

3<sup>rd</sup> Edition

New  
**Oxford  
Modern  
English**

BOOK  
4

Nicholas Horsburgh  
Claire Horsburgh



**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

6

## Variety Entertainment

Week

7

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
- Use the dictionary to find meanings of the given words
- Match the person to the descriptions of what they do
- Identify which type of sentence is given and write its name

- Change the given statements into questions
- Identify tenses
- Change tenses accordingly (as asked in the question)
- Create and design a role play
- Conduct a role play
- Use transition words to describe your play

Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00  05 min	<b>Settling time:</b> 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	<b>Starter:</b> 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.  <b>Class presentation skills:</b> 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><b>Pre-reading:</b></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
10 min	<p><b>Classroom procedure (group and pair work)</b></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><b>Focused [Group/Silent] Reading:</b></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"> <li>1. What is the name of the teacher?</li> <li>2. Which class does Mr Khan teach?</li> <li>3. What was the special announcement given by Mr Khan?</li> <li>4. Who were the participants?</li> <li>5. Was Ali's magic trick successful?</li> </ol>	<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 &amp; scan</p> <p>Group work</p>
10 min	<p><b>Class discussion:</b></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><b>Teacher’s Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. The name of the teacher is Mr Khan.</li> <li>2. Mr Khan taught Class 4.</li> <li>3. The special announcement was that the school was organising a Variety Entertainment and Class 4 was going to host it.</li> <li>4. Sadia was going to mime. Maham and Hania were going to do a debate. Yasir, Feroz, and Anjum were going to sing a pop song. Daniyal was going to read a poem. Moin, Atif, and Sara were going to perform a shadow play. Ali was going to do a magic trick.</li> <li>5. Yes, Ali’s magic trick was successful. Everyone enjoyed it.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b></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><b>Sequence of events</b></p> <p>Variety Entertainment is a short story about a class hosting an entertainment show for rest of the school and parents. The story follows a series of entertainment acts done by the students of Class 4.</p> <ul style="list-style-type: none"> <li>List down a sequence of events (entertainment acts) in the Variety Entertainment. Remember that a sequence of events happens in a series when some events happen in the beginning, some in the middle, and some in the end.</li> <li>Pair up with a partner in the class and share your list with your partner's list. Note the similarities and differences between the two lists.</li> </ul> <p><b>HOMEWORK:</b></p> <p>Have you ever found a lost treasure? Discuss.</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><b>Day 2:</b> 00/00/00  20 min</p>	<p><b>Comprehension questions</b></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><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A 1, 2, 3 in class.</p> <p><b>Feedback:</b></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><b>ACTIVITY 1: WHO CAN FIND IT FIRST?</b></p> <ol style="list-style-type: none"> <li>1. Either ask the students to bring a pocket dictionary or provide dictionaries to the students.</li> <li>2. List down the words on the board for the ease of students and assign each student three words.</li> <li>3. First show them how to find a word's meaning.</li> <li>4. Make them practice a few times more by finding out meanings of few other words.</li> <li>5. After they have gotten the hang of it, inform the students that the first ten or fifteen students (the number depends on the total strength of the class) who will find the meanings (correct) will win.</li> </ol> <p><b>ACTIVITY 2: PARENTS' PROFESSION</b></p> <ol style="list-style-type: none"> <li>1. Ask parents to come to school and talk to the students about their job.</li> <li>2. This will encourage the students to follow their and their peer's parents' footsteps.</li> <li>3. Ask the parents to talk about what they have studied and how they managed to get to the position in which they are at the moment.</li> <li>4. Ask the parents to talk about their profession, the kind of work they do, the industry, and how it is beneficial to the country and the people.</li> <li>5. Encourage the students to ask questions and explain any points which you think may be confusing for the students to understand.</li> </ol>	<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>6. If possible, ask the parents to dress as their occupation (where possible). For example: if someone is a doctor ask them to wear their coat and bring a stethoscope, if someone is a police officer ask them to wear their uniform.</p> <p>7. If someone's job does not require a uniform, then ask them to bring pictures or you may even draw helpful drawings on a chart paper or print pictures related to their field to help the students understand their job better.</p> <p><b>ADDITIONAL HELPFUL RESOURCE:</b></p> <p><b>Identify the worker and answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. Who studies law and defends public in a courtroom? _____</li> <li>2. Who studies medicine and cures patients? _____</li> <li>3. Who studies law and catches criminals? _____</li> <li>4. Who studies woodwork and designs furniture? _____</li> <li>5. Who studies about electricity and work with wires? _____</li> <li>6. Who studies history and work with ancient artifacts? _____</li> <li>7. Who studies art and work with paint? _____</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>8. Who studies about space and work on rockets? _____</p> <p>9. Who studies engineering and works on machines? _____</p> <p><b>Class Work: Working with words:</b></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"> <li>• 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'.</li> </ul> <p>Attempt Exercise B 1, 2.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00</p> <p><b>15 min</b></p>	<p><b>ACTIVITY: THE PAST PARTICIPLE AND PERFECT TENSES</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Note – depending on students, familiarity with the use of these tenses, 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> <p><b>ACTIVITY: KINDS OF SENTENCES</b></p> <p>Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause. Write on the board a compound sentence e.g. The house was splendid, and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things.</p>	



Date and Time	Content and teacher activity	Formative assessment																																												
	<p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>TENSES:</b></p> <p><b>Fill in the past participle column.</b></p> <table border="1" data-bbox="316 472 1219 1268"> <thead> <tr> <th></th> <th>Simple Present</th> <th>Simple Past</th> <th>Past Participle</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>awake</td> <td>awoke</td> <td></td> </tr> <tr> <td>2</td> <td>blow</td> <td>blew</td> <td></td> </tr> <tr> <td>3</td> <td>bite</td> <td>bit</td> <td></td> </tr> <tr> <td>4</td> <td>choose</td> <td>chose</td> <td></td> </tr> <tr> <td>5</td> <td>draw</td> <td>drew</td> <td></td> </tr> <tr> <td>6</td> <td>drink</td> <td>drank</td> <td></td> </tr> <tr> <td>7</td> <td>eat</td> <td>ate</td> <td></td> </tr> <tr> <td>8</td> <td>freeze</td> <td>froze</td> <td></td> </tr> <tr> <td>9</td> <td>hide</td> <td>hid</td> <td></td> </tr> <tr> <td>10</td> <td>know</td> <td>knew</td> <td></td> </tr> </tbody> </table> <p><b>KINDS OF SENTENCE:</b></p> <p><b>State what kind of sentence each of the following is—simple, complex or compound.</b></p> <ol style="list-style-type: none"> <li>This poem, written by William Wordsworth, describes some daffodils seen by him one day. _____</li> <li>London is the capital of England and Paris is the capital of France. _____</li> </ol>		Simple Present	Simple Past	Past Participle	1	awake	awoke		2	blow	blew		3	bite	bit		4	choose	chose		5	draw	drew		6	drink	drank		7	eat	ate		8	freeze	froze		9	hide	hid		10	know	knew		
	Simple Present	Simple Past	Past Participle																																											
1	awake	awoke																																												
2	blow	blew																																												
3	bite	bit																																												
4	choose	chose																																												
5	draw	drew																																												
6	drink	drank																																												
7	eat	ate																																												
8	freeze	froze																																												
9	hide	hid																																												
10	know	knew																																												

Date and Time	Content and teacher activity	Formative assessment
	<p>3. Ramiz, who is my friend, is a very good swimmer. _____</p> <p>4. Some people like tea, some prefer coffee. _____</p> <p>5. You should lie down because you look very ill. _____</p> <p><b>Class Work: Learning about Language</b> Attempt Ex: C 1, 2,3</p> <p><b>Challenge Question:</b> Have a small discussion on 'Challenge Question'.</p> <p><b>Homework:</b> Complete any incomplete work.</p>	
10 min	<p><b>Workbook Exercise:</b> Attempt workbook exercises.</p> <p><b>HOMEWORK:</b> Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 4:</b> 00/00/00</p> <p><b>15 min</b></p>	<p><b>Activity: Listening and pronunciation skills</b></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>Teach the students about apologising and speaking politely. Remind them that while conversing in groups it is imperative to remember one's mannerisms and converse according to the social etiquettes and decorum.</p> <p>It would be fruitful to list down the following points on a chart paper and paste them in the classroom somewhere the students can see on the daily basis:</p> <ul style="list-style-type: none"> <li>• Make 'please' and thank you' part of your daily conversation</li> <li>• Whenever someone says thank you, always reply with 'you are welcome', 'my pleasure', 'no problem', etc.</li> <li>• Avoid the usage of incoherent words such as um, uhh, hm. Instead take a breather or pause and think before you speak.</li> <li>• Keep your tone of voice pleasant, but do not appear to be too sweet as to demean your point. Try and find the right balance.</li> </ul>	<p>Verbal response</p> <p>Role play</p>

Date and Time	Content and teacher activity	Formative assessment
	<ul style="list-style-type: none"> <li>• Take turns when talking in group and always make sure that everyone gets a chance to speak.</li> <li>• Avoid telling long stories or taking up too much time while conversing in groups.</li> <li>• Be a good listener and show your interest by maintain eye contact and nodding your head.</li> <li>• Comment on what the speaker has said to show that you have listened and are interested.</li> </ul> <p><b>Class Work:</b> Attempt Ex: D.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	
<p><b>Day 5:</b> 00/00/00</p> <p><b>20 min</b></p>	<p><b>Class Work: Composition</b> 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><b>Feedback:</b> Give feedback if required.</p> <p><b>Homework:</b> 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>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: Do you think Ali's trick was good? What would you have done had you been in Ali's place? Write in one line.	Brainstorm Written Response

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
--------------------------	--------------------------