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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

3

The lucky leaf

Week

4

Duration

60 min

Learning Outcomes

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

- Talk about pre- and while reading questions
- Read text
- Understand text post reading
- Talk about the challenge question
- Understand and use prepositions
- Fill in the blanks
- Read a poem aloud with actions
- Say cl-, sh-, ch-, dr- sounds
- Count and write numbers in words
- Write answers to comprehension questions
- Pronounce words to know
- Understand the meaning of words to know
- Work on the class activity as a group
- Learn speaking 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>A <i>pre-reading activity</i> 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>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
	<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>10 min</p> <p>10 min</p>	<p>Reading activity:</p> <p>A carefully planned reading class will go a long way in creating a love for reading in the minds of the learners. Following technique is suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.</p> <p>Shadow Reading:</p> <p>For young students, read aloud each sentence of the text slowly. Ask the students 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 the students to read aloud. Help them with reading where necessary.</p> <p>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.</p> <p>Write the following questions on the board and along with the class try to find out the answers as you read the chapter for the first time.</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
	<ol style="list-style-type: none"> 1. Why was Rahila crying? 2. What did her mother asked her to do? 3. What was Rahila doing when the wind picked up? 4. What did Rahila do? 5. Why did Rahila call it her lucky leaf? <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. Rahila was crying because she lost her bangle. 2. Rahila’s mother asked her to play. 3. Rahila was counting the fallen leaves when the wind picked up. 4. Rahila started to follow the dancing and flying leaf. 5. Rahila called it her lucky leaf because it led her to her lost bangle. <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>Reading technique 2:</p> <p>Following technique is suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.</p> <p>Chunk reading</p> <p>Instead of asking the students to read a whole text all together, for Classes 1–4, each text should be divided into <i>reading chunks</i> 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 <i>focusing</i> question/ statement before each reading chunk. Ask one/two <i>link</i> 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.</p> <p>Reading chunk (Page 18)</p> <ul style="list-style-type: none"> • What kind of a day is it? • Who was crying? • What fell from the tree? <p>Read the rest to know.</p>	<p>Reading skills</p> <p>Comprehension skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Reading chunk (Page 19)</p> <ul style="list-style-type: none"> • Who starts to follow what? • Was it fun? • What was found in the end? <p>Read the rest to know.</p> <p>HOMEWORK:</p> <p>Ask the students if they have ever lost something which they thought was lost forever and will never be found but was later found. What was it and how did it feel?</p>	
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</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>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a <i>class discussion</i> leading towards better understanding of a text. They should not be used for rote learning and memorization of facts from a text.</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 Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Working with words:</p> <p>Comprehension of poems</p> <p>Poems for the young students reflect the rhythm of the language in a very obvious manner. Since poems are shorter in length, read aloud the poetry texts with rhythm for the students to capture the natural pronunciation of English. All the poems for young students create rhythm. Practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.</p> <p>Attempt Exercise B.</p> <p>HOMEWORK:</p> <p>Practice singing rhymes at home.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
20 min	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Practice the uses of tenses. Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment								
Day 3: 00/00/00 15 min	<p>ACTIVITY: PREPOSITIONS (position words)</p> <ol style="list-style-type: none"> List the prepositions (on, above, behind, in, and under) on the board. Tell the students that you will give instructions and they will have to follow exactly. Give the following instructions: <ol style="list-style-type: none"> Put your hand on the table Put your hand above the table Put your hand behind your back Put your hand under the desk Put your hand in the bag <p>You can demonstrate the activity to guide the students. Use more examples to practice the use of prepositions with students. Change the instructions to mix it up and make it more fun for the students.</p> <p>Additional helpful resource:</p> <p>A. Complete the sentence by choosing the correct preposition from the list given below.</p> <table border="1" data-bbox="304 1270 1230 1419"> <tbody> <tr> <td>on</td> <td>inside</td> <td>under</td> <td>into</td> </tr> <tr> <td>outside</td> <td>behind</td> <td>to</td> <td>near</td> </tr> </tbody> </table> <ol style="list-style-type: none"> The sofa and the carpet are the floor. The river flowed the bridge. Our house is the school and the temple. He jumped the swimming pool. The dog fell the river. 	on	inside	under	into	outside	behind	to	near	
on	inside	under	into							
outside	behind	to	near							

Date and Time	Content and teacher activity	Formative assessment
	<p>6. As soon as the clock struck four, the excited children ran out of the house to play the garden.</p> <p>7. My friends were playing just my house.</p> <p>8. The child was sleeping the cot.</p> <p>9. Paras wanted to go the airport to receive her uncle.</p> <p>10. It is dangerous to stand a tree during a thunderstorm.</p> <p>Class Work: Attempt Ex: C.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	
15 min	<p>Activity: Listening and Speaking</p> <p>Assist the students in attempting the listening and speaking exercises as directed.</p> <p>Try and pronounce the words as clearly as possible and make sure to enunciate each word so the students are able to tell the difference.</p> <p>They should be able to do the questions on their own at this stage.</p> <p>However, provide assistance where required.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Class Work: Attempt Ex: D 1, 2, 3.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p>
<p>20 min</p>	<p>Class Work: Activity Attempt Exercise E in class. Discuss the activity 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. Help them out with the spellings of the numbers if necessary.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Writing skills Reading skills Speaking skills Listening skills</p>
<p>10 min</p>	<p>Homework: Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: What is your favourite activity to do at home?	Brainstorm Verbal Response

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