SYLLABUS OF ENGLISH –I Credit hours:3 Class schedule : Mon, Tues, Wed (1hr/day)

|  |  |  |
| --- | --- | --- |
| Sr # | Title | Dated |
| 1 | What is Functional English | Mon,24 Feb 2020 |
| 2 | How to enhance language skills? | Tues,25 Feb 2020 |
| 3 | **Listening : Audio #1** | Wed,26 Feb 2020 |
| 4 | How can we develop critical thinking? | Mon,2 March 2020 |
| 5 | What are basics of Grammar? | Tues, 3 March 2020 |
| 6 | **Presentation: How to introduce yourself** | Wed ,4 March 2020 |
| 7 | What are basic parts of speech? | Mon,9 March 2020 |
| 8 | What are Tenses? | Tues, 10 march 2020 |
| 9 | How many types of Tenses? | Tues, 11 March 2020 |
| 10 | **Listening : Audio # 2** | Mon,16 March 2020 |
| 11 | Where and how to use Articles? | Tues, 17 march 2020 |
| 12 | What is Sentence Structure? | Tues, 18 March 2020 |
| 13 | Use of Simple Present Tense | Mon, 23 March 2020 |
| 14 | **Presentation: My Daily routine** | Tues,24 March 2020 |
| 15 | Use of Present continuous | Wed, 25March 2020 |
| 16 | Use of Present Perfect | Mon, 30March 2020 |
| 17 | **Listening : Audio # 3** | Tues,31 March 2020 |
| 18 | Use of Present Perfect Continuous | Wed, 1 April 2020 |
| 19 | Use of Simple Past Tense | Mon,6 April 2020 |
| 20 | Use of Past continuous | Tues,7 April 2020 |
| 21 | Use of Past Perfect | Wed, 8 April 2020 |
| 22 | Translation From Urdu to English | Mon,13 April 2020 |
| 23 | Use of Past Perfect Continuous | Tues,14April 2020 |
| 24 | **Listening :Audio # 4** | Wed, 15 April 2020 |
| 25 | **Mid Term Exams** | Mon,20 April 2020 |
|  |  |  |

Lecture # 1

**Functional English** is practice of the English language wanted to complete a particular function. This is typically taught as a main subject as a high command of English is frequently required for educational study and career improvement. In some illustrations, a particular form of technical English may be needed for a distinct vocation such as Aviation English. Such specialized practice is known and taught as English for Specific Purposes.

English for specific purposes is a subset of English as a secondary or foreign language. It usually introduces to teaching the English language to university students or people in employment, with evidence to the particular dictionary and skills they need. As with one language taught for particular purposes, a given program of ESP will concentrate on one job or profession, like Technical English, Scientific English, English for medicinal professionals, English for servants, English for tourism, etc. Despite the seemingly limited focus, a course of ESP can have a wide-ranging impact, as is the case with Environmental English.

It Includes:

Sounds of words Punctuation. Pronunciation.  
Basic grammar and syntax  
Nouns their types and their usage.  
Genders : Masculine and feminine  
Singulars and plurals  
Conjunctions their types and their usage.  
Adjective; their types and their usage.  
Verbs and Tenses Types and their usage

Adverbs ; their types and their usage

Fragments and incomplete sentences  
Pronouns their types and their Usage  
Sentences, Phrase , /paragraph  
Topic and Comment Sentences  
Translation English into Urdu

Lecture # 2

**How to Enhance Language Skills:**

**1. Take the mystery away.**  
  
The first and perhaps most important strategy is to teach students about the components of language, common language challenges and language strategies, and to help students understand their own language strengths and challenges. This process is sometimes called demystification – taking the mystery away.  
  
**2. Simplify directions.**  
  
Students with receptive language challenges may need directions broken down into their simplest form. They may also benefit from a comic book-type illustration of steps to take for the completion of a task.  
  
**3. Give written copies of directions and examples.**  
  
Students with receptive language challenges may need directions given to them at a relatively slow pace. They may need directions repeated to them. They most often benefit from having a written copy of directions that are given orally. Examples of what needs to be done are also useful.  
  
**4. Provide frequent breaks.**  
  
Students who have receptive language challenges may use up a lot of energy listening, and, therefore, tire easily. Consequently, short, highly structured work times with frequent breaks or quiet periods may be helpful.  
  
**5. Give additional time.**  
  
Students with receptive and expressive language challenges are likely to have a slower processing speed and should be allowed additional time for written work and tests.  
  
**6. Sit Close.**  
  
A student may want to sit close to the teacher so he can watch the facial expression of the teacher when s/he is talking. This may also help to diminish interference from other auditory distractions.  
  
**7. Allow voluntary participation.**  
  
Students with language processing challenges should not be put on the spot by being required to answer questions during class discussions, especially without being forewarned. Rather, their participation should be on a voluntary basis.  
  
**8. Teach summarizing and paraphrasing.**  
  
Reading comprehension is often enhanced by summarizing and paraphrasing. This helps students to identify the main idea and supporting details. It may be helpful to provide key words such as who, what, when, where and why to orient attention to the appropriate details.  
  
**9. Teach a staging procedure.**  
  
Most students find a staging procedure beneficial when writing paragraphs, essays, poems, reports and research papers. First they should generate ideas, and then they should organize them. Next, they should attend to spelling and grammatical rules. They may also list their most frequently occurring errors in a notebook and refer to this list when self correcting.  
  
**10. Encourage renewed investment of energy in older students.**  
  
Older students who have experienced reading failure from an early age must become convinced that a renewed investment of energy will be worthwhile. According to Louisa Moats, an expert in the field of reading, older students who are very poor readers must have their phonological skills strengthened because the inability to identify speech sounds erodes spelling, word recognition, and vocabulary development. Phonological awareness, spelling, decoding, grammar, and other language skills can be taught as a linguistics course in which instructors use more adult terminology such as phoneme deletion and morphemic structure. Phonemic drills may include games such as reverse-a-word (Say teach; then say it with the sounds backwards – cheat.)  
  
**11. Give Foreign Language Waivers**  
  
Students who have experienced problems with their primary language are more likely to have difficulty with a foreign language. Foreign language requirements may need to be waived for these students.  
  
**12. Use echo reading for fluency development.**  
  
For fluency development, it is helpful to have a student in the lower grades echo read and also read simultaneously with an adult. The adult and the student may also take turns reading every other sentence or paragraph. Additionally, the adult may model a sentence and then have the student read that same sentence.  
  
**13. Amplify auditory input.**  
  
Multisensory techniques can be used to increase phonetic skills and to memorize sight words. For example, a student may sound out a word or write sight words on a dry erase board using different colored markers, all while using Hearfones, a Phonics Phone or a Toobaloo device to enhance auditory input. These devices amplify and direct the student's own voice straight back to his ears, causing increased auditory stimulation to the brain. These devices can be purchased from CDL's A+ WebStore at www.cdl.org.  
  
**14. See, say, hear and touch.**  
  
Multisensory strategies are helpful for learning letter names. Examples include: 1) spreading shaving cream on a table top and having the child write letters in the shaving cream while saying the letter name out loud; and 2) cutting out letters from sandpaper and having the child "trace" the sandpaper letter with his or her finger while saying the name of the letter.  
  
**15. A picture is worth a thousand words.**  
  
The expression, "A picture is worth a thousand words," may become especially important for the visual person who has difficulty expressing himself verbally. For example, a student may make diagrams, charts, or drawings to help him remember what he has read. If he is good at art, the student may draw or paint pictures to explain his ideas.  
  
**16. Teach active reading.**  
  
To help with comprehension, it may be helpful to underline key words and phrases with a pencil or highlighter and to paraphrase them in the margins, thereby making reading more active. If the student is not allowed to write in the book, he can write the main words or ideas on Post-It notes.  
  
**17. Guide students to read between the lines.**  
  
When first teaching students to infer while reading, the teacher should first guide the thinking by using a whole class activity. After the class as a whole has identified a logical inference, the teacher should facilitate the examination of the process by which they arrived at their inference. Leading questions may be, "What is the author saying to us? How do we know the author meant this?" Remind students that authors provide clues (imply) so readers can infer.

**18. Provide individual evaluation and intervention.**  
  
Many students with language challenges benefit from individual evaluation and remediation by highly qualified professionals. It is critical to use assessment tools designed to pinpoint specific skill deficits and to provide individual or small group remediation/intervention using explicit, evidence-based strategies and methods that directly address each student’s individual needs.

# **Lecture # 3**

# **Listening Practice/ Vocabulary & Conversation: Common Daily Expressions #1**

**LEARNING OBJECTIVES**

Students will be able to

* Learn how to greet and have a general introductory conversation
* Improve their listening and speaking skills including pronunciation, conversation, vocabulary etc.

**RESOURCE**

YouTube Video: Common Daily Expressions # 1 <https://youtu.be/bzZ5AlI-IdE>

**METHOD**

**Listening Practice:**

Please skip the presenter’s part and start direct from the practice exercise.

The teacher will play and pause the video after every sentence and help the students understand the pronunciation, accent, meaning, and use of the sentences.

Students are supposed to guess the sentences and then match them with the answers displayed on the screen. Also for questions like ‘how are you doing’, ask them beforehand what the reply should be and then play the video.

**c) SPEAKING ACTIVITY:**

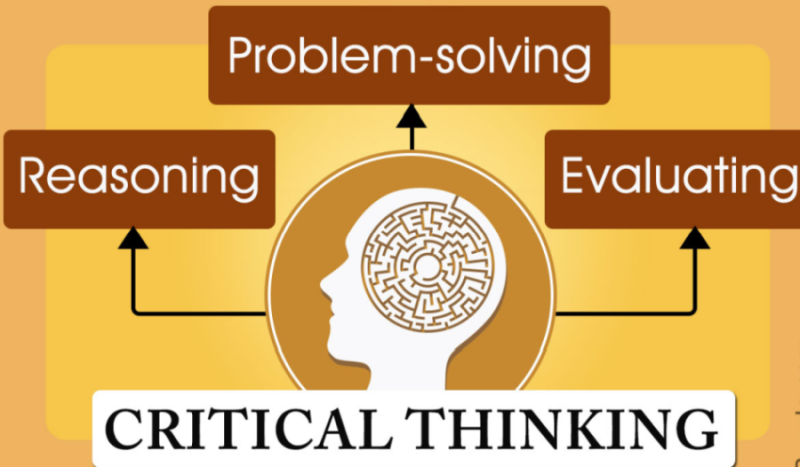
Dialogue: After the videos finish and there is time left, ask students to prepare **a dialogue in pairs** each and present before the audience. NOT MORE THAN TWO STUDENTS ALLOWED. Give them different prompts about introduction and greetings. For example: Introduction is must before starting of any Public Speaking Topic

* Meeting a cousin after four years
* A new neighbour
* First day in the class
* A new colleague in the office

Lecture # 4

**Critical Thinking** :

The objective analysis and evaluation of an issue in order to form a judgment is called Critical Thinking .**Critical thinking** is the analysis of facts to form a judgment. The subject is complex, and several different definitions exist, which generally include the rational, skeptical, unbiased analysis, or evaluation of factual evidence. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mind full command of their use. It entails effective communication and problem-solving abilities as well as a commitment to overcome native egocentrism and socio-centrism



Lecture # 5

**Basic Grammar Rules in English**

With an understanding of the fine parts that make a study of English grammar possible, let's roll up our sleeves and get into the rules.

Subjects Are Vital:

The subject is the star of the sentence; it’s the person, place, animal, thing, or idea that’s being described or performing the action. Not every sentence needs a subject. An example might be, “Run”! Still, you’re going to find them in much of your reading and writing. Here are some examples:

* **Morocco** boasts some of the most fabulous resorts.
* The **coffee shop** features the most tantalizing aromas.
* Her **hair** changes color every week.

Predicates Express Action

The predicate expresses the action the subject is taking or shares something more about the subject. Take a look:

* Morocco **is multicultural and beautiful**.
* The coffee shop **bakes fresh croissants**.
* Her hair **appears to be purple**.

Sentences Need Structure

Some of the most basic and important English grammar rules relate directly to sentence structure. These rules specify that:

* A singular subject needs a singular predicate.
* A sentence needs to express a complete thought.

Another term for a sentence is an independent clause:

* Clauses, like any sentence, have a subject and predicate too. If a group of words does not have a subject and predicate, it's merely a phrase.
* If a clause can stand alone and make a complete thought, then it is independent and can be considered a sentence.
* If clauses do not express a complete thought, they are called dependent clauses. An example of a dependent clause, which is not a sentence, is “...when I finish my work” . A dependent clause needs an independent clause to make it whole.

Multiple Parts of Speech May Be Used

As we can see, a single sentence can be filled with many different parts of speech. But, at its core, a basic positive sentence in English will generally adhere to the following formulas:

* **subject + predicate**
* **subject + verb + direct object**

Of course, not every sentence requires a direct object. "She reads," or "He ran," are two examples of complete sentences that didn't require a direct object.

When predicates are involved, they're providing more information about the subject. Another example is, "The apartment is cozy." In this case, "...is cozy" is providing more information about the subject of the sentence, "apartment." Predicates often work with linking verbs.

Also, these parts of speech may be used in any of the four types of sentences:

* **Declarative Sentences** - These questions make a statement. For example: She walked down the runway.
* **Interrogative Sentences** - These sentences ask a question. For example: Where did she walk?
* **Exclamatory Sentences** - These sentences express strong emotion. For example: What an incredible trip!
* **Imperative Sentences** - These sentences make a strong command. For example: Go follow her down the runway!

Direct Objects Are Information Providers

When direct objects are involved, they’re providing more information about the verb. For example:

* She assembled **her workstation**.
* He hates **fighting**.
* Eric loves **Ariel’s Taco Shack**.

Indirect Objects Work With Direct Objects

Then, there are indirect objects. Indirect objects are receivers of the direct object. For example:

* James gave **Katherine** a new diamond necklace.
* I made **my dog** homemade biscuits.
* She baked **her husband** some chocolate chip cookies.

Once you've constructed a cohesive sentence with all the right elements, including subjects, verbs, and information-providers, it's time to separate those words with proper punctuation.

Punctuation Rules:

Grammar can’t be studied without a basic understanding of punctuation rules. This entails capitalization at the start of a sentence, terminal punctuation at the end of a sentence, and other elements. Let’s kick things off with the beginning of the sentence.

Capitalization Is Key

Capitalization is important. All sentences must start with a capital, or upper-case, letter. Titles of people, books, magazines, movies, and specific places are considered proper nouns and are typically capitalized. Organizations and company names are also capitalized. For example:

* **Mary** went to the library to read her favorite magazine, ***Writers' Haven***.
* Did you read the new **Sherlock Holmes** book?
* Let’s board a jet and fly to **Italy**.

Terminal Punctuation Is Required

Every sentence needs a terminal punctuation mark at the end of it. These include a period, exclamation mark, or question mark. For example:

* Give me your money.
* I told you to run!
* Can you believe the nerve of that man?

Colons Indicate Separation

Colons are used to separate a sentence from a list of items, to introduce a long, direct quote, or to separate two clauses when the second one further explains the first. For example:

* In my duffel bag, I have: t-shirts, blue jeans, hiking boots, and a bar of soap.
* According to Good reads, Nora Roberts once said: "Magic exists. Who can doubt it, when there are rainbows and wildflowers, the music of the wind and the silence of the stars?"
* She saw everything she needed: a pocketful of sunshine.

Semicolons Separate Related Ideas

Semicolons can take the place of a conjunction and are often placed before introductory words like “therefore’ or ‘however”. As a general rule, it’s best to reserve semicolons for two independent clauses. That is, two clauses that could standalone as sentences. Semicolons are also used to separate a list of things if there are commas within one or more units in the list. For example:

* I brought my duffel bag; however, I wish I also brought my backpack.
* This is crazy; I'm not going back.
* I've visited Santa Fe, NM; Denver, CO; Austin, TX; and New Orleans, LA.

Commas Are for Pausing

There are a lot of rules for commas. The basic ones are that commas separate items in a series and they go wherever there is a pause in the sentence. They surround the name of a person being addressed, separate the day of the month from the year in a date, and separate a town from the state. For example:

* I was scared to leave, despite the fact that I needed to, but I resolved to be brave.
* If you take all my money, then I will make you pay.
* For Christmas, she'd like a new pair of Nikes, a laptop, and a corkboard for all her college memories.

Parentheses Add Information

Parentheses  enclose words that clarify other words. They contain information that's not essential to the main point, making them full of supplementary (if not interesting) information. For example:

* I was scared to leave (despite the fact that I needed to) but I resolved to be brave.
* If you take all my money (whether you mean to or not), I will make you pay.
* For Christmas, she'd like a new pair of Nikes (which she really doesn't need), a laptop (a MacBook, no less), and a corkboard (for all her college memories).

Apostrophes Indicate Missing Letters and Possession

Apostrophes are used in contractions to take the place of one or more letters. To show possession, an apostrophe and “s” is added if the noun is singular and an apostrophe alone is added if the noun is plural. For example:

* This is the writers’ haven; it’s also Melissa’s favorite place on Earth.
* Don’t steal Melissa’s dream.
* You’re a grand ol’ flag.

Lecture # 6

How to Introduce yourself : Presentation

Seek permission for asking questions: ‘Would you like to tell me about yourself?’

Ask the following questions:

• What is your name?

• Where are you from?

• Tell me one interesting or funny thing about the people who live in your

neighbourhood.

• How many members are there in your family?

• How many languages can you speak? Which language or languages do you speak

with your family?

• What is your favourite dish?

• Do you often listen to music?

• Is there any particular song that you love to listen to again and again?

• What is your zodiac sign?

• What are the alleged strengths and weaknesses of people born under your

star sign?

• What is the strongest aspect of your personality?

• Which language do you speak with your students in class, or which language

would like to speak with them?

• What polite expressions have you learned at home and at school?

• Do you believe that primary grade children who do not speak English as a first

language can follow instructions in English? Is this your own belief

Lecture # 7

Basic Parts of Speech

There are hundreds of grammar rules but the basics refer to sentence structure and parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions. You'll have a great foundation for reading and writing if you can answer the question, "What are the basic English grammar rules? Let’s take a closer look at sentences and parts of speech and how they tie into the rules of grammar.

Basic Parts of Speech

Before we dive into English grammar basics, it's best to have an idea of the components within each rule. The basic parts of speech below are the building blocks of every sentence we write. Let's take a look at the most popular players in the game:

Nouns

A noun names a person, animal, place, thing, quality, idea, activity, or feeling. A noun can be singular, plural, or possessive. For example:

* This **book** is filled with intrigue and interest.
* Please light the **fire**.
* I'd like some **ice** in my **tea**.

Pronouns

A pronoun is a word that takes the place of a noun, like “I” , “you” or “they” .For example:

* **It** is filled with intrigue.
* Please light **their** fire.
* I’d like some of **them** in my tea.

Verbs

A verb shows action and can be a main verb (such as “run” or “sit”) or a helping verb (such as “were” or “has”). Verbs also indicate tense and sometimes change their form to show past, present, or future tense. You’ll also find linking verbs, which link the subject to the rest of the sentence (such as “appear” and “seem”). For example:

* Lexi and Mark **walked** through the woods.
* Lexi **has walked** through these woods before.
* Mark **appears** excited to start this new adventure.

Adjectives

An adjective modifies a noun or a pronoun. Adjectives usually, although not always, come before the noun they're modifying. It adds meaning by telling which one or what kind, or describing it in other ways. For example:

* Lexi wore a pair of **faded** jeans.
* This **black** coffee tastes disgusting.
* Nothing beats a **rainy** Monday morning.

If you ever find yourself wanting to include multiple adjectives in a sentence, here more on how to order them properly.

Adverbs:

An adverb modifies a verb and shares more information about it, including how much, when, where, why, or how. For example:

* She **gleefully** skipped down the street.
* He arrived **early** to their first date.
* I **almost** missed the ball.

Prepositions:

A preposition demonstrates a relationship between nouns or pronouns. They’re often used with a noun to indicate location, like “beside”, “in” or “on”. It can also show time, direction, motion, manner, reason, or possession. Note that prepositions must always be followed by a noun or pronoun. For example:

* The salt is **beside** the pepper.
* Take the gift **in** the living room.
* She sat **on** the rock.

Conjunctions

Conjunctions connect two words, phrases, or clauses. Common conjunctions include “and” , “but” and “or”. For example:

* He ate leafy greens, tomatoes, **and** cucumbers.
* Take the salad dressing **but** leave the pasta.
* Would you like the chicken **or** the steak?

Interjections:

Interjections demonstrate emotion. They’re typically, though not always, followed by an exclamation point. Examples include “hurray” , “uh-oh” and “alas”. For example:

* **Yay**! I’m so excited you’re here.
* **Hey**, get back over here, missy!
* Give me a break, **sheesh**!

Articles:

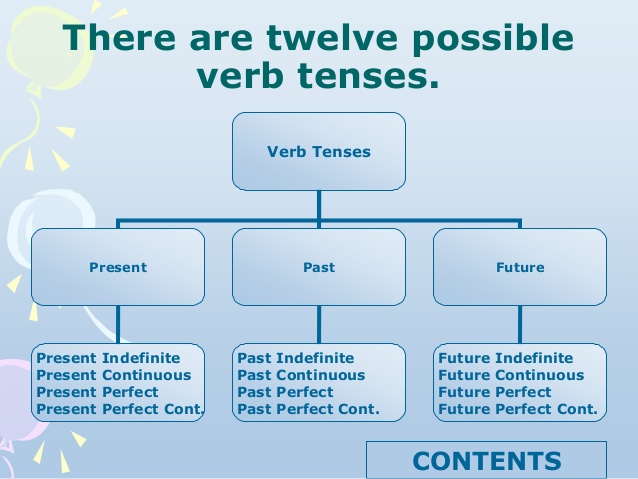
Articles are very useful little words. There are two kinds: indefinite articles include “a” and “an” and refer to non-specific nouns. Meanwhile, “the” is a definite article and is used to refer to a specific person, place, thing, or idea. For example:

* Do you have **a** new book to lend me?
* I would like to buy **an** apple.
* Please take **the** new student out for a walk.

Lecture # 8

What are Tenses?

Grammar **tenses** refer to the state of the verb. The state, or **tense**, of the verb explains the time of the action. There are three major **tenses in English**. These include past, present, and future.



Lecture # 9

How many types of Tenses?

Here is a list of rules of
these tenses:
Simple
Forms
Progressive
Forms
Perfect
Forms
Perfect
Progressive
Forms
Present
Is...

Lecture # 10

**Listening : Audio # 2**

Audio/Video Link: <https://www.youtube.com/watch?v=Kh5Ol5PKDvQ>

Common daily expressions#2

**In this lesson we will use common daily expressions for offers, gratitude, apologies and requests in an English conversation to help you improve your speaking and listening**.

**RESOURCE**

YouTube Video: Common Daily Expressions # 2

**METHOD**

**Listening Practice:**

Please skip the presenter’s part and start direct from the practice exercise.

The teacher will play and pause the video after every sentence and help the students understand the pronunciation, accent, meaning, and use of the sentences.

Students are supposed to guess the sentences and then match them with the answers displayed on the screen. Also for questions like ‘how are you doing’, ask them beforehand what the reply should be and then play the video.

**c) SPEAKING ACTIVITY:**

Dialogue: After the videos finish and there is time left, ask students to prepare **a dialogue in pairs** each and present before the audience. NOT MORE THAN TWO STUDENTS ALLOWED. Give them different prompts about introduction and greetings.

Speaking Activity:

* How to meet someone
* How to Greet Someone at Home
* How to hospitable while meeting guests

Lecture # 11

What Are Articles?

Articles:

Articles are very useful little words. There are two kinds: indefinite articles include “a” and “an” and refer to non-specific nouns. Meanwhile, “the” is a definite article and is used to refer to a specific person, place, thing, or idea. For example:

* Do you have **a** new book to lend me?
* I would like to buy **an** apple.
* Please take **the** new student out for a walk.



Lecture # 12

# **Grammar: Sentence Structure & Present Simple Tense**

**LEARNING OBJECTIVES**

Students would be able to:

* Understand basic sentence structure
* Use sentences with correct word order
* Know the different types of sentences
* Learn and understand how and when to use the Present Simple tense
* Speak sentences in Simple tense correctly
* Improve their speaking skills
* Describe everyday actions/ incidents

**RESOURCE:**

PPT File:

Sentence Structure

Present Simple Tense

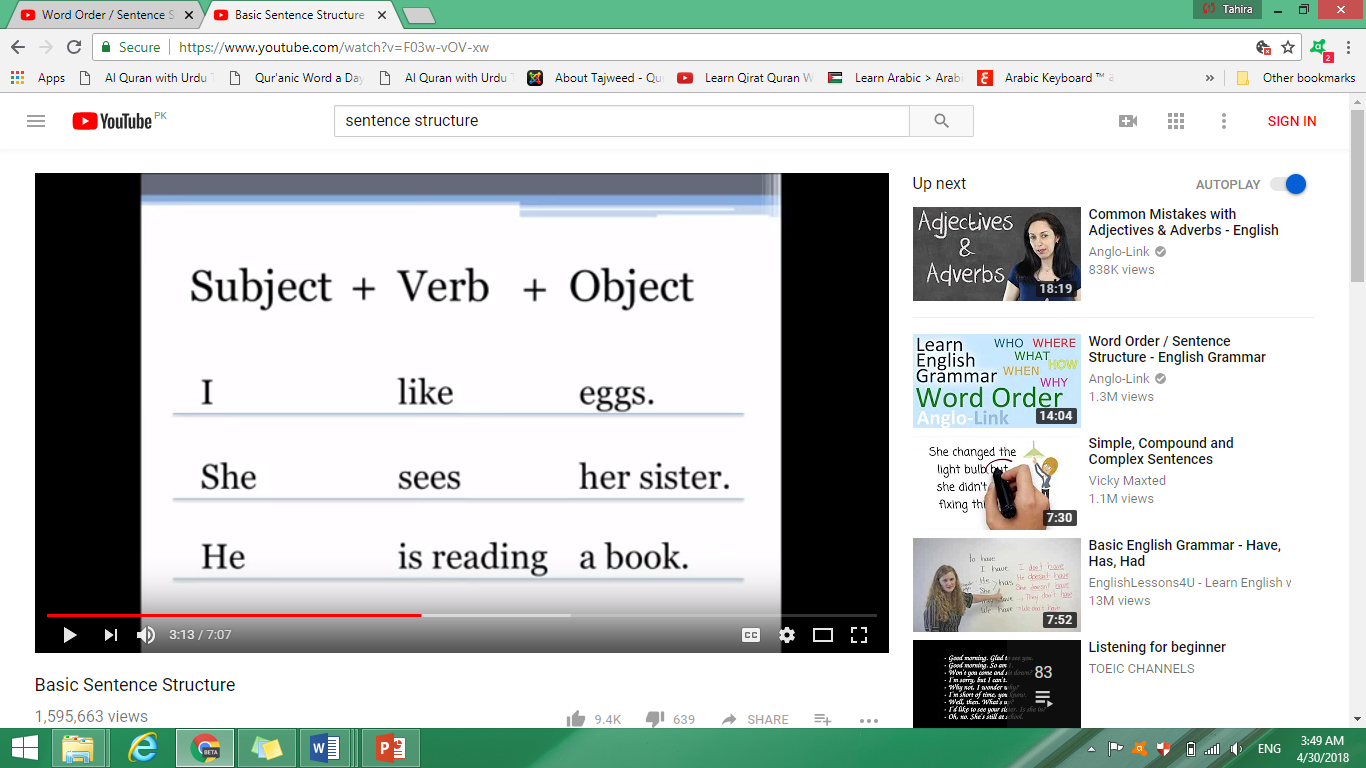
Videos:

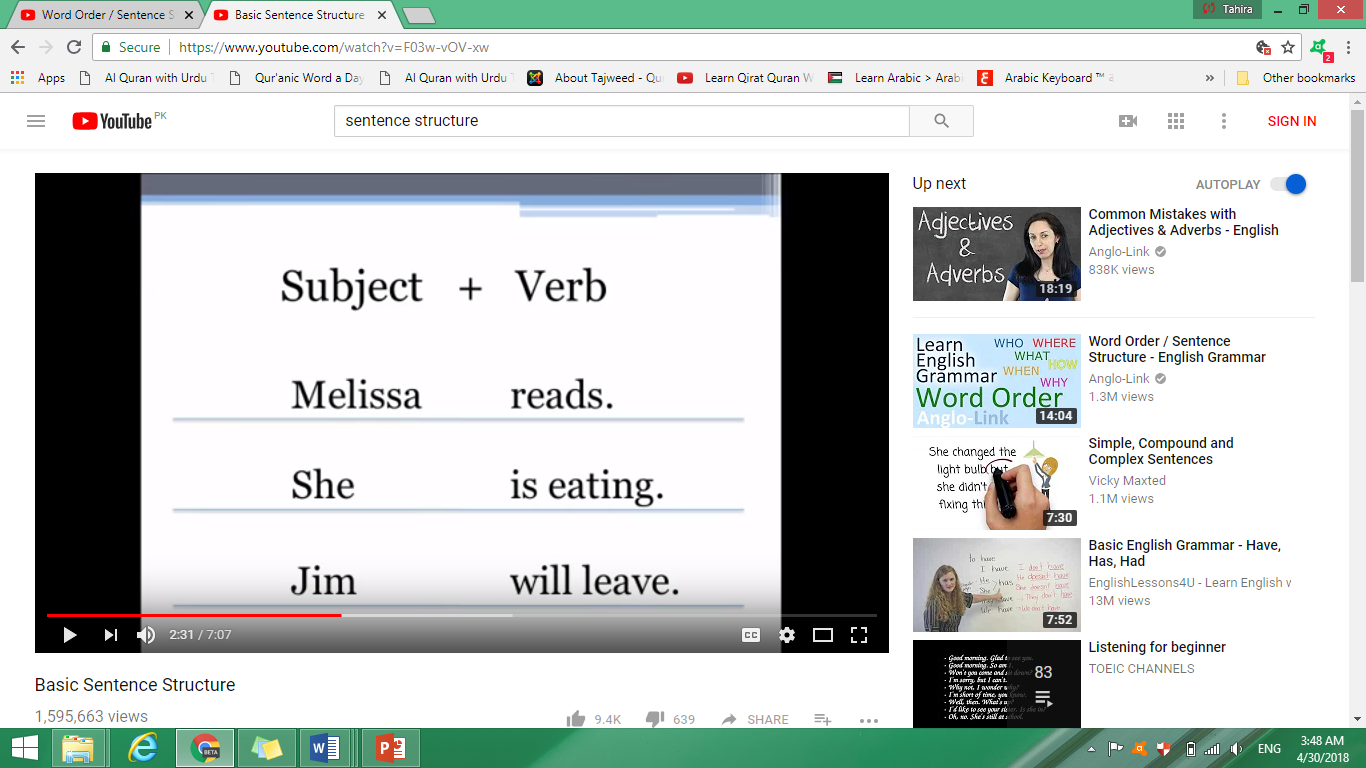
* Simple Present- short answers <https://youtu.be/X9QluYxyV00>
* Likes and Dislikes <https://youtu.be/f0idHUlXtlc>

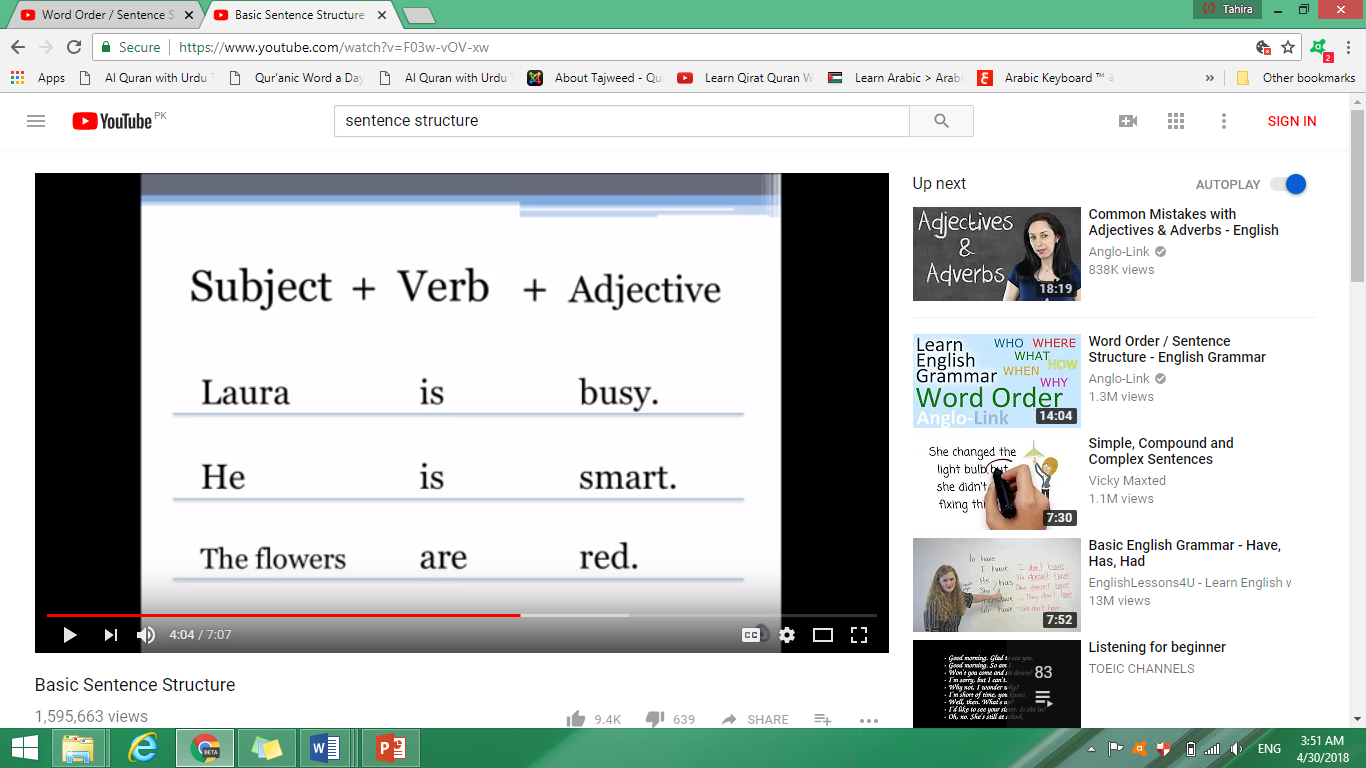
What is Sentence Structure?

Parts of a Sentence

* Subject + Verb + Object
* S+ V+O
* Subject: Performer/ Doer/ Actor
* **She** likes cats.
* Verb: Action/ Work
* She **likes** cats.
* Object: Receiver of action
* She likes **cats.**







Lecture # 13

Use of Simple Present Tense:

**Positive Structure:**

SUBJECT + VERB (1ST FORM) + OBJECT

EXAMPLES:

I GO TO WORK.

WE PLAY TOGETHER.

SHE LAUGHS AT ME.

**Negative structure:**

SUBJECT + DO/ DOES + NOT + VERB (1ST FORM) + OBJECT

EXAMPLES:

I DO NOT GO TO WORK.

WE DO NOT PLAY TOGETHER.

SHE DOES NOT LAUGH AT ME.

**Interrogative sentence:**

DO/ DOES + SUBJECT + VERB (1ST FORM) + OBJECT+ ?

DO/ DOES + SUBJECT + NOT + VERB (1ST FORM) + OBJECT+ ?

EXAMPLES:

DO I GO TO WORK? DON’T I GO TO WORK?

DO WE PLAY TOGETHER?

DOES SHE NOT LAUGH AT ME? / DOESN’T SHE LAUGHT AT ME?

**Lecture # 14**

**Presentation: My Daily routine**

**METHOD**

**Topic One: Basic Introduction to Sentence Structure**

* Ask students what the basic structure of English sentence is and how many kinds of sentences there are. After taking their responses, display the slides and have an interactive discussion. Ask them randomly to give you examples of subject, verb, object and then of questions, commands, requests, statements and exclamatory sentences. Even if broken sentences, encourage participation.
* **Suggested Speaking Activity**:Give students five to ten minutes to prepare five sentences in present simple tense on any one of the following topics and randomly call them to speak to the audience.
* **My Daily Routine**

Lecture # 15

Use of Present continuous

# **Topic:**

# **Grammar: Present Continuous Tense**

**LEARNING OBJECTIVES**

Students will be able to

* Learn the uses of continuous tense of present time
* Practice making sentences and using them in daily life
* Have a good practice of the usage

**RESOURCE**

PPT files: Present Continuous Tense

Videos:

1. Present Continuous Tense <https://youtu.be/iMDJcs1CPjk>
2. Language Planet Present Continuous Tense <https://youtu.be/Ay2D8chFBKw>

**METHOD**

1. Using the PPT file, discuss the uses and formulation of the tense
2. Using the three videos have an interactive session with students asking each to answer the questions, describe the meaning and share his/her answers with the class. The video from ‘Language Planet’ shows conversation from real life setting using the tense. It has both listening, speaking practice. Please slow down the speed from the media player setting if the students find the speech fast.

Positive Sentence:

SUBJECT + IS/ ARE/ AM+ (1ST FORM VERB + ING) + OBJECT

EXAMPLES:

I AM WATCHING YOUR FILM.

WE ARE FIGHTING FOR OUR RIGHTS.

SHE IS MAKING A NICE ALBUM.

Negative Sentences:

SUBJECT + IS/ ARE/ AM + NOT + (1ST FORM VERB + ING) + OBJECT

EXAMPLES:

I AM NOT WATCHING YOUR FILM.

WE ARE NOT FIGHTING FOR OUR RIGHTS.

SHE IS NOT MAKING A NICE ALBUM.

Interrogative Sentences:

IS/ ARE/ AM + SUBJECT + NOT + (1ST FORM VERB + ING) + OBJECT+?

IS/ ARE/ AM + SUBJECT + (1ST FORM VERB + ING) + OBJECT+?

EXAMPLES:

AM I NOT WATCHING YOUR FILM?

ARE WE FIGHTING FOR OUR RIGHTS?

ISN’T SHE MAKING A NICE ALBUM?

Lecture # 16

# **Topic: Present Perfect Tense**

**LEARNING OBJECTIVES**

Students will be able to

* Learn the uses of Perfect tense in present time.
* Practice making sentences and using them in daily life
* Learn the use of adverbs in Perfect tense
* Have a good practice of the usage with quiz and exercises

**RESOURCE**

PPT: Present Perfect Tense

Videos:

Present Perfect Adverbs <https://youtu.be/dYlACG2w5SU>

Present Perfect Already, Yet, Still <https://youtu.be/tf7oqHOv4jE>

**METHOD**

* Do some brainstorming by asking students to tell the class what they know about the Perfect tense.
* Using the PPT file, discuss the structure and uses of the tense.
* The two quizzes in the end of slides are for reinforcement
* Generate a discussion using the tense and ask them to actively participate by sharing their examples. 'Have you ever …' questions are good for an easy practice. Group the questions around a particular theme. Here are some examples:
  1. Cinema experiences

Have you ever met a movie star? Have you cried at the cinema? Have you left the cinema before the movie ended?

* 1. Digital experiences

Have you ever taken part in a video conference? Have you ever had a computer virus? Have you ever bought anything on the internet?

Slides:

Positive Sentence:

SUBJECT + HAS/ HAVE + VERB (3RD FORM) + OBJECT

EXAMPLES:

* I HAVE DROPPED YOUR CARD.
* YOU HAVE MISUSED MY PHONE.
* SAIRA HAS GIVEN AWAY HER MONEY.

Negative sentence:

SUBJECT + HAS/ HAVE + NOT + VERB (3RD FORM) + OBJECT

EXAMPLES:

* I HAVE NOT DROPPED YOUR CARD.
* YOU HAVE NOT MISUSED MY PHONE.
* SAIRA HASN’T GIVEN AWAY HER MONEY.

Interrogative sentences:

HAS/ HAVE + SUBJECT + VERB (3RD FORM) + OBJECT ?

HAS/ HAVE + SUBJECT + NOT + VERB (3RD FORM) + OBJECT ?

EXAMPLES:

* HAVE I DROPPED YOUR CARD?
* HAVE YOU NOT MISUSED MY PHONE?
* HAVEN’T YOU GIVEN AWAY HER MONEY?

**Lecture # 17**

**Listening : Audio # 3**

**Common Daily Expressions # 3**

**Video/Audio Link:** [**https://www.youtube.com/watch?v=MwZwh8xJ\_Ng**](https://www.youtube.com/watch?v=MwZwh8xJ_Ng)

**In this lesson we will use common daily expressions for offers, gratitude, apologies and requests in an English conversation to help you improve your speaking and listening**.

**RESOURCE**

YouTube Video: Common Daily Expressions # 3

**METHOD**

**Listening Practice:**

Please skip the presenter’s part and start direct from the practice exercise.

The teacher will play and pause the video after every sentence and help the students understand the pronunciation, accent, meaning, and use of the sentences.

Students are supposed to guess the sentences and then match them with the answers displayed on the screen. Also for questions like ‘how are you doing’, ask them beforehand what the reply should be and then play the video.

**Lecture # 18**

**Topic: Use of Present Perfect**

Positive structure:

SUBJECT + HAS/ HAVE + VERB (3RD FORM) + OBJECT

EXAMPLES:

* I HAVE DROPPED YOUR CARD.
* YOU HAVE MISUSED MY PHONE.
* SAIRA HAS GIVEN AWAY HER MONEY.

Negative Structure:

SUBJECT + HAS/ HAVE + NOT + VERB (3RD FORM) + OBJECT

* EXAMPLES:
* I HAVE NOT DROPPED YOUR CARD.
* YOU HAVE NOT MISUSED MY PHONE.
* SAIRA HASN’T GIVEN AWAY HER MONEY.

Interrogative Structure:

HAS/ HAVE + SUBJECT + VERB (3RD FORM) + OBJECT ?

HAS/ HAVE + SUBJECT + NOT + VERB (3RD FORM) + OBJECT ?

EXAMPLES:

* HAVE I DROPPED YOUR CARD?
* HAVE YOU NOT MISUSED MY PHONE?
* HAVEN’T YOU GIVEN AWAY HER MONEY?

# **Lecture # 19**

# **Topic:**

# **Grammar: Present Perfect Continuous Tense**

**LEARNING OBJECTIVES**

Students will be able to

* Understand the use of Present Perfect Continuous tense
* Share examples and learn to use it in a conversation
* Practice speaking skills
* Revise all the Present tenses

**RESOURCE**

PPT file:

* Present Perfect Continuous Tense

Video:

Present Perfect Continuous Conversation <https://youtu.be/fmq0v4HXebc>

**METHOD**

1. Have a student centered discussion using the slides on the topic, Present Perfect Continuous Tense, and also ask maximum students to share examples.
2. Using the video share examples and ask students to give answers to the questions that the characters ask each other.
3. Two quizzes in the end have a thorough practice of usage of the tense.
4. The next PPT file is for reviewing all the present tenses in order to improve the usage in conversation easily.

Positive sentence:

SUBJECT + HAS/ HAVE + BEEN + (1ST FORM VERB + ING) + OBJECT

EXAMPLES:

* I HAVE BEEN WRITING LETTERS TO MY FRIEND SINCE MORNING.
* QADIR HAS BEEN FISHING FOR THREE HOURS.
* YOU HAVE BEEN TALKING TO ME SINCE MY UNCLE ARRIVED.

Negative sentence:

SUBJECT + HAS/ HAVE + NOT + BEEN + (1ST FORM VERB + ING) + OBJECT

EXAMPLES:

* I HAVE NOT BEEN WRITING LETTERS TO MY FRIEND SINCE MORNING.
* QADIR HAS NOT BEEN FISHING FOR THREE HOURS.
* YOU HAVE NOT BEEN TALKING TO ME SINCE MY UNCLE ARRIVED.

Interrogative Sentence:

HAS/ HAVE + SUBJECT + BEEN + (1ST FORM VERB + ING) + OBJECT?

HAS/ HAVE + SUBJECT + NOT + BEEN + (1ST FORM VERB + ING) + OBJECT?

EXAMPLES:

* HAVE I BEEN WRITING LETTERS TO MY FIREND SINCE MORNING?
* HASN’T QADIR BEEN FISHING FOR THREE HOURS?

HAVE YOU NOT BEEN TALKING TO ME SINCE MY UNCLE ARRIVED

Lecture # 19

# **Grammar: Past Simple Tense**

**LEARNING OBJECTIVES:**

Students will be able to

* Express their thoughts and memories about the past using Simple tense
* Learn the use of ‘did’ auxiliary verb
* Have an interactive listening and speaking video session

**RESOURCE**

PPT files:

PAST SIMPLE TENSE

Videos:

IRREGULAR VERBS <https://youtu.be/wmkfguEKuqM>

PAST ACTIVITIES <https://youtu.be/-dRiZIP_kwc>

**METHODOLOGY**

1. Ask students to tell the sentence structure of present simple tense and give a few examples. Using their examples, convert the sentences into past tense. Discuss the difference between past and present simple by using the slides and involve students to share their examples.
2. Showing the video, IRREGULAR VERBS, refresh their knowledge about irregular verbs.

Play the video, PAST ACTIVITIES. It has a thorough practice of question answers using irregular verbs.

**Positive Sentence:**

**SUBJECT + VERB (2ND FORM) + OBJECT**

**EXAMPLES:**

**IMRAN KHAN WON THE ELECTIONS.**

**WE FOUGHT THE WAR OF 1947.**

**THE QUEEN DIED A LONG TIME AGO.**

Negative Sentence:

**SUBJECT + DID + NOT + VERB (1ST FORM) + OBJECT**

**EXAMPLES:**

**IMRAN KHAN DID NOT WIN THE ELECTIONS.**

**WE DID NOT FIGHT THE WAR OF 1947.**

**THE QUEEN DID NOT DIE A LONG TIME AGO.**

Interrogative Sentence:

**DID + SUBJECT + VERB (1ST FORM) + OBJECT+ ?**

**DID + SUBJECT + NOT + VERB (1ST FORM) + OBJECT+ ?**

**EXAMPLES:**

**DID IMRAN KHAN WIN THE ELECTIONS?**

**DID WE NOT FIGHT THE WAR OF 1947?**

**DIDN’T THE QUEEN DIE A LONG TIME AGO?**

Lecture# 20

# **Topic :Past Continuous Tense**

**LEARNING OBJECTIVES**

Students will be able to

* Learn the uses of continuous tense in past time.
* Practice making sentences and using them in daily life
* Have a good practice of the usage with quiz and exercises

**RESOURCE**

PPT: Past Continuous Tense

Video: OCTOPUSES’ STORY <https://www.youtube.com/watch?v=265FwMPSUSw>

**METHOD**

* Using the PPT file, discuss the structure and uses of the tense. Ask students to share ample examples.
* **LISTENING PRACTICE**: Play the video from LANGUAGE PLANET to do listening practice and learning the use. Ask students to repeat and describe the scenes from Language Planet video. It is for listening and conversation practice. The characters describe past events to a news reporter using past continuous tense.
* **SPEAKING ACTIVITY** : The video about the two octopuses has many scenes to use past continuous tense with a list of verbs given after each scene. Ask students randomly to describe what happened in the scene using the given verbs.
* Slides:
* **Positive Sentence:**
* **SUBJECT + WAS/ WERE + (1ST FORM VERB + ING) + OBJECT**
* **EXAMPLES:**
* **I WAS CHECKING MY CLASS TESTS.**
* **ALI AND SONIA WERE PLAYING TOGETHER.**
* **YOU WERE ALWAYS COMPLAINING.**

**Negative sentences:**

**SUBJECT + WAS/ WERE + NOT + (1ST FORM VERB + ING) + OBJECT**

**EXAMPLES:**

**I WAS NOT CHECKING MY CLASS TESTS.**

**ALI AND SONIA WERE NOT PLAYING TOGETHER.**

**YOU WERE NOT ALWAYS COMPLAINING.**

Interrogative sentence:

* **WAS/ WERE + SUBJECT + (1ST FORM VERB + ING) + OBJECT+?**
* **WAS/ WERE + SUBJECT + NOT + (1ST FORM VERB + ING) + OBJECT+?**

**EXAMPLES:**

**WAS I CHECKING MY CLASS TESTS?**

**WERE ALI AND SONIA NOT PLAYING TOGETHER?**

**WEREN’T YOU ALWAYS COMPLAINING?**

Lecture# 21

# **Topic: Past Perfect Tense**

**LEARNING OBJECTIVES**

Students will be able to

* Learn the uses of perfect tense in past time.
* Practice making sentences and using them in daily life
* Have a good practice of the usage with quiz and exercises

**RESOURCE**

PPT: Past Perfect Tense

Video:

Past Perfect Simple: <https://youtu.be/A3HRUtZCAa4>

**METHOD**

* By asking students first to tell what they know about the Past Perfect tense, introduce the topic.
* Using the PPT file, discuss the structure and uses of the tense.
* The two quizzes in the end are for thorough practice. For assessing their understanding, following practice can be done too:
  1. Providing them some verbs to make sentences from
  2. Asking to convert positive into negative etc.
  3. Changing the Present Simple, Past Continuous tense or any other tense into Past Perfect tense and vice versa.
* Show them the video which elaborates the use of simple and perfect tense together, and ask to share sentences in which both tenses are used as in the video’s examples. It also guides how to use adverbs with Past Perfect.

Slides:

Positive Sentence:

**SUBJECT + HAD + VERB (3RD FORM) + OBJECT**

**EXAMPLES:**

**I HAD DONE MY WORK WHEN THE TEACHER CAME.**

**WE HAD GIVEN THE FILES.**

**SHE HAD FORGIVEN THE THIEF BEFORE THE POLICE ENTERED.**

**ALI HAD FORGOTTEN TO CONTACT ME.**

Negative sentence:

**SUBJECT + HAD + NOT + VERB (3RD FORM) + OBJECT**

**EXAMPLES:**

**I HAD NOT DONE MY WORK WHEN THE TEACHER CAME.**

**WE HAD NOT GIVEN THE FILES.**

**SHE HAD NOT FORGIVEN THE THIEF BEFORE THE POLICE ENTERED.**

**ALI HAD NOT FORGOTTEN TO CONTACT ME.**

Interrogative sentences:

**HAD+ SUBJECT + VERB (3RD FORM) + OBJECT + ?**

**HAD+ SUBJECT + NOT + VERB (3RD FORM) + OBJECT + ?**

**EXAMPLES:**

**HAD I DONE MY WORK WHEN THE TEACHER CAME?**

**HAD WE NOT GIVEN THE FILES?**

**HADN’T SHE FORGIVEN THE THIEF BEFORE THE POLICE ENTERED?**

**HAD ALI FORGOTTEN TO CONTACT ME?**

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Lecture # 22

Translation from Urdu To English:

* آپ کے زیادہ چوٹ تو نہیں آئی؟
* آزمائشی گیند پھینکی جا چکی ہے
* آج ہم شطرنج کھیلیں گے۔
* شاہد نے لاہور میں سنچری کی تھی۔
* تم کون سے کھیل کھیلتےہو؟
* الحمرا میں ایک ڈرامہ ہونے والا ہے۔
* ہماری ٹیم جیتی ہے۔
* کیا انہوں نے آپ کو کبھی برطا نیہ آنے کی دعوت دی ہے؟
* اس عرصہ میں بھی میرا کاروبار اچھا خاصا متاثر ہوگا۔
* میرے والد ایک ریٹائرڈ سرکاری ملازم ہیں۔
* Write down the Translation of the following Urdu sentences.

Lecture # 23

# **Topics: Present Perfect Continuous Tense**

**LEARNING OBJECTIVES**

Students will be able to

* Understand the use of Present Perfect Continuous tense
* Share examples and learn to use it in a conversation
* Practice speaking skills
* Revise all the Present tenses

**RESOURCE**

PPT file:

* Present Perfect Continuous Tense

Video:Present Perfect Continuous Conversation <https://youtu.be/fmq0v4HXebc>

**METHOD**

1. Have a student centered discussion using the slides on the topic, Present Perfect Continuous Tense, and also ask maximum students to share examples.
2. Using the video share examples and ask students to give answers to the questions that the characters ask each other.

**Slides:**

Positive sentence:

**SUBJECT + HAD + BEEN + (1ST FORM OF VERB + ING) + OBJECT (+ SINCE/ FOR …)**

**EXAMPLES:**

* **HE HAD BEEN WRITING A NOVEL FOR TWO MONTHS.**
* **MR AMIR HAD BEEN MANAGING THE HOTEL FOR FIFTEEN YEARS.**
* **YOU HAD BEEN SUPPORTING ME.**

Negative sentences:

**SUBJECT + HAD + NOT + BEEN + (1ST FORM OF VERB + ING) + OBJECT (+ SINCE/ FOR …)**

**EXAMPLES:**

* **HE HAD NOT BEEN WRITING A NOVEL FOR TWO MONTHS.**
* **MR AMIR HAD NOT BEEN MANAGING THE HOTEL FOR FIFTEEN YEARS.**
* **YOU HAD NOT BEEN SUPPORTING ME.**

Interrogative Sentences:

**HAD + SUBJECT + BEEN + (1ST FORM OF VERB + ING) + OBJECT (+ SINCE/ FOR …)**

**HAD + SUBJECT + NOT+ BEEN + (1ST FORM OF VERB + ING) + OBJECT (+ SINCE/ FOR …)**

**EXAMPLES:**

* **HAD HE BEEN WRITING A NOVEL FOR TWO MONTHS?**
* **HADN’T MR AMIR BEEN MANAGING THE HOTEL FOR FIFTEEN YEARS?**
* **HAD YOU NOT BEEN SUPPORTING ME?**

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Lecture # 24

Topic: Listening Video # 4

Common Daily Expression # 4

<https://www.youtube.com/watch?v=90CxBxnKqtw>

**In this lesson we will use common daily expressions for offers, gratitude, apologies and requests in an English conversation to help you improve your speaking and listening**.

**RESOURCE**

YouTube Video: Common Daily Expressions # 4

**METHOD**

**Listening Practice:**

Please skip the presenter’s part and start direct from the practice exercise.

The teacher will play and pause the video after every sentence and help the students understand the pronunciation, accent, meaning, and use of the sentences.

Students are supposed to guess the sentences and then match them with the answers displayed on the screen. Also for questions like ‘how are you doing’, ask them beforehand what the reply should be and then play the video