

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

11

Against all odds

Week

12

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
 - Read 'Did you know' 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
 - Answer true and false questions
 - Match the study with its description
 - Identify and use compound words
 - Understand that some compound words are separated by hyphens
 - Match pairs of compound words
 - Use some verb expressions in sentences
 - Identify and use -ing participles
 - Use verbs idiomatically
 - Think of careers alphabetically
 - Write a paragraph about their choice of career

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. 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
<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. Who is Hibah Rahmani? 2. Where was Hibah Rahmani born? 3. Which event changed Hibah's life? 4. What was Hibah's initial dream that she had forgotten about? 5. What was Hibah's initial education? 6. What inspired her further to take another step in her education? 7. What did Hibah do to become an astronaut? 8. What is Hibah's job description at NASA? <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
15 min	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. Hibah Rahmani is a refugee who did not let adversity tarnish her dream of becoming an astronaut. 2. Hibah Rahmani was born in Pakistan but migrated to Kuwait. 3. The Arabian Gulf War between Iraq and Kuwait in the early 90s changed Hibah’s life forever. 4. Hibah’s initial dream was to travel through stars, like Neil Armstrong. 5. After completing her high school, Hibah completed her bachelors’ in computer engineering. 6. Hibah started working at Boeing as a Systems Engineer for the ISS where she would sometimes meet astronauts. This inspired her to further her studies. 7. Hibah further completed master’s degree in electrical and computer engineering which led to her current position in NASA’s Engineering department. 8. Hibah provides expert opinion on technical matters, follows launch of rockets, and performs data reviews. She also provides technical review of engineering issues. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment										
<p>Day 2: 00/00/00 20 min</p>	<p>READING ALOUD: 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>POST-READING</p> <p>Activity</p> <p>Make a list of what specific good things you have learnt from Hibah Rahmani or any other personality that has inspired you. Exchange your work with your friends and read what others have written. Like this:</p> <table border="1" data-bbox="316 841 1216 1324"> <thead> <tr> <th data-bbox="316 841 766 963">Name of the person</th> <th data-bbox="769 841 1216 963">What I have learnt from her / him</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 967 766 1052"></td> <td data-bbox="769 967 1216 1052"></td> </tr> <tr> <td data-bbox="316 1056 766 1141"></td> <td data-bbox="769 1056 1216 1141"></td> </tr> <tr> <td data-bbox="316 1145 766 1230"></td> <td data-bbox="769 1145 1216 1230"></td> </tr> <tr> <td data-bbox="316 1234 766 1319"></td> <td data-bbox="769 1234 1216 1319"></td> </tr> </tbody> </table> <p>HOMEWORK:</p> <p>Using the points written above write an essay about how many people have inspired you? How have they inspired you? How have they changed your life? And what are you going to do with that knowledge?</p>	Name of the person	What I have learnt from her / him									<p>Reading skills Comprehension skills Discussion skills Close reading skills Research skills Drawing skills Writing skills Critical thinking skills</p>
Name of the person	What I have learnt from her / him											

Date and Time	Content and teacher activity	Formative assessment
20 min	<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>Did you know?</p> <p>Have a small discussion on ‘Did you know?’.</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: CONJUNCTIONS</p> <ol style="list-style-type: none"> 1. This game is quite useful when the teacher wishes to form partners in class for some purpose or even as an ice breaker. 2. You will need as many strips of chart paper as there are learners in your class. Make them of comfortable size. 3. On one side of a strip write out a sentence which uses a conjunction. Leave a blank for the conjunction. On one side of another strip write out another sentence which uses another conjunction and leave a blank for the conjunction. 4. Now, on the back of the first strip write the conjunction which fills in the blank in the sentence on the other strip, and on the back of the other strip, write the conjunction which fills in the blank in the sentence on the first strip. 5. In this way, you will have pairs of strips which will have conjunctions to fill in the blanks in the sentences written on each other. 6. Thus, if you have thirty students in your class, you will have fifteen pairs of strips made in the way detailed above. 7. Mix up the strips and distribute them in the class so that each student gets one. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>8. The task of each student is to read the sentence on the strip he/she has and decide which conjunction will correctly fill in the blank. Then he/she should find the student who has that conjunction written on one side of his/her strip. However, for any pair of students, both their sentences should be complete with the help of the conjunctions written on each other's strips.</p> <p>9. The pair which first forms itself correctly wins the first prize. You may have two other prizes in this game.</p> <p>A. Underline the conjunctions in the following sentences.</p> <ol style="list-style-type: none"> 1. Men and women are equal. 2. John and Peter will attend the party today. 3. The table or the chair has to be moved in the corner. 4. I like both chocolates and cookies. 5. He will see the doctor today or tomorrow. <p>B. Fill in the blanks with appropriate conjunctions:</p> <ol style="list-style-type: none"> 1. I will come home first _____ go to the market later. 2. Neither his father _____ the son will reach early. 3. The actors _____ the director are very professional. 4. They will go to Japan either in December _____ January. 5. Sam _____ Joe are going to college this year. 	

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>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
30 min	<p>ACTIVITY: 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 Brainstorming Creative thinking skills</p>

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	<p>ADDITIONAL HELPFUL RESOURCES:</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. _____ 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Class Work: Attempt Ex: C.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise verbs.</p>	
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill Critical thinking Memorization skills</p>
<p>Day 4: 00/00/00 30 min</p>	<p>Activity: Listening and pronunciation skills This activity will sharpen the students' listening and memorization skills. Make sure to enunciate the words properly. The point of this exercise is to check their memory and listening skills. Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Classwork: Listening and Speaking Attempt Ex: D. Provide assistance when required.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Complete any incomplete work.</p>	<p>Verbal response Critical thinking Memorisation skills Listening skills Writing skills Quick response skills</p>

Date and Time	Content and teacher activity	Formative assessment
25 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> <p>Critical thinking</p> <p>Art skills</p>
05 min	<p>Plenary: Ask the students the following questions: Answer teacher's questions without saying yes or no</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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