

3rd Edition

New
Oxford
Modern
English

BOOK
1

Nicholas Horsburgh
Claire Horsburgh



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

7

The drone

Week

8

Duration

60 min

Learning Outcomes

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

- Answer challenges on their own
- Comprehend text post reading
- Write answers to comprehension questions
- Work on the class activity as a group
- Answer pre and while reading questions
- Understand and follow directions
- Put a series of words in the correct order to make a sentence
- Make sentences with given words
- Use capital letters and full stops
- Listen and repeat the words
- Conduct a conversation with a friend on your daily routine
- Role play
- Comprehend picture and talk about it
- Write ordinal numbers in words

Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	<p>Settling time:</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
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>	Verbal response Recall Speaking and listening skills

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>Activity 1:</p> <p>See the pictures and discuss as a class what the story could be about.</p> <p>Activity 2:</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
<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 the 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"> 1. Who are the central characters of the story? 2. What controls the drone? 3. How can Wasif see the streets through the drone? 4. What did Wasif see vis the drone? 5. How did Wasif free Sheeba? 	<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>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. Wasif and his dad are the central characters of the story. 2. Dad’s cell phone controls the drone. 3. There is a tiny camera attached at the front, which helps Wasif see the streets. 4. Wasif saw his cat, Sheeba, stuck in a tree. 5. Wasif got on a ladder and got Sheeba down. <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>Identifying main idea</p> <p>The main idea in a story is the most important thought. It answers what the story is about. Help the students identify the main idea of the story <i>The Drone</i>.</p> <p>HOMEWORK:</p> <p>Have you ever heard about a drone? Discuss.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
<p>Day 2: 00/00/00</p> <p>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>Attempt Exercise A in class.</p> <p>Feedback:</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>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Activity:</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, ‘enjoyed’. <p>ACTIVITY 1: CORRECT ORDER</p> <p>Here are a few jumbled words. Shuffle them around and write the correct spelling. (Hint: action words)</p> <ol style="list-style-type: none"> 1. dnrik _____ 2. paly _____ 3. selep _____ 4. torhw _____ 5. siwm _____ 6. sepak _____ 7. calen _____ 8. witre _____ 9. jmup _____ 10. wlak _____ 	<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>ACTIVITY 2: ALPHABETICAL ORDER</p> <ol style="list-style-type: none"> 1. Ask students to think about all the things that they can see in a garden. 2. Elicit their responses and write them randomly on the writing board. (e.g. swing, ball, children, pond, birds) 3. Then tell the class that they will now arrange these things/words in alphabetical order. 4. Elicit from students which word will come first. You may have to model the initial words for alphabetic sequence. <p>Inform the students that just as there is an alphabetical order, similarly there is an order for everything. What they have to do is go through the jumbled words carefully and place them in the correct order, so they start to make sense.</p> <p>Class Work: Working with words</p> <p>Attempt Exercise B 1, 2.</p> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Capital letters and full stops</p> <p>You need to correct your brother’s homework. He has written a paragraph but has forgotten to use punctuation marks and capital letters. Rewrite the paragraph correctly by using capital letters and punctuations.</p> <p>my name is amir and i love to play cricket i have a bat and two cricket balls i also have three wooden wickets my sister loves to play with me she is really good with the bat she will make a great batswoman with proper training i can bat as well as bowl but my real strength lies in fielding i am training to be a wicketkeeper i have quick reflexes and a keen eye these are both necessary qualities for a wicketkeeper my coach says that with practice i will be good enough to play for pakistan i am looking forward to the day i get to play for my country</p> <p>Additional helpful resource:</p> <p>Rewrite the jumbled sentences correctly, using capital letters and full stops, where necessary.</p> <ol style="list-style-type: none"> 1. put the candies/bina/in her pocket 2. ran to catch/rida and farhan/the bus 3. cooking dinner/has finished/mother 4. on the sofa/fell asleep/danish 5. for a ride/took me/in his car/my uncle 6. loves to ride/kamran/his bicycle 7. to hammad/a storybook/i gave 8. was sleeping/the cat/under the table 9. her teeth/and brushed /joy woke up 10.is a beautiful flower/the rose 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Classwork: Learning about language</p> <p>Attempt Ex: C 1, 2. 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 punctuation.</p>	
10 min	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	Writing skill
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking skills</p> <p>Activity 1:</p> <p>Listen and repeat:</p> <p>Read aloud the list of words and enunciate them clearly. Ask the students to repeat after you. Repeat the exercise until you are certain that every student has grasp the pronunciation and can pronounce without any error.</p> <p>Activity 2:</p> <p>Talk about different benefits of having friends and the dos and don'ts of conducting a conversation.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
	<p>RULES OF CONDUCTING A CONVERSATION:</p> <ol style="list-style-type: none"> 1. Always be polite 2. Never interrupt the other person 3. Ask how they have been 4. Ask about them 5. Listen intently 6. Take interest in their likes and dislikes 7. Ask them questions to show interest but not too invasive questions 8. Wait for your turn to talk 9. Do not be loud enough to overtake someone else's conversation 10. Do not be too low that the people in your immediate gathering are unable to hear you 11. Never talk on a topic that is hurtful to even a single person in a group 12. Always be mindful of your manners <p>Benefits of having a friend:</p> <p>Having friends can be beneficial to us as after talking with them we can learn about not just ourselves but different perspectives of the world. We grow more patient and loving and learn to accept others as they are. Humans are social animals, and they need other humans to interact in order to live a healthy and happy life.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Class Work: Listening and speaking</p> <p>Attempt Ex: D 1, 2, 3, 4.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
<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 1 in class.</p> <p>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</p> <p>Attempt Ex: E 2. 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:</p> <p>Pictionary: Draw a simple picture of a drone.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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