

3rd 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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Grandma

Week	5	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Answer pre and while questions• Talk about pictures• Look at pictures and give short answers• Use naming words for people• Use commas in a list• Read the list of given words and repeat aloud• Draw pictures• Answer challenges on their own• Comprehend poem post reading• Write answers to comprehension questions• Work on the class activity as a group
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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

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>Class presentation skills:</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>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>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>Additional pre-reading question:</p> <p>Picture description</p> <p>Show the students the pictures on pages 39-41 and ask them to guess what is happening in the pictures. Gently probe students and encourage them to participate.</p> <p>Remind them that there are no wrong answers, they can even make up their own story at this point.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<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>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p>
10 min	<p>Comprehension of poem</p> <p>Poems for young students reflect the rhythm of the language in a very obvious manner. Read aloud the poetry texts with rhythm for the students to capture the natural pronunciation of English. Practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.</p> <p>Each poem should be read aloud by the teacher at least twice. Then, the students should be asked to repeat the poem after the teacher. This is an effective listening and pronunciation activity for English stress and rhythm.</p> <p>When the listening is going on, the books must be kept closed. After the second listening, the students can look at the text and listen at the same time. The students should then read the poem aloud, and then silently for better comprehension.</p> <p>Next, ask a general question about the poem, elicit a response which connects to their knowledge or ask for the theme of what has been read. See if the students can recall phrases and words.</p>	<p>Focused reading</p> <p>Brainstorming</p> <p>Skim & scan</p>

Date and Time	Content and teacher activity	Formative assessment
	<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"> 1. Who is the central character of the poem? 2. How many grandchildren rush into her room? 3. What did the grandma say to her grandchildren? 4. What do the grandchildren ask her to do? 5. Why can't grandma dance? <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. Grandma is the central character of the poem. 2. Four grandchildren rush into her room. 3. The grandma said, 'You can do anything'. 4. The grandchildren ask her to dance, fly, jump, ride a bicycle, and play with the bird. 5. Grandma can't dance because her bones are old. <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>Post-reading</p> <p>Identifying consonant sounds in poetry</p> <p>Poetry is meant to be sung and enjoyed. Alliteration, which is the beginning of a consonant sound used repeatedly in a poem, gives the poem a musical touch. For example, most of the words begin with the letter 'F' in the poem, forwards and backwards.</p> <p>Help the students sing the given stanza in chorus (all the students singing together). Make the students recite the poem and help them read 'crack, squeak, crack, squeak'. Make them read these words aloud with difference in vowels. Also, write these words on the board so as to emphasize the difference in sound.</p> <p>Sing along to this stanza: Crack, squeak, crack, squeak</p> <p>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</p> <p>HOMEWORK:</p> <p>Ask the students with whom do they spend most of their time? Do they enjoy spending time with them? What activities do they do together?</p>	<p>Reading skills</p> <p>Comprehension skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions 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 Attempt Exercise A in class.</p> <p>Feedback: 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, ‘jumped’. <p>ACTIVITY: DESCRIBING WORDS</p> <ol style="list-style-type: none"> 1. Think about 5–6 objects (that the students can easily describe e.g. tree, sun, ice cream, etc.) 2. On the writing board, make a web. Write the names of objects in the circles on the web. Leave the circles blank. 3. Ask the students to use describing words for the object in the web. 4. Guide them to complete the web by asking questions, ‘What does it look like?’, ‘What is its colour?’, ‘What is its size?’, and ‘What does it taste like?’ 5. Repeat the game with other objects. 	<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>Ask the students to look at the pictures and describe what they see.</p> <p>Attempt Exercise B 1, 2.</p>	
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Learning about language</p> <p>ACTIVITY: NAMING BIRDS AND ANIMALS</p> <ol style="list-style-type: none"> 1. Ask students to tell you the names of 5–6 animals and birds. On a paper write 2–3 characteristics of each animal and/or bird. 2. Tell the students that you will say the characteristics of an animal or a bird and they will have to listen and identify the names of that animal/bird. 3. Say aloud the characteristics of the first animal or bird. 4. Then ask ‘Who is it?’ Then ask ‘Is it an animal or a bird?’ 5. Repeat it with names of all the animals and birds. <p>Additional helpful resource:</p> <p>Read the given clues and guess the naming word.</p> <ol style="list-style-type: none"> 1. I have long ears and a bushy tail. I hop and run about. Naming word: 2. I like to drink milk. When I call you, I make a noise which sounds like ‘meow’. Naming word: 3. You write with me. You sharpen me when I am blunt. Naming word: 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>4. I guard your house when you sleep. I bark when I see someone come in. Naming word:</p> <p>5. You make calls with me. I fit in your bag. You can take me anywhere. Naming word:</p> <p>6. I am round in shape. You can play cricket or tennis with me. Naming word:</p> <p>7. I give you milk. I eat grass. Naming word:</p>	
20 min	<p>Class Work: Adjectives Attempt Exercise C 1, 2 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise naming words.</p>	<p>Writing skill Brainstorming Creative thinking skills</p>
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment								
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking</p> <p>Rhyming words</p> <p>Words that end with the same sound are called ‘rhyming words’.</p> <p>For example: bat/cat/rat all rhyme with each other.</p> <p>Activity:</p> <p>Circle the pair of words that rhyme with each other.</p> <table border="1" data-bbox="316 762 1214 907"> <tr> <td>stops</td> <td>sheep</td> <td>hill</td> <td>blows</td> </tr> <tr> <td>grows</td> <td>go</td> <td>still</td> <td>slows</td> </tr> </table> <p>Remind the students to focus on the ending sound and start from there.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p>	stops	sheep	hill	blows	grows	go	still	slows	<p>Verbal response</p> <p>Presentation skills</p>
stops	sheep	hill	blows							
grows	go	still	slows							
<p>15 min</p>	<p>Class Work:</p> <p>Attempt Ex: D 1, 2.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p>								

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Activity</p> <p>Attempt Exercise E in class.</p> <p>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>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>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p>
<p>05 min</p>	<p>Plenary: Ask the students the following questions: Ask students if they have ever seen a rocking chair.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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