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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

14

The House of Sand

Week

15

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
- Read and understand words to know
- Complete the sentences in your own words
- Find the words in the story in the opposite meaning
- Identify adjectives
- Identify verbs
- Use verbs to make sentences of your own
- Enhance their enunciation skills
- Enhance their rhyming skills
- Talk on a given topic
- Learn about speaking skills

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 are the main characters of the story? 2. What were Noman and Shahid doing when the story started? 3. How were the friends separated? 4. Did Noman continue his education? How much did Shahid study? 5. Did Shahid come back? 	<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. Noman and Shahid are the main characters of the story. 2. Noman and Shahid were making sandcastles on the beach. 3. Noman went off to school and Shahid stayed behind. 4. Noman had to leave school after a few years as his family was poor. Shahid completed his college degree. 5. Yes, Shahid came back. <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>Moral of the story:</p> <p>Shahid remembered his friend from his childhood and remembered how close they were. Shahid recognized that due to his financial struggles and family background Noman could not study, despite wanting to. Therefore, he decided to help his friend by making a real house with him. The ending implies that the two friends will share the house which Shahid has built.</p> <p>HOMEWORK:</p> <p>Do you have a close friend? Would you have helped out your friend like Shahid did?</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 1, 2 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>ACTIVITY 1: OPPOSITES (SHOW, DON'T TELL)</p> <ol style="list-style-type: none"> 1. Bring a number of opposite objects in class for example a soft, fluffy pillow or pouch and a wooden or steel pencil case. 2. Hand them to the students one by one and ask them to describe how the objects feel in word: soft or hard. 3. Similarly, place two jugs or bottles of water in the front of class. 4. Fill one with warm water (not warm enough to hurt the students) and the other with cold water. 5. Carefully under your supervision take each student one by one and have them carefully touch each jug or bottle and ask them to describe how each of them feel. 6. You may do several activities in the same manner: <ol style="list-style-type: none"> a. Turn the light of the classroom on then off (light and dark) b. Take a small step forward then a big one (big and small) c. Take two different sized scales, big enough so all the students are able to see and compare their sizes (tall and short) d. Provide students with two kinds of candies and ask them to describe the taste (sweet and sour) e. Clap once slowly and again a bit louder (slow and loud) 	<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>f. Lift your arms just till the top of your finger are reaching the level of your head, the move them further till your arms are completely stretched (low and high)</p> <p>ADDITIONAL HELPFUL RESOURCE:</p> <p>A. Write the opposites of the following words.</p> <ol style="list-style-type: none"> 1. hard 2. left 3. old 4. fast 5. open 6. tall 7. hot 8. day 9. dark 10. loud <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>	

Date and Time	Content and teacher activity	Formative assessment
	<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>Day 3: 00/00/00</p> <p>15 min</p>	<p>ACTIVITY 1: DOING WORDS</p> <ol style="list-style-type: none"> Ask students to look at their class. Discuss what each person is doing. Take 5–10 minutes for the discussion. Then ask the students what each person is doing in the class. Students should make a list. e.g. eating, jumping, laughing. Ask the students to read their lists aloud. <p>ACTIVITY 2: DESCRIBING WORDS</p> <ol style="list-style-type: none"> Think about 5–6 objects (that the students can easily describe e.g. book, cloud, chocolate, etc.) On the writing board, list down the above-mentioned objects. Ask the students to use describing words for the objects on the board. Guide them to think of the describing words of all the objects present in the list by asking questions: <ol style="list-style-type: none"> 'What does it look like?' 'What is its colour?' 'What is its size?' 'What does it taste like?' Repeat the game with other objects. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>ADDITIONAL HELPFUL RESOURCES:</p> <p>A. Circle the doing words.</p> <ol style="list-style-type: none"> 1. teacher / swim / fresh 2. window / shawl / wear 3. blue / play / umbrella 4. computer / read / light 5. call / morning / bright 6. food / wash / phone 7. small / sing / vegetable 8. fan / turn / assess 9. easy / hard / wear 10. type / hand / city <p>B. Circle the words that are NOT doing words.</p> <ol style="list-style-type: none"> 1. dive / pond / swim 2. sun / run / sit 3. eat / throw / big 4. moon / cry / cloud 5. wash / trunk / cry 6. clothes / machine / glasses 7. pen / work / bed 8. sit / silence / man 9. boy / board / run 10. clean / speak / desk <p>Classwork: Learning about language</p> <p>Attempt Ex: C 1, 2. Provide assistance when required.</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 naming and describing 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. Move on when 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
<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 about future. Ask the students if they have thought about what they want to become when they grow old. It might be possible that many students will not have thought about it, give them some time to think. If possible, list down a number of occupations and talk about it.</p> <p>Talk about the jobs and their responsibilities and how each job is important. No one should be looked down upon or given extra importance because of the nature of their job.</p> <p>Occupations:</p> <ul style="list-style-type: none"> • architect • dentist • detective • writer • farmer • nurse • pilot • doctor • engineer • accountant • butcher • cashier • barber • carpenter • lifeguard etc 	<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>Talk about the etiquettes and mannerisms of speaking in public. Encourage the students to converse with their class fellows but let them know that there is a time and place for everything and conversations should be limited to listening and speaking time and during activities only.</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>Complete any incomplete work.</p>	
05 min	<p>Plenary: Ask the students the following questions: When do you want to become when you grow up? Why?</p>	Brainstorm Verbal Response

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