

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

9

Haircut

Week

10

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
- 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
- Learn to speak politely
- Enhance their imagination skills
- Answer questions about the given lines from the story
- Find the opposites of the given words
- Understand the use of inverted commas
- Identify nouns, verbs, and adjectives
- Complete the sentences by adding -ing participles
- Write the given sentences in past participles
- Replace the future indicating words with 'going to' in the given sentences

- Use an existing short story to make a longer story
- Think of multiple short stories and discuss with peers
- Decide whether the story is true or false
- Read the written story out loud

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
<p>10 min</p> <p>10 min</p>	<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> <p>What is the name of the central character of the story?</p> <ol style="list-style-type: none"> 1. What does Danish like to do in his free time? 2. Is Danish careful of his hygiene? 3. What does Danish think when his mother asks him to clean his room or take a shower? 4. Does Danish wash his hands before dinner? 5. What is Danish's mother always preaching? 6. What wakes Danish up in the middle of the night and why? 7. What was the wakeup call for Danish? 8. What was the first thing that Danish did after his realisation? 9. Did Danish follow through in his promise? <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>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>

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 name of the central character is Danish Pirzada. 2. Danish likes to play games in and outside his house. 3. No, Danish is not careful of his hygiene. 4. Danish thinks of it as a waste of time as the room will get messy again and he will get dirty again. 5. No, Danish just starts to eat with unhygienic and dirty hands. 6. Danish’s mother is always on his case about cleanliness. She wants him to be hygienic and warns him about germs and other bacteria which can make their way to his body if he is not careful. 7. Danish is woken up by the bites of ants. He is reminded that he had eaten cookies in his bed a few nights ago and did not clean the crumbs off the bed. 8. Danish was still procrastinating; however, the wakeup call came when he woke up with some change in his cap which had fallen beside him as he fell asleep in the park. He was flabbergasted to realise that due to his outlook people had mistaken him to be a beggar. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>9. Danish rushed home and asked his mother for help. He promised to shower, and keep his room clean.</p> <p>10. Yes, Danish became a hygienic boy and was always neat and clean.</p> <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>POST-READING</p> <p>ACTIVITY: Reading critically Ask the students to read the text to identify words with positive and negative connotations. Ask the students to notice that some of the words are positive, and some are negative which suggests that the author is referring to certain instances in a specific tone. For example, often, when we recall the past, we overemphasize the good things while downplaying the bad things. In fact, we might have forgotten some of the bad things over time. It is important to read a text critically, by noting where the author focuses on too many positive things and not so much on the negative aspects. In reality, our experiences have a balance of positive and negative aspects, which should be retold honestly.</p>	<p>Reading skills Comprehension skills Discussion skills Close reading skills Research skills Drawing skills Writing skills Critical thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment																		
	<p>In this text, there are many lines that give us a description of Danish and his family.</p> <p>Fill in the table below as per the character you think suits them and find evidence from the text showing how each of the character was:</p> <table border="1" data-bbox="316 513 1214 654"> <tr> <td>strict</td> <td>respected</td> <td>kind</td> </tr> <tr> <td>jovial</td> <td>easy-going</td> <td>knowledgeable</td> </tr> </table> <table border="1" data-bbox="316 706 1222 1044"> <thead> <tr> <th>Characters' name</th> <th>Characteristic</th> <th>Textual evidence</th> </tr> </thead> <tbody> <tr> <td>Danish</td> <td></td> <td></td> </tr> <tr> <td>Danish's mother</td> <td></td> <td></td> </tr> <tr> <td>Danish's sister</td> <td></td> <td></td> </tr> </tbody> </table> <p>HOMEWORK: Write a detailed note about your daily routine.</p>	strict	respected	kind	jovial	easy-going	knowledgeable	Characters' name	Characteristic	Textual evidence	Danish			Danish's mother			Danish's sister			
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<p>Day 2: 00/00/00 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 in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Brainstorm Creative thinking Prediction Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: NAMING THINGS</p> <ol style="list-style-type: none"> 1. Divide the class into groups. Each group will have 4–7 students. For each group, bring picture cards of different objects (at least 4 objects for each group). Select objects that students observe in the classroom (chalk, duster, pencil, etc.) 2. Show each picture to the class and ask the students ‘What is this?’ They should answer ‘This is a table.’ 3. Give a set of pictures to each group. 4. Ask them to stick the picture cards on the objects in the class. <p>ACTIVITY: NAMING BIRDS AND ANIMALS</p> <ol style="list-style-type: none"> 1. Ask students to tell you the names of 5–6 animals and birds. On a paper write 2–3 characteristics of each animal and/or bird. 2. Tell the students that you will say the characteristics of an animal or a bird and they will have to listen and identify the names of that animal/bird. 3. Say aloud the characteristics of the first animal or bird. 4. Then ask ‘Who is it?’ Then ask ‘Is it an animal or a bird?’ 5. Repeat it with names of all the animals and birds. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>ACTIVITY: DESCRIBING WORDS</p> <ol style="list-style-type: none"> 1. Think about 5–6 objects (that the students can easily describe e.g. tree, sun, ice cream, etc.) 2. On the writing board, make a web. Write the names of objects in the circles on the web. Leave the other circles blank. 3. Ask the students to use describing words for the object in the web. 4. Guide them to complete the web by asking questions, ‘What does it look like?’, ‘What is its colour?’, ‘What is its size?’, and ‘What does it taste like?’ 5. Repeat the game with other objects. <p>ACTIVITY: DOING WORDS</p> <ol style="list-style-type: none"> 1. Ask students to look at the picture of the park in the book on page 23. 2. Discuss what each person is doing. Take 5–10 minutes for the discussion. 3. Then ask the students what each person is doing in the park. Students should make a list. e.g. eating, jumping, laughing. 4. Ask the students to read their lists aloud. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>Fill in the blanks with the opposites of the words given within brackets.</p> <ol style="list-style-type: none"> 1. _____ Samreen lost her keys last week. (Careful) 2. I never _____ my mother. (obey) 3. It is _____ to walk in the forest. (safe) 4. It is _____ that he was a prince. (false) 5. I was very _____ that I had won the match. (sad) 6. This is the right answer; that answer is _____ . (right) 7. The question was very _____ . (difficult) 8. My room is always very _____ . (clean) 9. She was strict, but she was not _____ . (kind) 10. It rained yesterday, so the floor is _____ . (dry) 	

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	<p>Given below are some nouns. Write down which are male and which are female and the opposite gender of each.</p> <table border="1" data-bbox="316 410 1219 1618"> <thead> <tr> <th data-bbox="316 410 660 482"></th> <th data-bbox="660 410 938 482"></th> <th data-bbox="938 410 1219 482"></th> </tr> </thead> <tbody> <tr> <td data-bbox="316 482 660 544">1. peahen</td> <td data-bbox="660 482 938 544"></td> <td data-bbox="938 482 1219 544"></td> </tr> <tr> <td data-bbox="316 544 660 607">2. king</td> <td data-bbox="660 544 938 607"></td> <td data-bbox="938 544 1219 607"></td> </tr> <tr> <td data-bbox="316 607 660 669">3. lady</td> <td data-bbox="660 607 938 669"></td> <td data-bbox="938 607 1219 669"></td> </tr> <tr> <td data-bbox="316 669 660 731">4. uncle</td> <td data-bbox="660 669 938 731"></td> <td data-bbox="938 669 1219 731"></td> </tr> <tr> <td data-bbox="316 731 660 793">5. bull</td> <td data-bbox="660 731 938 793"></td> <td data-bbox="938 731 1219 793"></td> </tr> <tr> <td data-bbox="316 793 660 855">6. grandfather</td> <td data-bbox="660 793 938 855"></td> <td data-bbox="938 793 1219 855"></td> </tr> <tr> <td data-bbox="316 855 660 917">7. mother</td> <td data-bbox="660 855 938 917"></td> <td data-bbox="938 855 1219 917"></td> </tr> <tr> <td data-bbox="316 917 660 980">8. mare</td> <td data-bbox="660 917 938 980"></td> <td data-bbox="938 917 1219 980"></td> </tr> <tr> <td data-bbox="316 980 660 1042">9. sister</td> <td data-bbox="660 980 938 1042"></td> <td data-bbox="938 980 1219 1042"></td> </tr> <tr> <td data-bbox="316 1042 660 1104">10. tiger</td> <td data-bbox="660 1042 938 1104"></td> <td data-bbox="938 1042 1219 1104"></td> </tr> <tr> <td data-bbox="316 1104 660 1166">11. ram</td> <td data-bbox="660 1104 938 1166"></td> <td data-bbox="938 1104 1219 1166"></td> </tr> <tr> <td data-bbox="316 1166 660 1228">12. witch</td> <td data-bbox="660 1166 938 1228"></td> <td data-bbox="938 1166 1219 1228"></td> </tr> <tr> <td data-bbox="316 1228 660 1290">13. nephew</td> <td data-bbox="660 1228 938 1290"></td> <td data-bbox="938 1228 1219 1290"></td> </tr> <tr> <td data-bbox="316 1290 660 1353">14. hen</td> <td data-bbox="660 1290 938 1353"></td> <td data-bbox="938 1290 1219 1353"></td> </tr> <tr> <td data-bbox="316 1353 660 1415">15. son</td> <td data-bbox="660 1353 938 1415"></td> <td data-bbox="938 1353 1219 1415"></td> </tr> <tr> <td data-bbox="316 1415 660 1477">16. aunt</td> <td data-bbox="660 1415 938 1477"></td> <td data-bbox="938 1415 1219 1477"></td> </tr> <tr> <td data-bbox="316 1477 660 1539">17. stepfather</td> <td data-bbox="660 1477 938 1539"></td> <td data-bbox="938 1477 1219 1539"></td> </tr> <tr> <td data-bbox="316 1539 660 1601">18. granddaughter</td> <td data-bbox="660 1539 938 1601"></td> <td data-bbox="938 1539 1219 1601"></td> </tr> <tr> <td data-bbox="316 1601 660 1663">19. lord</td> <td data-bbox="660 1601 938 1663"></td> <td data-bbox="938 1601 1219 1663"></td> </tr> <tr> <td data-bbox="316 1663 660 1725">20. lioness</td> <td data-bbox="660 1663 938 1725"></td> <td data-bbox="938 1663 1219 1725"></td> </tr> </tbody> </table>				1. peahen			2. king			3. lady			4. uncle			5. bull			6. grandfather			7. mother			8. mare			9. sister			10. tiger			11. ram			12. witch			13. nephew			14. hen			15. son			16. aunt			17. stepfather			18. granddaughter			19. lord			20. lioness			
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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.</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: THE PAST PARTICIPLE AND PERFECT TENSES</p> <ol style="list-style-type: none"> 1. Write on the board a number of regular and irregular past participles, e.g. talked, earned, wanted, eaten, drunk, etc. and ask the students to identify the base form of each of them (talk, earn, want, eat, drink). 2. Explain that these are past participles and, like present participles, can be used either to form verbs, or as adjectives. Write on the board some sentences that show their adjectival use, e.g. The lost child was crying. The sheriff offered a reward for the wanted man. The chosen pupils were presented with certificates during assembly. 3. Then ask the students to identify and underline the past participles used as adjectives (lost, wanted, chosen). To explain the use of the past participle as a verb form, write on the board a sentence in each of the perfect tenses, e.g. He has started to write a new novel. He had started to write a new novel. He will have started to write a new novel. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>4. Elicit that the participle is used with the verb to have to form the tenses and explain that they are the present perfect, the past perfect and the future perfect, depending on the tense of the auxiliary verb. Note – depending on students, familiarity with the use of these tenses the teacher may need to explain their use. In very simple terms: the present perfect is used for an action that took place at an undefined time in the past and the result extends to the present. It is often used with ever and never; e.g. I have never been to China. (at any time in the past, right up to the moment when I am speaking); the past perfect is used for an action that happened in the past before another action that happened in the past, e.g. He had eaten a large meal before he set out on the journey. (first he had eaten and then he had set out). The future perfect is used for an action that will be complete at some point in the future, e.g. By next September I will have bought thirty more books. (September is in the future, but the action will be complete).</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>ACTIVITY: MODAL VERBS</p> <ol style="list-style-type: none"> 1. Prepare a list of sentences, using modal verbs. The more number of sentences you have, the better. 2. Each sentence should express the various meanings of modal verbs. 3. For this game you could form pairs of students and to each pair, give one photocopied sheet of the list of sentences you have made. 4. Tell the pairs that they will have the responsibility of keeping their scores. 5. In the beginning, allow the pairs to carefully read through the sentences for a few minutes without telling them anything. 6. For the game, you will call out a particular meaning, such as ‘permission’, ‘necessity’, or ‘advice’ and the playing pair will get a minute to locate and read out a sentence from the list which correctly expresses that meaning. 7. If the sentence is correct, the pair is awarded points. Once a sentence is read out, it should be crossed out from the list so that it cannot be used again. 8. In your copy of the list of sentences, you should write all possible meanings which each sentence can express. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>Underline the modal verbs in the following sentences.</p> <ol style="list-style-type: none"> 1. Could you please lend me a pen? 2. There might be a holiday tomorrow. 3. I can help you carry the luggage. 4. You should stay indoors. It is too hot outside. 5. I will take care of this matter. You needn't worry. 6. You must follow the traffic rules while driving. 7. I have to finish this work by tomorrow. 8. How dare he use my phone without asking me? 9. Such behavior shouldn't be allowed in the classroom. 10. You ought to do your work responsibly. 11. The dentist said that I may eat chocolates but not every day. 12. I am sure that I will do well in my exam. 13. I shall never eat at that restaurant again. 14. I will be going to my friend's house tomorrow. 15. You needn't write the test if you are unwell. 16. She has to travel for an hour to reach office every day. 17. If you like mystery novels, you might like the one I have just finished reading. 18. His plane must have landed by now. 19. Be careful with that knife. You could hurt yourself. 20. Jamal can speak fluently in five different languages. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Class Work: Attempt Ex: C.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise past tense.</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> <p>Research skills</p> <p>Presentation 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>Quick-fire oral quiz to review/revisit learning</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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