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Teacher Training Module: English Learning Cycle Eight

Grammar Structures: Parts of
Speech and Narration

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)



THE AGA KHAN UNIVERSITY

Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

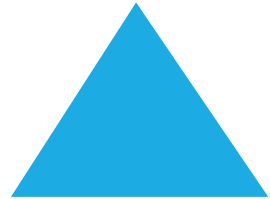
Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.

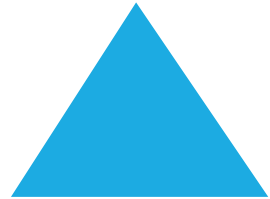


Acknowledgement

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Grammar Structures: Parts of Speech and Narration

Learning Objectives: By the end of the session, the teachers will be able to:



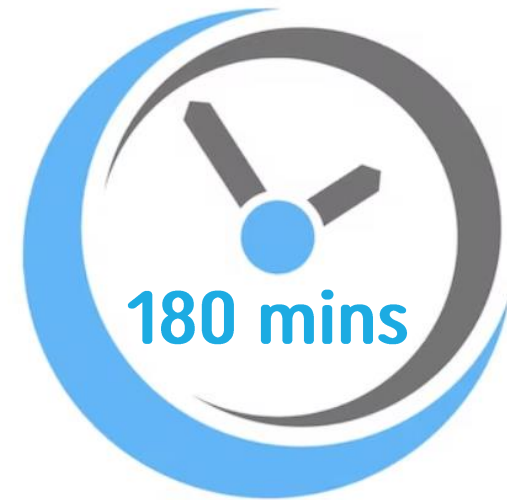
Discuss and Classify Parts of Speech.







Practice Parts of Speech through Textbooks.






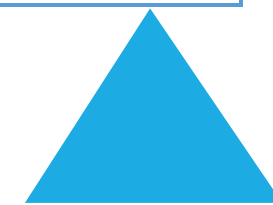
Comprehend and Practice Narration through Textbooks.





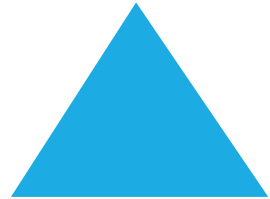
Session Plan

Time	Objective of the activity	Activities	Materials/resources
 5 mins	Recitation & Recap 	Activity-1 <ol style="list-style-type: none"> 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of the today's session. 	
 25 mins	Icebreaker 	Activity-2 <ol style="list-style-type: none"> 1. Divide teachers into groups. 2. Paste 8 Charts on the wall and write 8 Parts of Speech separately (Noun, Pronoun, Adjective, etc.). 3. Ask teachers to read their assigned sentence from Handout 9.1 and analyse Parts of Speech in it. 4. Then, ask them to write Parts of Speech on charts accordingly. 5. Finally, give feedback and lead to the next activity. 	Marker, Board, Duster, Charts, Handout-9.1

 <p>45 mins</p>	<p>Discuss and Classify Parts of Speech</p>	<p>Activity-3</p> <ol style="list-style-type: none"> 1. Divide teachers into groups. 2. Ask them to read and discuss Handout-9.2. 3. After reading Handout, ask groups to classify Parts of Speech from the word-bank given in Handout-9.3. 4. Ask each group to share their Parts of Speech Classification understanding with class. 5. Finally, sum-up the activity. 	<p>Marker, Board, Duster, Handout-9.2 & 9.3</p>
 <p>45 mins</p>	<p>Practice Parts of Speech through Textbooks</p> 	<p>Activity-4</p> <ol style="list-style-type: none"> 1. Divide teachers into 4 groups and assign them to solve the relevant exercises of the textbook given as under: <ol style="list-style-type: none"> a. Group A: Noun and Conjunction Grade-6, Pages, 68-71, 51-54 Grade-8, Page 84, 102-104 b. Group B: Pronoun and Interjection Grade-6, Pages, 34 Grade-7, Page: 11-13 Grade-8, Page 82 c. Group-C: Adjective and Preposition Grade-7, Pages, 83-88, 92-94 Grde-8 Pages, 121-122, 13-14,32 d. Group D: Verb and Adverb 	<p>Marker, Board, Duster, Textbooks Grade 6-8</p>

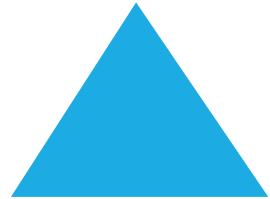


		<p>Grade-6, Pages, 89-103 Grade-7, 159-160 Grade-8, Pages, 79-80</p> <ol style="list-style-type: none"> 2. Ask each group to share their understanding about the topics. 3. Finally, conclude the activity with appreciating remarks. 	
 50 mins	<p>Comprehend and Practice Narrations from the Textbooks</p>	<p>Activity-5</p> <ol style="list-style-type: none"> 1. Divide teachers into groups. 2. Give them your input on Direct and Indirect Speech rules. 3. Then, ask them to solve exercises given on page number 76 -78 Grade-8 textbook first and then page numbers from 136 to 140 Grade-7 textbooks. 4. Next, ask each group to make a chart of the solved exercises and share their understanding with class. 5. Finally, sum-up the activity by giving feedback on their presentation. 	<p>Marker, Board, Duster, Charts, Textbooks Grade 7 & 8</p>
 10 mins	<p>Feedback/Closure</p>	<p>Activity-6</p> <p>Conclude the session by asking:</p> <ol style="list-style-type: none"> a. What was the key learning from today's sessions? b. What challenges did you face today? c. How will you implement today's learning in your class? 	<p>Marker, Board, Duster</p>



Handout-9.1

- 1- Parks are very beautiful part of society.
- 2- We should keep the parks clean.
- 3- All the students should do their homework on time.
- 4- Because, it makes us intelligent and punctual.
- 5- Our parents are the most respected members of our families.
- 6- They always think about us positively and sincerely.
- 7- We have to follow our elders' advices.
- 8- This act will give the highest rank in the society.



Handout-9.2

Parts of Speech

A part of speech (also called a word class) is a category that describes the role a word plays in a sentence. Understanding the different parts of speech can help you analyse how words function in a sentence.

There are eight parts of speech in the English grammar: Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction and Interjection.

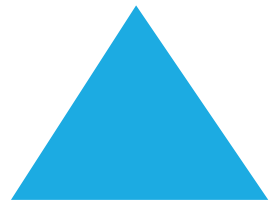
Noun

A noun is a word used for a place, person, or thing. Everything which has a name and we talk about it is a noun.

Examples: Ali, Elephant, Karachi, Pencil, Sorrow etc.

Types of Nouns:

1. **Proper Noun:** A proper noun is the given name of a person, or a specific place or thing, i.e., its own name (e.g., **Aslam, Karachi, and River Indus** etc.). A proper noun always starts with a capital letter.
2. **Common Noun:** A common noun is the word used for a class of person, place, or thing (e.g., **Student, Boy, Girl**, etc).
3. **Concrete Noun:** Concrete nouns are the things which we can see or touch physically. Some time we name it material noun. (e.g. Table, Chair, Book etc.)
4. **Abstract Noun:** Abstract nouns are things you cannot see or touch. Abstract nouns do not have physical existence. These nouns are difficult to guess. Abilities and emotions are abstract noun e.g. **bravery, joy, Sorrow, Pain etc.**
5. **Collective Noun:** Collective nouns are words that denote groups' collection or multitude of something. These nouns are used as singular or plural e.g., **team, army, concert, herd, jury, Bench** etc.



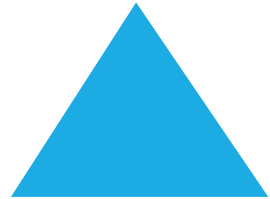
6. **Countable Noun:** A countable noun is a noun that can be counted in numbers like one pen, two cars with both a singular and a plural form. (e.g., **Student-Students, Teacher- Teachers, Chair, Chairs** etc.).
7. **Uncountable Noun:** An uncountable noun is a noun without a plural form for example: Oxygen, Milk. Water, Grain, Information etc.

Pronoun

Pronoun is defined as a word that replaces a noun in a sentence. It takes place of a noun.

Types of Pronouns:

1. **Personal Pronouns:** Personal pronouns refer to a person's name. We use personal pronouns as a substitute for a person's name.
Examples: **She** gave **him** a present on **his** birthday etc.
2. **Possessive Pronouns:** Possessive pronouns are the pronouns that show ownership and possession in a sentence.
Examples: your, my, her, his, its, their, our, and, your etc.
3. **Indefinite Pronouns:** Indefinite pronouns refer to something that is not definite in a sentence, they do not refer to particular thing or person.
Examples: someone, somebody, something, no one, nobody, nothing, everyone. Etc.
4. **Relative Pronouns:** A relative pronoun is a pronoun that relates the relative clause to another clause within a sentence.
Examples: Whom, whoever, whomever, who, that, which and whose etc.
5. **Emphatic Pronouns:** Emphatic pronouns emphasize, or intensify nouns and pronouns and we define it as a pronoun that ends in self or selves.
Examples: himself, myself, themselves, itself, herself, yourselves, ourselves, and yourself, etc
6. **Demonstrative Pronouns:** Demonstrative pronouns are the nouns that take place of a noun that's already been mentioned in a sentence.
Examples: these, those, such, this, that etc.



7. Interrogative Pronouns: An interrogative pronoun often stands for something that we are not aware of yet, because we are asking about it. We use these pronouns specifically to ask questions.

Examples: whose, what, whom, which, and who, whichever, whatsoever. Etc.

8. Reflexive Pronouns: Reflexive pronouns are used when the subject and the object of a sentence refer to the same person or thing. Reflexive pronouns end in -selves or -self.

Examples: Yourself, himself, ourselves, itself, themselves, herself, myself, yourselves etc.

9. Distributive Pronouns: Distributive pronoun is a pronoun that describes a member of a group separately from the group and not collectively or including in that group. We use this pronoun to describe all the individual members of a particular group.

Examples: each, either, every, neither, none, everyone, and any etc.

Verb

A verb shows the happening or state of something. It is an action word. It can show

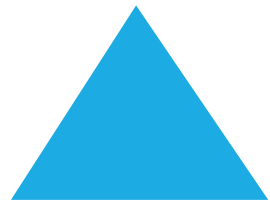
- If somebody does something; like: This cat **sleeps** all day.
- If something has done onto someone; like: A stranger **patted** the stray cat.
- The state of someone or something; like: The cat **is** alive fortunately.

Types of Verbs:

1. Action Verbs: Action verbs show action. They create an image of the happening in your head. There are two kinds of action verbs:

(a) **Transitive Verbs:** The verb in a sentence that has a direct object is known as Transitive verb. The verb should have something on which it is performed.

Examples: The batsman **hit** the ball hard.
She walked the streets alone.



(b) **Intransitive Verbs:** The verb in a sentence that does not have a direct object is known as Intransitive verb. The sentences containing Intransitive Verbs cannot be converted from Active Voice to Passive Voice.

Examples: The lion cub sleeps.
 The house is flawed.
 I stopped the car. (Transitively)
 The car stopped suddenly. (Intransitively)

2. **Reflexive Verbs:** Reflexive verbs are those whose subject and direct object are the same. They refer back to the same thing or person.

Examples: She stays home herself. The cat cleans itself.

3. **Auxiliary Verbs:** Auxiliary Verbs help the main verb in a sentence and are called Helping Verbs. Auxiliary Verbs, when used with ordinary verbs help in changing the tenses, mood or voice of a sentence. They also help in making negatives and interrogatives of sentences.

Examples: Is, am, are, was, were, have, do, etc.

4. Modal Verbs

Modal verbs are the verbs that are used before the ordinary verbs to show meanings such as: possibilities, permission, certainty etc. They can just simply be called Modals. Common Modal Verbs that are used are as follows:

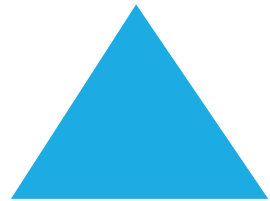
Examples: Can, could, may, might, will, would, shall, should, must, ought etc

Adverb

Adverb: An adverb is a word that modifies a verb, an adjective or another adverb. It provides us with further information about a verb, adjective or another adverb. It tells us in which manner, at what place or time, something happened, or is/was done.

Examples:

- Ali walks **swiftly**.



- He runs **fast**.
- That is a **really** sweet child.
-

Kinds of Adverbs:

1. Adverbs of Time: Adverbs of time tell us about which time an action was performed. These answer the question: When? Common words which come under the category of adverbs of time are:

Examples: Ago, before, after, later, already, now, never, formerly, soon, since, etc.

2. Adverbs of Place: Adverbs of Place tell us about at what place an action took place. These answer the question: Where?

Examples: Here, there, up, out, in, within, away, etc.

3. Adverbs of Frequency: Adverbs of frequency show us about how often or how many times a thing took place. These answer the question: How often?

Examples: Once, twice, again, often, seldom, rarely, always, frequently, etc.

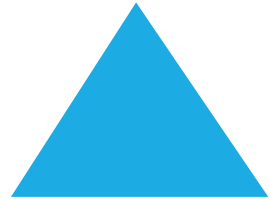
4. Adverbs of Degree/Quantity: Adverbs of Degree inform us about to what degree or an extent something happens. These answer the question: How much?

Examples: Too, any, almost, so, pretty, rather, quiet, partly, altogether, enough, etc.

5. Adverbs of Manner: Adverbs of Manner give us information about how or in which manner some action is preceded. These answer the question: How?

Examples: Swiftly, clearly, foolishly, well, so, slowly, etc.

6. Adverbs of Reason: Adverbs of Reason are the words that are used to state the reason or cause of some happening. These answer the question: Why?



Examples: Because, hence, therefore, so, etc.

7. Adverbs of Affirmation: Adverbs of Affirmation are the words that are used to affirm or declare something as true. These validate things.

Examples: Surely, certainly, definitely, very, obviously, yes, indeed, etc.

8. Adverbs of Negation: Adverbs of negation are the words which denote a statement, action or an idea as false. It is used to negate something.

Examples: No, never, invalidly, etc.

9. Relative Adverbs: Relative Adverbs are the words which come before an adjective clause.

Examples: When, where and why.

10. Interrogative Adverb: Interrogative Adverbs are the verbs used to ask questions. These are placed in the beginning of the sentence which contains the question.

Examples: Why, where, how, when

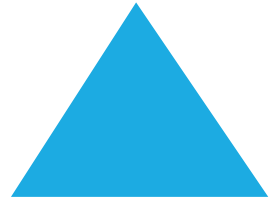
Adjective

Adjective: An adjective is defined a word which gives information about a noun, pronoun, or a noun phrase. It gives additional information about a noun or pronoun. It shows the quality, kind, or degree of a noun.

Examples:

- Sana gave me eight apples
- The mouse is little.

Kinds of Adjective:



1. **Adjectives of Quality:** Adjectives of quality describe the kind, quality, or degree, of a noun or pronoun. They are also called Descriptive Adjectives.

Examples:

- Hassan is an honest man.
- The child is foolish.
- Arabic language is not hard to learn.

2. Adjectives of Quantity

These adjectives tell us about the quantity of a noun. They answer the question: How much?

Examples: Some, much, no, any, little, enough, great, half, sufficient

3. **Adjectives of Number:** Adjectives of Number tell us about how many things or people are meant or the order of standing of people or things.

4, **Demonstrative Adjectives:** Demonstrative Adjectives point to a specific person or thing. They answer the question: Which?

Examples: This, that, these, those, such

5. **Interrogative Adjectives:** Interrogative adjectives are used to ask questions. When what, whose and which are used with a noun to ask questions, they become interrogative adjectives.

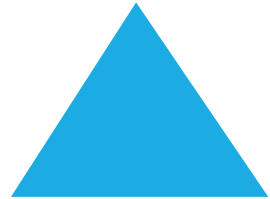
Examples: Which way goes to the mall? What time is it?

Preposition

Preposition: Prepositions are the words that we put before nouns or pronouns. These denote in what relation the person or thing indicated by it exists, in relation to something else.

Examples:

- The child jumped **off** the bed.



- There is a bee **in** the jar.
- Saira is fond **of** cheesecakes.

Kinds of Prepositions:

1. Simple Prepositions: Simple prepositions are used to denote a relation between nouns or pronouns. Simple prepositions are one-word prepositions.

Examples: In, out, on, up, at, for, from, by, of, off, though, till, etc.

2. Double Prepositions: Double Prepositions are made by putting together two Single Prepositions.

Examples: Onto, into, throughout, up till, up to, within, without, upon, etc.

3. Compound Prepositions: Compound Prepositions are usually formed by prefixing a Preposition to Nouns, Adjectives or Adverbs.

Examples: Above, about, across, along, before, behind, besides, inside, outside, etc.

Conjunction

Conjunction: Conjunctions are simply words that join sentences, clauses and sometimes words. These join together sentences are to make them more compact.

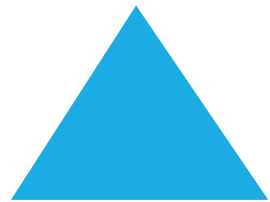
Examples:

- The teacher is old **but** he is energetic.
- Sara and Hania **are** sisters.

Kinds of Conjunctions:

1. Correlative Conjunctions: Conjunctions which are used as pairs are called Correlative Conjunctions or just Correlatives.

Examples: Either -or, neither -nor, both -and, though-yet, whether -or, not only -but also etc.



2. Compound Conjunctions: Many compound expressions are also used as conjunctions. These compound expressions are called Compound Conjunctions.

Examples: In order that, as if, as soon as, as well as, inasmuch as, provided that, even if, etc.

Interjection

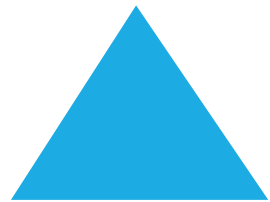
Interjections: Interjections are the words or group of words that are used to express and exclaim extreme emotions. These words are always used with an exclamation mark. Interjections do not have any grammatical function in a sentence.

Examples: Hurrah!, Alas!, Oh no!, Oh my God!, What!, etc.

Interjections can be used to express various types of emotions such as happiness, surprise, sadness, anger and greetings.

Examples:

- **Yeah!** We won!
- **Hey!** Let's go on a picnic!
- **Alas!** His friend died.



Handout-9.3

Parts of Speech								
<p>did me blue Mary I she and America know quickly in excellent on Ouch! but cat under Shh! kindly herself so want easy slowly Phew! he be house carefully Wow! between run or pen modern pretty now if Gosh! behind</p>								
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