

3<sup>rd</sup> Edition

New  
**Oxford**  
**Modern**  
**English**

BOOK  
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

12

## The Rain

Week

13

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
- Identify whether the given statements are true or false
- Write correct statements for the false ones
- Unscramble jumbled words to make sensible words
- Punctuate sentences
- Choose correct word from the bracket
- Add not to make negative sentences
- Listen, remember, and identify who said the dialogue in the story
- Write their own address (home or school)

Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> <b>00/00/00</b>  <b>05 min</b>	<p><b>Settling time:</b></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>
<b>10 min</b>	<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>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><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>Shadow Reading:</b></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"> <li>1. Who is the main character of the story?</li> <li>2. What problem was Jamal facing?</li> <li>3. What did Jamal ask Masood? What was Masood's reply?</li> </ol>	<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>4. What happened after Masood refused to lend Jamal money?</p> <p>5. What did Jamal's wife decide to do? What happened next?</p> <p><b>Class discussion:</b></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><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Jamal is the main character of the story.</li> <li>2. There was a shortage of crops due to drought.</li> <li>3. Jamal asked Masood to loan him fifty rupees. Masood declined.</li> <li>4. Soon after Jamal ran out of the money he had saved.</li> <li>5. Jamal's wife gave him her gold earrings to sell for food (it was her wedding present). As Jamal left his house, with a heavy heart, it began to rain (solving Jamal's problems).</li> </ol> <p><b>Feedback:</b></p> <p>Give feedback on responses.</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><b>Description of characters</b></p> <p>The writer uses adjectives to describe characters. For example, the night is dark.</p> <p>Choose the correct adjectives for the following.</p> <ol style="list-style-type: none"> <li>The _____ sun looked down at Jamal and laughed. <ol style="list-style-type: none"> <li>Kind</li> <li>Hot</li> <li>Cold</li> </ol> </li> <li>Jamal was very _____, but he took the earrings. <ol style="list-style-type: none"> <li>Happy</li> <li>Angry</li> <li>Sad</li> </ol> </li> </ol> <p><b>HOMEWORK:</b></p> <p><b>Go on a rainy day walk:</b></p> <p>Ask the students to go out with an adult present whenever it rains and notice how it is different than when it is dry. Are there worms outside? Do you see any wild animals roaming around? Or anything that you generally see in your area still present during the rain? Notice all the details and make a note of it.</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><b>20 min</b></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>Activity: Learn about Rain</b></p> <p>Ask the students if they understand the concept of rain. Encourage them to answer and remember that there are no wrong answers at this point. Appreciate everyone who answers and if possible, reward them as well.</p> <p>Ask the students the following questions:</p> <ul style="list-style-type: none"> <li>• Why is it raining?</li> <li>• What does rain do for people?</li> <li>• Does it do anything for people?</li> <li>• What about plants?</li> <li>• Is rain a blessing?</li> <li>• Do you like it when it rains?</li> </ul> <p><b>The following questions are a bit difficult, discuss it as a group and provide answers as you go. Remember, do not make the students feel as if they are not aware of something that they should be.</b></p> <ul style="list-style-type: none"> <li>• Where does the water come from when it rains?</li> <li>• Where does it once it hits the ground?</li> <li>• What is thunder?</li> <li>• What about lightning?</li> </ul>	<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																						
	<p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A 1, 2, 3, 4 in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>																							
20 min	<p><b>Activity: Jumbled words</b></p> <table border="1" data-bbox="328 650 1206 1299"> <thead> <tr> <th data-bbox="328 650 767 723">Jumbled words</th> <th data-bbox="767 650 1206 723">Answer key</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 723 767 789">1. rcuntoy</td> <td data-bbox="767 723 1206 789">1. country</td> </tr> <tr> <td data-bbox="328 789 767 855">2. pcfacii</td> <td data-bbox="767 789 1206 855">2. pacific</td> </tr> <tr> <td data-bbox="328 855 767 922">3. ustontbirca</td> <td data-bbox="767 855 1206 922">3. subtraction</td> </tr> <tr> <td data-bbox="328 922 767 988">4. htblpaase</td> <td data-bbox="767 922 1206 988">4. alphabets</td> </tr> <tr> <td data-bbox="328 988 767 1054">5. galvlie</td> <td data-bbox="767 988 1206 1054">5. village</td> </tr> <tr> <td data-bbox="328 1054 767 1120">6. ueosqm</td> <td data-bbox="767 1054 1206 1120">6. mosque</td> </tr> <tr> <td data-bbox="328 1120 767 1187">7. aipnntgi</td> <td data-bbox="767 1120 1206 1187">7. painting</td> </tr> <tr> <td data-bbox="328 1187 767 1253">8. inubidlg</td> <td data-bbox="767 1187 1206 1253">8. building</td> </tr> <tr> <td data-bbox="328 1253 767 1319">9. opcoeirpth</td> <td data-bbox="767 1253 1206 1319">9. photocopier</td> </tr> <tr> <td data-bbox="328 1319 767 1386">10. bidrahyt</td> <td data-bbox="767 1319 1206 1386">10. birthday</td> </tr> </tbody> </table> <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>	Jumbled words	Answer key	1. rcuntoy	1. country	2. pcfacii	2. pacific	3. ustontbirca	3. subtraction	4. htblpaase	4. alphabets	5. galvlie	5. village	6. ueosqm	6. mosque	7. aipnntgi	7. painting	8. inubidlg	8. building	9. opcoeirpth	9. photocopier	10. bidrahyt	10. birthday	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
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	<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, 'suffered'.</li> </ul> <p>Attempt Exercise B.</p>	
<p><b>Day 3:</b> <b>00/00/00</b></p> <p><b>15 min</b></p>	<p><b>ACTIVITY: VERBS</b></p> <ol style="list-style-type: none"> <li>Write 'Yesterday I .....' on the top corner of the board.</li> <li>Elicit simple verb forms from the students and list them on the board. Show on the board how to change the present tense into the past tense. (e.g. eat-ate, book-booked)</li> <li>Tell the students that they will now make sentences about what they did yesterday. Show them how to use 'Yesterday I...' with a past tense verb in a sentence. e.g. 'Yesterday I ate an apple.'</li> <li>Divide the class into two groups, group A and group B.</li> <li>Ask a student from group A to make a sentence in the past tense. Give a point for a correct response. Then ask a student from group B to make a sentence using the past tense.</li> <li>Play the game until all students have made ten sentences altogether.</li> </ol>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A. Fill in the blanks with was or were.</b></p> <ol style="list-style-type: none"> <li>1. The children ..... spending their vacation at the farm.</li> <li>2. Their Aunt Anna ..... looking after them.</li> <li>3. They saw the ducks which ..... waddling about.</li> <li>4. One duck ..... swimming in the pond.</li> <li>5. The little lambs ..... playing round their mother.</li> <li>6. The children thought the lambs ..... cute.</li> <li>7. A cow ..... grazing in the field.</li> <li>8. The maids ..... getting ready to milk the cows.</li> <li>9. There ..... many empty pails in the shed.</li> <li>10. Kaunain ..... eager to milk a cow, but Aleem and Faisal ..... afraid to go</li> </ol> <p><b>Classwork: Learning about language</b></p> <p>Attempt Ex: C 1, 2. Provide assistance when required.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Homework:</b> Practise question sentences.</p>	
<p><b>Day 4:</b> <b>00/00/00</b>  <b>25 min</b></p>	<p><b>Activity: Listening and Speaking skills</b> This activity will sharpen the students' listening and remembering skills. Divide the class in pairs and ask one to pronounce the words and the other to listen and then exchange roles. Make sure that the students are enunciating the words properly. The point of this exercise is to check their memory as well as 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><b>Classwork: Learning about language</b> Attempt Ex: D. Provide assistance when required.</p> <p><b>Feedback:</b> 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><b>Day 6:</b> 00/00/00</p> <p>20 min</p>	<p><b>Pre-class preparation: Bring envelopes for students to write on.</b></p> <p><b>Pre-work activity:</b></p> <p>Draw an envelope on the board and write an address on the board.</p> <p>Explain and instruct the students how an address is written on an envelope.</p> <p>Distribute the envelopes to the students and help them write either their address or they may make up any address that they want (doesn't have to be a real one)</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>Class Work: Activity</b></p> <p>Attempt Exercise E in class.</p> <p><b>Feedback:</b></p> <p>Give feedback if required.</p> <p><b>Homework:</b></p> <p>Make an envelope with an A4 sheet and write an address on it.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p>
<p>05 min</p>	<p><b>Plenary:</b> Ask the students the following questions: Have you ever received a letter? Who was it from?</p>	<p>Brainstorm</p> <p>Verbal Response</p>



**ASSESSMENT**

**REFLECTION**