

Benchmark English

TRM – Daily Summary



ALBAKIO INTERNATIONAL
LAHORE - KARACHI

Grade: Three

Week 1

Day 1

Begin with Unit 1, "Transport." Engage students in a brainstorming activity by asking them to share names of different modes of transport they see in daily life. Discuss the purpose of each mode. Guide students in inferring the meaning of new words by context. Read the poem aloud with expression and encourage students to identify rhyming words.

Day 2

Continue with the poem. Highlight new words from the text and write them on the board. Have students practice pronouncing them correctly. Conduct a real-life connections activity where students relate the transport modes mentioned in the poem to their own experiences, such as their journey to school or a trip they enjoyed.

Day 3

Recall the tasks from the previous days to reinforce learning. Read the poem again and discuss its message. Guide students through comprehension exercises A and B, ensuring they understand the questions and answers fully. Use examples to explain unfamiliar concepts.

Day 4

Focus on phonics with consonant clusters. Use exercise A to practice identifying and pronouncing clusters such as "tr," "bl," and "cl." Engage students with a fun game where they create new words using given clusters.

Day 5

Continue with phonics, emphasizing syllables. Guide students to break words into syllables using clapping or tapping for each syllable. Complete exercise B and have students practice writing and pronouncing the words correctly. Reinforce learning with a quick group activity to sort words based on the number of syllables.

Week 2

Day 1

Focus on communication skills by enacting the dialogue provided in Unit 1. Encourage students to practice with expression and clarity. Use exercise A to reinforce the activity, ensuring that students understand the conversation and its context. Pair students for role-play to enhance engagement.

Day 2

Introduce vocabulary and grammar, concentrating on nouns and verbs. Discuss the definitions and provide examples from the text. Use exercise A to practice identifying nouns and verbs in sentences. Reinforce learning with a quick game where students categorize words into nouns and verbs on the board.

Day 3

Teach alphabetical order by explaining its importance in organizing information. Guide students through exercises B and C, helping them arrange words in alphabetical order. Conduct a group activity where students organize flashcards with words from the unit.

Day 4

Focus on writing skills by completing exercise A. Encourage students to write simple and clear sentences based on the given prompts. Use Iqbal's Shaheen to discuss themes of responsibility and perseverance, linking them to the topic of transport. Ask students to share examples of responsibility in their daily lives.

Day 5

Conduct a test covering Unit 1. Include questions from vocabulary, grammar, phonics, and comprehension. Review key concepts before the test to ensure students feel confident.

Week 3

Day 1

Begin with brainstorming about village life. Show pictures related to the story "A Visit to a Village" and ask students to describe what they observe. Discuss what they expect to learn from the story. Read the story aloud, pausing to explain key points and encourage students to predict what might happen next.

Day 2

Re-read the story with the class to reinforce understanding. Highlight new vocabulary words, writing them on the board with definitions and example sentences. Discuss how the events in the story relate to students' lives, such as visiting relatives or spending time in nature.

Day 3

Recall the tasks from previous days, asking students questions to review key details. Read the

story again to ensure clarity and complete comprehension exercises A to C. Encourage students to answer thoughtfully, referencing the text where needed.

Day 4

Develop communication skills through exercises A and B. Practice speaking by having students discuss their favorite parts of the story or describe what they liked about village life. Pair students for role-play activities to enhance interactive learning.

Day 5

Focus on grammar and vocabulary. Begin with exercise A, filling in missing letters to complete the words. Move to exercises B and C, teaching singular and plural forms. Engage students with a quick game where they transform singular nouns into plurals and use them in sentences.

Week 4

Day 1

Introduce proper nouns by explaining their role in naming specific people, places, or things. Provide examples and ask students to identify proper nouns in sentences. Complete exercise D together. Move to gender nouns, discussing masculine, feminine, and neutral forms, and practice with exercise E. Use a sorting activity where students classify nouns into gender categories.

Day 2

Teach open and closed syllables by explaining how they differ and providing examples. Practice breaking words into syllables and identifying their type. Use exercise A for additional practice and include a hands-on activity where students clap out syllables in words they hear or read.

Day 3

Focus on punctuation by explaining the importance of correct usage in writing. Work through exercise A, punctuating sentences as a class. Introduce high-frequency words and help students practice their spelling and usage. Encourage students to create short sentences using these words as reinforcement for exercise B.

Day 4

Guide students in differentiating between village and city life using the T-chart method. Brainstorm ideas as a class, listing characteristics of each. Complete exercise C by helping

students organize their ideas into the chart. Encourage creativity and personal experiences to enrich their responses.

Day 5

Discuss the value of kindness through a short story or a class discussion, relating it to Iqbal's Shaheen. Encourage students to share ways they can show kindness to others. End the session with a collaborative activity, such as creating a kindness tree, where students write acts of kindness on paper leaves.

Week 5

Day 1

Conduct the test for Unit 2. Ensure students are prepared by reviewing key topics briefly. Emphasize the importance of focusing on comprehension, vocabulary, and writing skills. After the test, provide feedback to help students understand their mistakes and areas for improvement.

Day 2

Introduce Unit 3: Arfa Karim by discussing her achievements and contributions to technology. Help students infer meaning from the text, encouraging them to highlight new and difficult words. Read the story aloud with expression, guiding students to complete exercises A and B to enhance their reading skills and understanding.

Day 3

Focus on phonics by teaching irregularly spelled words. Practice pronunciation and provide examples to aid recognition. Move to dividing words into syllables, engaging students in identifying syllable breaks in familiar words. Complete exercises A and B to reinforce learning.

Day 4

Strengthen communication skills by practicing the dialogue provided in the unit. Discuss tone and expression while reading aloud. Guide students in reading the story and help them answer the related questions in exercise B. Use this activity to improve comprehension and critical thinking skills.

Day 5

Teach grammar and vocabulary concepts such as anagrams, missing letters, and days of the week. Use interactive activities like unscrambling words or arranging the days of the week in

the correct order. Complete exercises A to D, ensuring students understand and can apply these concepts effectively.

Week 6

Day 1

Focus on writing skills by using the mind map provided in Unit 3. Guide students to organize their ideas and expand them into a coherent paragraph. Provide examples and encourage creativity while ensuring proper structure and grammar.

Day 2

Discuss the leadership skills of Arfa Karim in Iqbal's Shaheen. Highlight her qualities such as determination, innovation, and perseverance. Encourage students to reflect on how they can develop similar qualities in their own lives through interactive discussions or role-playing activities.

Day 3

Conduct the test for Unit 3. Review key topics like reading comprehension, phonics, vocabulary, and writing skills beforehand. Use this opportunity to identify and address any learning gaps. Provide constructive feedback on their performance.

Day 4

Introduce Unit 4: Work is the Real Worship. Begin with inferring the meaning of the text, encouraging students to predict the content using illustrations or keywords. Highlight new and challenging words, guiding students in understanding their meaning. Complete exercises A and B to reinforce reading skills.

Day 5

Continue with Unit 4, focusing on reading skills by diving deeper into the text. Discuss its main ideas and supporting details. Engage students in completing exercises C and D, ensuring they comprehend and can analyze the content effectively.

Week 7

Day 1

Continue with Unit 4 by focusing on reading skills. Teach students how to effectively use a dictionary to look up the meanings of unfamiliar words. Guide them in completing exercises E and F, reinforcing their understanding of vocabulary in context.

Day 2

Further develop reading skills by exploring the poem in Unit 4. Discuss its structure, theme, and key literary devices. Help students interpret the deeper meaning behind the lines and complete exercise F to strengthen comprehension.

Day 3

Introduce phonics with a focus on R-controlled syllables. Explain the unique sounds created by this pattern and provide examples for practice. Use engaging activities such as matching games or group reading exercises to enhance learning.

Day 4

Develop communication skills through exercise A in Unit 4. Encourage students to rehearse and present dialogues or role-play scenarios from the text. Provide feedback on pronunciation, fluency, and expression to build confidence.

Day 5

Focus on grammar and vocabulary with an emphasis on synonyms. Guide students in completing exercise A by exploring words with similar meanings. Use sentence-building activities to show how synonyms can enhance writing and speaking.

Week 8

Day 1

Continue Unit 4 with a focus on grammar and vocabulary. Teach students the Subject-Verb-Object (SVO) sentence structure. Guide them in identifying and circling verbs in given sentences while explaining their role within the structure.

Day 2

Expand grammar and vocabulary skills by introducing expressions and emojis. Use exercises C and D to help students understand how expressions convey emotions and meanings in writing. Incorporate a fun activity where students match emojis to corresponding expressions.

Day 3

Develop communication skills through comparison exercises. Use a T-chart to help students identify similarities and differences in the given content. Relate the activity to Iqbal's Shaheen, discussing how comparisons can be used to highlight values like determination and leadership.

Day 4

Conduct a comprehensive test for Unit 4. Ensure it includes a variety of tasks, such as grammar exercises, reading comprehension, and phonics, to evaluate overall understanding of the unit.

Day 5

Introduce Unit 5: "We All Need Peace." Begin with brainstorming activities to encourage students to think about the importance of peace. Guide them in inferring meanings and highlighting new words during the reading. Complete exercises A and B, focusing on answering questions and practicing reading headlines with stress and intonation.

Week 9

Day 1

For Unit 5, start with Grammar and Vocabulary. Focus on matching contractions, helping students understand how two words are combined into one form (e.g., "do not" becomes "don't"). After explaining the rule, have students complete Ex A by matching contractions with their expanded forms.

Day 2

In Unit 5, move on to Communication Skills. Have the students read the given dialogue in Ex A and act it out to practice fluency and expression. For Ex B, introduce rhetorical speaking. Discuss what makes a good speaker and then guide students through the exercise, helping them understand the importance of tone and pauses in effective speech.

Day 3

Continue with Grammar and Vocabulary in Unit 5. Focus on pronouns and possessive pronouns. Explain how pronouns replace nouns (e.g., "he," "she") and how possessive pronouns show ownership (e.g., "his," "hers"). Students will complete Ex A-C, which will give them practice in identifying and using pronouns correctly in sentences.

Day 4

In Unit 5, focus on Phonics, specifically final consonant blends. Teach students to recognize and

pronounce blends like "nd," "st," and "mp." Have them complete Ex A-C, practicing the sounds in words with final consonant blends.

Day 5

For Writing Skills, focus on invitation writing. Explain the structure of an invitation and how to include key details like the event, date, and location. Have students complete Ex A-B by writing an invitation for a given event, using the correct format and vocabulary.

Week 10

Day 1:

For this day, students will focus on ways to make the world a better place, using the activity from Iqbal's Shaheen. The task is to encourage students to think critically about how small actions can lead to positive changes in the world. Provide a word bank with words like "kindness," "help," "unity," "peace," and others that relate to improving society. Students will use these words to complete a mind map, organizing their thoughts on how to create a better world. Afterward, they will share their ideas with the class and discuss how they can implement these ideas in their daily lives.

Day 2:

This day will be dedicated to testing students' understanding of all the material covered in Unit 5. The test will include a variety of questions, such as multiple-choice questions, short-answer questions, and a few application-based questions to assess their comprehension of the unit's vocabulary, grammar, and reading skills. Ensure that the students have enough time to finish the test and review the material before they start. After the test, provide feedback and discuss common mistakes with the class to ensure further understanding.

Day 3:

This day introduces Unit 6. Start with a brainstorming session where students share what they know about the topic, "We Can Dare to Get," and discuss the importance of taking risks and daring to achieve. Read the text with expression, focusing on tone and emotions that should be conveyed while reading. Encourage students to read aloud and practice different intonations based on the text. During skimming, guide the students to look for key ideas and main points in the text. Lastly, highlight new words in the reading passage, focusing on their meanings and usage.

Day 4:

This day will focus on reading comprehension activities for Unit 6. First, read the text aloud and ask students to follow along. After reading, engage them in a discussion about the text to ensure they understand the main ideas. Then, have students complete Ex A and B, which should include questions based on the passage. These questions will test their understanding of key details and overall comprehension. Make sure to review the answers with the class and discuss any challenging aspects of the text.

Day 5:

On the final day of the week, students will work on identifying elements of poetry. Read the poems aloud with expression, focusing on rhythm, rhyme, and tone. Ask students to identify and discuss elements of poetry such as the rhyme scheme, rhythm, and any figurative language present in the poem. In Ex C-D, students will analyze the poems in detail and answer questions related to their elements. Encourage students to think about how the structure and style of poetry contribute to its overall meaning and impact.

Week 11

Day 1:

Students will work on enacting the given dialogue in Exercise A, allowing them to practice their speaking and listening skills. This will be followed by Exercise B, where they will recall a story and share it with the class. This activity will encourage them to express their thoughts clearly and confidently, fostering better communication skills.

Day 2:

In this session, students will focus on organizing words alphabetically in Exercise A, helping them improve their understanding of the alphabetical order. In Exercise B, they will learn about possessive pronouns and practice identifying them in sentences. These activities will strengthen their vocabulary and grammatical skills.

Day 3:

Students will focus on understanding different types of tenses in Exercises C and D. By practicing these exercises, they will enhance their ability to identify and use various tenses correctly in both written and spoken language. This will help improve their overall grammar and sentence structure.

Day 4:

In Exercise A, students will practice initial consonant blends, improving their phonics skills. Afterward, they will engage in Iqbal's Shaheen, where they will participate in a character-building activity related to leadership, responsibility, or kindness. This will encourage them to reflect on positive traits and their role in making the world a better place.

Day 5:

Students will focus on instructional writing in Exercises A-C, where they will learn how to write clear and effective instructions. They will practice writing steps for simple tasks, paying attention to clarity and sequence. This exercise will help them develop their writing skills and ability to communicate instructions effectively.

Week 12

Day 1:

On this day, students will take a test on Unit 6, assessing their understanding of the topics covered. This will include a mix of grammar, vocabulary, comprehension, and writing skills that they have practiced throughout the unit.

Day 2:

Students will start Unit 7 with a brainstorming session, where they will discuss the concepts of good and bad company. They will then skim through the text and highlight new words, preparing themselves to understand the story's themes and moral lessons.

Day 3:

Students will focus on reading comprehension by working through Exercises A-C. They will read the story in-depth, answer questions related to the text, and analyze the meaning of the story's key events and characters. This will strengthen their understanding and critical thinking skills.

Day 4:

On this day, students will revisit the story from Unit 7, further analyzing its content through Exercises D and E. These exercises will focus on deeper comprehension, including identifying key themes, characters, and the moral of the story. This helps students make personal connections with the text.

Day 5:

Students will practice initial consonant blends through Exercises A-C. This will enhance their

phonics skills, enabling them to better decode words and improve their reading fluency. Exercises will include identifying and pronouncing words with specific blends.

Week 13

Day 1:

Students will work on Exercises A-C to understand antonyms and how they change the meaning of words. They will also focus on transitional words commonly used in recipes, practicing how these words help in the flow of instructions.

Day 2:

Students will learn about prefixes in Exercise D, focusing on how prefixes modify the meaning of base words. They will practice identifying and using different prefixes in various contexts.

Day 3:

In this session, students will discuss with their teacher ways to demonstrate courage and hard work in daily life. They will explore examples from their own experiences and relate them to the concept of leadership and personal growth.

Day 4:

Students will take a test on Unit 7, covering the grammar, vocabulary, reading comprehension, and writing skills learned during the unit. This test will assess their overall understanding of the content.

Day 5:

Students will begin Unit 8 by brainstorming ideas related to Nishan-e-Haider, inferring meaning from the text, reading with expression, and highlighting new words. This will set the stage for a deeper understanding of the story and its significance.

Week 14

Day 1:

Students will revisit the text in Unit 8, focusing on reading comprehension. They will complete Exercises A-C to practice understanding the main ideas, details, and inferences from the text.

Day 2:

In this lesson, students will continue reading comprehension work with Exercise D. They will also learn how to interpret and create a pie chart to visually represent data or concepts from the text.

Day 3:

Students will focus on digraphs and trigraphs in Exercise A. They will practice identifying and reading words with these letter combinations to improve their phonetic skills.

Day 4:

Students will work on their communication skills by enacting the dialogue from the book (Exercise A). This will help them practice speaking clearly, using expression, and understanding conversational dynamics.

Day 5:

Students will work on homophones in Exercise A, learning to distinguish between words that sound the same but have different meanings and spellings. They will also study adjectives in Exercise C, focusing on how adjectives describe and modify nouns.

Week 15

Day 1:

Students will work on Exercise C, which focuses on articles. They will review the use of definite (the) and indefinite articles (a, an) in various sentences. Teachers will provide examples and ask students to identify and use articles in context. Activities could include filling in the blanks with the correct article and explaining why each article is used in its specific case.

Day 2:

Students will learn about the continuous tense (present, past, and future) in Exercises A and B. They will practice forming sentences using the correct tense. For example, "I am eating," "She was playing," and "They will be arriving." Students will complete exercises that require them to identify and use continuous tenses in context, both for actions happening now and actions in the past or future.

Day 3:

This lesson will focus on compound words in Exercise G. Students will learn how two simple words can be combined to form a new, meaningful word. For example, "toothbrush," "snowman," and "cupcake." Teachers will introduce compound words through visual aids and interactive activities, where students match simple words to form compound words and use them in sentences.

Day 4:

In Exercise A, students will focus on writing skills, particularly on constructing well-formed sentences. Teachers will guide students to practice organizing their ideas and improving sentence structure. In Iqbal's Shaheen, students will read about two Nishan-e-Haider holders, exploring their sacrifices for their country. They will then discuss how bravery, courage, and patriotism were demonstrated by these individuals.

Day 5:

Students will take a comprehensive test for Unit 8. The test will evaluate their understanding of vocabulary, grammar (articles, continuous tense, and compound words), and reading comprehension skills. The test will consist of multiple-choice questions, fill-in-the-blank exercises, and short writing prompts to assess their learning.

Week 16

Day 1

Begin Unit 9, "Enjoying Festivals," by engaging students in a brainstorming session where they share their favorite festivals and how they celebrate them. Use visuals or related prompts to encourage discussion. Introduce the text by helping students infer meaning from the title, illustrations, or any cultural references provided. Read the text aloud to the class, demonstrating expression, intonation, and rhythm to bring the passage to life. Encourage students to follow along and discuss the emotions or themes conveyed through the text.

Day 2

Continue with Unit 9 by revisiting the brainstorming session, focusing on the role of festivals in fostering community and joy. Guide students through skimming the text to identify the main ideas, key details, and specific sections that stand out. Encourage them to underline or highlight new or unfamiliar words, and lead a discussion about their meanings in context. As an activity, ask students to pair up and explain the main idea of the text to their partner.

Day 3

Focus on reading comprehension by first reviewing the story or passage from Unit 9. Use Ex A to guide students in answering direct questions about the text, ensuring they understand key details. Move to Ex B, where students practice forming and answering Wh-questions such as "What is the purpose of the festival?" or "Who participates in the celebrations?" To make it interactive, divide the class into small groups and let them quiz each other using Wh-words.

Day 4

Introduce the concept of stress in syllables using Ex A. Begin with a quick activity where students clap out syllables for common festival-related words (e.g., "celebrate," "tradition"). Explain the importance of syllable stress and demonstrate it in context. Follow this by having students identify stressed syllables in new words from the text. To reinforce the concept, divide the class into teams for a game where they must categorize words by their stress patterns.

Day 5

Develop communication skills by working on Ex A and Ex B. Begin with a role-play activity where students enact a dialogue from the book, focusing on clear expression and confident speaking. Afterward, introduce a scenario such as planning a school festival, where students must work in pairs or groups to discuss tasks, assign roles, and communicate ideas. Conclude by having groups present their festival plan to the class, highlighting teamwork and creativity.

Week 17

Day 1

Start the lesson with Unit 7, where the focus is on reading comprehension. Begin by revisiting the text, allowing students to read the passage again if needed. Afterward, lead a discussion on the key details and main points of the story. Move on to Ex A and C, which will help students answer questions based on the text. Encourage them to refer back to the passage for evidence when answering the questions. The aim is to ensure they understand the content and can demonstrate their comprehension. After completing the exercises, review the answers as a class and address any confusion.

Day 2

Continue with Unit 7, focusing on vocabulary and grammar. Start by teaching students how to identify antonyms using Ex A. Provide examples and allow students to practice by finding antonyms for words from the passage or other words they know. Follow this with Ex B and C, which focus on transitional words in a recipe. Discuss how transitional words like "first," "next,"

and "finally" help organize instructions or actions in a sequence. Encourage students to practice using transitional words in their own sentences or recipes.

Day 3

For today's lesson, focus on communication skills. Begin with Ex A, where students will describe their playground in detail. Encourage them to use descriptive language and include sensory details to paint a clear picture. Afterward, move to Ex B, where students will work in pairs to create a dialogue based on a scenario, such as asking for directions or making a request. Emphasize the importance of clear communication and polite expression. To reinforce these skills, ask each pair to act out their dialogue for the class.

Day 4

This day is dedicated to phonics. Start with Ex A, where students will practice reading and identifying words that follow the "Floss Rule." Emphasize how this rule applies to words with short vowels and double consonants. Provide examples and allow students to complete the exercise independently, while also reading the words aloud to practice their pronunciation. Encourage them to think of additional words that fit the rule and share with the class. This will help reinforce their understanding of the phonics concept.

Day 5

On the final day of the week, focus on writing skills. Use Ex A to practice writing skills, where students will focus on constructing clear and coherent sentences using proper punctuation. Encourage students to proofread their work and make corrections as necessary. To wrap up the week, briefly mention Iqbal's Shaheen activities, highlighting the importance of character-building discussions. Engage the students in a discussion on how qualities like perseverance and responsibility can be practiced in everyday tasks, such as schoolwork or helping at home.

Week 18

Day 1

Begin Unit 10, "Honesty," by engaging students in a brainstorming session where they share what honesty means to them and why it is important. You can prompt the discussion with questions like "Why do we need honesty in our lives?" or "What happens when people are dishonest?" Next, guide students in inferring the meaning of key words or concepts from the title and illustrations. Then, read the text aloud with expression, emphasizing the importance of honesty. Afterward, work through Ex A and Ex B, focusing on reading comprehension.

Encourage students to answer the questions based on the story, discussing their thoughts with a partner before sharing with the class.

Day 2

Continue with Unit 10 by reinforcing reading comprehension through Ex C to E. Encourage students to revisit the text and look for specific details that answer the given questions. To make it interactive, have students work in pairs to discuss their answers and support them with evidence from the text. Afterward, lead a class discussion to ensure all students understand the text fully. Use a few examples from the text to highlight how details and inferences can be used to understand the main ideas better.

Day 3

Focus on communication skills by working through Ex A. Begin by asking students to describe their playgrounds in detail, encouraging them to use adjectives and descriptive phrases. Guide them to include sensory details like what they see, hear, and feel when they are at the playground. As an extension activity, ask students to pair up and share their descriptions, then have them give feedback to each other on how vivid and clear their descriptions were. This exercise will help build their communication and descriptive writing skills.

Day 4

For vocabulary and grammar, focus on identifying and understanding pronouns using Ex A and B. Provide a brief explanation of pronouns and how they replace nouns to avoid repetition in sentences. Have students work through the exercises by underlining the pronouns in sentences and explaining their function. To reinforce learning, write sentences on the board and ask the students to identify the pronouns in each. Then, ask them to create their own sentences with different pronouns, emphasizing the correct use of each.

Day 5

Continue with vocabulary and grammar by working on Ex C. This exercise focuses on distinguishing between a sentence and a phrase. Begin by explaining the difference: a sentence has both a subject and a predicate, while a phrase does not. Provide examples for students to categorize as either a sentence or a phrase. Have them work through the exercises by identifying sentences and phrases, and then have a brief class discussion about the characteristics of each. As a final activity, ask students to write their own examples of both, which they can share with a classmate for feedback.

Week 19

Day 1

Start the lesson with Unit 10 phonics, focusing on the Floss Rule. Explain to the students that the Floss Rule states that when a short vowel sound is followed by a consonant, the consonant is often doubled, such as in words like "floss," "hiss," and "pass." Guide students through Ex A, where they will practice identifying words that follow the Floss Rule. Have them complete the exercise by writing a list of words they think fit the rule and then reviewing them as a class. Encourage students to read the words aloud with proper pronunciation.

Day 2

Begin by introducing the concept of writing invitations. Discuss the key elements of an invitation, such as the event, date, time, and location. Then, assign students the task of writing their own invitations based on a scenario you provide, like inviting a friend to a birthday party or a community event. After they complete the invitations, have a few students share theirs with the class. Briefly mention that Iqbal's Shaheen activities are related to character-building discussions. Encourage the teacher to engage students in a discussion about how honesty, kindness, and responsibility can be part of character development. This will link the concept of invitation writing to a broader life lesson about responsibility and communication.

Day 3

Today will be a test day for Unit 10. Ensure that the students are well-prepared by reviewing key concepts and skills covered in the unit, such as phonics, grammar, reading comprehension, and vocabulary. Remind them to focus on clarity and neatness while completing the test. After the test, allow time for students to discuss any questions they found challenging, either in pairs or as a group, to reinforce their learning.

Day 4

Introduce Unit 11, "Making Queues." Begin the lesson with a brainstorming session where students can share their ideas about what a queue is and why it is important. Ask them questions such as, "When have you had to wait in a queue?" or "Why is it important to follow a queue?" Next, proceed with skimming through the text, encouraging students to infer meaning from the text and focus on key phrases. Highlight new vocabulary words and explain their meanings. Then, read the text with expression, modeling how to bring the content to life through voice and tone. This approach will help students develop better reading fluency and comprehension.

Day 5

Continue Unit 11 with a focus on reading skills. Have students work through Ex A to C, concentrating on understanding the key details of the text. Encourage students to pay attention to the structure of the passage, identifying the main idea and supporting details. Discuss the answers to the exercises as a class, ensuring that students can explain their reasoning and clarify any confusion. After completing the exercises, encourage a discussion about the importance of making queues in daily life, linking it to real-world applications.

Week 20

Day 1

Begin Unit 11 by focusing on communication skills. Start with Ex A, where students will describe a picture provided in the book. Encourage them to use descriptive language, focusing on details like colors, shapes, and actions in the picture. Afterward, guide the class in sharing their descriptions, allowing students to compare their interpretations of the image. Emphasize how clear communication helps others visualize what is being described. You can also ask follow-up questions about the picture to further develop their speaking skills.

Day 2

For today's lesson, focus on vocabulary and grammar. Begin with Ex A and B, which deal with identifying and understanding different types of verbs. Explain the categories of verbs—action verbs, linking verbs, and helping verbs—and give examples. Allow students to complete exercises where they identify verbs in sentences or create their own examples. Discuss the role of verbs in making sentences meaningful and how they express actions or states of being. Once the exercises are complete, review the answers as a class to ensure understanding.

Day 3

Continue with vocabulary and grammar in Unit 11, focusing on Ex C, where students will learn about adverbs. Begin by explaining how adverbs modify verbs, adjectives, or other adverbs. Give examples like "quickly," "very," or "easily" to show how adverbs add detail to sentences. Encourage students to create their own sentences using adverbs. Afterward, let them complete Ex C, where they will identify adverbs in sentences. Review the answers as a class and discuss how adverbs help add meaning to actions or descriptions.

Day 4

In this lesson, focus on writing skills. Start with Ex A, which will guide students in practicing

sequential writing. Discuss how to organize ideas in a clear sequence, such as beginning, middle, and end. Provide students with a prompt or a scenario to write about, such as describing the steps to make a sandwich or a simple task they do at home. Afterward, review the writing and discuss how students can improve their sequencing. For Iqbal's Shaheen, engage the students in a discussion about the topic provided in the book. Lead the conversation, asking students for their thoughts and encouraging them to share examples related to the topic.

Day 5

On the final day of the week, conduct a test based on Unit 11. Ensure that the students are comfortable with all the concepts covered so far, such as communication skills, types of verbs, adverbs, and writing skills. Provide a variety of question formats, including multiple-choice, short answer, and writing prompts. Once the test is complete, go over the answers with the class and provide feedback to reinforce key concepts. This will help them review and solidify their understanding of the unit's material.

Week 21

Day 1

For Unit 12, begin with a brainstorming session to activate prior knowledge about the topic, "First Aid Box." Ask students what items they think should be in a first aid kit and why. After that, move on to skimming through the text, allowing students to quickly scan the passage and highlight key words they find important or unfamiliar. This will help them get a general understanding of the content. Emphasize the importance of identifying keywords to aid comprehension. Encourage students to highlight new words and make guesses about their meanings based on context. This activity will prepare them for the detailed reading ahead.

Day 2

In this lesson, focus on reading comprehension. Guide students through Ex A and B, where they will answer questions based on the text they read. Encourage students to refer back to the text for answers and underline key details that support their responses. Discuss the importance of understanding the main ideas and details of the text. After completing the exercises, review the answers together as a class and clarify any points that might be confusing. This ensures that all students grasp the content and can discuss it in more detail.

Day 3

Continue with reading comprehension in Unit 12 by working through Ex C and D. These exercises will help students further understand the content and develop their ability to analyze

and interpret texts. After reading the passage again, guide students in answering the questions thoughtfully, encouraging them to use complete sentences. For each question, ask them to provide evidence from the text to support their answers. Once the exercises are completed, conduct a group discussion where students can share their answers and reasoning, promoting collaborative learning and deeper understanding.

Day 4

Focus on communication skills today, particularly presentations. Start with Ex A, where students will prepare and present a short talk based on the unit's theme, such as what to do in an emergency or how to use the items in a first aid kit. Provide guidance on how to organize their ideas and speak clearly. After each presentation, give constructive feedback, highlighting the strengths of their delivery and suggesting areas for improvement. Encourage students to ask each other questions after each presentation to promote engagement and active listening.

Day 5

In this lesson, move on to vocabulary and grammar. The teacher will guide students through the exercises, helping them understand the grammar concepts and how to apply them in context. For Ex B-D, the teacher will explain each exercise step by step, giving examples and clarifying any doubts. Students will work through the exercises independently or in pairs, and the teacher will offer support as needed. Afterward, review the exercises with the class, providing explanations and additional practice if necessary. This helps reinforce their understanding of the grammar topic and ensures they can apply it effectively in their writing and speaking.

Week 22

Day 1

For Day 1, focus on vocabulary and grammar in Unit 12. Begin with Ex C, where students will work on identifying and using various vocabulary words from the unit. Provide clear instructions on how to approach each task, and offer examples to help them understand the context of the words. After completing the exercise, review the answers as a class and discuss any tricky words or concepts. Encourage students to use the new vocabulary in sentences to reinforce their learning.

Day 2

On Day 2, shift to writing skills. Begin with Ex A and B, where students will explore the elements of a story and then practice writing their own. Discuss the key components of a good story (e.g.,

introduction, characters, plot, climax, and conclusion), and ask students to plan their stories using these elements. Once they have a basic outline, guide them in writing their stories. Offer feedback and encourage creativity. Allow time for students to share their stories with peers, fostering a sense of accomplishment and confidence in their writing.

Day 3

For Day 3, continue with writing skills in Unit 12. Focus on Ex C and D, where students will practice descriptive writing. Guide them through the steps of creating vivid and detailed descriptions, using sensory language to bring scenes or objects to life. Encourage students to describe something familiar, such as their favorite place or a memorable event. After the writing exercise, provide feedback and discuss how to improve descriptions further. In Iqbal's Shaheen, the teacher will lead a general discussion on character-building topics, encouraging students to reflect on personal values and qualities.

Day 4

On Day 4, have a Test Day for Unit 12. Review key concepts and skills learned throughout the unit, including vocabulary, grammar, and writing skills. Make sure students understand the test format and instructions. Allow time for questions and clarifications before the test begins. Afterward, ensure students have the opportunity to review their answers. Offer support where needed and provide constructive feedback once the test is complete.

Day 5

For Day 5, move on to Unit 13, starting with brainstorming. Engage students in a discussion about the new unit and encourage them to share their thoughts and ideas. Then, guide them in inferring meaning from the text, using clues in the reading to deduce information. Focus on reading with expression, helping students to emphasize key points and engage with the text. Highlight new words as you go along, encouraging students to expand their vocabulary. The Iqbal's Shaheen segment will continue as a general activity, where the teacher will guide a discussion on topics related to personal development and values.

Week 23

Day 1

On Day 1, begin Unit 13, "A Memorable Trip," by engaging the students in a brainstorming activity. Ask them to recall memorable trips they've been on or places they would like to visit. This will help them connect personally to the topic. Once the brainstorming is complete, move

on to inferring meaning from the text, encouraging students to use context clues to understand unfamiliar words or phrases. As you read the story aloud, model reading with expression, emphasizing tone and pace to keep students engaged.

Day 2

For Day 2, revisit Unit 13 by continuing the brainstorming session from the previous day. This time, focus on skimming through the text together. Guide students in scanning the passage for key details, main ideas, and unfamiliar vocabulary. Highlight new words as you read and discuss their meanings. Encourage students to make predictions about the story and what might happen next based on the text. This will help develop their skimming and comprehension skills while expanding their vocabulary.

Day 3

On Day 3, continue with reading comprehension exercises in Unit 13. Start with Ex A and B, where students will answer questions based on the story they have read. Walk them through the questions, encouraging them to find evidence in the text to support their answers. This reinforces the importance of reading closely and paying attention to details. After the students have completed their exercises, review the answers together as a class, discussing any tricky questions and clarifying misunderstandings.

Day 4

Day 4 will focus on further developing reading comprehension in Unit 13. Continue with Ex C and D, where students will work on deeper analysis of the text. Ask students to identify key events in the story and explain the reasoning behind the characters' actions. Guide them through any difficult parts of the text and encourage them to discuss the meaning and themes of the story. This will help improve their critical thinking and comprehension skills.

Day 5

On Day 5, work on communication skills through dialogue enactment in Unit 13. Begin with Ex A, where students will practice enacting a dialogue from the story. Encourage them to focus on proper pronunciation, expression, and tone. This activity will help them improve their spoken English and enhance their understanding of the text. Allow students to perform in pairs or groups, providing guidance and feedback as needed.

Week 24

Day 1

On Day 1, focus on vocabulary and grammar in Unit 13. Begin with Ex A and B, where students will work on punctuation and writing sentences in the perfect tense. Guide them through examples of correct punctuation in sentences and review the rules for using the perfect tense. Encourage students to write their own sentences using the perfect tense, applying the punctuation rules they've learned. Offer individual assistance as needed, ensuring students understand the grammatical concepts.

Day 2

On Day 2, continue with vocabulary and grammar exercises in Unit 13. Work through Ex C and D with the class. Here, students will further practice grammar skills, focusing on sentence structure and grammar rules. As you go through the exercises, explain any difficult concepts and ensure students can correctly identify and use the grammar structures in their own writing. Encourage them to ask questions if they encounter any confusion.

Day 3

Day 3 will focus on writing skills, specifically diary writing. In Ex A, guide the students through the process of writing a diary entry. Discuss what should be included in a diary (feelings, events, personal reflections) and how to organize it. Encourage students to write about a memorable event or experience, using the first-person narrative. After they have written their entries, give them time to share with a partner or the class if they feel comfortable.

Day 4

On Day 4, continue developing writing skills with Ex C and D. In these exercises, students will practice filling in speech marks (quotation marks) and writing concluding sentences. Discuss how speech marks are used in dialogue and have students add them to given sentences. Then, focus on how to write strong concluding sentences for their paragraphs or stories. For the Iqbal's Shaheen activity, conclude the term by asking students about their learning journey. Link this to Iqbal's symbol, the eagle, and ask them how they can "soar high" like an eagle in their own lives. This discussion should encourage reflection on personal growth and aspirations.

Day 5

On Day 5, conduct the Unit 13 test. The test will assess students on the skills they've developed throughout the unit, including vocabulary, grammar, reading comprehension, and writing skills. After the test, provide feedback to the students and discuss any areas that need improvement. Make sure to address any common mistakes and offer additional practice if needed.