Maya heard a soft whimper outside her window. Curious, she stepped onto the porch and saw a small, shivering puppy hiding under the bush. Its fur was wet and muddy, and it looked scared. Maya gently picked it up and wrapped it in a towel. "I wonder where you came from," she murmured, looking at the puppy's collar. There was no name tag, just a (rusty) little bell. Maya decided to take the puppy inside and give it some food. Maya placed the puppy in a box with warm blankets and poured some milk into a bowl. The puppy sniffed it and quickly drank every drop. Then it curled up and fell asleep.

The next day, Maya and her brother, Arjun, designed a poster with the puppy's picture and the words “Found Puppy – Looking for Owner.” They printed several copies and pinned them around the neighbourhood. They even shared a post online. Later that afternoon, an old man knocked on their door. He smiled warmly when he saw the puppy. “His name is Max! He ran away during the storm,” he explained. “I have been searching for him all night.” Maya felt both happy and sad. She had grown attached to Max in just one day. But she knew he belonged with his real owner.

The old man thanked Maya and Arjun and offered to let them visit Max whenever they wanted. “You saved him,” he said. Maya smiled and waved goodbye as Max trotted away, wagging his tail. That evening, Maya sat by the window and thought about the day. She realized that sometimes helping others meant letting go. And that felt just right.

- **Task:**
 - Highlight all verbs in past tense.
 - Circle unknown words.
 - Identify the beginning, middle, and end of the story.

Questions:

- Who were the main characters?

- What was the problem in the story?
- How did the story end?

3. Listening Activity: Teacher Read-Aloud (15 mins)

- Ask someone to read the above story aloud with expression.
- Learner listens without reading the text.
- After listening, they discuss:
 - What did you understand from the story?
 - What did you enjoy most?
- Use gestures and voice modulation to make it engaging

4. Speaking Activity: Pair Retelling (20 mins)

- Learners may retell the story in their own words.
- Encourage use of sequence words: *First, Then, After that, finally.*
- Add a fun twist: retell the story as if it happened in modern times!

5. Writing Activity: Alternate Ending (15 mins)

- Prompt: “Imagine if the owner didn’t find the puppy. Write a new ending.”
- Encourage:
 - Use of complete sentences and past tense.
 - At least one new character or event.

Extension: Students may illustrate their endings and present them.

6. Self-Reflection Sheet (5 mins)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I understand how storytelling supports language learning.	☐	☐	☐	☐	☐

I felt confident using storytelling techniques.	☐	☐	☐	☐	☐
Students were engaged and participated actively.	☐	☐	☐	☐	☐
I was able to cover vocabulary and grammar through the story.	☐	☐	☐	☐	☐
I will use storytelling more often in my teaching.	☐	☐	☐	☐	☐

7. **Wrap-Up and Conclusion (5 mins)**

Storytelling makes language practice fun and engaging by embedding vocabulary, sentence structures, and grammar in meaningful, real-life contexts. Students internalize new words and structures naturally as they follow the narrative, often without realizing they're "studying." Repeated exposure to language in stories helps students absorb grammar and vocabulary while focusing on the story itself, making learning feel less like a chore. This immersive approach promotes fluency and retention, as students gain language skills through enjoyable, context-rich experiences.

Lesson 27: Using Poetry to Teach Language Skills

Learning Objectives

- Understand how poetry enhances vocabulary, rhythm, and emotional expression.
- Use poems to teach reading fluency, pronunciation, and language structure.
- Guide students in writing simple poems using learned vocabulary and grammar.
- Encourage creativity, listening, and speaking through rhythm and rhyme.

Lesson Plan (1.5 Hours)

Time	Activity	Skill Focus	Description
10 min	Warm-up Discussion	Speaking	Talk about what poetry is and why we use it. Share a favourite poem or rhyme.
15 min	Poem Reading & listening	Reading/Listening	Read a short poem aloud; students follow along. Focus on rhythm, stress, and rhyme.
15 min	Vocabulary & Grammar Focus	Reading	Identify adjectives, verbs, and rhyming words in the poem. Discuss their use.
20 min	Poem Performance	Speaking/Listening	In pairs or groups, students recite the poem with expression and gestures.
20 min	Guided Poem Writing	Writing	Students write a 4-line poem using a given pattern or theme (e.g., nature, seasons, emotions).
10 min	Sharing & Wrap-up	Speaking/Writing	Volunteers read their poems aloud. Reflect on how it felt to use poetry in language learning.

1. Introduction to the Chapter (10mins)

Poetry is more than just beautiful language—it's a fun, flexible, and emotional way to teach English. From rhymes to free verse, poetry can help learners improve their pronunciation, vocabulary, grammar, and creative expression. This chapter explores how poetry can become a valuable and enjoyable classroom tool for intermediate learners.



2. Reading Activity: Sample Poem – “A Quiet Place” – (15 mins)

A Quiet Place

Sometimes I sit in a quiet place,
The wind is soft on my face.
The trees just whisper, birds fly by,
And clouds go sailing through the sky.

Tasks:

- Highlight all rhyming words.
- Identify adjectives and descriptive verbs.
- Ask students: What feeling does the poem create?

3. Listening Activity: Read-Aloud (15 mins)

- Ask someone to read the above poem aloud with expression.
- Learners close their eyes and listen.
- Follow-up discussion:
 - What images came to your mind?
 - Did the rhyme help you understand or remember more?

4. Speaking Activity: Poetry Recitation (15 mins)

- Students practice reading the poem aloud in pairs.
- Focus on:
 - Intonation
 - Word stress
 - Emotional tone
- Optional: Add simple movements or gestures to emphasize meaning.

5. Writing Activity: My Own Poem (15 mins)

Prompt:

Write a 4-line poem about your favourite place, season, or feeling. Use at least:

- 2 adjectives
- 1 action verb
- 1 rhyming pair

Support: Provide a scaffold/template, such as:

_"I love the sound of _____,

When _____ floats around,

_*The sky is full of _____,*

And the air doesn't make a sound."

Encourage creative expression, even if grammar isn't perfect!

6. Self-Reflection Sheet (10 mins)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I see how poetry supports language learning.	☐	☐	☐	☐	☐
Students were engaged with the poem reading and writing.	☐	☐	☐	☐	☐
I was able to integrate grammar and vocabulary through poetry.	☐	☐	☐	☐	☐
I encouraged students to express themselves creatively.	☐	☐	☐	☐	☐
I feel confident using poetry in my future lessons.	☐	☐	☐	☐	☐

7. Wrap-Up and Conclusion (10mins)

Poetry is a powerful tool for helping learners build confidence with rhythm, emotion, and word play. It brings a fresh, enjoyable approach to teaching grammar and vocabulary in context. Encourage students to share their poems and praise their creativity, not just correctness.

Lesson 28: Teaching English through Cultural Themes

Learning Objectives

- Integrate cultural topics into language lessons to enrich learning.
- Improve student engagement by using familiar and unfamiliar cultural contexts.
- Teach vocabulary, expressions, and grammar through cultural comparisons.
- Promote respectful discussion and curiosity about global traditions and lifestyles.

Lesson Plan (1.5 Hours)

Time	Activity	Skill Focus	Description
10 min	Introduction	Speaking/Listening	"What is culture?"
15 min	Reading Text	Reading	Focus on vocabulary and comprehension.
15 min	Vocabulary Exploration	Reading	Identify cultural terms, customs, and idioms from the passage.
20 min	Listening & Comparison	Listening/Speaking	Listen to a short description of a different festival.
20 min	Culture Exchange Activity	Speaking/Writing	Write about a tradition from their own culture.
10 min	Wrap-Up & Reflection	Speaking	Reflect on what you learnt.

1. Introduction to the Chapter (10 mins)

Language is deeply connected to culture. When we teach English using cultural themes, we open windows into the lives, values, and traditions of people around the world. Students gain context for vocabulary, idioms, and conversation styles, and they become more curious and respectful global citizens. This chapter will show you how to blend cultural content with the four main language skills in a balanced, interactive way.

Why Teach English Through Cultural Themes?

♦ Contextualized Learning:

Cultural content provides meaningful contexts in which language naturally occurs. Students encounter real-life vocabulary, idioms, and expressions in use. *Example:* Learning about Japanese tea ceremonies introduces phrases like “bow politely” or “serve tea in silence.”

♦ Enhanced Engagement:

Cultural topics such as festivals, music, food, and customs capture students’ interest and curiosity. *Example:* Comparing Diwali (India) and Halloween (USA) can lead to exciting discussions and vocabulary building.

♦ Skill Integration:

Cultural lessons naturally support the four language skills—reading about traditions, listening to songs or stories, speaking in discussions, and writing reflections or reports. *Example:* Reading a folktale, then retelling it in a group, supports both reading and speaking.

♦ Global Citizenship:

Students develop empathy and respect for other ways of life, preparing them to interact in multicultural environments. *Example:* Exploring the idea of family across cultures helps students understand diverse social structures and values.

♦ Personal Reflection and Comparison:

Students are encouraged to reflect on their own culture and compare it with others, deepening both self-awareness and appreciation of diversity. *Example:* Writing a paragraph on “My Favorite Cultural Tradition” fosters personal expression and intercultural analysis’s

WHAT IS CULTURE?



2. Reading Activity: A Glimpse into Diwali (15 mins)

Passage:

"Diwali, the Festival of Lights, is a major celebration in India and among Indian communities worldwide. It is a joyful time that symbolizes the triumph of light over darkness and good over evil. Homes are cleaned and beautifully decorated with oil lamps (*diyas*) and colourful *rangoli* designs made from powdered colours or flower petals.

Families wear traditional clothes, exchange sweets like *laddoos* and *barfis*, and gather to celebrate with prayers to Goddess Lakshmi, the bringer of wealth and prosperity. In the evening, the skies burst into colour with fireworks, and the air is filled with excitement and joy. Diwali is not only a festival of celebration, but also a time for reflection, gratitude, and hope for the future.

Tasks:

- Identify new vocabulary: *oil lamps*, *rangoli*, *symbolize*, *fireworks*.
- Discuss: What emotions or values are connected to this celebration?
- Comprehension check:
 - What is Diwali?
 - What do people do during this festival?

3. Listening Activity: Thanksgiving in the USA (15 mins)

Audio:



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After listening, ask:

- What do people eat during Thanksgiving?
- What is the main purpose of the holiday?
- Compare: How is this similar or different from Diwali?

4. Speaking Activity: My Favorite Cultural Celebration (15 mins)

Prompt: “Describe a cultural celebration or tradition from your home or family. What do people wear, eat, or do? What values or stories are behind it?”

- Pair students for discussion.
- Encourage use of learned vocabulary: *celebrate, tradition, honour, family, food, memory*.
- Use guiding questions:
 - Is it a happy or serious event?
 - What special foods or clothes are part of it?

5. Writing Activity: Compare Two Celebrations (15 mins)

Task: Write a short paragraph comparing two cultural traditions (e.g., Diwali and Thanksgiving, Eid and Christmas, Holi and Carnival).

Structure:

- Introduction sentence
- 2–3 comparison points (food, meaning, activities)
- Conclusion sentence

Encourage use of linking phrases: *Both..., While..., However..., Unlike..., Similarly...*

6. Self-Reflection Sheet (10 mins)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I see how cultural themes enhance language learning.	☐	☐	☐	☐	☐

Students were interested and participated actively.	☐	☐	☐	☐	☐
I successfully taught vocabulary and grammar in context.	☐	☐	☐	☐	☐
Cultural topics encouraged meaningful discussions.	☐	☐	☐	☐	☐
I feel confident using cultural themes in future lessons.	☐	☐	☐	☐	☐

7. **Wrap-Up and Conclusion (10 mins)**

Teaching English through culture helps students see the language as a living, real-world tool. It supports vocabulary retention, builds empathy, and improves communication. Invite students to bring photos, objects, or stories from their own traditions for a future "culture show-and-tell" activity.

Lesson 29: Holiday and Celebration-Based Activities

Learning Objectives

- Use holidays and celebrations to create engaging, themed language lessons.
- Integrate the four language skills into festive activities.
- Develop learner-centered tasks around real-life occasions.
- Promote cultural awareness and classroom participation through creative expression.

1.5 Hours Lesson Plan

Time	Activity	Skill Focus	Description
10 min	Warm-Up: Holiday Brainstorm	Speaking	Students name popular local/international holidays; share how they celebrate.
15 min	Themed Reading Task	Reading	Read a short text about a global celebration (e.g., Chinese New Year or Halloween).
15 min	Holiday Vocabulary Hunt	Reading/Listening	Identify and define celebration-related words from the text/audio.
20 min	Celebration Role Play	Speaking/Listening	Groups act out party scenarios (e.g., inviting a friend, giving a gift, singing a song).
20 min	Create-a-Card Writing Activity	Writing	Students write a short holiday message or greeting card to a classmate or fictional character.
10 min	Sharing & Wrap-Up	Speaking/Writing	Share cards aloud and reflect on how holidays build community through language.

1. Introduction to the Chapter (10 mins)

Holidays and celebrations are exciting, high-interest themes that offer natural opportunities for language learning. It is a powerful and enjoyable way to enhance learning. They bring stories, food, songs, and traditions into the classroom, making lessons more memorable and meaningful. These themes are rich in vocabulary, culture, storytelling, and emotion—making them highly effective for teaching all four language skills. Whether it’s exploring global traditions like **Thanksgiving**, **Eid**, **Lunar New Year**, or national days like **Independence Day**, students connect language with meaningful, real-world experiences.

Using celebration-based content allows learners to:

-  **Build vocabulary** related to food, customs, emotions, and family.
-  **Practice communication** through greetings, invitations, storytelling, and role plays.
-  **Develop cultural awareness** by comparing traditions across countries.
-  **Engage creatively** through writing cards, creating posters, or describing their own holiday experiences.

For example, discussing **Diwali** introduces words like *lanterns*, *fireworks*, and *gratitude*, while a project on **Christmas** might involve writing letters to Santa or reading festive short stories. These topics spark enthusiasm, foster classroom community, and help learners see language as a living tool for real celebration and connection.

In short, teaching through holidays makes learning **memorable**, **joyful**, and **deeply human**—all while strengthening key language skills.

2. Reading Activity: A Halloween Celebration (15 mins)

Text Sample:

“Every year on October 31st, many people in the United States and other countries celebrate Halloween, a holiday filled with fun, imagination, and spooky excitement. One of the most popular traditions is for children to dress up in costumes—ranging from friendly animals to

scary monsters—and go trick-or-treating, knocking on doors and saying “trick or treat!” in hopes of receiving candy.

Homes and neighbourhoods are often decorated with carved pumpkins, ghosts, skeletons, and fake cobwebs to create a spooky atmosphere. Many people also enjoy watching scary movies, telling ghost stories, or attending Halloween parties with games and music. Halloween is not only a chance to enjoy sweet treats, but also a time for laughter, creativity, and festive community spirit.”

Comprehension Questions:

- What date is Halloween celebrated?
- What do children wear?
- What kind of decorations are used?

Vocabulary Focus:

costume, decorate, ghost, cobweb, sweet treat, scary story

3. Listening Activity: Invitation to a New Year's Party (15 mins)

Audio:



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Guided Questions:

- What time is the party?
- What should the guest bring?
- What happens at midnight?

"Listening is the first step in mastering a language, for understanding begins with hearing."

4. Speaking Activity: Holiday Role Play (15 mins)

Students work in small groups to act out a celebration scene. Choose one:

- Giving and receiving a holiday gift
- Planning a birthday or Eid party
- Making a toast at New Year

Useful Phrases:

- "Happy ____!"
- "You're invited to..."
- "I brought this for you."
- "Let's play a game / take a photo / share food."

Encourage natural conversation, use of new vocabulary, and expression of emotions.

5. Writing Activity: Create a Holiday Card (15 mins)

Students choose a celebration (e.g., Mother's Day, Eid, Christmas, Holi, Teacher's Day) and write a simple greeting card.

Format:

- Greeting (e.g., "Dear Mom,")
- Message (e.g., "Wishing you love and happiness on this special day.")
- Signature (e.g., "From your son, Ali")

Optional Extension: Create a class "Holiday Wall" with student cards and messages.

6. Self-Reflection Sheet (10 mins)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The theme helped students connect learning to real life.	☐	☐	☐	☐	☐

Students were engaged and enjoyed the activities.	☐	☐	☐	☐	☐
I successfully taught new vocabulary in context.	☐	☐	☐	☐	☐
The speaking and writing tasks encouraged creative use of language.	☐	☐	☐	☐	☐
I feel confident using holiday themes for future lessons.	☐	☐	☐	☐	☐

7. Wrap-Up and Conclusion (10 mins)

Celebration-based lessons add colour and context to English teaching. They foster joy, connection, and cultural learning while developing all four language skills. Use real or upcoming holidays as a way to energize your students and keep your lessons fresh and culturally inclusive.

Lesson 30: Teaching with Picture Prompts and Visuals

Learning Objectives

- Use visual prompts to stimulate student thinking and language use.
- Develop creative tasks using pictures for all four language skills.
- Encourage interpretation, description, and storytelling using visuals.
- Adapt picture-based activities for different levels and topics.

1.5 Hours Lesson Plan

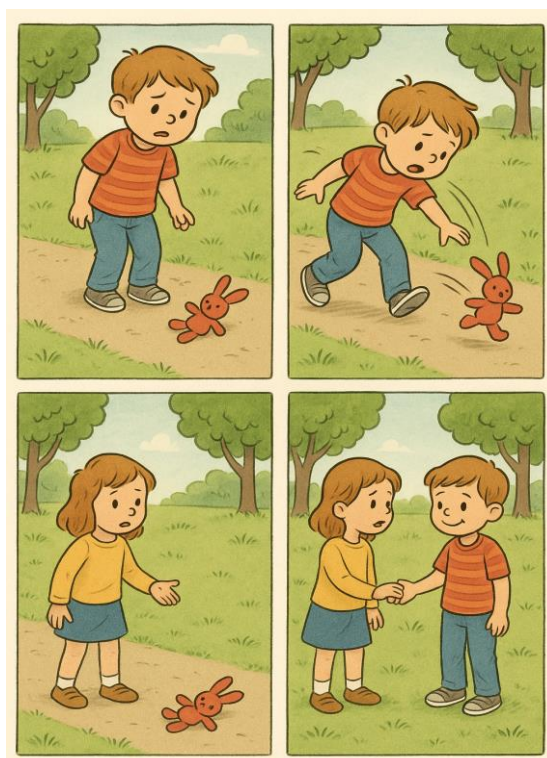
Time	Activity	Skill Focus	Description
10 min	Introduction	Speaking	Discuss: “How do pictures help in learning a language?”
15 min	Picture Description	Speaking/Writing	Students describe a classroom picture using vocabulary and full sentences.
15 min	Reading a Picture Story	Reading	Read a short picture story and match captions to images.
20 min	Listening + Picture Prompt	Listening	Listen to a description and choose the correct picture or sequence.
20 min	Visual Story Creation	Writing/Speaking	In groups, students create a short story based on a sequence of pictures.

10 min	Wrap-Up & Reflection	Speaking	Share stories and discuss how visuals improved understanding and expression.
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1. Introduction to the Chapter (10 mins)

Visuals are powerful teaching tools, especially for language learners. Pictures support comprehension, spark curiosity, and promote creativity. They are ideal for mixed-ability classes and can be used to introduce vocabulary, practice grammar, or encourage storytelling. In this chapter, you'll explore how picture prompts and visuals can enhance each of the four language skills in engaging, effective ways.

2. Reading Activity: Reading a Picture Story (10 mins)



Task:

- Match 4 simple sentences to the correct pictures:
 - A boy looks sad as he drops his red toy rabbit on a park path.

- He chases after it, worried as it bounces away.
- A girl sees the toy and bends down to pick it up.
- She returns it to the boy, and they smile at each other warmly.

Discussion:

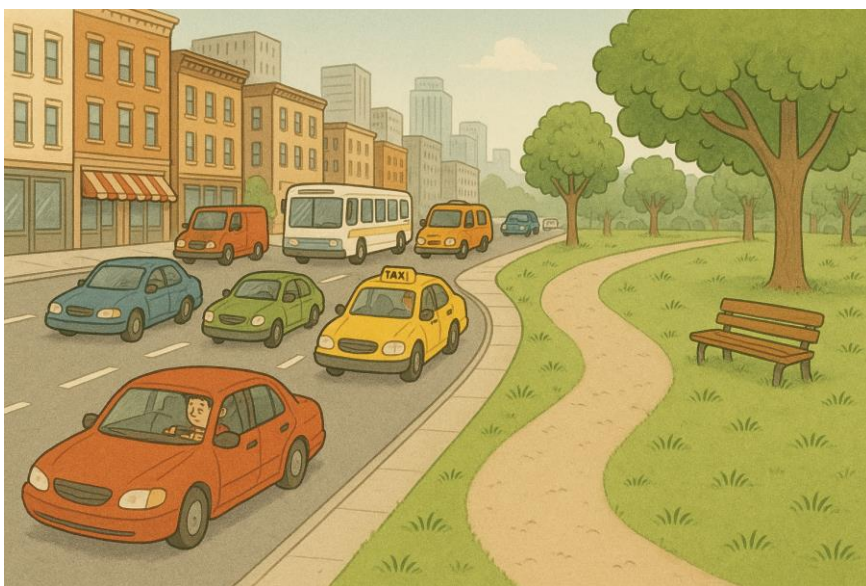
- What happened first?
- What's the problem in the story?
- What do you think they said to each other?

3. 🎧 Listening Activity: Imagine the Picture (15 mins)**Teacher Reads:**

“A girl is standing in the kitchen. She is holding a spoon and looking at a big pot. Behind her, a dog is wagging its tail and watching her.”

Task:

- Listen and draw what you hear.

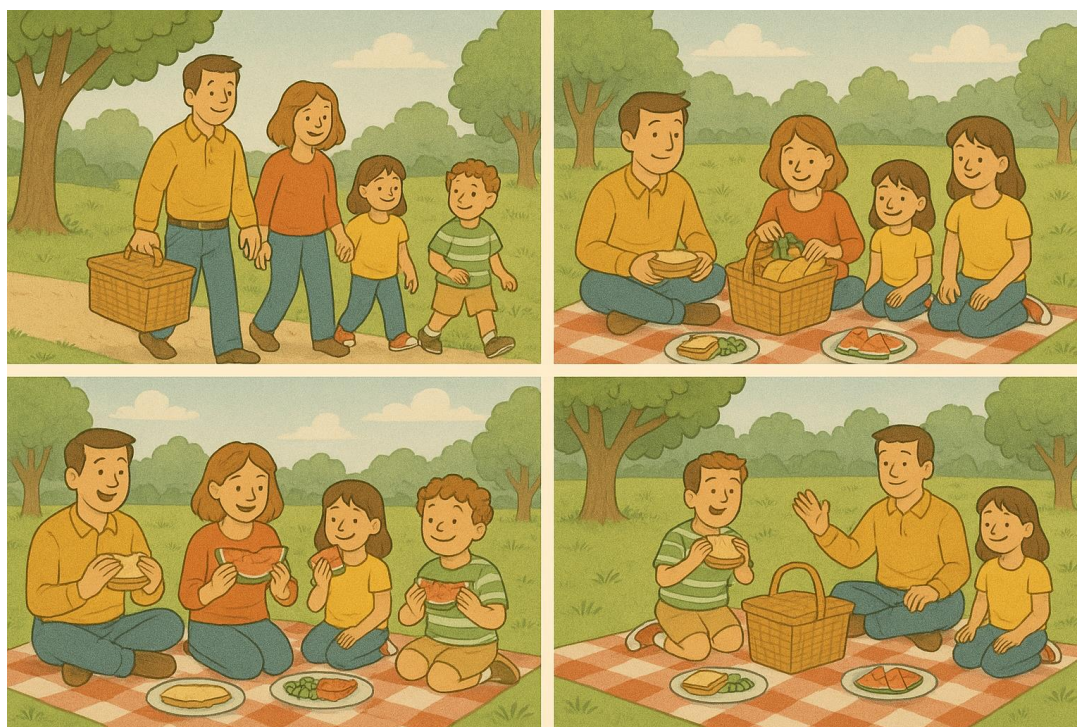
4. 🗣️ Speaking Activity: Describe a Scene (15 mins)**Prompt Questions:**

- What can you see in this picture?
- What are the people doing?
- How do you think they feel?
- What might happen next?

Encourage:

- Use of present continuous (“The boy is driving...”)
- Use of descriptive adjectives (“There’s a big white bus...”)

5. 🖍️ Writing Activity: Visual Storytelling (15 mins)



Task:

- Write a short paragraph or dialogue to match the pictures.
- Encourage logical flow: Beginning – Middle – End
- Use of connectors: *First, then, next, finally*

6. Self-Reflection Sheet (10 mins)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I effectively used visuals to enhance language learning.	☐	☐	☐	☐	☐
Students were more engaged and confident using pictures.	☐	☐	☐	☐	☐
The visual prompts supported vocabulary and grammar development.	☐	☐	☐	☐	☐
I can adapt picture-based tasks for different skills and levels.	☐	☐	☐	☐	☐
Visuals helped my students become better storytellers.	☐	☐	☐	☐	☐

7. Wrap-Up and Conclusion (10 mins)

Pictures are more than decoration—they're meaningful tools for encouraging language use. Whether used for speaking practice, story writing, or listening tasks, visuals make abstract concepts concrete and build confidence in all learners. Start your next lesson with a picture prompt and watch your classroom conversation come alive!

Chapter 7: IELTS PATTERNED SAMPLE TESTS

IELTS Patterned Sample Test for Chapter 1



LISTENING SECTION *(Approx. 30 minutes + 10 minutes transfer time)*

Part 1: Classroom Instructions

Listen to a teacher giving instructions.



audio_1x (12).wav

Questions 1–5: Match the instruction with the correct action. Write the correct letter A–H.

1. Please open your books. _____
2. Sit down quietly. _____
3. Raise your hand. _____
4. Line up at the door. _____
5. Take out your pencil. _____

- A. Stay in your seat silently
- B. Lift your hand to speak
- C. Look at the whiteboard
- D. Get ready to go outside
- E. Prepare to write
- F. Follow the teacher's directions
- G. Open to the lesson page
- H. Be quiet and pay attention

Part 2: Tone and Clarity



audio_1x (13).wav

Questions 6–9: Which tone is being used? Choose from:

- A. Polite
- B. Firm
- C. Encouraging

6. "Please clear your desks and face the front."
7. "Let's all take a deep breath and start again."
8. "I expect you to complete this before lunch."
9. "Great work, team! I love how focused you are."

Part 3: Dialogue in a Classroom Setting



audio_1x (14).wav

Questions 10–14: Complete the sentences with NO MORE THAN THREE WORDS.

10. The teacher praised _____ for getting started early.
11. The teacher redirected Josh by asking him to _____.
12. Emma asked to _____.
13. The teacher reminded students of _____.
14. James threw a pencil and was asked to _____.

Part 4: Real-Life Classroom Scenarios

Listen and choose the correct answer A, B, or C.

Questions 15–20: Multiple Choice

15. What is the teacher's tone when giving feedback?
 - A. Harsh
 - B. Calm
 - C. Confusing
16. When correcting a student's behaviour, the teacher is:
 - A. Angry
 - B. Firm but respectful
 - C. Passive
17. The teacher encourages participation by:
 - A. Ignoring mistakes
 - B. Calling on specific students
 - C. Praising effort
18. When giving instructions, the teacher:
 - A. Uses formal tone
 - B. Uses informal jokes
 - C. Speaks too quickly
19. Students respond best when the teacher:
 - A. Is very strict

- B. Is inconsistent
 - C. Uses polite and clear language
20. The purpose of the dialogue is to:
- A. Show grammar mistakes
 - B. Demonstrate classroom communication
 - C. Teach new vocabulary

 READING SECTION (60 minutes)

Passage 1: Politeness and Clarity in the Classroom

Excerpt:

"Good communication in the classroom involves not only what we say, but how we say it. A polite tone builds trust and keeps students calm. Clear instructions prevent confusion and keep students on task. Teachers must shift between formal and informal language based on the situation—for instance, formal when giving directions, informal during relaxed group work."

Questions 1–5: TRUE, FALSE, or NOT GIVEN

1. Polite tone can reduce anxiety.
2. Teachers should always use formal language.
3. Clarity helps students stay focused.
4. Informal tone is never suitable.
5. Teachers must be able to adapt their tone.

Questions 6–10: Match the sentence with the language type.

- A. Formal
- B. Informal
- C. Neutral

6. "Please submit your notebooks."
7. "Nice work! That was awesome!"
8. "Everyone get ready for the next activity."
9. "I'm afraid this behaviour is not acceptable."
10. "Let's settle down, okay?"

Questions 11–13: Vocabulary in Context – Choose the correct definition

11. "Politeness"
 - A. Using strong words
 - B. Speaking in a respectful way
 - C. Being overly formal

12. "Clear instruction"
 - A. Simple and direct guidance
 - B. Complicated directions
 - C. Softly spoken orders
13. "Classroom tone"
 - A. Volume of voice
 - B. Emotional quality of speech
 - C. Grammar of the sentence

WRITING SECTION (60 minutes)

Task 1 (150 words)

You are a teacher who just completed a training on classroom communication. Write a report to your school describing:

- What the training covered
- How it helped improve your instructions
- How you plan to use polite and clear language in class

Task 2 (250 words)

Some educators believe using informal language in class builds better relationships, while others believe formal language maintains authority.

Discuss both views and give your own opinion.

SPEAKING SECTION

(11–14 minutes)

Part 1: Introduction

- Do you prefer formal or informal conversations? Why?
- Have you ever given instructions to someone? What was it like?
- How do you feel when someone speaks to you politely?

Part 2: Long Turn

Describe a situation where you had to give instructions to someone clearly.

You should say:

- Who it was
- What the situation was

- What instructions you gave
And explain why clarity was important in that situation.

Part 3: Discussion

- Why is tone important in classroom settings?
- Should teachers always speak politely? Why or why not?
- What happens when instructions are unclear in a classroom?
- How can teachers teach students to speak respectfully?

IELTS Patterned Sample Test for Chapter 2

LISTENING SECTION

(Approx. 30 minutes + 10 minutes transfer time)

Instructions: You will hear four recordings. Answer the questions as you listen. Write your answers on the question paper.

Part 1: A Toy Shop Roleplay



audio_1x (10).wav

Context: A parent and child visit a toy shop and interact with the shop assistant.

You will hear the recording twice.

Questions 1–5: Complete the notes below.

Customer's Visit to Toy Shop

1. The child is looking for a _____ toy.
2. The parent asks about a toy that makes _____.
3. The shop assistant suggests a _____ for building.
4. The toy they buy costs _____ pounds.
5. The shop assistant offers a free _____.

Part 2: Weekend Activities (Dictation)

You will hear a short monologue. Write **EXACTLY** what you hear (gap-fill).



audio_1x (9).wav

Sentences 6–10:

6. “On Saturday, I _____ football in the morning.”
7. “Later, we _____ a movie about animals.”
8. “Sunday was relaxing – I _____ some pancakes.”
9. “Then I _____ to my grandma’s house.”
10. “It was a _____ weekend!”

Part 3: Descriptive Listening – Sensory Soundscape

Listen to the soundscape and answer the multiple-choice questions.



Relaxing Waterfall
Nature Sounds-Natur

Questions 11–13: Choose the correct letter A, B, or C.

11. What does the first sound describe?
 - A. A forest with birds
 - B. A market with shouting vendors
 - C. A quiet classroom
12. What can you hear in the background?
 - A. Children laughing
 - B. Car engines
 - C. Waterfall
13. What mood does the sound create?
 - A. Calm
 - B. Confusing
 - C. Exciting

Part 4: Story Dialogue (Gist + Details)

Listen to a conversation between two friends planning a picnic.



audio_1x (11).wav

Questions 14–20: Answer using NO MORE THAN THREE WORDS.

14. What are they planning?
15. What day is the picnic?
16. Who is bringing sandwiches?
17. What will they play at the park?
18. What time are they meeting?
19. What is the backup plan if it rains?
20. What is the name of the park?

READING SECTION (60 minutes)**Passage 1: Description in Context**

Read the text and answer questions 1–13.

The golden sun dipped slowly below the rolling hills, painting the sky in soft shades of pink. Birds chirped in the distance as a gentle breeze stirred the long grass. Nearby, children’s laughter echoed while they played with kites that danced in the air.

Questions 1–5: Identify TRUE, FALSE or NOT GIVEN.

1. The scene takes place in the evening.
2. The children are playing in a forest.
3. The wind was very strong.
4. The grass is short and dry.
5. The text contains visual and auditory imagery.

Questions 6–9: Complete the table below with SENSES mentioned.

Detail	Sense
Golden sun and pink sky	6. _____
Chirping birds	7. _____
Children laughing	8. _____
Long grass moving	9. _____

Questions 10–13: Vocabulary in Context – Choose the best meaning.

10. “Dipped”

- A. Jumped up
- B. Went down slowly
- C. Flashed brightly

11. “Echoed”

- A. Disappeared

- B. Repeated sound
C. Whispered
12. "Gentle breeze"
A. Strong wind
B. Soft wind
C. Cold wind
13. "Danced in the air"
A. Flew erratically
B. Stayed still
C. Sank to the ground

WRITING SECTION (60 minutes)

Task 1 (150 words minimum)

You attended a weekend workshop titled *"Improving Your Speaking and Listening Skills"*. Write a report to your school explaining:

- What activities you participated in
- What you learned about communication
- How the workshop will help in real-life situations

Task 2 (250 words minimum)

Some people think learning grammar through storytelling is better than learning grammar rules directly. Others think grammar should be taught using direct instruction.

Discuss both views and give your own opinion using examples.

SPEAKING SECTION (11–14 minutes)

Part 1: Introduction and Interview (4–5 mins)

Answer general questions about yourself.

- What do you usually do on weekends?
- Do you enjoy speaking in class? Why or why not?
- Have you ever visited a toy shop? What did you buy?
- What kind of stories do you enjoy listening to?

Part 2: Long Turn (3–4 mins)

Describe a place you love.

You should say:

- Where it is
- What it looks and feels like
- Why you like going there

And explain how you feel when you are in that place.

Part 3: Discussion (4–5 mins)

Thematic follow-up on communication and skill integration

- Why is it important for people to be good listeners?
- Do you think speaking and listening skills are connected? How?
- Should schools focus more on real-life communication activities rather than tests?
- How does role-play help people become better speakers?

IELTS Patterned Sample Test for Chapter 3

Listening (30 minutes)



Audio 2.aac

Part 1 – Role-play in Classrooms

Questions 1–5: Fill in the blanks (ONE word only)

1. The students are asking about the _____ policy.
2. One student wants to join the _____ club.
3. They are told to bring their student _____.
4. The teacher advises them to be _____ during activities.
5. The school promotes _____ in language use.

Part 2 – Presentation Techniques



Audio 3.aac

Questions 6–10: Choose A, B, or C

6. The most important presentation skill is...

- A) fast speaking
- B) clarity and structure
- C) writing long scripts

7. Presenters should use...

- A) only written notes
- B) gestures and visuals
- C) voice recorders

8. A common student mistake is...

- A) using humour incorrectly
- B) avoiding eye contact
- C) overusing slides

9. Presentations should start with...

- A) a joke
- B) a definition
- C) an introduction

10. Peer feedback helps learners become...

- A) more nervous
- B) more confident
- C) more dependent

Reading (30 minutes)

Text: "The Power of Speaking Tasks in Learning"

Speaking tasks play a vital role in learning, offering numerous benefits for students. Speaking builds confidence and fluency as students engage in conversations, debates, and presentations. Debate formats for students provide a structured way to develop critical thinking and argumentation skills. Using real-life topics for classroom talk makes discussions more engaging and relevant. Moreover, improving listening through discussion helps students develop their ability to understand and respond to others. Presentation skills for learners are essential for effective communication, and visual aids can enhance these presentations, though they're not always necessary.

Role-plays simulate real-world conversations, allowing students to practice communication in a safe environment. Debates, while encouraging strong opinions, don't always lead to arguments; instead, they foster respectful dialogue and critical thinking. Group speaking tasks promote teamwork, as students work together to achieve a common goal. Presentations can be assessed by both teachers and peers, providing valuable feedback.

By incorporating speaking tasks into learning, students develop essential skills in communication, critical thinking, and collaboration, preparing them for success in various aspects of life.

Questions 11–15: Match the heading (A–E) to the paragraph

- A. Speaking builds confidence and fluency
- B. Debate formats for students
- C. Real-life topics for classroom talk
- D. Improving listening through discussion
- E. Presentation skills for learners

Questions 16–20: True/False/Not Given

- 16. Students need visual aids to succeed in presentations.
- 17. Role-plays simulate real-world conversations.
- 18. Debates always lead to arguments.
- 19. Group speaking tasks promote teamwork.
- 20. Presentations are usually graded by teachers only.

Writing (40 minutes)

Task 1 (150 words):

Summarize the stages in a speaking lesson (Introduction → Topic brainstorm → Debate groups → Role-play → Reflection sheet).

Explain how this supports speaking confidence.

Task 2 (250 words):

“Some educators think speaking and listening activities should replace reading and writing in early language learning.”

Discuss both views and give your opinion. Use classroom examples.

Speaking (11–14 minutes)

Part 1 – Introduction

Do you enjoy giving presentations in class?

How often do you work in pairs or groups?

What types of listening activities do you prefer?

Part 2 – Long Turn

Describe a speaking or listening activity that helped you improve your English.

You should say:

- What the activity was
- Where and when it took place
- What you did
- Why it was useful to you

Part 3 – Discussion

Why are listening skills important in real-life communication?

What role does group work play in language learning?

How can presentations build confidence?

IELTS Patterned Sample Test for Chapter 4

Listening (30 minutes)



Audio 4.aac

Part 3 – Reading Circles

Questions 21–25: Fill in the blanks

21. Students read different _____ from the same book.
22. One student is assigned the role of a _____ keeper.
23. Others lead the discussion using prepared _____.
24. The teacher monitors and gives _____.
25. This structure builds teamwork and _____.

Part 4 – Cultural Reading Projects



Audio 5.aac

Questions 26–30: Multiple Choice

26. The student chose to talk about...
 - A) a national festival
 - B) a family celebration
 - C) a school holiday
27. Their preparation included...
 - A) drawing a comic
 - B) interviewing elders
 - C) designing posters
28. The project helped them improve...
 - A) pronunciation
 - B) note-taking
 - C) cultural understanding
29. The student learned new...
 - A) verbs
 - B) cultural phrases

C) writing styles

30. Teachers encouraged the class to...

A) write essays

B) ask questions

C) act out the celebration

Reading Section (30 minutes)

Text: “Teaching Writing Through Purposeful Reading”

Purposeful reading helps students develop writing skills by:

- Showing sentence structure to support grammar
- Building vocabulary through extensive reading
- Introducing paragraph modelling for logical writing
- Improving writing through critical text analysis
- Encouraging reading with a clear purpose

This approach enhances writing skills and deepens understanding of language structures.

Questions 31–35: Sentence Completion (ONE word only)

31. Reading supports grammar by showing sentence _____.

32. Students learned new words through _____ reading.

33. Paragraph structure is introduced through _____.

34. Writing improves when students analyse text _____.

35. Teachers encourage learners to read with a clear _____.

Writing (40 minutes)

Task 1 (150 words):

Summarize a writing project process (Choose article → Group reading → Highlight keywords → Writing paragraph → Peer feedback).

Explain how reading supports writing development.

Task 2 (250 words):

“Some teachers believe reading fiction and stories is better for writing development than using textbooks.”

Discuss both views and give your opinion. Use examples.

Speaking (11–14 minutes)

Part 1 – Introduction

Do you enjoy reading articles or stories?

What is your favourite type of writing task?

Have you ever participated in a reading project?

Part 2 – Long Turn

Describe a reading or writing task that helped you learn English.

You should say:

What the task was

What you read or wrote about

How it helped your learning

What you enjoyed about it

Part 3 – Discussion

How can reading improve writing skills?

Why is peer feedback useful in writing tasks?

What types of topics are best for reading and discussion?

IELTS Patterned Sample Test for Chapter 5

Listening Section (Approx. 30 minutes)

Audio Prompt: (Teacher reads or plays recording – 3 short conversations and 1 longer monologue/dialogue)

Part 1 – Everyday Conversations (Collocations & Phrasal Verbs)

Audio: A conversation between two friends planning a weekend trip.



audio_1x.wav

Questions 1–5: Complete the notes using ONE WORD ONLY.

1. They plan to _____ **up** early on Saturday.
2. They'll **check** _____ the weather forecast.
3. John wants to take a _____ **break** from work.
4. They decide to _____ **out** in the city first.
5. Their goal is to _____ **memories** and relax.

Part 2 – Monologue (Tenses & Prepositions)

Audio: A speaker discusses their routine and how they learned English grammar.



audio_1x.wav

Questions 6–10: Choose the correct answer A, B, or C.

6. The speaker **learned tenses** mostly through...
 - A) reading books
 - B) watching shows
 - C) grammar drills
7. She talks about improving grammar by focusing _____ **detail**.
 - A) at
 - B) in
 - C) on
8. The speaker says she **had struggled** most with...
 - A) the present perfect
 - B) future tense
 - C) past continuous
9. She overcame this problem by _____ **practice**.
 - A) regular
 - B) randomly
 - C) repeating
10. She avoided **common mistakes** in prepositions by using a...
 - A) mobile app

- B) grammar workbook
- C) friend's help

Reading Section (Approx. 30 minutes)

Text: Informational Article

Title: "Why Word Families and Prefixes Help You Remember Vocabulary"

Questions 11–15: Matching Information

Match each feature (A–E) to the correct paragraph (1–5).

- A. Examples of prefixes
- B. What collocations are
- C. The benefit of word families
- D. Tips to use suffixes
- E. Common learner errors

Questions 16–20: True/False/Not Given

- 16. Learning suffixes always improves speaking fluency.
- 17. Collocations help learners sound more natural.
- 18. Prepositions are easy for most English learners.
- 19. Word families connect words by meaning.
- 20. Some prefixes can change a word's part of speech.

Writing Section (Approx. 40 minutes)

Task 1 (150 words)

The table below shows the usage frequency of common phrasal verbs among three age groups.

Write a report summarizing the data. Include comparisons where relevant.

Phrasal Verb	10–15 yrs	16–25 yrs	26–40 yrs
Get up	80%	90%	95%
Look after	30%	60%	85%
Break down (machine)	20%	40%	70%
Run into (someone)	10%	50%	60%

Task 2 (250 words)

Some students believe grammar and vocabulary should be taught through real-life examples, while others prefer structured lessons focused on rules.

Discuss both views and give your opinion.

Use examples related to **tenses**, **phrasal verbs**, **collocations**, or **prepositions**.

Speaking Section (11–14 minutes)

Part 1: Introduction & Interview

- What kind of words do you find hard to remember?
- Do you often use a dictionary?
- How do you learn new vocabulary?

Part 2: Long Turn (1–2 minutes)

Describe a time when you used a phrasal verb or collocation correctly.

You should say:

- When it was
- What the phrase was
- How you used it
- And explain why it was useful

Part 3: Discussion

- Why do students often struggle with prepositions?
- Is it better to learn tenses in context or through drills? Why?
- Should teachers teach word formation explicitly?

IELTS Patterned Sample Test for Chapter 6

Listening Section (30 minutes)

Audio Prompt: Includes a short story, a poem reading, and a discussion on cultural celebrations.

Part 1 – Storytelling in Education

Audio: A teacher tells a short story to explain adjectives.



audio_1x.wav

Questions 1–5: Fill in the blanks (ONE word only)

1. The main character was a _____ old man.
2. He lived in a _____ cottage.
3. The story was used to teach describing _____.
4. The students had to draw a picture of the man's _____.
5. This method helps learners use words in real _____.

Part 2 – Poetry in the Classroom

Audio: A teacher explains how she uses poems to teach language.



audio_1x.wav

Questions 6–10: Choose A, B, or C.

6. The poem the teacher used was about...
 - A) friendship
 - B) seasons
 - C) animals
7. Poetry helps learners notice...
 - A) rhyme and rhythm
 - B) verb tenses
 - C) spelling patterns
8. Students were asked to create their own...
 - A) story
 - B) picture
 - C) couplet
9. The teacher says poetry improves...
 - A) listening
 - B) pronunciation
 - C) grammar
10. One challenge mentioned was...
 - A) difficult vocabulary
 - B) long reading time
 - C) lack of interest

Reading Section (30 minutes)

Text: Article – "Teaching Language Through Culture"

https://www.researchgate.net/publication/322811826_Teaching_Language_and_Teaching_Culture

Questions 11–15: Matching Headings

Match the correct heading (A–E) to paragraphs 1–5.

- A. Cultural awareness in language teaching
- B. Festival-themed role-play
- C. Benefits of thematic teaching
- D. Using holidays in language tasks
- E. Creating storytelling circles

Questions 16–20: True/False/Not Given

16. The article states that cultural topics make lessons more memorable.
17. Poetry should be used only at advanced levels.
18. Celebrations can introduce new vocabulary in context.
19. Students prefer poems to stories.
20. Visuals help young learners understand holiday-related terms.

Writing Section (40 minutes)**Task 1 (150 words)**

The diagram below shows a lesson plan that uses storytelling to teach descriptive writing.



Summarise the main steps.

Explain how this approach benefits young learners.

☒ *(Visual includes: Storytelling → Group discussion → Word bank creation → Writing → Drawing scene)*

Task 2 (250 words)

Some educators believe using stories, poems, and cultural themes in language teaching is more effective than using traditional grammar exercises.

Discuss both views and give your opinion.

Use examples of **poetry**, **festivals**, or **storytelling**.

Speaking Section (11–14 minutes)**Part 1 – Introduction**

- Do you like reading stories or poems? Why?
- Can you remember a holiday celebration you enjoyed?
- What do you like most about your culture?

Part 2 – Long Turn (1–2 minutes)

Describe a story, poem, or festival activity that helped you learn English.

You should say:

- What it was
- Where and when it happened
- What you learned from it
- And explain why it was effective

Part 3 – Discussion

- How can stories and poems help in learning grammar or vocabulary?
- Why is it important to teach about different cultures in English class?
- What are the advantages of using holidays as classroom themes?

