

3rd Edition

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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

3

Pip meets a convict

Week

4

Duration

60 min

Learning Outcomes

Upon completion of this lesson, students will be able to:

- Understand and use phrases and adjectives
- Enhance their listening and speaking skills
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills

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.

Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Starter:</p> <p>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.</p> <p>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.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p>Pre-reading:</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>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. What is the name of the boy? 2. What is he doing in a graveyard? 3. Whom does he meet there? 4. What does the stranger ask the boy to bring? 5. Why does the boy promise to bring things for the stranger? <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
10 min	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The name of the boy is Pip, short for Pirrip. 2. Pip is visiting his family’s graves. 3. Pip meets an escaped convict in the graveyard. 4. The escaped convict / stranger asks Pip to bring a file and a grub. 5. Pip promises to bring those things because he believed that the convict will hurt him if Pip will not comply. <p>Feedback: Give feedback on responses.</p>	
10 min	<p>Reading aloud:</p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p>HOMEWORK:</p> <p>Ask the students how they behave at home. What kind of behaviour do they have with their parents and grandparents. Are they happy with their behaviour or would they like to improve on that. Do not push them for an answer. Just ask them to quietly think and ponder over their behaviour.</p>	<p>Reading skills Comprehension skills</p>
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2 in class.</p> <p>Feedback:</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>Class Work: Working with words: Attempt Exercise B1, 2.</p> <p>Challenge Question: Have a small discussion on ‘Challenge Question’.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Learning about language</p> <p>Adjectives: Revise the concept of adjectives.</p> <ol style="list-style-type: none"> 1. Cut card sheets into small cards. 2. On the cards write names or paste pictures (optional) of people, animals and things that are familiar to the students. 3. Randomly ask the students to describe the noun using one to two adjectives. 4. Use all the cards to elicit adjectives. Involve the class in using a variety of words to describe the nouns. <p>Class Work: Attempt Exercise C 1, 2, 3 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Practice the uses of adjectives. Complete any incomplete work.</p>	Writing skill
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking Ask the students to attempt the listening and speaking exercises as directed. Try and make them autonomous readers. They should be able to do the questions on their own at this stage. However, provide assistance where required.</p>	Verbal response
15 min	<p>Class Work: Attempt Ex: D 1, 2.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	Verbal response
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition 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.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	Homework: Complete any incomplete work.	
05 min	Plenary: Ask the students the following questions: Write five golden tips that you follow.	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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