

3rd Edition

New
**Oxford
Modern
English**

BOOK
4

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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

7

The Ambassador's Disguise

Week

8

Duration

60 min

Learning Outcomes

Upon completion of this lesson, students will be able to:

- Answer challenges on their own
- Answer pre- and while reading questions
- Read text on their own
- Read and understand words to know
- Enhance listening and speaking skills
- Enhance writing skills
- Enhance comprehension skills
- Answer challenge question on their own
- Learn to work on individual tasks
- Learn to work on group and pair tasks as a team
- Learn to make connections between the text and the corresponding pictures for context
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills
- Make sentences on their own
- Learn the etiquettes of working in a group
- Answer questions about a particular line from the story
- Match the words accordingly
- Find meanings of the given words and use them in sentences of their own
- Use can or cannot in sentences to answer given questions

- Underline verbs in the given passage
- Identify and mark subject and predicate in the given sentences
- Listen to a read text and answer questions on their own
- Conduct research

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 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>Task 1:</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>Task 2:</p> <p>Class discussion: Have you ever disguised yourself or seen someone else in a disguise? What was the purpose of the disguise? How did it make you feel or react?</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 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. Where is the story set? 2. Why was Starv imprisoned? 3. Whose help did Katrina ask for? 4. Why did Katrina disguise herself? 5. What trick did Katrina play to rescue her husband? 	<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> <p>Group work</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> <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>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The story is set in Vladimir, Russia. 2. Starv was imprisoned because he spoke the truth about his wife’s skills. 3. Katrina asked for the help of thirty archers, chess masters, and musicians. 4. Katrina disguised herself to get in the palace as she was banned from visiting her husband. 5. Katrina challenged to fight knowing well that there was no one in the land who could hold a candle to her skills. <p>Feedback: Give feedback on responses.</p>	
10 min	<p>Reading aloud: 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>KWOL Reading Activity</p> <ol style="list-style-type: none"> 1. Begin by asking the students what they already know about rescue mission. Write their responses on the board or chart paper. 2. Introduce the acronym KWOL (Know, Want to Know, Learned) and explain that it will help them organize their thoughts and track their learning throughout the activity. 3. Divide the students into small groups and provide each group with a KWOL chart (or have them create their own on a piece of paper, divided into three sections: Know, Want to Know, and Learned). 	<p>Reading skills Comprehension skills Discussion skills Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<ol style="list-style-type: none"> 4. Instruct the students to discuss and fill in the “Know” section of their chart with the information they already have about rescue mission. Encourage them to predict any information. 5. After the students have completed the “Know” section, ask them to brainstorm questions they have or things they want to learn about rescue missions. Instruct them to write these in the “Want to Know” section of their chart. 6. Once the groups have generated a list of questions, bring the class back together for a whole-group discussion. Have each group share one or two questions from their “Want to Know” section, and write these questions on the board or chart paper. 7. Explain that the students will be reading a text about rescuing someone to find answers to their questions and learn more about the topic. 8. Provide the students with the selected text, such as a short article or a passage from a book, focused on rescue missions and heroes. 9. Instruct the students to read the text individually or in pairs, actively looking for information that answers their “Want to Know” questions. 10. After reading, give the students time to complete the “Learned” section of their KWOL charts. They should write down the new information they learned from the text. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>11. Conduct a class discussion to share and discuss the new information students have gathered. Encourage students to contribute their findings, ask clarifying questions, and engage in a meaningful conversation about rescue missions and heroes.</p> <p>12. Conclude the activity by summarizing the key points learned from the text and reinforcing the importance of rescue heroes in helping others in need.</p> <p>HOMEWORK:</p> <p>Think about the concepts of disguise and rescue that we have explored in class. Choose one of the following options and write a short paragraph explaining your choice:</p> <p>Option A: If you were a character in a story, would you prefer to be the one in disguise or the one involved in a rescue mission? Explain why you made that choice and what qualities or skills you think would be important for your character.</p> <p>Option B: Think about a real-life situation where someone used a disguise to help with a rescue mission or to protect someone. Write a paragraph describing the situation, the purpose of the disguise, and how it contributed to the successful outcome of the rescue.”</p>	

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<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 1: MATCH</p> <ol style="list-style-type: none"> 1. Create a list of vocabulary words suitable for grade level. Examples: big, happy, explore, clever, brave, beautiful, kind, small, laugh. 2. Prepare a set of index cards or small pieces of paper. Write one vocabulary word on each card, making sure to have a matching pair for each word. 3. Shuffle the cards and lay them face-down on a table or desk. 4. Instruct the students to take turns flipping two cards at a time. Their goal is to find pairs of words that have the same or similar meanings (synonyms). 5. When a student flips two cards with matching synonyms, they keep the pair and have another turn. If the cards do not match, they should be flipped back face-down in their original positions. 6. Encourage students to read the words aloud and discuss their meanings with their peers to enhance comprehension and vocabulary understanding. 7. The activity continues until all the synonym pairs have been matched. 8. Once all the matches have been made, gather the students and review the pairs of synonyms together, emphasizing their meanings and how they are similar in context. 9. Discuss the importance of using synonyms to add variety and richness to their writing and oral communication. 	<p>Verbal Response Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>10. Optionally, you can provide additional practice or extension activities such as having students use the matched pairs in sentences or asking them to find synonyms for other vocabulary words independently.</p> <p>ACTIVITY 2: CAN OR CANNOT</p> <ol style="list-style-type: none"> 1. Prepare a set of sentence strips or index cards, each containing a simple sentence that either uses “can” or “cannot” to express ability or inability. 2. Mix up the sentence strips and distribute them to the students. 3. Instruct the students to read their sentence strip and determine whether it expresses something that a person can do or cannot do. 4. Provide two large, labeled posters or sections on the board, one labeled “Can” and the other labeled “Cannot” (or “Can’t”). 5. Have the students take turns coming to the front of the class and placing their sentence strip under the correct category based on whether it uses “can” or “cannot.” 6. Encourage the students to explain their reasoning for placing the sentence strip where they did. 7. As a class, review and discuss each sentence strip, confirming if it was placed in the correct category and explaining any misconceptions. 8. If there are any sentences that were placed incorrectly, use them as opportunities for additional discussion and clarification. 	

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	<p>9. To further reinforce the concept, provide additional examples orally and ask students to respond by using “can” or “cannot” to complete the sentence.</p> <p>10. Conclude the activity by summarizing the differences between “can” and “cannot” and emphasizing the correct usage of these words in sentences.</p> <p>ADDITIONAL HELPFUL RESOURCES</p> <p>MATCH THE FOLLOWING</p> <p>Match each word on the left column with its corresponding definition or synonym on the right column. Write the corresponding letter from the right column next to the number on the left column.</p> <table border="1" data-bbox="316 996 1214 1649"> <tbody> <tr> <td>Brave</td> <td>Laugh</td> </tr> <tr> <td>Explore</td> <td>Small</td> </tr> <tr> <td>Giggle</td> <td>Kind</td> </tr> <tr> <td>Tiny</td> <td>Courageous</td> </tr> <tr> <td>Laugh</td> <td>Investigate</td> </tr> <tr> <td>Generous</td> <td>Discover</td> </tr> <tr> <td>Discover</td> <td>Very small</td> </tr> <tr> <td>Little</td> <td>Giving</td> </tr> <tr> <td>Kind</td> <td>Find out</td> </tr> </tbody> </table>	Brave	Laugh	Explore	Small	Giggle	Kind	Tiny	Courageous	Laugh	Investigate	Generous	Discover	Discover	Very small	Little	Giving	Kind	Find out	
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	<p>DICTIONARY WORK / FIND THE MEANING</p> <p>Read each word and choose the correct meaning from the options provided. Write the corresponding letter next to the number.</p> <ol style="list-style-type: none"> 1. Unique <ol style="list-style-type: none"> a. Strong and powerful b. Having qualities that make something or someone different from others 2. Precise <ol style="list-style-type: none"> a. Very beautiful b. Exact and accurate 3. Enormous <ol style="list-style-type: none"> a. Small in size b. Extremely large in size 4. Comprehend <ol style="list-style-type: none"> a. To feel sad or upset b. To understand or grasp the meaning of something 5. Sincere <ol style="list-style-type: none"> a. Pretending to be someone else b. Genuine and honest in one's feelings or intentions 6. Eager <ol style="list-style-type: none"> a. Feeling lazy and unenthusiastic b. Showing enthusiasm and a strong desire to do or have something 	

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	<p>7. Capture</p> <ol style="list-style-type: none"> a. To let go or release b. To catch and take control of something or someone <p>8. Abundant</p> <ol style="list-style-type: none"> a. Scarce or in short supply b. Existing in large quantities; plentiful <p>9. Resilient</p> <ol style="list-style-type: none"> a. Fragile and easily broken b. Able to recover quickly from difficult situations or setbacks <p>10. Construct</p> <ol style="list-style-type: none"> a. To destroy or break apart b. To build or create something <p>CAN or CANNOT</p> <p>Instructions: Read each sentence and decide whether the person can or cannot do the action described. Circle the correct answer.</p> <ol style="list-style-type: none"> 1. I can swim in the pool. (Can / Cannot) 2. She can ride a bike. (Can / Cannot) 3. They cannot fly like birds. (Can / Cannot) 4. We can climb the mountain. (Can / Cannot) 5. He cannot play the piano. (Can / Cannot) 6. The cat can jump high. (Can / Cannot) 7. I can speak three languages. (Can / Cannot) 8. She cannot solve the puzzle. (Can / Cannot) 9. They can dance ballet. (Can / Cannot) 10. We cannot see in the dark. (Can / Cannot) 	

Date and Time	Content and teacher activity	Formative assessment
	<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, 3.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>ACTIVITY: VERB</p> <ol style="list-style-type: none"> 1. Begin by explaining to the students that verbs are action words that show what someone or something is doing. 2. Write a list of verbs on the board or prepare flashcards with different verbs. 3. Divide the students into pairs or small groups. 4. Provide each pair/group with a set of verb cards or access to the list of verbs. 5. Instruct the students to take turns selecting a verb card or choosing a verb from the list and using it to create a sentence or short phrase that describes an action. 6. Encourage the students to be creative and use their imagination when forming their sentences. 7. Each student in the pair/group should take turns sharing their sentence or phrase with the rest of the group. 8. After sharing, the other students can try to guess the verb that was used based on the sentence or phrase. 9. Repeat the process, allowing each student to take turns selecting a verb and creating a sentence or phrase. 10. Encourage discussion and clarification if there are any questions about the verbs or their usage. 11. To extend the activity, you can challenge the students to act out the verbs they choose or use the verbs in a short story or paragraph. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>12. Conclude the activity by summarizing the importance of verbs in expressing actions and adding detail and excitement to writing.</p> <p>ACTIVITY: SUBJECT AND PREDICATE</p> <ol style="list-style-type: none"> 1. Prepare a set of sentence strips or index cards, each containing a complete sentence. 2. Cut each sentence strip or index card in half, separating the subject and predicate. 3. Shuffle the subject and predicate halves separately. 4. Distribute the subject halves randomly to the students. 5. Instruct the students to find the corresponding predicate half that matches their subject to form a complete sentence. 6. Encourage the students to work individually or in pairs to match up the subject and predicate halves correctly. 7. Once the students have matched up their subject and predicate halves, ask them to write the complete sentence on a piece of paper. 8. Have the students share their sentences with the class, reading them aloud and confirming that the subject and predicate are correctly matched. 9. Discuss any misconceptions or challenges the students encountered during the activity, providing additional guidance or examples if needed. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>10. Collect the sentence papers and review them to ensure accurate matching of subjects and predicates.</p> <p>11. As an extension, ask the students to create their own subject and predicate halves to exchange with a partner or another group, challenging them to form complete sentences.</p> <p>12. Conclude the activity by summarizing the importance of subject and predicate in creating meaningful and complete sentences.</p> <p>ADDITIONAL HELPFUL RESOURCES:</p> <p>VERB</p> <p>Read the passage below and underline the verb in each sentence. A verb is a word that shows action or a state of being.</p> <p>In the heart of the forest, a curious squirrel scurried up a tall oak tree. It leaped from branch to branch, searching for acorns. Suddenly, a gentle breeze rustled the leaves, and the squirrel paused to listen. It heard the distant chatter of other forest creatures. Undeterred, the squirrel continued its quest. It hopped onto a sturdy branch and nibbled on a tasty acorn. Satisfied, it scampered back down the tree and disappeared into the thick underbrush. The forest was filled with life and activity, as birds chirped and squirrels scurried about, each following its own path.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. scurried 2. leaped, searching 3. rustled, paused, listen 4. heard 5. continued 6. hopped, nibbled 7. scampered, disappeared 8. was, chirped, scurried <p>SUBJECT AND PREDICATE</p> <p>Identify the subject and predicate in each sentence below. Write “S” above the subject and “P” above the predicate.</p> <ol style="list-style-type: none"> 1. The cat chased the mouse. 2. My little sister loves to sing. 3. The sun sets in the evening. 4. The students listened attentively to the teacher. 5. Sarah and Emily played soccer in the park. 6. The delicious pizza arrived steaming hot. 7. The flowers bloomed beautifully in the garden. 8. Ethan and his dog went for a long walk. 9. The stormy weather caused the power outage. 10. The tall oak tree provided shade on a sunny day. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. S: cat P: chased 2. S: sister P: loves to sing 3. S: sun P: sets 4. S: students P: listened attentively to the teacher 5. S: Sarah and Emily P: played soccer in the park 6. S: pizza P: arrived steaming hot 7. S: flowers P: bloomed beautifully in the garden 8. S: Ethan and his dog P: went for a long walk 9. S: weather P: caused the power outage 10. S: tree P: provided shade on a sunny day <p>Class Work: Learning about Language Attempt Ex: C 1, 2, 3.</p> <p>Homework: Complete any incomplete work.</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>Task 1:</p> <ol style="list-style-type: none"> 1. Gather a variety of objects (e.g., a pencil, a book, a toy car, a spoon, etc.) and place them in a bag or container. 2. Have the students sit in a circle or at their desks. 3. Explain to the students that they will be participating in a listening and speaking exercise. 4. Select a student to start the activity. This student will close their eyes and listen carefully as you describe an object from the bag without revealing its name. 5. As you describe the object, use descriptive words to help the student visualize it (e.g., color, shape, size, function). 6. Once you have finished describing the object, the student who listened will try to guess what the object is based on your description. They can give their answer aloud or write it down. 7. Continue the activity, allowing each student in the circle to take turns listening to the description and guessing the object. 8. After everyone has had a turn, discuss the objects as a group. Ask the students to share their guesses and describe the object they were imagining based on the description. Encourage them to use descriptive words and provide reasons for their guesses. 	<p>Verbal response</p> <p>Role play</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>9. To further develop speaking skills, you can also have the students take turns selecting an object from the bag and describing it to the rest of the class. The other students can then guess what the object is based on the description.</p> <p>10. Conclude the exercise by summarizing the importance of listening carefully and using descriptive language when speaking. Encourage the students to continue practicing their listening and speaking skills in everyday conversations.</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>Class Work: Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</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>In the story, when Katrina rescued her husband, it is possible that the prince had different reactions. Let's explore two possible scenarios:</p> <p>Scenario 1: The Prince Let Them Go After witnessing Katrina's brave rescue of her husband, the prince was deeply moved by their love and the selflessness she had shown. Recognizing the true strength of their bond, the prince realized the error of his ways and decided to let them go. He understood that their happiness was more important than his wounded honor. By allowing them to be together, the prince showed growth and compassion, realizing that true honor lies in respecting and valuing love above personal pride.</p> <p>Scenario 2: The Prince Tried to Regain His Honour In another scenario, the prince, feeling ashamed and seeking to regain his honor, was unwilling to let Katrina and her husband escape the consequences of their actions. Fueled by his wounded pride, the prince pursued them relentlessly. He believed that their actions had brought disgrace to his name and the kingdom. Determined to restore his honor and reputation, the prince sought to bring them back, possibly through capture or other means.</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>

Date and Time	Content and teacher activity	Formative assessment
	<p>In this scenario, the prince's ego and desire to maintain his status overshadowed any understanding or empathy he may have had.</p> <p>Remind the students to review your work for any spelling errors and correct them. Check if they have used the correct punctuation marks, such as commas, periods, and question marks, to ensure clarity in your writing. Proofread their work will help them refine their ideas and make their writing more polished and effective.</p> <p>Feedback: Give feedback if required.</p> <p>Homework: Complete any incomplete work.</p>	
05 min	<p>Plenary: Ask the students the following questions: What would you have had you have to rescue someone you know?</p>	<p>Brainstorm Written Response</p>

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