

3<sup>rd</sup> Edition

New  
**Oxford**  
**Modern**  
**English**

BOOK  
1

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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

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## At the farm

<b>Week</b>	5	<b>Duration</b>	60 min
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Enhance their pre- and while reading skills</li> <li>• Answer challenges</li> <li>• Comprehend text post reading</li> <li>• Write answers to comprehension questions</li> <li>• Work on the class activity as a group</li> <li>• Change spellings</li> <li>• Use words from the story and fill in the blanks</li> <li>• Make sentences on their own</li> <li>• Separate naming words from action words</li> <li>• Separate which vehicles move fast, and which ones are slow</li> <li>• Identify occupations</li> <li>• Identify family members</li> <li>• Identify gender nouns</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00  05 min	<p><b>Settling time:</b></p> <p>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.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Starter:</b></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><b>Class presentation skills:</b></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>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Pre-reading:</b></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>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>	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading activity:</b></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>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p>
10 min	<p><b>Shadow Reading:</b></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> <ol style="list-style-type: none"> <li>1. What day is it?</li> <li>2. Who are the central characters?</li> <li>3. How many kinds of animals are present in the farm?</li> <li>4. Are the horses going fast?</li> <li>5. Is the tractor going fast?</li> </ol>	<p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p>



Date and Time	Content and teacher activity	Formative assessment
	<p><b>Class discussion:</b></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><b>Teacher’s Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. The day is Sunday.</li> <li>2. Sami, Nida, and Maryam are the central characters.</li> <li>3. There are six kinds of animals in the farm.</li> <li>4. No, the horses are going slow.</li> <li>5. Yes, the tractor is going fast.</li> </ol> <p><b>Feedback:</b></p> <p>Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b></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><b>Identification of characters</b></p> <p>Characters are the people or animals in a story or a poem. For example, in the poem, there are two birds. Help learners to identify the two characters and their names in the poem.</p> <p><b>Activity:</b></p> <p>Who are the characters in the story?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What are their names? (<b>Hint:</b> Read the second and third line of the story.)</p> <p>M ____ R ____</p> <p>S ____ M ____</p> <p>N ____ A</p> <p><b>HOMEWORK:</b></p> <p>Ask the students if they have ever visited a farm / zoo? Did they enjoy their visit? Have they ever seen a farm animal or farm life? Which life do they seem to prefer, farm life or city life?</p>	<p>Reading skills</p> <p>Comprehension skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00</p> <p><b>20 min</b></p>	<p><b>Comprehension questions</b></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><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on ‘Challenge Question’.</p> <p><b>Feedback:</b></p> <p>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><b>20 min</b></p>	<p><b>Class Work: Working with words:</b></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"> <li>• 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, ‘stomped’.</li> </ul> <p>Attempt Exercise B.</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><b>Day 3:</b> 00/00/00</p> <p><b>15 min</b></p>	<p><b>Activity: Learning about language</b></p> <p><b>ACTIVITY: ACTION WORDS</b></p> <ol style="list-style-type: none"> <li>1. Ask students to look at the picture of the park in the book on page 23.</li> <li>2. Discuss what each person is doing. Take 5–10 minutes for the discussion.</li> <li>3. Then ask the students what each person is doing in the park. Students should make a list. e.g. eating, jumping, laughing.</li> <li>4. Ask the students to read their lists aloud.</li> </ol> <p><b>ACTIVITY: NAMING THINGS</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into groups. Each group will have 4–7 students. For each group, bring picture cards of different objects (at least 4 objects for each group). Select objects that students observe in the classroom (chalk, duster, pencil, etc.)</li> <li>2. Show each picture to the class and ask the students ‘What is this?’ They should answer ‘This is a table.’</li> <li>3. Give a set of pictures to each group.</li> <li>4. Ask them to stick the picture cards on the objects in the class.</li> </ol> <p>You can demonstrate the activity to guide the students.</p> <p>Use more examples to practice the use of naming words and action words with students.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Additional helpful resource: Action words</b></p> <p><b>Circle the words that are NOT action words.</b></p> <ol style="list-style-type: none"> <li>1. dive/pond/swim</li> <li>2. sun/run/sit</li> <li>3. 3. eat/throw/big</li> <li>4. 4. wash/trunk/cry</li> <li>5. 5. clean/speak/desk</li> </ol> <p><b>Additional helpful resource: Naming words</b></p> <p><b>Pick out the naming word/s from each of the following sentences and write the word/s in the space provided.</b></p> <ol style="list-style-type: none"> <li>1. The hen laid an egg. _____ _____</li> <li>2. I brush my teeth in the morning. _____ _____</li> <li>3. The bird flew away. _____ _____</li> <li>4. The sky is blue. _____ _____</li> <li>5. I am eating an apple. _____ _____</li> <li>6. Pour the milk into a cup. _____ _____</li> <li>7. The boy fell into the pond. _____ _____</li> <li>8. The water is cold. _____ _____</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>9. I caught a big fish. _____ _____</p> <p>10. Cut the potato with a knife. _____ _____</p> <p><b>Class Work:</b> Attempt Exercise C in class.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b> Read the story again for better understanding and reading practice.</p>	
10 min	<p><b>Workbook Exercise:</b> Attempt workbook exercises.</p> <p><b>HOMEWORK:</b> Practice the prepositions. Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 4:</b> 00/00/00</p> <p><b>15 min</b></p>	<p><b>Activity: Listening and Speaking</b></p> <p><b>Activity 1:</b></p> <p>Attempt the listening and speaking exercises with the students. These exercises cannot be done in isolation. Conduct the activities as a class and provide assistance where and when required.</p> <p>If possible, bring picture cut-outs of the transport vehicles and provide them to the students and ask them to place them in two separate piles. As the students are placing the pictures of the vehicles in the piles, keep listing the names of the vehicles on the board. Make corrections where and when required.</p> <p>That hands-on activity will be much better for the students rather than the one in which they will have to stare at a page in a book. After the students have done the activity with the picture cut-outs, let them know that now they just have to copy the names from the board on their books.</p> <p><b>Activity 2:</b></p> <p>Remember to talk about different professions in class. Conduct a professions day and assign each student a profession to dress up as.</p> <p>On the day of the activity, call the student or students dress up as the same profession and talk about their profession. Why is it important and what do they do to help and contribute to the society?</p>	<p>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Activity 3: NOUNS: GENDER</b></p> <ol style="list-style-type: none"> <li>1. Prepare a list of masculine nouns (father, king, brother, bull, groom, lion, and prince).</li> <li>2. Cut strips of writing paper. Then write one masculine noun on each strip. Fold them.</li> <li>3. Use a card sheet to make a card box.</li> <li>4. Shuffle the folded strips and put them into the box.</li> <li>5. Tell the students that they will pass the gender box and pick a strip. They will read the strip and say aloud the feminine noun for the masculine on the strip. Keep aside the used strip. Pass the box to the next student and continue the game until all the strips are used.</li> </ol> <p><b>Additional helpful resource:</b></p> <p><b>Rewrite the following sentences, changing the genders of the nouns.</b></p> <ol style="list-style-type: none"> <li>1. The lady stood, looking at the peacocks.</li> <li>2. The boy wearing the blue sweater is my nephew.</li> <li>3. My aunt has ducks and rams at the farm.</li> <li>4. The mare and the doe looked at each other.</li> <li>5. The witch had cast a spell on the princess.</li> <li>6. The cows and sheep grazed peacefully in the field.</li> <li>7. I saw tigers and lions at the zoo.</li> <li>8. My sister is making a card to give to father.</li> <li>9. The king was sad because his son was ill.</li> </ol>	



Date and Time	Content and teacher activity	Formative assessment
	<p>10. The fox, which was hiding behind the bush, jumped on the cock.</p> <p>11. Try to make the lesson as interactive as possible.</p>	
<p><b>15 min</b></p>	<p><b>Class Work:</b> Attempt Ex: D 1, 2, 3.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p>
<p><b>Day 5:</b> <b>00/00/00</b></p> <p><b>20 min</b></p>	<p><b>Class Work: Activity</b> 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.</p> <p><b>Feedback:</b> 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>

Date and Time	Content and teacher activity	Formative assessment
05 min	<b>Plenary:</b> Ask the students the following questions: 60 seconds challenge: What did you learn today? Think and tell in one sentence.	Brainstorm Verbal Response

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