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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

8

Clever Fox and Greedy Wolf

Week

9

Duration

60 min

Learning Outcomes

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

- Enhance their listening and speaking skills
- Think critically on their own
- Answer challenges on their own
- Comprehend text post reading
- Write answers to comprehension questions
- Complete the sentences using the words from the story
- Match the words to their opposites
- Change the sentences into questions
- Answer questions while replacing nouns with pronouns
- Write a note (short letter)
- Talk about their feelings in a safe environment
- Listen, comprehend, and write a certain list of words correctly

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>Activity 1:</p> <p>See the pictures and discuss what the story could be about.</p> <p>Activity 2:</p> <p>Appreciate and share:</p> <p>Provide each student with half a sheet of paper and help them to write a letter to the person sitting next to them mentioning any two positive things that they like about them. The letter should be short, based on two to three lines. Next fold the paper and write the name of the person it is meant for.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ENVELOPE MAKING ACTIVITY:</p> <p>It would be even better if an activity can be conducted on how to make an envelope with the help of a paper and the students can put their messages inside the envelope before sharing it with their friends.</p> <p>PRESENTATION:</p> <p>After five minutes ask the students to exchange and later read them.</p> <p>Activity 3:</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>	

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>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> <ol style="list-style-type: none"> 1. Who are the central characters of the story? 2. Who is the clever one? 3. Why is the wolf deemed greedy? 4. How many cakes did the wolf eat? 5. Why was the fox helping the wolf? 	<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. The wolf and the fox are the central characters of the story. 2. The fox is the cleverer one. 3. The wolf is deemed greedy because at first, he wanted to eat the fox and then he continued to eat the cakes without thinking of the consequences. 4. The wolf ate eight cakes. 5. The fox was not helping the wolf, he was trying to get the wolf trapped. <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>Identification of character</p> <p>Characters are the people or animals in a story or a poem. Help the students to identify characters in the story. Make the following table on the board and with the help of the students fill it up. It will help you get a better understanding of the story.</p> <p>If you are having any trouble filling the table it means, you have to go back to the story and read it thoroughly again.</p> <table border="1" data-bbox="320 1027 1222 1699"> <thead> <tr> <th></th> <th>Fox</th> <th>Wolf</th> <th>Lady</th> </tr> </thead> <tbody> <tr> <td>Characters</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Human or animal?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Describing Feature</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Character trait 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Character trait 2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Fox	Wolf	Lady	Characters				Human or animal?				Describing Feature				Character trait 1				Character trait 2				<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
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Date and Time	Content and teacher activity	Formative assessment
	<p>HOMEWORK:</p> <p>Have you ever outsmarted someone to get out of a sticky situation? What happened? How did you do it? If not, imagine you are in one, what would you do?</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>Attempt Exercise A in class.</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>Activity: Words and their opposites</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>Fill in the blanks with the opposites of the words given within brackets.</p> <ol style="list-style-type: none"> 1. Samreen lost her keys last week. (Careful) 2. I never my mother. (obey) 3. It is to walk in the forest. (safe) 4. It is that he was a prince. (false) 5. I was very that I had won the match. (sad) 6. This is the right answer; that answer is (right) 7. The question was very (difficult) 	<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>8. My room is always very (clean)</p> <p>9. She was strict, but she was not (kind)</p> <p>10. It rained yesterday, so the floor is (dry)</p> <p>Class Work: Working with words</p> <p>Attempt Exercise B 1, 2.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>ACTIVITY: PRONOUNS (SUBSTITUTION WORDS: ‘HE’, ‘SHE’, AND ‘THEY’)</p> <ol style="list-style-type: none"> 1. Take a chart paper. Trace an outline of a star on it. Trace three similar stars. 2. Label the stars as ‘he’, ‘she’, and ‘they’. 3. Divide the class in groups. Each group will have 4-7 students. 4. Each group to be given on chart paper with three stars. 5. Ask students to fill the charts with proper names for the respective pronoun. 6. Cut the stars and display them on the class board. <p>Additional helpful resource:</p> <p>Replace the underlined words with pronouns (substitution words: <i>he, she, or they</i>).</p> <ol style="list-style-type: none"> 1. Sara is my sister. <u>Sara</u> dances really well. 2. Fiza and Ben will come to my house today. <u>Fiza and Ben</u> will stay for lunch. 3. Anum is walking her dog. <u>Anum and her dog</u> are walking towards the park. 4. Malik plays basketball. <u>Malik</u> is the captain of the team. 5. Maheen loves to teach. <u>Maheen</u> is a good teacher. 6. Sameer will participate in the debate competition. <u>Sameer</u> is the best debater in the school. 7. Shehnaz and Maira are best friends. <u>Shehnaz and Maira</u> grew up together. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>8. Sarah was ill. <u>Sarah</u> went to the doctor.</p> <p>9. Faraz bought a pen. <u>Faraz</u> gave it to Rehan.</p> <p>10. Hammad likes to read. <u>Hammad</u> bought four new books for his birthday.</p> <p>Classwork: Learning about language</p> <p>Attempt Ex: C 1, 2, 3. Provide assistance when required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</p> <p>Homework:</p> <p>Practise asking questions.</p>	
10 min	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Classwork: Listening and Speaking skills</p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>Make sure that the students are enunciating the words properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. If the students are able to speak and convey their message properly to the other party. 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>	<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>Activity 1: Talk about your feelings (Speaking skills)</p> <p>Start by making faces on the board with various emotions. Make a happy face and write the word happy adjacent to it.</p> <p>Make a sad face and write sad adjacent to it.</p> <p>Similarly, make an ecstatic, jolly, funny, cute, overwhelmed, angry, furious, etc. faces and write their names. You may add or remove any ‘feeling’ words that you do or do not want to add to your curriculum.</p> <p>Help the students read the words and help them connect the words to the correct emotion.</p> <p>Provide the students with as many emotions / feelings vocabulary as you can. Ask them how they are feeling.</p> <p>Provide them different scenarios and ask them to pretend how would they feel if they were in that scenario at that moment.</p> <p>All the while, make sure that the students are not overwhelmed by the exercise. Take a break if you feel to do so.</p> <p>Make a habit in your class and keep asking students to describe how they are feeling. If they are making a fuss, ask them to describe how they are feeling and how you can help them sort them out rather than being strict and forcing rules on them which they do not understand at this point.</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
	<p>By talking about feelings from this young age, students will learn to get a better grasp of their emotional needs and will be able to regulate their behaviour accordingly.</p> <p>Activity 2: Letter writing</p> <p>How to write a letter:</p> <p>Discuss with the students that:</p> <ol style="list-style-type: none"> 1. we use a paper on which to write the letter 2. we put our own address and the date at the top of the letter 3. we end the letter with our signature 4. we put the letter in an envelope 5. we also use glue to seal the envelope 6. we write our friend's address on the envelope 7. we stick the stamp on the envelope with glue <p>Provide the students with a sample letter (very short) or a short note by write one on the board.</p>	
<p>Day 6: 00/00/00</p> <p>20 min</p>	<p>Class Work: Activity</p> <p>Attempt Exercise E 1, 2 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 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>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: Talk about how you were feeling the past week. How is it different from this week.	Brainstorm Verbal Response

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