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Guidance for Teachers

These are some additional helpful tips and recommendations for teachers to cover the course efficiently and effectively.

Before starting a text

A pre-reading activity is useful in securing the attention of the learners through activities that lead them to the text. Pre-reading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been suggested. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text.

Teachers may use any other interesting pre-reading activities with direct relevance to the text to be taught.

All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that learners read a text with that focus in mind.

Reading

A carefully planned reading class will go a long way in creating a love for reading in the minds of the learners. Some techniques are suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.

Shadow reading

For young learners, read aloud each sentence of the text slowly. Ask learners to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence.

Show action wherever possible to accompany your reading aloud.

Read a text aloud at least twice. Then, ask learners to read aloud. Help them with reading where necessary. All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.

Chunk reading

Instead of asking learners to read a whole text all together, for Classes 1–4, each text should be divided into reading chunks that can be better managed by learners. Each text has been divided into two/three reading chunks for the students to understand with ease. Use a focusing question/statement before each reading chunk. Ask one/two link questions when students have finished reading a chunk. The link question/statement can function as the focus for the next reading unit. This has been done for all the prose texts. Linking/reflecting and prediction questions/activities for the reading chunks are given to assist learners in dealing with the texts. Allow learners to guess answers before each reading chunk. It does not matter if their answers do not match the text.

Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of a text. They should not be used for rote learning and memorization of facts from a text.

Extra clues from the text/learning questions should be used during discussion to help learners grasp the context and the text better.

It is always a good idea to ask learners to go back to the text to find out the facts during a class discussion.

Comprehension of poems

Poems for young learners reflect the rhythm of the language in a very obvious manner. Since poems are shorter in length, teachers should read aloud the

poetry texts with rhythm for learners to capture the natural pronunciation of English. All the poems here have been marked for their stress pattern, which creates the rhythm. Teachers should practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.

For each poem, apart from the rhythm, a listening focus has also been provided. As learners listen, they try to get an answer for the listening focus.

Each poem should be read aloud by the teacher at least twice. Then, learners should be asked to repeat the poem after the teacher. This is an effective listening and pronunciation activity for English stress and rhythm.

When the listening is going on, the books must be kept closed. After the second listening, learners can look at the text and listen to the teacher at the same time.

Learners should then read the poem aloud, and then silently for better comprehension.

For older learners, the teacher should ask the students to keep their books closed and read the poem out to them. Then the teacher could ask a global question, elicit a response which connects to their world knowledge or ask for the theme of what has been read. See if the students can recall phrases and words.

Comprehension questions

Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.

Learners may write the answers after the oral work.

Classroom procedure (group and pair work)

Learners should be given enough opportunities to find answers in pairs and groups, and refer to the texts as many times as they want.

After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. Pronunciation

Sample Lesson Plan

13

The Nawab of Salimabad (I)

Week

14

Duration

60 min

Learning Outcomes

- Upon completion of this lesson, students will be able to:
- Read the text on their own or with some assistance
 - Read and understand words to know
 - Understand and answer pre and while reading questions
 - Answer challenges on their own
 - Answer pre and while reading questions
 - Comprehend text post reading
 - Write answers to comprehension questions
 - Work on their composition skills
 - Enhance their listening and speaking skills
 - Work on their writing skills
 - Learn to work in pairs or groups
 - Enhance their imagination skills
 - Answer the question about a line from the story
 - Match the sentences
 - Choose the correct words from the box to complete the sentences
 - Write the opposite of the given words
 - Write the words with the same meaning
 - Fill in the blanks
 - Change the words in brackets and add words as well (if required)
 - Add articles (if required)
 - Complete the verb chart

Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response
10 min	Starter: Recap through questioning. Ask the students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well. Class presentation skills: If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students, and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic. Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Classroom procedure (group and pair work)</p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group / Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Who is the main character of the story? 2. What kind of a person is the Nawab? 3. What does the Nawab decide one day? 4. Where does the Nawab take refuge? 5. Where were the old couple's children? 6. Were the old couple resentful towards the Nawab? 7. Did the old couple recognise the Nawab? 8. Did the old couple help the Nawab despite thinking him to be a poor, weary traveller? 9. What did the Nawab ask the old couple before taking leave? 	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p>
10 min	<p>Class discussion:</p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	
<p>10 min</p>	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The Nawab of Salimabad is the main character of the story. 2. The Nawab is a kind ruler, everyone is happy and satisfied under his rule. 3. The Nawab decides to go undercover as commoner and meet the people of his kingdom. 4. The Nawab takes refuge in the house of an old couple. 5. The old couple’s children were serving the Nawab. 6. No, the old couple were proud of the fact. 7. No, the old couple did not recognize the Nawab. 8. Yes, the old couple helped the Nawab despite thinking of him to be a poor, weary traveler. 9. The Nawab asked the old couple of their sons’ names before taking leave. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>Chunk Reading:</p> <p>Instead of asking learners to read a whole text all together, each text should be divided into reading chunks that can be better managed by learners. Each text has been divided into two / three reading chunks for the students to understand with ease. Use a focusing question / statement before each reading chunk. Ask one / two link questions when the students have finished reading a chunk. The link question / statement can function as the focus for the next reading unit. This can be done for all the prose texts. Linking / reflecting and prediction questions / activities for the reading chunks are given to assist learners in dealing with the texts. Allow the students to guess answers before each reading chunk. It does not matter if their answers do not match the text.</p> <p>While reading:</p> <p>Introduce the vocabulary (words and meanings) shared in the text. The students will read the text in groups and be advised to refer to the meanings of the words. After reading, the following will be discussed in the class.</p> <p>Reading chunk (Act 1, Scene 1)</p> <ul style="list-style-type: none"> • Where did Nawab Salimabad rule? • Whom did Nawab Salimabad talk to about his concerns? 	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Read page 127 to check your answer.</p> <p>Reading chunk (Act 1, Scene 2)</p> <ul style="list-style-type: none"> • For how long did Nawab travel? • Why did the Nawab stop at the small house? <p>Read page 127 to check your answer.</p> <ul style="list-style-type: none"> • Who owned the small house? • Were owners hospitable or wicked people? • What food was served to the Nawab? • Did the old couple live alone? Why? <p>Read page 128 to check your answer.</p> <ul style="list-style-type: none"> • Did the old couple ask the Nawab to leave at night? <p>Read page 129 to check your answer.</p> <p>HOMEWORK:</p> <p>Have you ever witnessed someone’s hospitality? Write few lines on it.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Comprehension questions</p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode. The students may write the answers after the oral work.</p> <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2, 3 in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Activity: Call it out!</p> <ol style="list-style-type: none"> 1. Ask either the monitor or any other student at random to mark the groups on the board. 2. Divide the class into two equal groups of words and opposites. 3. Ask any random student from the group named words to say a word. 4. Next call out any random student from the group named opposite to say the word's opposite. 5. Then go back to the group named word and call out another student at random and ask them to say a word. 6. Next move on to the group named opposite and continue the game. 7. Start the game at a slow pace but as the students get the hang of it, increase the pace. 8. Turn the game into a rapid-fire session, the quicker, the better. 9. The group that answers within the first five seconds win the points. <p>ADDITIONAL HELPFUL RESOURCE:</p> <p>A. Write down the words that has opposite meanings:</p> <ol style="list-style-type: none"> 1. _____ penalty 2. _____ bluntness 3. _____ whisper 4. _____ happy 5. _____ noisy 	

Date and Time	Content and teacher activity	Formative assessment
	6. _____ kind	
	7. _____ dead	
	8. _____ small	
	9. _____ obscure	
	10. _____ boils	
	11. _____ calm	
	12. _____ hot	
	13. _____ sell	
	14. _____ arrives	
	15. _____ modern	
	16. _____ return	
	17. _____ spring	
	18. _____ solution	
	19. _____ slowest	
	20. _____ after	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Working with words:</p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'. <p>Attempt Exercise B 1, 2.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>35 min</p>	<p>ACTIVITY 1: ADJECTIVES</p> <ol style="list-style-type: none"> 1. Elicit a list of adjectives from the students. 2. Demonstrate the comparative and superlative degrees for at least two adjectives. (e.g. good, better, best; beautiful, more beautiful, most beautiful) 3. Ask students to work in pairs to complete comparative and superlative degrees of adjectives. 4. Monitor the activity and guide students in using appropriate degree of adjectives. <p>ACTIVITY 2: ARTICLES: A, AN, THE</p> <ol style="list-style-type: none"> 1. Demonstrate the use of articles (a, an, the) on the board. 2. Cut a chart paper in a large triangle and draw two horizontal lines to divide it in three parts. Label the parts as 'a', 'an', 'the' starting from the bottom. 3. Divide the class into groups. Each group will have 4–7 students. 4. Give each group a cut out triangle. Ask student to observe the things in their surroundings i.e. a desk, the teacher's chair, and ink pot. 5. Each group will fill in the triangle with examples of 'a', 'an', and 'the'. 6. Discuss the answers in the class. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>Fill in each blank with the correct form of the adjective given at the end of the sentence.</p> <ol style="list-style-type: none"> 1. Tazeen is _____ than I am. (tall) 2. Our new house is _____ than the old one. (big) 3. Mrs Winter bakes the _____ cakes in the whole town. (good) 4. The cheetah is the _____ of all land animals. (fast) 5. Naila is the _____ girl in our class. (lazy) 6. Sabrina is a _____ badminton player than her sister. (good) 7. Winters in Quetta are _____ than in Lahore. (cold) 8. This classroom is the _____ in our school. (large) 9. The king sent his _____ soldiers to fight the monster. (brave) 10. My cat is growing _____ day by day. (fat) 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Fill in the blanks with a, an, or the.</p> <ol style="list-style-type: none"> 1. She took _____ book from _____ library. 2. Do you have _____ extra pencil? 3. I put _____ jar of milk in _____ fridge. 4. There was _____ policeman standing at our gate. 5. This is _____ house that Jack built. 6. You can walk to _____ market or take _____ rickshaw. 7. Tariq is _____ honest man. 8. We waited for more than _____ hour. 9. There are potholes in _____ road in front of our school. 10. Mother told me to put _____ cake into _____ oven. 11. We have given away _____ old furniture. 12. Zarnad knows _____ shortcut to _____ school. 13. Atif is _____ very friendly boy. 14. Let us go to _____ park near my house. 15. Father was happy when he saw _____ report card. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>16. My uncle is _____ school teacher.</p> <p>17. We saw _____ mongoose fighting _____ snake.</p> <p>18. There was _____ elephant coming towards us.</p> <p>19. There is _____ bird sitting outside my window.</p> <p>20. We could not see anything in _____ dark.</p>	
20 min	<p>Class Work: Attempt Ex: C 1, 2.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise conjunctions.</p>	
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and pronunciation skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Classwork: Listening and Speaking</p> <p>Attempt Ex: D. Provide assistance when required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	<p>Verbal response</p> <p>Critical thinking</p> <p>Memorisation skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p> <p>Critical thinking</p> <p>Art skills</p>
<p>05 min</p>	<p>Plenary: Ask the students the following questions:</p> <p>Do you a country that is run by a king? Which country is it?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

<p>ASSESSMENT</p>	<p>REFLECTION</p>
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