

3rd 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

10

The Wise villagers

Week

11

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
- Write a short composition
- Use dictionary
- Use words in sentences of their own
- Identify and use past participles
- Add suitable participles to complete the sentences
- Study illustrations and make statements
- Use given words in their statements
- Write a letter on the given situation

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>Task 1:</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>Task 2:</p> <p>Teach the students to make an origami paper boat (An Art and Crafts teacher can help them too). Provide the students with rough sheets. Next ask them to write their names on those paper boats.</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> <p>Where is the story set?</p> <ol style="list-style-type: none"> 1. What kind of a village was it? 2. What was the main problem surrounding the village? 3. Why was the presence of the river a problem for the villagers? 4. What was the result of this inconvenience? 5. What did the villagers decide to do in this dire situation? 6. Where did the idea for the solution come from? 7. How did the villagers implement the idea? 8. How many people helped? <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>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>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>10 min</p>	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The story is set in a remote village. 2. It was a very peaceful village. 3. There was a river separating the village from the main city, which created a problem for villagers. 4. The hospital, schools, good stores, everything was on the other side. It would take a significant while for the sick and children to reach hospitals and schools. 5. A significant number of children were dropping out of schools and a sick man could not reach hospital in time to get the help he needed. 6. The villagers decided to gather and think of ideas or a solution for their problem. 7. The idea came from a young boy, who had learned about bridges from his schoolbook. 8. The villagers decided to hold a local fundraiser. 9. The neighbouring villages also pitched in. The lumberjack and other workers donated their time and soon the bridge was inaugurated. <p>Feedback: 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>While reading</p> <p>Divide the students in pairs. Each pair will read the text together silently. Ask learners to mark any unfamiliar words that they do not understand. Take responses and elaborate the meanings of the unfamiliar words. Each pair would then read the text again to gauge its meaning.</p> <p>Post-reading</p> <p>Describing setting: Where and when?</p> <p>Ask the students to think about where the text is set. Is the place imaginative or real? Is it about the past, present, or future? What time of the day is it?</p> <p>Read the text and write about the setting, a few points giving textual details to support your answer.</p> <p>HOMEWORK:</p> <p>The little boy in the story dreams of becoming an engineer when he grows up. Do a research study of what does it takes to become an engineer and what exactly is the job of an engineer.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p> <p>Research skills</p> <p>Drawing skills</p> <p>Writing skills</p> <p>Critical thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<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>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 Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: SENTENCES</p> <ol style="list-style-type: none"> 1. Cut a chart paper into small cards. 2. Prepare noun and verb cards. Noun Cards: Write name of a person, animal, or an object. Verb Cards: Write verbs (words indicating actions) on the cards. 3. Divide students in groups. Each group will have 4-7 students. 4. Give each group a set of noun and a set of verb cards. 5. Ask the group to pick any one noun and any one verb card. 6. They will read the cards aloud in their respective groups. 7. Ask them to use the noun and verb to make a sentence. (Sadia reads a book) 8. Play the game until all the cards are used. 9. Monitor the groups and guide the students to make correct sentences. 	

Date and Time	Content and teacher activity	Formative assessment
20 min	<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
<p>Day 3: 00/00/00</p> <p>35 min</p>	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>PAST PARTICIPLE</p> <p>Change the verbs in brackets into past participle.</p> <ol style="list-style-type: none"> 1. _____ women (meet) 2. _____ computer (buy) 3. _____ cupboard (clean) 4. _____ book (read) 5. _____ car (drive) 6. _____ building (built) 7. _____ shelf (move) 8. _____ queen (laugh) 9. _____ plants (water) 10. _____ printer (print) <p>Choose a verb for each sentence and write the past participle form for each of the following:</p> <ol style="list-style-type: none"> 1. We _____ Quaid-e-Azam's birthday on 25 December. (celebrate, commemorate) 2. The students in our school _____ about the resolution before 23 March. (forget, learn) 3. Every year on 14 August my class _____ a play. (performs, direct) 4. We all _____ hard to pass our examination. (study, party) 5. Sara _____ her lines well before getting on stage. (practice, learn) 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

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 Past participle.</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 15 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
<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 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>
<p>05 min</p>	<p>Plenary: Ask the students the following questions: In pairs, answer the question set at the start on a 'post it' note. Stick on board and review – did class agree?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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