

3<sup>rd</sup> 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

10

## To Bed

Week

11

Duration

60 min

### Learning Outcomes

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

- Think critically on their own
- Answer challenges on their own
- Comprehend poem post reading
- Write answers to comprehension questions
- Enhance their listening and speaking skills
- Match the words as directed
- Think of describing words
- Think of ways in which trees are useful

Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00  05 min	<b>Settling time:</b> 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><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><b>Listening:</b></p> <p>Learners will listen to the teacher reading the poem aloud with elocution, stressing on rhyme and rhythm and if necessary, read it once/twice more.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
20 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><b>Comprehension of poem</b></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>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 &amp; 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> <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><b>While reading</b></p> <p>Ask the students to work in groups of four to trace the rhyme scheme of the poem. Ask them if they can create a way to sing the poem. Later on, the students will share their songs with each other as a class.</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>Post reading:</b></p> <p>Ask the students to read the poem silently. Notice the natural things described in the poem. Ask the students if they can make a list of the natural things that they have noticed in the poem?</p> <p><b>Introduction to mood</b></p> <p>Mood is the poet's attitude towards the topic being discussed in the poem. It is usually expressed with different words, adjectives and can be serious, happy, sad, negative, or positive, etc.</p> <p><b>HOMEWORK:</b></p> <p>Have you ever made an unusual friendship which turned out to be beneficial in the long run?</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00</p> <p>20 min</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.</p> <p>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>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>20 min</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, 'jumped'.</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 1: DESCRIBING WORDS</b></p> <ol style="list-style-type: none"> <li>1. Cut card sheets into small cards.</li> <li>2. On the cards write names or paste pictures (optional) of people, animals and things that are familiar to the students.</li> <li>3. Randomly ask the students to describe the noun using one to two adjectives.</li> <li>4. Use all the cards to elicit adjectives. Involve the class in using a variety of words to describe the nouns.</li> </ol> <p><b>Activity: Describing words</b></p> <p><b>Additional helpful resource:</b></p> <p><b>Underline the describing words in the following sentences.</b></p> <ol style="list-style-type: none"> <li>11. The little black duckling was ugly.</li> <li>12. Tina wore brown shoes to school every day.</li> <li>13. The lion opened his mouth in a huge yawn.</li> <li>14. There is a large playground in front of the school.</li> <li>15. Raza picked up the big jug and poured out the lemonade.</li> <li>16. The fairy waved her magic wand and a large pumpkin appeared.</li> <li>17. The giant was greedy and lazy.</li> <li>18. We had a wonderful time at the fair.</li> <li>19. The sums are easy.</li> <li>20. The water of the lake was cool and clear.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Classwork: Activity</b></p> <p>Attempt Ex: C. Provide assistance when required.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b></p> <p>Practise describing words.</p>	
10 min	<p><b>Workbook Exercise:</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	Writing skill
<p><b>Day 5:</b> 00/00/00</p> <p>20 min</p>	<p><b>Activity: Tree</b></p> <p><b>Draw and label:</b></p> <p>Ask the students to draw a tree and label the different parts of the tree in their rough notebooks or on a page. Mention the different parts of the tree on the board.</p> <ul style="list-style-type: none"> <li>• limb</li> <li>• bough</li> <li>• grass</li> <li>• nest</li> <li>• trunk</li> <li>• leaves</li> <li>• ground</li> </ul>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Drawing skills</p> <p>Labelling skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Class Work: Activity</b></p> <p>Attempt Exercise C 2, 3 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><b>Feedback:</b></p> <p>Give feedback if required.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	
05 min	<p><b>Plenary:</b> Ask the students the following questions:</p> <p>What is your favourite tree? Do you like to spend time in nature?</p> <p>Why or why not?</p>	<p>Brainstorm</p> <p>Verbal</p> <p>Response</p>

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