Survival English

Book 3

For 4- to 7-year-olds

Screen-free learning resources that build multiple skills and basic English Vocabulary.

Content Partners
Draw how you feel *everyday* in your notebook.

Today, I feel ___________________
Materials Needed

- Paper
- Pen/Pencil
- Cloth (to blindfold)
- Any household object

Week 1 Overview

1. Inside Outside
   Time to ground ourselves through a sensory activity.

2. Talk-a-thon
   Who can speak the longest on a given topic?

3. Moving Bot
   Direct a bot to accomplish a mission!

4. Imitation Game
   Imitate your friends and let them guess who!

5. Act it Out
   Become an actor over the week!

Project

Skit
Create a short skit!

Act it Out

Become an actor over the week!
Act it Out

How can a drama communicate an idea?

Show and Tell

Invite your friends and community members to do this activity!

Pick any English word (examples below) and draw/write a word web with all the things you want to share about the word.

<table>
<thead>
<tr>
<th>Shoes</th>
<th>Medicine</th>
<th>Thirsty</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Paper</td>
<td>Clothes</td>
<td>Phone</td>
</tr>
</tbody>
</table>

Think of as many describing words as you can in English!

3. Using these ideas, talk about the object with your friends. Try to describe the object using English words.

4. Once everyone shares about their object, others have to repeat what was said. So, listen carefully! If English words have been said, try to repeat them.
Let us practise our speaking skills!

Speak about any of these topics for at least 30 to 40 seconds in Pashto/Dari. Challenge yourself to say at least 2 English sentences.

1. My Favourite Colour
2. My Favourite Game
3. My Favourite Book
4. My Favourite Animal
5. My Favourite Sport
6. My Best Friend

Play a game with your friends and family to see who can speak the longest!

Let's Reflect

- Were you able to speak continuously on a topic?
- What was easy for you? What was difficult?
1. Make a list of 5 – 10 actions you did this week.  
(running, walking, writing, eating, sleeping, etc.)

These are called **verbs or action words**.

2. Act out the verbs without speaking. Others must guess the word in English! Here are some example!

<table>
<thead>
<tr>
<th>Sleep</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean</td>
<td>Laugh</td>
</tr>
<tr>
<td>Jump</td>
<td>Dance</td>
</tr>
<tr>
<td>Cry</td>
<td>Play</td>
</tr>
</tbody>
</table>

Each correct guess gets 1 point. The player with the most points wins the game!
Inside Outside

Sit comfortably and take deep breaths.

Look around you. Think of the following and fill in the blanks in Pashto/Dari.

Some 'connecting words' help us join ideas together. 'And' is one such word.

Think of 5 things you can see.
I see ______, ______, ______, ______, and ______.

Think of 4 things you can hear.
I hear ______, ______, ______, and ______.

Think of 3 things you can touch.
I can touch ______, ______, and ______.

Think of 2 things you can smell.
I smell ______ and ______.

Think of 1 thing you can taste.
I taste ______.
Day 3  Project-Based Learning

Act it Out

What are our five senses?

- touch
- smell
- taste
- hearing
- sight

Walk around and fill in the table below. Try to write English words.

<table>
<thead>
<tr>
<th>What can you see?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What can you hear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What can you smell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What can you taste?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What can you touch?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask your partner to guess the English words you may have written. You get 1 point for a correct guess. The person with the most points wins!
Day 3  
Game Time!

Moving Bot

How to Play

- Player 1 is the **BOT**. Blindfold them.
- Player 2 is the **DIRECTOR**.
- Mark a start point. Keep an object somewhere.
- **DIRECTOR** tells the **BOT** how to reach the object. The **BOT** follows the instructions exactly.

Players take turns to be directors and bots.

- Go forward 2 steps.
- Turn left.
- Move 1 step back.
- Turn right.

The fastest team to reach the object wins!
Day 4  Project-Based Learning

Act it Out

Act out each emotion (without using words) and others must guess the emotion in English.

happy
angry
sad
calm
sick
tired
thirsty
shocked

Speaking with Emotions

Say each sentence out loud using the 4 different emotions. What are some differences you notice?

- I am hungry.
- Where did you go?
Day 4  Activity

Imitation Game

• Act like your friends **without talking**.
• Others have to guess who it is and get **1 point for every correct guess**.

• Now, add **dialogues**.
• **Note**: Add what they frequently say and imitate their voice too!

Who scored the most points? They win!

Let's Reflect

What difference did it make when you used voice and dialogues?
Simple Sentences

Simple sentences are made of 3 parts, usually in this order:

**Subject**
She

**Verb**
eats

**Object**
her food.

The person or thing doing the action.
Action Word
The person or thing receiving the action.

1. I love cars.
2. You found my bag.
4. Zaina cleans her room.

What is the subject, verb and object in these sentences?

- With your partner, prepare a short skit in Pashto or Dari.
- Use at least 2 sentences that has a subject, verb, and object in English!
Week 2 Overview

**Project**

Put Up A Play!

Create your own play and develop your acting skills!

**Materials Needed**

- Paper
- Pen/Pencil
- Any household object/props required for the play

**Story Time**

Read a story about friends putting up a play!

**Present Your Play**

Present your play to an audience.

**Practise Your Play**

Think about how you want your play to be and get started!

**Voice Box**

Do some fun breathing and vocal exercises.

**Stories**

Read short stories and answer question in English.
Any story has events that happen in an order. Look at these images and say the story in Pashto/Dari. (Use at least 1 English sentence.)

You will perform a skit in this project. Start by drawing or the events of your story.
Ahmed has a big cat.
The cat has a red hat.
The cat sat on a mat.
Ahmed likes the cat.

1. Ahmed’s cat is ____________ (big / small).
2. The cat wears a ____________ (red / blue) hat.
3. What did the cat sit on?
4. Does Ahmed like his cat?
5. Which animal do you like?

John went for a bike ride.
He round around his home.
He met his friends.
They all rode to the park.
John enjoyed the day.

1. John rode on his ____________ (bike/ car).
2. Who did John meet?
3. Where did they ride to?
4. Where would you ride to?
Day 2  Project-Based Learning

Act it Out

Practise Your Play

Think of your story and how you will act it out with friends.

Who are the characters?
What do they say to each other?
Use at least 3 English sentences!

Practise the scene.

Select the costumes.

Speak with emotions and the right volume!
Make an invitation card to invite your friends to watch your play. **Your card should have the following details:**

**INVITATION**

Dear ________,

*Watch our play __________________ on __________________.*

*Time: ___________________
Place: ________*

Thank you!

__________

**You can also add more details and drawings**

Decorate and distribute the invitation cards to people.
Day 3  Mindfulness

**Voice Box**

Stand with your feet slightly apart. Close your eyes.

- Breathe in. As you breath out, say: 
  *Aaaaaaaaaaaaaaaaaaa* (Repeat 3 times)

- Breathe in. As you breath out, say: 
  *Ooooooooooooooooooo* (Repeat 3 times)

- Breathe in. As you breath out, say: 
  *Mmmmmmmmmmmmmm* (Repeat 3 times)

*You can also try saying these sounds loudly and softly.*

**How do you feel after doing this activity?**

- happy
- bored
- sad
- angry
- calm
- fresh
- I don’t know!

(Something else)
Day 4  Project-Based Learning

Put Up A Play

Presenting the Play

Invite family members and friends to watch your play.

Enact the play in front of the audience.

- Did they enjoy the play?
- What are 2 things that went well?
- What could be improved?
My friends and I are staging a play. The monkeys are getting their long, brown tails fixed.

The writers are helping the Lion and Mia remember their lines. I play the King.

The palace guards and dancers are practising their dance.

The dance teacher is helping them.

Oh no! Mia tripped over the guard’s spear. The first aid team rushes in. Everyone is fine. Phew!
The audience is coming into the hall. We are so nervous! But I cannot see my family. Where are they? Oh wait! I see them!

Uh oh! My moustache is falling off. The play is about to start. What shall I do?

As an actor, I must think on my feet! Wait and watch – I will be the best King ever.

My hair is my moustache now!

• Circle the English words that are new to you and find their meanings.
• Who are the characters in the story?
• What is the setting?
• What do you think the play is about?
• Do you feel nervous while performing in front of people? What calms you down?
**Opposites**

Match the opposite words.

- Cold 🌬️  Big ⬆️
- Morning 🌅  Down →
- Left ←  Hot 🌞
- Wake up 🔊  Night 🌙
- Small ⬇️  Right →
- Up ⬆️  Sleep 😴

Write your own three pairs of opposite words.

**Challenge yourself to write them in English!**
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

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**Week 3 Overview**

**Project**

**My Weekly Diary**

Make a diary that shows what you did in a week!

**Materials Needed**

- Paper
- Pen/Pencil
- Thread / Stapler

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1. **Telling Time**
   
   Practise telling time through a clock!

2. **Jumping Days**
   
   Play a fun game to learn the days of the week.

3. **All Aboard!**
   
   Learn the correct order of the days of the week.

4. **Action!**
   
   Learn different action words in English!

5. **Send A Wish!**
   
   Send someone a good day wish!
My Weekly Diary

Trace each word.

Draw what you did yesterday at each time.

Morning

__morning__

__morning__

Afternoon

__afternoon__

__afternoon__

Evening

__evening__

__evening__

Night

__night__

__night__
Day 1 Worksheet  

**TELLING TIME!**

Fill in the blanks by reading the clock.

- It is 2 o’clock.
- It is ___ o’clock.
- It is ___ o’clock.
- It is ___ o’clock.

Fill in the blanks and draw the hands on the clock.

- I wake up at ___ o’clock.
- I go to bed at ___ o’clock.

What is the time now?
Is it morning, afternoon, evening, or night?
Learn this song about the
Days of the Week!

Days of the Week,
Days of the Week,
There’s Sunday and there’s Monday,
There’s Tuesday and there’s Wednesday,
There’s Thursday and there’s Friday,
And then there’s Saturday!

Days of the Week,

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

Draw a tick next to the weekends.

Discuss in Pashto/Dari what you did on each day last week with a friend.
JUMPING DAYS

1. All players stand in a line.

2. Ask any player to name a day of the week (in English).
   *Eg: Thursday*

3. When you call out the **next day** *(Friday)*, players should jump **forward**.

4. When you call out the **previous day** *(Wednesday)*, players should jump **backward**.

5. Any player who jumps incorrectly is out of the game. Say the names of the days fast to make it more challenging!

6. Repeat rounds by asking players for different days.

*The last player standing wins!*
My Weekly Diary

Let us start creating our weekly diary!

Create a page for all the days of the week as shown and tie them together to make a book:

<table>
<thead>
<tr>
<th>Date: _______</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
</tr>
<tr>
<td>Night</td>
<td></td>
</tr>
</tbody>
</table>

I feel ________________.

Which day of the week is it today?
Fill up the page for that day.

• Draw or write what you did in the morning, afternoon, evening and night.
• Draw or write how you feel at the end of the day.
• You can decorate your page or add more details too!
Which day comes next? Write and complete the train.

- Friday  Saturday  Sunday
- Sunday  Monday  Tuesday
- Monday  Tuesday  Wednesday
- Saturday  Sunday  Monday
- Wednesday  Thursday  Friday
- Tuesday  Wednesday  Thursday

Monday  Tuesday  Wednesday
Thursday  Friday  Saturday
Sunday
Fill the page for today in your weekly diary!

For the rest of the days, do not forget to write or draw what you did in your diary.

**My Favourite Day**

Which is your favourite day? Why?

Explain it to a friend using the English words below:

My favourite day is ________________.
I like it because _________________.

1. For how many days a week do people work in your country?
2. For how many days a week do children go to school in your country?
3. If you could rule the world, would you change that? Why or why not?
Write the correct action below each picture.

rip  trip  sit  cry  run
sleep  read  eat  skip

Action!
I am Ali. I am in Class 1. My brother’s name is Samir. He is in class four. He is my best friend too!

Every morning, we get ready for school. I button my _________.

Samir helps me put on my _________.

He takes me on his _________ and I ring the bell!

Samir reads big ___________. He writes with a pen. I write with a pencil.
I have a small __________.
Inside it, are two pencils.

After school, we play cricket.
Samir’s three friends play with us.

Then, Samir buys me an __________.
It is really tasty!

It is 5 O’clock. It is time to go
to our __________.

• Who are the characters in this story?
• Is your day similar to or different from Ali and Samir’s? How?
• Retell the story in Pashto/Dari using at least 4 English words.
Day 5
Mindfulness

Send A Wish!

• Think of someone who made your day a little better today.
• Make a card below wishing them a good morning, afternoon, or night. You can add or draw more details.

(Date)
_______________________

(Day)
_______________________

(Your Name)
_______________________
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

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Week 4 Overview

My Calendar
Create your very own calendar and present it to people!

Project

Months and Seasons
Play a game to revise months and seasons!

Let's Shop!
Think of items you will need for a particular month.

All Aboard!
Learn the sequence of months in a year.

Let's Learn!
Learn all about the different months in a year.

Trace It
Practise writing the names of months in English.

Materials Needed
- Paper
- Pen/Pencil
- Thread / Stapler
Which seasons does your country experience?

- What is the weather like in each season?
- What do people usually do in this season?
- In what order do these seasons come in a year?

Which is your favourite season?

Draw 3 things you do in this season. Share it with your friend.

Use at least 3 English words!
How many months are there in one year? Count below:

JANUARY  APRIL  JULY  OCTOBER
FEBRUARY  MAY  AUGUST  NOVEMBER
MARCH  JUNE  SEPTEMBER  DECEMBER

Each month has 30 or 31 days.

February is special because it has 28 days and sometimes 29!

Practice writing numbers from 1 to 31 by tracing each number.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30 31
Day 2  Project-Based Learning

My Calendar

How many days in a month?

You can use your knuckles to know if a month has 30 days or 31 days!

Start with the first raised knuckle for January 31.
The ridge has 30 days.
The next knuckle has 31 days.

You will notice 2 special cases:
1. February always has 28 or 29 days.
2. August has 31 days and comes after July which also has 31 days.

How many weeks in a month?

Draw a number line for numbers 1 to 31.
• How many days are in a week?
• Name them and write them on the top of the number line repeatedly until you reach 31.

How many times do the weeks repeat?

You will see that the days repeat 4 times over the 31 days.
So, there are 4 weeks in a month and 2-3 days that remain.
Trace the names of the months.

January  January  January
February  February  February
March     March     March
April     April     April
May       May       May
June      June      June
July      July      July
August    August    August
September September September
October   October   October
November  November  November
December  December  December
Day 3

Project-Based Learning

My Calendar

Let us make our own calendar!

<table>
<thead>
<tr>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>26</td>
</tr>
<tr>
<td>31</td>
</tr>
</tbody>
</table>

On each page:

- Write the English name of the month
- Write the number of days in that month in English. *(Use your knuckles to find out!)*

**Note:** Calendars also have days but for now, let’s just have the months and dates!

In the same way, make the pages for January, February, March, and April

Decorate your calendar with drawings of the season, clothing, or food people have especially in that month. Some ideas:

- Snowflakes
- Scarf
- Coat
- Boot
Which month comes next? Write and complete the train.
My Calendar

Make the pages of your calendar for May, June, July, and August.

Do not forget to add drawings!

Writing Dates
This is how we generally write dates:

15 May 2022
Day of the Month Month Year

Write the following dates:

Your Birth Date

Today’s Date

Friend’s Birth Date

Tomorrow’s Date
Let’s Shop!

Imagine that you are asked to go shopping for the month of July. Draw 10 to 15 items in the shopping cart below:

Discuss in Pashto/Dari why you picked those items for July. Example:

I will buy ice because it will be summer, and I want to drink cold juice.
Make the pages of your calendar for September, October, November, and December.

- Tie or staple the pages of your calendar in the correct order.
- Finish decorating your calendar and mark all special occasions, events, birthdays etc. for all the months.

Count the number of months starting with the letters A, C, D, J, M, and N. Write the number under each letter.

Share your calendar with your friends! Talk about your favorite months and some dates that are special to you (Eg: Birthday).
1. Say the months in a year from January to December.

2. Think of the different seasons you experience in different months.

3. Allot an action for each season. For example: Spring → Jump

4. A volunteer will say the name of a month. The players must identify the season in that month and then do the action. They must say the name of the season too.

5. If the action is incorrect, the player is out of the game. The last player remaining wins the game!
Weekly Reflection

Did I enjoy learning this week?

😊😊😊😊😊

What are some new things I learned?

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