

3<sup>rd</sup> 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

8

## The Story of Doctor Dolittle

Week

9

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
  - Fill in the blanks
  - Use nouns
  - Use countable and uncountable nouns
  - Recap homophones
  - Understand and use subject + verb + object – sentence formation
  - Understand and use subject verb agreement
  - Ask questions for better understanding
  - Ask reporting questions
  - Write a short personal recount

- Rewrite incorrect sentences correctly
- Answer challenge question
- Fill in the missing letters to complete the words
- Underline (to + verb) in the given sentences, where required
- Answer questions about the given lines (from the story)

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 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.  <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><b>(Task 1)</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><b>(Task 2)</b></p> <p>Ask the students to name some of their favourite animals. You may give some examples: snow leopard, giant panda, polar bear, tiger, gorillas, chimpanzees, etc. Next, learners need to list the animals, insects, or birds that are present in their surroundings.</p>	<p>Brainstorming</p> <p>Creative thinking</p>



Date and Time	Content and teacher activity	Formative assessment
	<p><b>Think-pair-share:</b></p> <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• In what ways are animals useful for human beings?</li> <li>• Think of ways that these animals can be protected.</li> </ul> <p>Students will discuss in pairs and share their ideas with class.</p> <p>Gently probe students and encourage them to participate.</p>	
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>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>



Date and Time	Content and teacher activity	Formative assessment
10 min	<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> <p>Who is the central character of the story?</p> <ol style="list-style-type: none"> <li>1. What does Doctor Dolittle like to do?</li> <li>2. How many pets does Doctor Dolittle have?</li> <li>3. Was the doctor famous?</li> <li>4. What happened as the story progressed?</li> <li>5. Which doctor then the patients would go to see?</li> <li>6. What did Doctor Dolittle and his sister think about this?</li> <li>7. What did Doctor Dolittle's sister want him to do and why?</li> <li>8. Which patient was the only one left who would visit him after Doctor Dolittle got poor?</li> <li>9. What advice did the last patient give Doctor Dolittle? Did Doctor Dolittle take it</li> </ol> <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 central character of the story is Doctor Dolittle.</li> <li>2. Doctor Dolittle like to care for animals.</li> <li>3. Among the goldfish, rabbit, white mice, squirrel, hedgehog, cow, calf, Doctor Dolittle had several other pets.</li> <li>4. Yes, the doctor was the most famous one in his town.</li> <li>5. As the story progressed, the doctor continued to add to his animals and the patients got scared. They stopped coming to see him.</li> <li>6. The patients would go to see another doctor in Oxenthorpe town.</li> <li>7. Doctor Dolittle did not really think anything of it. Though his sister who was also his caretaker was extremely displeased of this fact.</li> <li>8. Doctor Dolittle’s sister wanted him to get rid of some of the animals so he can get his patients back and the house can be in order.</li> <li>9. Cat’s-meat-man was the only patient who would come to see Doctor Dolittle as he did not mind all animals that surrounded the doctor and his house.</li> <li>10. Cat’s-meat-man advised the doctor to switch to a veterinarian as he already has vast knowledge about animals. Cat’s-meat-man also said that he would send all of his farmer friends to him whenever they would need a doctor for their animals. Yes, Doctor Dolittle does decide to take the advice.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Feedback:</b></p> <p>Give feedback on responses.</p>	
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>Post-reading</b></p> <p><b>Describing characters</b></p> <p>Character traits are ways to describe a character. When writing a story, authors usually mention them explicitly and sometimes the readers have to infer the traits of a character. Character traits are not physical descriptions; they are the behaviour or the attitude of a character. These qualities, whether positive or negative, are called character traits.</p> <p>For example, Goldilocks' golden hair is not her character trait but her friendly nature is her character trait.</p> <p>For the characters in The Legend of Rubezahl, find their character traits. Next, choose any one character and find textual evidence that displays the character trait. For example, I think the stable boy is very kind hearted to animals because he informs the donkey to eat quickly as he would soon be set to work.</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										
	<table border="1"> <thead> <tr> <th data-bbox="316 256 764 323">Characters</th> <th data-bbox="764 256 1214 323">Character traits</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 323 764 395">Doctor Dolittle</td> <td data-bbox="764 323 1214 395"></td> </tr> <tr> <td data-bbox="316 395 764 468">Sarah Dolittle</td> <td data-bbox="764 395 1214 468"></td> </tr> <tr> <td data-bbox="316 468 764 540">Cat's-meat-man</td> <td data-bbox="764 468 1214 540"></td> </tr> <tr> <td data-bbox="316 540 764 660">The old lady with rheumatism (patient)</td> <td data-bbox="764 540 1214 660"></td> </tr> </tbody> </table>		Characters	Character traits	Doctor Dolittle		Sarah Dolittle		Cat's-meat-man		The old lady with rheumatism (patient)		
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	Doctor Dolittle												
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	The old lady with rheumatism (patient)												
	<b>Textual evidence for character traits</b>												
	I think _____ is _____												
	because the events of this chapter show that												
	_____												
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<b>HOMEWORK:</b>													
Write the epitaph for Doctor Dolittle.													

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 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>ADDITIONAL HELPFUL RESOURCE:</b></p> <p><b>State whether the underlined nouns are countable (C) or uncountable (U).</b></p> <ol style="list-style-type: none"> <li>1. The children are playing in the park. _____</li> <li>2. The bottle is in the cupboard. _____</li> <li>3. I am drinking milk. _____</li> <li>4. I put too much oil in the dish. _____</li> <li>5. Could you give me some glue, please? _____</li> <li>6. Please pour some water in my glass. _____</li> <li>7. The window is made of glass. _____</li> <li>8. His shoes were old and worn out. _____</li> <li>9. I want to adopt all the stray dogs! _____</li> <li>10. The sandwich has a lot of cheese in it. _____</li> </ol> <p><b>Choose the correct options to fill in each blank.</b></p> <ol style="list-style-type: none"> <li>1. Have you _____ (red/read) this funny story?</li> <li>2. Today, I saw a _____ (hare/hair) in the park.</li> <li>3. She took a picture of ships sailing on the _____ (sea/see).</li> <li>4. After the long race he was gasping for _____ (air/heir).</li> <li>5. This sum is _____ (two/too) difficult for me to solve.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>6. The teacher said that my answer was _____ (write/right).</p> <p>7. Father asked us to _____ (weight/wait) outside for him.</p> <p>8. The final _____ (seen/scene) in the film is frightening.</p> <p>9. Naheed ate the _____ (whole/hole) box of sweets.</p> <p>10. The farmers have started to _____ (sew/sow) the seeds.</p>	



Date and Time	Content and teacher activity	Formative assessment
20 min	<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.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on 'Challenge Question'.</p> <p><b>Feedback:</b></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><b>Day 3:</b> 00/00/00</p> <p><b>35 min</b></p>	<p><b>ACTIVITY: SUBJECT AND PREDICATE</b></p> <ol style="list-style-type: none"> <li>1. Take a chart paper and cut it into 6 small squares. Attach the squares to form a chain.</li> <li>2. Write a different subject on each square e.g. The boy, Sameen, father, etc.</li> <li>3. Divide the class into groups. Each group will have 4-7 students.</li> <li>4. Give each group a subject chain. Introduce the term predicate and give examples.</li> <li>5. Ask the groups to write predicates for the subjects mentioned on their subject chain.</li> <li>6. Once they have made sentences, discuss in the class.</li> </ol> <p><b>ACTIVITY: TRANSITIVE VERBS AND OBJECTS</b></p> <ol style="list-style-type: none"> <li>1. On a sheet, prepare a list of transitive and intransitive verbs written in slightly larger point size.</li> <li>2. Divide the class into five teams and to each team, hand over two of these sheets so that members may share and read the list.</li> <li>3. Taking turns, each team will have to call out a verb from the list. The verb must be transitive only and the team should not call out intransitive verbs.</li> <li>4. Another team will listen to the transitive verb called out and provide an appropriate object to go with the transitive verb. For example, if the verb called out is 'throw', the other team could add, 'stones'.</li> </ol>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>5. Points will be awarded to both teams if a correct verb is called out and an appropriate object is named.</p> <p>6. Do not award any points to the answering team if the object named is not appropriate. For example, 'the house' for the verb 'give' is not acceptable.</p> <p>7. The team with the highest points will be winner.</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>Choose the verb given in the brackets that agrees with the subject of each sentence.</b></p> <ol style="list-style-type: none"> <li>1. Our cat (is/are) called Minnie.</li> <li>2. Minnie (is/are) a cute little Burmese cat.</li> <li>3. She (like/likes) to play with a small tennis ball.</li> <li>4. I (throw/throws) the ball and Minnie (run/runs) to pick it up.</li> <li>5. She also (love/loves) to play with a yarn of wool.</li> </ol> <p><b>State whether the verb forms used in the sentences given below are correct or incorrect.</b></p> <ol style="list-style-type: none"> <li>1. Uncle Scrooge has three nephews. (correct/incorrect)</li> <li>2. She have not made a single mistake. (correct/incorrect)</li> <li>3. My friend stay with his grandparents. (correct/incorrect)</li> <li>4. Are you still taking music lessons? (correct/incorrect)</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>5. Evenings is very pleasant here in summer. (correct/incorrect)</p> <p>6. He were carrying too much luggage. (correct/incorrect)</p> <p>7. He is very regular and punctual in his attendance at school. (correct/incorrect)</p> <p>8. It has not rained here so far. (correct/incorrect)</p> <p>9. She have an excellent collection of stamps. (correct/incorrect)</p> <p>10. We has to wake up early tomorrow. (correct/incorrect)</p> <p><b>Class Work:</b> Attempt Ex: C.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b> Practise comparative sentence construction.</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>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p><b>Classwork: Listening and Speaking</b></p> <p>Attempt Ex: D. Provide assistance when required.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal response</p> <p>Critical thinking</p> <p>Memorisation skills</p>

Date and Time	Content and teacher activity	Formative assessment
<b>Day 5:</b> 00/00/00  20 min	<p><b>Class Work: Composition</b></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><b>Feedback:</b></p> <p>Give feedback if required.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills Critical thinking Art skills
<b>05 min</b>	<p><b>Plenary:</b> Ask the students the following questions:            Prediction – what will happen next? Why do you think this?</p>	Verbal Response

<b>ASSESSMENT</b>	<b>REFLECTION</b>
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