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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

6

The Earth is Round

Week

7

Duration

60 min

Learning Outcomes

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

- Answer challenges on their own
- Comprehend poem post reading
- Write answers to comprehension questions
- Work on the class activity as a group
- Learn a rhyme and sing it out with the class
- Discuss about a topic before answering a question
- Find words with opposite meaning in a poem
- Make sentences
- Find naming words for things and people
- Role play

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>You may also ask the students to present from their seats if someone is too shy to come up to the front. The main point is to answer the questions and present. As the students will grow more confident, you may gradually ask them to come up the front and answer. 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><i>A 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>ACTIVITY 1:</p> <ul style="list-style-type: none"> • Look at the picture on page 50. • Which things are green in colour in the picture? <p>Listening:</p> <p>Ask the students to listen to the poem. Beat rhythm as you listen. (Teacher to guide the learners.)</p> <p>ACTIVITY 2:</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. 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
<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>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>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
	<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 are the central characters of the story? 2. What are they talking about? 3. Is the dog charging the frog for travelling with him? 4. What has the frog heard about the Earth? 5. Does the frog take the dog up on his offer? <p>Class discussion:</p> <p>Write the above-mentioned questions on the board and help the students 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. The central characters of the story are a frog and a dog. 2. They are talking about travelling the world. 3. No, the dog 4. The frog has heard that the Earth is round and not flat. 5. Yes, the frog does take the dog up on his offer. <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>Help the students read the poem aloud, and then ask them to read it silently. Ask the students to find out what the poem is about. Encourage them to summarise the poem (if they can; help them out with lots of hints)</p> <p>Close reading of poetry</p> <p>Match the rhyming words:</p> <table border="1" data-bbox="316 944 1214 1089"> <tbody> <tr> <td>fun</td> <td>book</td> <td>by</td> <td>cry</td> </tr> <tr> <td>cook</td> <td>bed</td> <td>bread</td> <td>run</td> </tr> </tbody> </table> <p>HOMEWORK:</p> <p>Ask the students if they have ever travelled? Where have they visited and how was the experience?</p> <p>If they have not travelled yet, where would they like to go, if given the opportunity?</p>	fun	book	by	cry	cook	bed	bread	run	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
fun	book	by	cry							
cook	bed	bread	run							

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, 'laughed'. <p>Additional helpful resource:</p> <p>Write the opposites of the following words.</p> <ol style="list-style-type: none"> 1. hard 2. left 3. old 4. fast 5. open 6. tall 7. hot 8. day 9. dark 10. loud <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>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Naming words</p> <p>Additional helpful resource:</p> <p>Underline the naming words in the following sentences.</p> <ol style="list-style-type: none"> 1. Ghous is going to the market. 2. The chef made onion soup for the old lady. 3. Maira and Alisha will attend their friend’s wedding. 4. The author attended the book launch. 5. Please tell me Rimsha did not go to the theatre alone! 6. The stars are twinkling beautifully in the night sky. 7. Will you be my friend? 8. The lion was hungry. 9. The lamb and the dog became friends. 10. If you want, I could get your sister from school. <p>Classwork: Learning about language</p> <p>Attempt Ex: C. Provide assistance when required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Practise naming words</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
<p>10 min</p>	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</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>Role play</p> <p>Role playing, or acting out a specific scene from a play, is a fun way for learners to understand what happens in the story. Divide the class in five teams and assign them to act out the scene. The students can be assigned roles to perform and can even be allowed to dress like the characters that they have been assigned to play.</p> <p>An alternative could be to allow the students to mimic a character of their choice in front of the class. This would help maximize class participation.</p> <p>Discuss the role play 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>Presentation:</p> <p>Attempt Exercise E in class.</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>Acting skills</p>

Date and Time	Content and teacher activity	Formative assessment
05 min	<p>Plenary: Ask the students the following questions: What did you learn from today's lesson? Did you know that the Earth is round?</p>	Brainstorm Verbal Response

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