

3rd Edition

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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

14

The Weeping Princess (II)

Week

15

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
- Complete the sentences about the story on their own
- Fill in the blanks using the given words
- Conduct an internet research
- Find words from the given passage which have the same meaning as the given ones
- Identify and use pronouns
- Identify and use tenses
- Write a formal letter

- Write a formal letter on a given topic
- Conduct a discussion on a given topic
- Write a formal letter on a given topic while using given pointers

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. Pre-reading 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> <ol style="list-style-type: none"> 1. Was Asim happy to receive the old collection of stamps? 2. How many different types of stamps did Asim see? 3. Was Asim able to recognize all the stamps? 4. Did Asim leave the stamps when the rain stopped? 5. How long did Asim spend arranging and sorting his stamps? 6. Asim could not understand who Master Michael Davidson was. Do you know who this person is? 7. Why didn't Asim read the letters that he found in the envelopes that Uncle Mike left for him? 8. What did Asim decide to do with the letters? 9. Did Asim find anything useful in the envelopes? 10. What did Asim do next? 	<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>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. Yes, Asim was very excited to receive the new collection of stamps. 2. Asim saw stamps from England, Japan, Malaysia, China, and several other more. 3. No, Asim was not able to recognize every stamp. 4. No, Asim noticed that the rain had stopped but he was enjoying sorting the stamps so much that he continued with his work. 5. Asim spent more than the first half of the day sorting out the stamps, he took a break only for lunch. 6. Master Michael Davidson is Uncle Mike. Master is a prefixed title used to address young boys. 7. Asim did not read the letters because they were not addressed to him. 8. Asim kept all the letters aside and decided to return them to Uncle Mike when he met him next. 9. Yes, Asim found a lot of hidden stamps, and one of them was of the weeping princess. 10. Asim ran to Uncle Mike to verify if he had actually found the weeping princess. <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. Ask learners to look at the picture on page 135.</p> <p>Write three questions on the board:</p> <ul style="list-style-type: none"> • Which characters are in the picture? • What is going on in the picture? • How would you feel if you were Asim? Why would you feel that way? <p>Turn and talk: Ask the students to discuss the questions for two to three minutes with a ‘shoulder partner’. Once they are done discussing the questions with their partners, ask them to share their responses randomly with the class. For the third question, spend a few more seconds discussing it. Write their responses on the board in words or phrases, and help them with vocabulary that describes their feelings (feeling bad, angry, irritated, mad, annoyed, furious, sorry, miserable, etc.)</p> <p>HOMEWORK:</p> <p>Write any three characteristics of the Uncle Mike.</p>	<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>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 in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</p> <p>Internet Research:</p> <p>Conduct an ‘Internet Research’. Remember all the internet safety rules. Do have an adult present with you.</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: PERSONAL PRONOUNS</p> <ol style="list-style-type: none"> 1. Ask students to think about their family members, siblings or pets. 2. Ask them to describe either habits or behavior using pronouns. They will not say their names. 3. The class will listen to the students speaking on their turn and guess the relationship. Correct their use of pronouns wherever necessary. <p>E.g. 'He is tall. He is two years older than me. He likes to play cricket.'</p> <p>ACTIVITY: POSSESSIVE PRONOUNS</p> <ol style="list-style-type: none"> 1. Ask students to think about their family members and people who live with them. 2. Tell them to narrate their daily routine and how they share things in the house with these people. 3. Restrict them to use possessive pronouns e.g. mine, my, his, hers, ours, and theirs. 4. Correct and guide them in using the pronouns correctly wherever necessary. <p><i>Note: This activity can be done in pairs or groups.</i></p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>State whether the underlined words are possessive adjectives (PA) or possessive pronouns (PP).</p> <ol style="list-style-type: none"> 1. Talha blew out the candles on his birthday cake. _____ 2. My mother keeps her laptop very safely. _____ 3. Is this lovely dress yours? _____ 4. Rana always borrows my toys but never lets me play with his. _____ 5. These two bags look the same. Which one is mine? _____ 6. Father told me to clean my room before dinner. _____ 7. My grandparents live on that hill. That lovely little cottage is theirs. _____ 8. Please come to our house for lunch this Saturday. _____ 9. Can you lend me your camera for a few hours? _____ 10. Rida took my scarf thinking that it was hers. _____ 	

Date and Time	Content and teacher activity	Formative assessment
	<p>State which of the underlined pronouns are pronouns of the first person, which of the second person, and which of the third person.</p> <ol style="list-style-type: none"> 1. We have decided to include Sheeba in our team. _____ 2. He is a very hardworking boy. _____ 3. She wants to meet the doctor urgently. _____ 4. You can go home after you have finished your work. _____ 5. They have asked us to meet them at four o'clock. _____ 6. We gave her gift coupons on her birthday. _____ 7. Let us go to the museum next week. _____ 8. You must not play the radio so loudly. _____ 9. He said he will be home very soon. _____ 10. She had not met me before. _____ 	

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.</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: VERBS: CONTINUOUS TENSES</p> <ol style="list-style-type: none"> 1. Divide the class into groups. Each group will have 4–7 students. 2. Each group will prepare a list of five verbs with (-ing) form. 3. On their turn they will choose an action from the list, come in front of the class, and will act it out. They will demonstrate the action without any speech. The rest of the groups will guess the action. They will have to reply in a proper sentence e.g. She is laughing. <p>ADDITIONAL HELPFUL RESOURCES:</p> <p>A. Fill in the blanks with the simple future tense forms of the verbs given in brackets.</p> <ol style="list-style-type: none"> 1. Gohar _____ (sing) a song at the farewell party. 2. The mayor _____ (open) the new park. 3. The doctor _____ (examine) the patient now. 4. They _____ (play) a football match on Saturday. 5. The river _____ (dry) up again in summer. 6. I am sure that you _____ (forget) to ring Rida today. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>7. She _____ (call) me in the evening.</p> <p>8. We _____ (travel) to Sibi next week.</p> <p>9. The children _____ (wake) up in a few hours.</p> <p>10. The trees _____ (bear) fruit in a few months.</p> <p>B. Rewrite the sentences, changing the tense of each of the verbs from the present to the past or the past to the present.</p> <p>1. Farheen and Rija went to school. _____</p> <p>2. I drink a glass of milk. _____</p> <p>3. Maria was the class monitor. _____</p> <p>4. Areej sang beautifully. _____</p> <p>5. Father goes for a walk every evening. _____</p>	

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Class Work: Attempt Ex: C.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise tenses.</p>	<p>Writing skill Brainstorming Creative thinking skills</p>
<p>Day 4: 00/00/00</p> <p>10 min</p>	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment
35 min	<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>Creative thinking 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 activity 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>Analysis skills</p> <p>Critical thinking</p>
<p>05 min</p>	<p>Plenary: Ask the students the following questions: Write dictionary definitions for new terms learnt today</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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