

3rd Edition

New
**Oxford
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English**

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

4

Anansi and Five

Week

5

Duration

60 min

Learning Outcomes

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

- Write questions on their own
- Use punctuation
- Understand adverbs
- Answer challenges on their own
- 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. Ask them to take out their textbooks and notebooks.

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>Class presentation skills:</p> <p>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.</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>Identifying plot structure</p> <p>Storytellers use events and their details to tell what happens in a story. Actions or things that happen help to keep the readers fascinated. These events help to build the story. List some of the main events of the story.</p> <p>Remember these main events make up the complete story.</p> <p>Ask the students to focus on the main points and pay attention to them as well if possible. Otherwise, this activity can be done with class reading.</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 was Anansi? 2. Was Anansi a nice and noble fellow? 3. Who was Anansi’s neighbour? What was her name? 4. What did Anansi overhear? 5. Did Anansi help the others by telling them not to say the word five or did she trick them into saying the word? Why? | <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 |
|---------------|--|----------------------|
| | <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> | |
| 10 min | <p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. Anansi was strange creature who was sometimes a spider, sometimes a man, and sometimes and mixture of the two. 2. Anansi was trickster. 3. Anansi’s neighbour was an angry and unpleasant witch. Her name was Five. 4. Anansi overheard Five putting a curse over her name. Now whenever anyone would even say the word five, they will disappear. 5. Anansi thought to play a trick on her friends and other neighbours by tricking them into saying the word five and making them disappear. <p>Feedback:</p> <p>Give feedback on responses.</p> | |

| Date and Time | Content and teacher activity | Formative assessment | | | | | | |
|---------------|--|----------------------|-----------|--|--|--|--|---|
| 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>Post reading:</p> <p>Comparing characters</p> <p>Storytellers usually use people, ideas, events, places, or things to show how they are similar or different from each other. They compare to show how they are similar and contrast to show the differences. This technique helps the readers to get to the deeper meaning being conveyed in a text by the writer. One understands the message, ideas, characters, etc. more clearly. Read and list down the ways Anansi and Mrs Shrew are different and similar to each other.</p> <table border="1" data-bbox="316 1069 1214 1290"> <thead> <tr> <th data-bbox="316 1069 764 1141">Anansi</th> <th data-bbox="764 1069 1214 1141">Mrs Shrew</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1141 764 1214"></td> <td data-bbox="764 1141 1214 1214"></td> </tr> <tr> <td data-bbox="316 1214 764 1290"></td> <td data-bbox="764 1214 1214 1290"></td> </tr> </tbody> </table> <p>HOMEWORK:</p> <p>Ask the students if they have ever played a trick on someone?</p> | Anansi | Mrs Shrew | | | | | <p>Reading skills</p> <p>Comprehension skills</p> |
| Anansi | Mrs Shrew | | | | | | | |
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| Date and Time | Content and teacher activity | Formative assessment |
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| <p>Day 2: 00/00/00 20 min</p> | <p>Sequence of events</p> <p>Anansi and Five shows a trickery between Anansi and series of characters.</p> <ul style="list-style-type: none"> List down a sequence of events that led to the trickery, and then what happened because of that trickery. 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. 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. <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2, 3 in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> | <p>Verbal response Brainstorm Creative thinking Prediction Foreshadowin</p> |

| Date and Time | Content and teacher activity | Formative assessment |
|--|---|--|
| 20 min | <p>Punctuation</p> <p>Revise the concepts of the above-mentioned topics. Encourage the students who have already mastered the concepts to come to the front of the class and explain or they can even explain from their seats if they are more comfortable to do so.</p> <p>Praise them when they do a good job. This will encourage other students to follow and participate.</p> <p>Class Work: Working with words:</p> <p>Attempt Exercise B 1, 2, 3, 4.</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>Adverbs:</p> <ol style="list-style-type: none"> 1. Prepare worksheets with four columns: ‘sentence’, ‘when’, ‘where’, ‘how’. 2. Divide the class into groups. Each group will have 4–7 students. 3. Give one worksheet to each group. 4. Ask each group to make 3 sentences and write them in the column on the worksheet provided. Tell them that they will enrich the sentences by adding an adverb of time, place, or manner. 5. When the activity is complete, discuss the sentences in the class. <p>Monitor the group activity to guide with the correct use of adverbs.</p> | <p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p> |

| Date and Time | Content and teacher activity | Formative assessment |
|---|--|----------------------|
| | <p>Asking questions:</p> <p>Provide students with easy answers and then ask them to make questions for them. Slowly and gradually keep increasing the level of difficulty.</p> <p>Class Work:</p> <p>Attempt Exercise C 1, 2 in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Practise making questions.</p> | |
| 10 min | <p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p> | Writing skill |
| <p>Day 4: 00/00/00</p> <p>15 min</p> | <p>Activity: Listening and Speaking</p> <p>Practise listening and speaking skills as are directed in the textbook.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> | Verbal response |
| 15 min | <p>Class Work:</p> <p>Attempt Ex: D 1, 2</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> | Verbal response |

| Date and Time | Content and teacher activity | Formative assessment |
|--|---|---|
| <p>Day 5: 00/00/00</p> <p>20 min</p> | <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 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> |
| <p>05 min</p> | <p>Plenary: Ask the students the following questions: Summarise the topic learnt today in three sentences.</p> | <p>Brainstorm</p> <p>Verbal Response</p> |

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