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1

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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

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Anwar's Dream

Week	2	Duration	60 min
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Learning Outcomes	Upon completion of this lesson, students will be able to: <ul style="list-style-type: none">• Use a/an appropriately• Answer focused questions• Write answers to comprehension questions• Place objects in alphabetical order• Know what to do if an ant or any insect bites them
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this will be the first week of the term, greet the students warmly, ask them about their holidays, introduce yourself, and make them feel welcome.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember. Spend this time in the first week, asking students about themselves, this way you can gauge their speaking and listening skills as well.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
30 min	<p>Focused [Group] 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 kind of a day is it? 2. What kind of the tree is Anwar sitting under? 3. Does Anwar go to sleep? 4. Is Anwar dreaming? 5. Who is biting Anwar? <p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. It is a hot day. 2. Anwar is sitting under a banana tree. 3. Yes, Anwar goes to sleep. 4. Yes, Anwar is dreaming. 5. Ants are biting Anwar. <p>Feedback:</p> <p>Give feedback on responses.</p> <p>Reading:</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>Have you read any magazines? Ask everyone you know and make a list of magazines.</p>	<p>Skim & scan</p> <p>Focused reading</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension Attempt Exercise A1, 2, 3 in class.</p> <p>Challenge Question: Have a small discussion on ‘Challenge Question’.</p> <p>Feedback: 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>
<p>20 min</p>	<p>Activity: Playing with words (Alphabetical order) Introduce the concept of ‘Alphabetical order’ to the students. Explain that just as the letters in the alphabets occur in a certain order similarly anything can be placed in alphabetical order by focusing on the first letter of their name. Give them the example of the attendance register and how their names are called every morning, etc.</p> <ol style="list-style-type: none"> 1. Ask students to make a list of all the things that they can remember having in their room or house. (It can be toys, clothes, fruits, anything). 2. Encourage them to respond and write them randomly on the board. 3. Then tell the students that they will now arrange these things/words in an alphabetical order. 4. Encourage the students to answer which word will come first. Provide the initial words for alphabetic sequence as an example. <p>Class Work: Working with words: Attempt Exercise B1, 2, 3.</p> <p>HOMEWORK: Practice naming/placing things in alphabetical order.</p>	<p>Verbal Response</p> <p>Counting skills</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>15 min</p>	<p>Introduce the concept of use of a/an to the students.</p> <p>Rule for a/an: Use 'an' before a word beginning with a vowel sound (not letter) and 'a' before the start of a consonant sound. For example:</p> <ol style="list-style-type: none"> 1. a cat 2. a hen 3. an umbrella 4. an egg 5. an hour <p>When the students have grasped the idea of 'a/an' then conduct a small activity, as follows:</p> <p>Materials required:</p> <ol style="list-style-type: none"> a. Two clean shoe boxes b. One or two construction sheets (depending on the number of students) c. Marker d. Scale e. Pencil f. Scissor <p>Note: Prepare the chits before the class starts.</p> <p>Class activity:</p> <ol style="list-style-type: none"> 1. Cut a construction paper into small chits. 2. On each strip write the name of one object or animal that start with vowels and consonants (e.g. flower, apple, chair, cat, ant, etc.) on the chits. 3. Take two clean shoe boxes and label 'A' on box 1 and 'An' on box 2. 4. Give a single strip to each student. 5. Ask students to read out their chits and put these in box labelled 'A' or box labelled 'An' appropriately. 	<p>Verbal response</p> <p>Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Class Work: Learning about language Attempt Exercise C in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Writing skill Brainstorming</p>
10 min	<p>Workbook Exercise: Attempt Exercise A and B.</p> <p>HOMEWORK: Practice the uses of 'a/an'. Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment
Day 4: 00/00/00 15 min	<p>Activity: Count the objects</p> <p>Explain to the students how the counting and calculation takes place. Give them an example by counting the number of students in one row. Slowly increase the number and ask the students to locate different objects and count how many there are. For example: how many charts are there in the class? Now the students have to find the charts, count them, add the total number, and answer. Provide them enough time to do the necessary calculations.</p> <p>Do this activity with several other objects, such as seats, books, students, water bottles, etc.</p>	Verbal response
15 min	<p>Class Work: Numbers</p> <p>Attempt Exercise D in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
10 min	<p>Workbook Exercise:</p> <p>Attempt Exercise C1 and 3.</p> <p>HOMEWORK:</p> <p>Do Exercise C2 in workbook, page 7.</p>	Verbal response Writing skills

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Listening and speaking</p> <p>Attempt Exercise E1, 2, 3 in class.</p> <p>Attempt the listening and speaking exercise very carefully. Make sure that the students have grasped the point of the exercises. If the students are facing any problems repeat the exercises until they have perfected it.</p> <p>For Exercise E2: Focus on the vowel sounds of the exercise and ensure that the students have understood the activity before moving on.</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>15 min</p>	<p>Activity and Discussion</p> <p>Attempt Exercise F in class with a small demonstration. Conduct a small role-play on what the students should do if they get bitten by an ant. Inform the students of all the steps that they have to do as soon as they find out (see page 13 of book).</p>	<p>Listening skills</p>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: What have you learned this week? What did you find difficult?	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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