

3rd Edition

New
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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

12

The Thousand-Rupee Note

Week

13

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 lines from the story
 - Answer difficult questions about the story
 - Fill in the blanks with suitable words from the story
 - Complete the given sentences by finding a suitable end
 - Use the given words in sentences of their own
 - Find the opposites of the given words
 - Revise and use adverbs
 - Conduct a discussion with your classmates
 - Note the details and describe the scenes

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. Where is the story set? 2. Who is the main character of the story? 3. What did the wife like to do? 4. How did the couple's day start? 5. Did the wife leave on time? What happened? 6. What events occurred on the bus? 7. What happened after the wife found the thousand-rupee note? 8. What did the wife witness on her way back? 9. What happened when the wife reached her stop? <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 story is set in a small village near Hyderabad. 2. There are two characters, a man and his wife and another woman that the wife meets. However, the wife is the main character of the story. 3. The wife liked to shop in the big shops of Hyderabad. 4. The day started with the husband waking his wife and reminding her that she needed to leave on time, or she would miss the bus. He also tells her that he has left a thousand-rupee note on the bedside table by the tea. 5. The wife dozed off while daydreaming about all the things that she would buy. She woke up just in time and hurried off to the bus stop at the last moment. 6. The wife dozed off and upon waking she realized that she did not have her thousand-rupee note with her, she checked the bag of her sleeping neighbour and found a thousand-rupee note. As the lady in question was poorly dressed the wife suspected that she must have taken the note because she was in desperate need of it. 7. The wife took the note and decided not to report the crime. Upon reaching Hyderabad she shopped to her heart’s content and had a great time. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>8. The wife saw the same poorly dressed lady, this time at the back of the bus, she looked extremely sad.</p> <p>9. Her husband came to pick her up and told her that she had forgotten to take the thousand-rupee note that he had left by the bedside table.</p> <p>Feedback: Give feedback on responses.</p>	
10 min	<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>Analysing theme: Empathy Explain that this text is a deeply touching short story about the importance of empathy. It is the story of bias and judging people on their appearance. The lady did not think for one second that maybe she could have left the money at home or maybe someone else stole her money. Do you think the lady would have made the same assumption if her neighbour was well-dressed?</p>	<p>Reading skills Comprehension skills Discussion skills Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment				
	<p>To explore the theme of ‘empathy’:</p> <ul style="list-style-type: none"> • Write the words ‘empathy’ and ‘sympathy’ on the board and ask the students what they mean. Ask them to locate the meaning in a dictionary. Write the meaning on the board. • Next, ask the students to say some words related to empathy. Some of the responses received could be feelings, compassion, respect, love, care, kindness, etc. Write all of these on the board as well. • Ask the students to give examples of empathic behaviour. Encourage them to recall instances where they have demonstrated such behaviour, e.g. feeling and understanding someone else’s emotions, seeing things from another person’s perspective like feeling sadness for someone at their loss. <p>Activity:</p> <p>Ask the students to work in pairs to analyse the behaviour of the other characters towards Ali by filling in the table below.</p> <table border="1" data-bbox="316 1363 1219 1663"> <thead> <tr> <th data-bbox="316 1363 767 1535">How the wife behaved on the bus</th> <th data-bbox="767 1363 1219 1535">How the wife should have behaved on the bus</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1535 767 1663"></td> <td data-bbox="767 1535 1219 1663"></td> </tr> </tbody> </table>	How the wife behaved on the bus	How the wife should have behaved on the bus			
How the wife behaved on the bus	How the wife should have behaved on the bus					

Date and Time	Content and teacher activity	Formative assessment
	<p>Now think of reasons why the wife was not empathic towards the poorly dressed woman. How would you have responded had you been in the wife's place? Write your responses in your notebook and share them with the class.</p> <p>HOMEWORK:</p> <p>Have you ever misplaced anything crucial and found later? How did you react?</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>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 35 min</p>	<p>ADDITIONAL HELPFUL RESOURCE:</p> <p>Fill in the blanks in the sentences with suitable adverbs chosen from those given in brackets.</p> <ol style="list-style-type: none"> 1. The guests were received _____ (slowly/early/warmly) at the hotel. 2. The parents talked _____ (neatly/softly/slowly) because the baby was sleeping. 3. The police searched the room _____ (thoroughly/rudely/bitterly). 4. He hit the ball _____ (happily/outside/hard) and it went for a six. 5. We shall watch a movie _____ (neatly/already/tomorrow). 6. The pigeons flew _____ (surprisingly/away/before) when I went up to the terrace. 7. I often meet our sports teacher because he lives _____ (anywhere/already/nearby). 8. Through the window, I could see some boys playing _____ (away/outside/truthfully). 	<p>Writing skill Brainstorming Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>9. 'Please come _____ (early/ kindly/slowly) so that we can get good seats,' my friend said.</p> <p>10. The park for children was opened only two days _____ (outside/correctly/ ago).</p> <p>Class Work: Attempt Ex: C.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise adverbs.</p>	
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and pronunciation skills</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>Classwork: Listening and Speaking</p> <p>Attempt Ex: D. Provide assistance when required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</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
<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: Summarise any of the characters in 5 points.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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