

3rd Edition

New
**Oxford
Modern
English**

BOOK
4

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OXFORD
UNIVERSITY PRESS

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

2

Shandur Polo Festival

Week

1

Duration

60 min

Learning Outcomes

- Upon completion of this lesson, students will be able to:
- Skim and scan text to find relative information
 - Read and comprehend texts
 - Use prepositions to describe series of events in a picture.
 - Use adjectives, nouns, connecting words, who and which in sentences and answers of their own.
 - Write short compositions on their own.

Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this will be the first week of the term, greet the students warmly, ask them about their holidays, introduce yourself, and make them feel welcome.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember. Spend this time in the first week, asking students about themselves, this way you can gauge their speaking and listening skills as well.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
25 min	<p>Focused [Group] 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 towns are in the North of Pakistan? 2. Over the years, have the matches in Shandur gotten popular or lose their value? 3. Which may be the world's oldest sport? 4. When were the official rules of polo drawn? 5. How long do the polo matches last? <p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The towns of Chitral, Khyber Pakhtunkhwa, and Gilgit, Gilgit-Baltistan, are both in the North of Pakistan. 2. Over the years, matches in Shandur have gotten popular. 3. Polo might be the world's oldest sport. 4. Official rules of polo were drawn in the 19 th century. 5. The polo matches last an hour with a 10-minute break. <p>Feedback:</p> <p>Give feedback on responses.</p> <p>Reading:</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>HOMEWORK:</p> <p>Which is your favourite sport? Write a few lines about it.</p>	<p>Skim & scan</p> <p>Focused reading</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>25 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercises A1, 2, 3 in class.</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>
<p>15 min</p>	<p>Activity: Adjective</p> <p>Recall the concept of adjectives. Write a few examples on the board and encourage the students to provide responses. Help them out in the first example. Once they have grasped the concept then move on.</p> <p>Ask the students to watch television for an hour at home paying attention to advertisements and language used in them. They should note down adjectives which have been used to describe products in the advertisements. Each student should make a list of adjectives and how they are used in sentences. In the class, ask the students to share their list with each other. Students should be asked to write a few lines describing their favourite product using some new adjectives they have learnt from their friends.</p> <p>They may also watch advertisements in magazines and newspapers to note the language and diction of marketing strategies and adjectives used.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Counting skills</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>Class Work: Working with words</p> <p>Attempt Exercise B1 and 2.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Recall</p> <p>Brainstorming</p> <p>Verbal response</p> <p>Writing skills</p>
<p>10 min</p>	<p>Activity: Conjunctions</p> <p>Revise the concept of conjunctions. Provide a few examples. Prompt students to answer. Encourage the students to make similar sentences. When the students have grasped the concept, move on.</p> <p>Class activity:</p> <ol style="list-style-type: none"> 1. Take post its and write different parts of sentences on the pieces of post its. 2. Also add conjunction words. Make sure to differentiate the conjunction words by writing them with a different marker. 3. Divide the class into groups. Each group will have 4–7 students (depending upon the total strength of the class). 4. Provide a set of post its to the students. 5. Ask the students to read the sentences on the post its and join them by using conjunctions. 6. Encourage the students to use target conjunctions such as: and, because, but, or, etc. 7. Explain the target conjunctions by providing examples. <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Creative thinking</p> <p>Brainstorming</p> <p>Problem solving skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Class Work: Learning about language</p> <p>Attempt Exercise C1, 2, 3 in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK:</p> <p>Practice common and proper nouns</p>	<p>Writing skill</p> <p>Brainstorming</p>
<p>Day 4: 00/00/00</p> <p>20 min</p>	<p>Class Work: Listening and speaking</p> <p>Attempt Exercise D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Brainstorming</p>
20 min	<p>Workbook Exercise:</p> <p>Attempt Exercise A and B.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK:</p> <p>Do Exercise C in workbook, page 7.</p>	<p>Writing skills</p> <p>Brainstorming</p> <p>Creative thinking</p> <p>Creative writing</p>
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p>

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Workbook Exercise: Attempt Exercise D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Writing skills Brainstorming Creative writing Creative thinking Comprehension skills</p>
05 min	<p>Plenary: Ask the students the following questions: Pictionary – draw the word without speaking or writing. Brainstorm or mind map of what has been learnt during lesson.</p>	<p>Brainstorm Verbal Response</p>

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