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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

13

Kabir's Computer

Week

14

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
- Talk about the parts of computers
- Fill in the blanks
- Choose words from the given box according to the context
- Identify nouns
- Identify adjectives
- Write adjectives as per nouns
- Make questions of given sentences
- Talk on the topic of computer
- Colour the given picture
- Write a few sentences on computer

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>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>	<p>Brainstorming</p> <p>Creative thinking</p>

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 is the main character of the story? 2. What time of the day is the story starting from? 3. Where is Kabir? 4. What does Kabir see? 5. What does Kabir do? Is he frightened or excited? 	<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. Kabir is the main character of the story. 2. The story is starting in the evening. 3. Kabir is in his room. 4. Kabir sees someone on his computer screen who looks exactly like him. 5. Kabir tries to interact with him. He is very frightened. <p>Feedback:</p> <p>Give feedback on responses.</p>	
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>HOMEWORK:</p> <p>Make a list of the parts of the computer.</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>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.</p> <p>The students may write the answers after the oral work.</p> <p>Activity: Learn about Rain</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"> • What is a computer? • What does a computer do for people? • Does it do anything for people? • What are the main parts of a computer? • Do you work on a computer? • Do you play games on a computer? <p>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.</p> <ul style="list-style-type: none"> • What is a computer's function? • Where are computers used? • Who is the inventor of the computer? • Who invented the apple (iPhone, iPad)? <p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2 in class.</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
	<p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</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.</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 1: NAMING THINGS</p> <ol style="list-style-type: none"> 1. Divide the class into groups. Each group will have 4–7 students. For each group, bring picture cards of different objects (at least 4 objects for each group). Select objects that students observe in the classroom (chalk, duster, pencil, etc.) 2. Show each picture to the class and ask the students ‘What is this?’ They should answer ‘This is a table.’ 3. Give a set of pictures to each group. 4. Ask them to stick the picture cards on the objects in the class. <p>OR</p> <p>ACTIVITY 2: NAMING BIRDS AND ANIMALS</p> <p>*(you may replace the names of animals and birds with any other living being)</p> <ol style="list-style-type: none"> 1. Ask students to tell you the names of 5–6 animals and birds. On a paper write 2–3 characteristics of each animal and/or bird. 2. Tell the students that you will say the characteristics of an animal or a bird and they will have to listen and identify the names of that animal/bird. 3. Say aloud the characteristics of the first animal or bird. 4. Then ask ‘Who is it?’ Then ask ‘Is it an animal or a bird?’ 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>5. Repeat it with names of all the animals and birds.</p> <p>OR</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 other 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. Pick out the describing words. What does the word describe (noun: naming word)?</p> <ol style="list-style-type: none"> 1. This is a high stool. Describing word: _____ It describes (naming word): _____ 2. My grandfather is old. Describing word: _____ It describes (naming word): _____ 	

Date and Time	Content and teacher activity	Formative assessment
	<p>3. Shahid's father has bought a new house. Describing word: _____ It describes (naming word): _____</p> <p>4. Mother was tired in the evening. Describing word: _____ It describes (naming word): _____</p> <p>5. There was a loud noise. Describing word: _____ It describes (naming word): _____</p> <p>6. The flowers have a sweet smell. Describing word: _____ It describes (naming word): _____</p> <p>7. Ammar's handwriting is neat. Describing word: _____ It describes (naming word): _____</p> <p>8. She cut the rope with a sharp knife. Describing word: _____ It describes (naming word): _____</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>9. I am wearing a clean dress. Describing word: _____ It describes (naming word): _____</p> <p>10. Leave your muddy shoes outside. Describing word: _____ It describes (naming word): _____</p> <p>Classwork: Learning about language Attempt Ex: C 1, 2. Provide assistance when required.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise naming and describing sentences.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>25 min</p>	<p>Activity: Listening and Speaking skills</p> <p>This activity will sharpen the students' question making skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and then exchange roles.</p> <p>Make sure that the students are enunciating the words properly. The point of this exercise is to check their speaking, listening, and question making skills. Move on only when the students are able to speak and convey their message properly to the other party.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Classwork: Learning about language</p> <p>Attempt Ex: D. 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>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 6: 00/00/00</p> <p>20 min</p>	<p>Pre-class preparation: Have colour pencils / crayons present.</p> <p>Class Discussion:</p> <p>Discuss the role and functions of a computer. If possible, take the students to a computer lab or show them a poster of a computer or a picture of a computer big enough for them to see all the important parts of the computer.</p> <p>Encourage the students to talk about computer, if they feel comfortable enough to come to the front and share whatever they have learnt about computers.</p> <p>Class Work: Activity</p> <p>Attempt Exercise E in class.</p> <p>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</p> <p>Colour the picture on page 108.</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>Plenary: Ask the students the following questions: When was the last time you got scared?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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