

3<sup>rd</sup> Edition

New  
**Oxford  
Modern  
English**

BOOK  
4

Nicholas Horsburgh  
Claire Horsburgh



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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

13

## The Weeping Princess (I)

Week

14

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 question about a line from the story
- Match the given abbreviations and their meanings
- Find adjectives and match them with the given words
- Rewrite the given sentences and change the suitable pronouns
- Rewrite the given sentences as directed
- Identify the tenses of the given sentences
- Listen to the phrases and find stressed and unstressed words

- Discuss what do you like to do in your free time
- Draw a postage stamp
- Write a few sentences on a given topic
- Write a short passage on the given topic using the given words
- Answer more difficult questions by discussing them first

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>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>	Reading skills
10 min	<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 the text is read, 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> <p>What day of the week is it?</p> <ol style="list-style-type: none"> <li>1. Why is Asim so excited?</li> <li>2. What kind of weather was seen on Sunday morning?</li> <li>3. What was the special breakfast Asim’s mother was making for Sunday?</li> <li>4. What changed as Asim was having breakfast?</li> <li>5. Who came to visit instead of Asim’s friend?</li> <li>6. Was Asim happy to see Uncle Mike?</li> <li>7. What present did Uncle Mike have for Asim?</li> <li>8. What is the name of the story that Uncle Mike told Asim?</li> <li>9. Was Asim excited to start collecting stamp? Or was he stumped by the idea?</li> </ol>	<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
	<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>	
10 min	<p><b>Teacher’s Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. It is Sunday morning.</li> <li>2. Asim is excited because his friend is going to visit, and they were going to play football.</li> <li>3. The weather was nice and warm.</li> <li>4. Asim’s mother was making puris.</li> <li>5. The weather started to change, it got cloudy, and then suddenly it started to rain.</li> <li>6. Asim’s father’s friend, Uncle Mike came to visit.</li> <li>7. Yes, Asim was happy to see Uncle Mike.</li> <li>8. Uncle Mike brought his old collection of stamps for Asim.</li> <li>9. The name of the story was ‘The Weeping Princess’.</li> <li>10. Asim was very excited by the history and the idea of starting a new hobby.</li> </ol> <p><b>Feedback:</b></p> <p>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>Describing conflict</b></p> <p>Learners to be explained that in literature, conflict is a literary element that involves a struggle between two opposing forces, i.e. good versus evil, kind versus cruel, hero versus villain.</p> <p>A conflict or a problem is posed by storytellers to make the stories interesting. Conflicts help to captivate the reader’s attention. Most conflicts resolve with a happy ending, while others have a sad or tragic end.</p> <p>The main conflict in the story is when Asim saw the black clouds and thunder. He realized that his friend will not be able to visit. Asim was very sad to see the rainy weather as he was looking forward to playing football.</p> <p>Make a table as is below on the board and ask the students to copy in their notebooks. Next, ask the students to identify any other conflicts, no matter how minor they may be, and note down in the table.</p> <p>Also, write down the solution he found for the problems. You can even write sentences from the story that reveals conflicts and sentences in which Asim finds a solution for those problems.</p> <table border="1" data-bbox="328 1659 1206 1866"> <thead> <tr> <th data-bbox="328 1659 722 1736">Conflict</th> <th data-bbox="722 1659 1206 1736">Solution</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 1736 722 1866"></td> <td data-bbox="722 1736 1206 1866"></td> </tr> </tbody> </table>	Conflict	Solution			<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
Conflict	Solution					

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	<p><b>HOMEWORK:</b></p> <p>Have you ever planned and it got ruined because of the weather? What did you do then?</p>	
<p><b>Day 2:</b> 00/00/00</p> <p><b>30 min</b></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>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>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
30 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>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: 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 the teacher may need to 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: PRONOUNS</b></p> <ol style="list-style-type: none"> <li>1. Take a chart paper and cut it into a circle. Draw lines to divide the circle in eight parts.</li> <li>2. Label the parts with pronouns (I, we, you, us, he, she, they, and them).</li> <li>3. Divide the class into groups. Each group will have 4–7 students. For each group, prepare a pronoun circle.</li> <li>4. Drop a sharpener on the chart. If it falls on ‘they’ then the student will make a sentence using ‘they’. Students will take turns making sentences using pronouns.</li> <li>5. Monitor the groups and check that students are making correct sentences.</li> <li>6. Explain the use of verbs with different pronouns.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>Fill in the blanks, using pronouns matching the underlined nouns.</b></p> <ol style="list-style-type: none"> <li>1. Farhan said that _____ had a mathematics test on Tuesday.</li> <li>2. Seema asked her mother if _____ could go to watch a movie.</li> <li>3. Raheel and Kamran do not know when _____ will reach home.</li> <li>4. Talha and I are tired, and _____ would like to go home.</li> <li>5. My dog is unwell so I am taking _____ to the vet.</li> <li>6. The old man was tired of walking, so _____ sat down to rest.</li> <li>7. I met Laraib and her father when _____ were going to the market.</li> <li>8. The travellers complained that _____ were hungry and thirsty.</li> <li>9. Saman is talking to Salman. She is asking _____ about his school picnic.</li> <li>10. Nadia and I are sure that _____ will win the quiz competition.</li> </ol>	



Date and Time	Content and teacher activity	Formative assessment
	<p><b>Choose the correct options from those given and complete the sentences.</b></p> <p>1. Rana wakes up early in the morning every day and (it/she/we) goes out for a walk in the park.</p> <p>_____</p> <p>_____</p> <p>2. The little boy was afraid that (it/she/he) might fall off the bicycle.</p> <p>_____</p> <p>_____</p> <p>3. John and I will buy the tickets, and then (we/they/she) will call you.</p> <p>_____</p> <p>_____</p> <p>4. Those shoes look so pretty! I am going to buy (it/them/him).</p> <p>_____</p> <p>_____</p> <p>5. Alina is very good at playing chess. (it/he/she) is the school chess champion.</p> <p>_____</p> <p>_____</p>	

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	<p><b>Fill in the blanks in the past participle column.</b></p>																																		
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Date and Time	Content and teacher activity	Formative assessment
20 min	<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 tenses.</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	<b>Class Work: Composition</b> Attempt Exercise E in class. 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. <b>Feedback:</b> Give feedback if required. <b>Homework:</b> Complete any incomplete work.	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills Critical thinking Art skills
<b>05 min</b>	Plenary: Answer teacher's questions without saying yes or no	Brainstorm Verbal Response

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