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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

11

Farming in Pakistan

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
- 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 questions from the text
- Answer the following questions with reference to the context
- Complete the given sentences according to the situation
- Look at the map and answer the given questions
- Study the map
- Sort the given words in columns
- Sort out the plurals

- Revise the tenses
- Ask questions to find out more
- Hold a debate
- Work on pronunciation
- Write virtual description of an event
- Write a descriptive paragraph
- Work on two separate project

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
20 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
20 min	<p>Pre-reading:</p> <p>Task 1:</p> <p>Ask the pre-reading question to 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>Task 2:</p> <p>Divide the class in four teams (each team of around four to five members approximately). Assign each team with three months each:</p> <ol style="list-style-type: none"> 1. Team A: January, February, March 2. Team B: April, May, June 3. Team C: July, August, September 4. Team D: October, November, December <p>Assign tasks</p> <p>Make a list of seasons, occasions, famous holidays/ events, and festivals that happen in these months. Make a list of clothes you wear and food you eat, fruits and vegetables that are available in these months. Set the time for the activity to start. The most entries put in by a team make them the winner. 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>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. Which countries does Pakistan share its border with? 2. Which three cities are along the coastline? 3. What do boats do while they are docked along ports of Gwadar, Ormara, and Karachi? 4. What kind of life do the people living on the coast live? 5. How much area of Pakistan is covered in desert? 6. Which part of the deserted area is fertile? 7. Is farming essential to Pakistan's economy? 8. List the crops grown in Pakistan. 9. Is all the food grown utilized within Pakistan? 10. Where do the farmers go to buy livestock in bulk? <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>	<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>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. Pakistan shares its border with Afghanistan, China, India, and Iran. 2. Along the coastline are the ports of Gwadar, Ormara, and Karachi. 3. While docked at the ports of Gwadar, Ormara, and Karachi, boats dock to unload the fish they have caught or the goods that they are carrying. 4. The people living on the coast live a very different life. Their food intake differs as well. 5. Much of the west of Pakistan and some areas to the south and north are desert areas or covered in small shrub vegetation. 6. A large area of the land either side of the Indus River is fertile. Some parts are forests, but much of it is covered in small trees and open shrubs or used by farmers to grow crops. 7. Farming is hard but essential work. As it provides work for over a third of the population. 8. The main crops we grow in Pakistan are wheat, rice, and cotton, but sugarcane, fruits, and vegetables are also grown in many areas. 9. No, a lot of the food grown in Pakistan is exported to other countries. 10. The national horse and cattle show in Lahore is one of the largest cattle livestock shows in the country. The people from all over Pakistan and abroad gather to peruse through. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Feedback:</p> <p>Give feedback on responses.</p>	
<p>Day 2: 00/00/00 20 min</p>	<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>Listen and draw</p> <p>Narrate the entire description of farming in Pakistan. Ask the students to work individually to listen to the description and draw and colour whatever inspires them from the description. When all drawings are ready, there can be a gallery walk.</p> <p>Students may draw deserts, farms, cattle, or any other thing has inspired them from listening to this story.</p> <p>HOMEWORK:</p> <p>Write a story about how you have seen one disabled person helping another in a time of need.</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
20 min	<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>Homework:</p> <p>Write a list of things you see or feel or hear during a visit to a farm. Read it out to your class and describe each item. (List the activities you have seen a dog indulge in. Make separate lists for a pet you may have and another for a dog that you have seen on the street.)</p> <p>Feedback:</p> <p>Give feedback on responses.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>
20 min	<p>Class Work: Working with words:</p> <p>Attempt Exercise B.</p> <p>Homework:</p> <p>Complete any incomplete work.</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>20 min</p>	<p>ACTIVITY 4: VERBS: THE –ING FORM</p> <ol style="list-style-type: none"> 1. Write on the board a sentence in each of the continuous tense forms, e.g. Mary is doing her homework. Mary was doing her homework. Mary will be doing her homework. 2. Ask a student to underline in one colour the present participle (-ing form) of the verb in each sentence (doing). Ask students to identify the tense of each of the sentences and elicit that it is the tense of the helping verb to be that indicates the tense of the verb; underline is, was, and will be in the second colour. 3. Explain that the continuous tenses are made up of the correct tense of the verb to be and the present participle. Write a few more examples on the board and underline the whole verb in each of them, e.g. Yusuf will be waiting by the bus stop. Next write on the board a sentence containing a present participle used as an adjective, e.g. The waiting crowd grew restless. 4. Underline the present participle and elicit that in this sentence the participle is not connected to the verb (grew,); instead it is providing information about the crowd and is being used as an adjective; underline the noun in the third colour. 5. Write a few more examples on the board and ask the students to identify and underline the adjective and noun it is qualifying in each of them. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCE:</p> <p>Identify and name the tenses of the underlined verbs.</p> <ol style="list-style-type: none"> 1. The customer was complaining about the food. 2. Mohsin is learning Japanese. 3. Mother will be baking us a cake today. 4. She is singing such a beautiful song! 5. Grandmother was knitting a sweater. 6. The tiger was growling in anger. 7. I am going to the market. 8. He was watching television all afternoon. 9. We will be going for a drive in the evening. 10. We were jogging in the park when we met Reema. 	
20 min	<p>Class Work:</p> <p>Attempt Ex: C. Explain the remaining concepts so that they can be done from home.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	Workbook Exercise: Attempt workbook exercises. HOMEWORK: Complete any incomplete work.	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>ADDITIONAL HELPFUL RESOURCE:</p> <p>You have been given some answers. Write down the questions for the answers given below. An example is given to help you.</p> <p>Example:</p> <p>I go to bed at nine o' clock. (Answer) <i>When do you go to bed? (Question)</i></p> <ol style="list-style-type: none"> 1. Answer: This is a dustbin. _____ 2. Answer: My brother's name is Asif. _____ 3. Answer: Yes, I like ice cream. _____ 4. Answer: My house is in Prince Street. _____ 5. Answer: Ali has gone out to play. _____ 6. Answer: Mr Noman is our English teacher. _____ 7. Answer: My favourite colour is red. _____ 8. Answer: The dog is out in the garden. _____ 9. Answer: My name is Feroz. _____ 10. Answer: My sister is eight years old. _____ 	<p>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>11. Answer: The baby is crying because she is hungry.</p> <p>_____</p> <p>12. Answer: That lady is my aunt.</p> <p>_____</p> <p>13. Answer: Yes, I have finished my breakfast.</p> <p>_____</p> <p>14. Answer: I am going to the park.</p> <p>_____</p> <p>15. Answer: No, I do not have an extra pencil.</p> <p>_____</p> <p>Activity: Listening and Speaking</p> <p>Teach the students to share in a civil manner with your friends. Conduct the listening and speaking activity as is directed in the textbook.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	
20 min	<p>Class Work:</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
20 min	<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>
5 min	<p>Plenary: Ask the students the following questions: Use the style – in pairs or fours, tell a story in the style/genre being taught</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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