

3rd Edition

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1

Nicholas Horsburgh
Claire Horsburgh



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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

11

Tell me about Grandfather

Week

12

Duration

60 min

Learning Outcomes

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

- Think critically on their own
- Comprehend and answer pre and while reading questions
- Answer challenges on their own
- Comprehend story post reading
- Write answers to comprehension questions
- Enhance their listening and speaking skills
- Think of words ending with same sounds
- Unjumble words
- Make negative sentences by adding the word 'not'
- Make questions for given answers
- Identify describing words
- Listen, remember, and repeat a list of words
- Add new words in an existing list by looking at their pictures
- Work in pairs
- Use phrases to make sentences on their own

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>	<p>Verbal response</p>
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>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 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 main characters? 2. What was Nabeel asked to do? 3. Did Nabeel agreed immediately? 4. What did Nabeel aske his teacher instead? 5. What did Nabeel, Zara, and Ali end up doing? 	<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. Nabeel, Zara, Ali are the main characters. 2. Nabeel was asked to share a funny story about his grandfather. 3. No, Nabeel could not think of anything. 4. Nabeel asked his teacher if his classmates, Zara and Ali can help him. 5. Nabeel, Zara, and Ali ended up role-playing a short skit. <p>Feedback:</p> <p>Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p>	<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 a story or poem.</p> <p>HOMEWORK:</p> <p>Ask the students if they can think of a short skit like Nabeel did. What would their skit (story) will base on?</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.</p> <p>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>ADDITIONAL HELPFUL RESOURCES:</p> <p>1. 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>Match the pair of words that rhyme with each other.</p> <p>Think of any other rhyming words and write them in the empty column.</p> <table border="1" data-bbox="323 721 1206 1011"> <tbody> <tr> <td>Jill</td> <td>rack</td> <td></td> </tr> <tr> <td>Jack</td> <td>sale</td> <td></td> </tr> <tr> <td>pen</td> <td>pill</td> <td></td> </tr> <tr> <td>pale</td> <td>den</td> <td></td> </tr> </tbody> </table> <p>2. Unscramble the following:</p> <p>Read the following words and unscramble the following words to make them sensible:</p> <table border="1" data-bbox="323 1214 1206 1694"> <thead> <tr> <th>Unscramble:</th> <th>Answer key:</th> </tr> </thead> <tbody> <tr> <td>gefarif</td> <td>giraffe</td> </tr> <tr> <td>riactop</td> <td>apricot</td> </tr> <tr> <td>meott</td> <td>totem</td> </tr> <tr> <td>niitged</td> <td>editing</td> </tr> <tr> <td>etlapneh</td> <td>elephant</td> </tr> <tr> <td>tthiammcaes</td> <td>mathematics</td> </tr> <tr> <td>escnice</td> <td>science</td> </tr> </tbody> </table>	Jill	rack		Jack	sale		pen	pill		pale	den		Unscramble:	Answer key:	gefarif	giraffe	riactop	apricot	meott	totem	niitged	editing	etlapneh	elephant	tthiammcaes	mathematics	escnice	science	
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Date and Time	Content and teacher activity	Formative assessment
	<p>ACTIVITY: MAKING SENTENCES</p> <ol style="list-style-type: none"> 1. Make chart paper cut-outs (big enough so that the students sitting at the back can read the word) 2. Break an entire sentence by writing one word in one cut-out. 3. Ask few students to come to the front, for example: if your example sentences are: 4. The bus became hot. 5. The bus did not become hot. 6. Make sure to write not with a different marker so as to make it stand out. 7. For the first sentence call 5 students, for the second one, call 7 students. Note that the full stop should also have a separate cut-out. 8. Ask each student to hold each card. 9. First make them stand haphazardly and make them face the class. 10. Ask the class if the sentence is making sense or is it even a sentence. 11. Then juggle the students around a bit, keep encouraging the students to see if they can rearrange the words to make a sensible sentence. 12. After a few tries, if the students have not got the correct answer, provide one. Then change the sentence. Practice until they get it right. 13. After the first try with the students, you may also write the words haphazardly on the board and ask the students to put them in the correct order. 	

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	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>3. Negative sentences</p> <p>Read the following questions thoroughly. Add the word ‘not’ to make them negative. You may need to add or remove a word or two as well. Pay attention and check your work.</p> <ol style="list-style-type: none"> 1. I did my homework. 2. We walked to school. 3. Samra finished her dinner. 4. It is good to eat vegetables. 5. Saniya lost her glasses. 6. Faisal is talking to Danish. 7. Samana looked at the clock. 8. Zunera is concentrating at work. 9. Nadeem is typing on his computer. 10. I am reading a book. <p>4. Making questions:</p> <p>You have been given some answers. Write down the questions for the answers given below. An example is given to help you.</p> <p>Example:</p> <p>I go to bed at nine o’ clock. (Answer) <i>When do you go to bed? (Question)</i></p> <p>1. Answer: This is a dustbin.</p> <hr/>	

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	<p>2. Answer: My brother's name is Asif. _____</p> <p>3. Answer: Yes, I like ice cream. _____</p> <p>4. Answer: My house is in Prince Street. _____</p> <p>5. Answer: Ali has gone out to play. _____</p> <p>6. Answer: Mr Noman is our English teacher. _____</p> <p>7. Answer: My favourite colour is red. _____</p> <p>8. Answer: The dog is out in the garden. _____</p> <p>9. Answer: My name is Feroz. _____</p> <p>10. Answer: My sister is eight years old. _____</p> <p>11. Answer: The baby is crying because she is hungry. _____</p>	

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	<p>12. Answer: That lady is my aunt.</p> <p>_____</p> <p>13. Answer: Yes, I have finished my breakfast.</p> <p>_____</p> <p>14. Answer: I am going to the park.</p> <p>_____</p> <p>15. Answer: No, I do not have an extra pencil.</p> <p>_____</p>	
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, 'suffered'. <p>Attempt Exercise B 1, 2, 3, 4.</p> <p>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</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 3: 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>ADDITIONAL HELPFUL RESOURCES:</p> <p>A. Circle the correct describing words in following sentences.</p> <ol style="list-style-type: none"> 1. This is a sharp knife. 2. My dog has a bushy tail. 3. Your shoes are new. 4. The elephant has big ears. 5. Salma is a friendly girl. 6. I have a school heavy bag. 7. This is a muddy lake. 8. She sang a sweet song. 9. Mother made delicious custard. 10. The sun is bright. <p>Classwork: Learning about language</p> <p>Attempt Ex: C. Provide assistance when required.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise question sentences.</p>	
<p>Day 4: 00/00/00 25 min</p>	<p>Activity: Listening and Speaking skills This activity will sharpen the students' listening and pronunciation skills. Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles. 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>Classwork: Learning about language Attempt Ex: D. Provide assistance when required.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
Day 6: 00/00/00 20 min	<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 if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills
05 min	<p>Plenary: Ask the students the following questions:</p> <p>Talk about your favourite rhyme. Share your favourite rhyme with your friend.</p>	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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