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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

My Cat

Week	3	Duration	40 min
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Learning Outcomes	Upon completion of this lesson, students will be able to: <ul style="list-style-type: none">• Use prepositions correctly• Unjumble letters to make words• Skim and scan text to find answers• Detect phonic sounds in words• Discuss in groups
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Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this will be the second week of the term, greet the students warmly, ask them about their holidays, introduce yourself, and make them feel welcome.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Starter:</p> <p>Recap through questioning. The teacher will ask students questions regarding the previously covered chapter, it will be a miniature oral test as well as a revision.</p> <ol style="list-style-type: none"> 1. Where is Anwar? 2. What was Anwar doing? 3. Who/What bit Anwar? 4. What sounds does Anwar make? 5. What does Anwar dream about? 	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
25 min	<p>Focused [Group] Reading:</p> <p>Write the following questions on the board and ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> 1. Who is telling about Rish? 2. What does Rish like to do? 3. What does the speaker do with Rish? 4. Is Rish a clean cat or a dirty one? 5. Do you have a pet? <p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The speaker is telling us about Rish. 2. Rish likes to hunt and walk. 3. The speaker plays with Rish. 4. Rish is a clean cat. 5. Student will answer on their own. <p>Feedback:</p> <p>Give feedback on responses.</p>	<p>Skim & scan</p> <p>Focused reading</p> <p>Writing skill</p> <p>Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Reading:</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>Read the poem again for better comprehension.</p>	
<p>Day 2: 00/00/00 20 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercise A and B in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Brainstorm Creative thinking Skim and scan</p>
<p>20 min</p>	<p>Activity: Prepositions (Position words)</p> <p>Introduce the concept of ‘Prepositions’ to the students. Explain that every object has a position and that position can be described by a particular word, which is called a preposition. Give them the example from the class, such as the book is on the table, we are in the class, etc.</p> <p>List the prepositions (under, on, up, and down) on the board. Tell the students that you will give instructions and they will have to follow exactly. Give the following instructions:</p> <ol style="list-style-type: none"> 1. Put your hand under the desk 2. Put your hand on the table 3. Raise your right hand up 4. Put your hand down 	<p>Verbal Response Counting skills Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
	You can demonstrate the activity to guide the students. Use more examples to practice the use of prepositions with students.	
Day 3: 00/00/00 20 min	Class Work: Working with words: Attempt Exercise C. Feedback: Give feedback on responses and correct any answer if required.	Recall Writing skills Brainstorming
20 min	Workbook Exercise: Attempt Exercise C1, 2, 3. HOMEWORK: Practice preposition exercises in your home.	Writing skills Brainstorming
Day 4: 00/00/00 20 min	Phonics: Introduce the phonics to the students and write the sh, ch, and th sounds on the board in three columns: Materials required: <ol style="list-style-type: none"> 1. Three plastic cups 2. Paper tape 3. Permanent marker 4. Handful of ping pong balls Note: Prepare the necessary materials before the class.	Verbal response Brainstorming Speaking skills

Date and Time	Content and teacher activity	Formative assessment
	<p>Class activity:</p> <ol style="list-style-type: none"> 1. Have three plastic cups labelled sh, ch, and th (tape them down from the bottom if they are falling over). 2. Place the cups close together forming a triangle. 3. Call one student and provide them with one small ping pong ball (plastic ball). 4. Have the students stand at a distance and make them take an aim and try and throw the ball into one of the cups. 5. Whichever letter blend (sh, ch, th) cup the ball lands in, the students have to come up with a word that uses that letter blend to earn a point. <p>Provide help in the start as student may not be able to come up with words on their own. Have a sample list ready and may write it on the board as well to help the students if they are facing any difficulty. Once they have grasped the game, encourage them to come up with words on their own.</p>	
10 min	<p>Class Work: Learning about language</p> <p>Attempt Exercise D in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Writing skill Brainstorming
10 min	<p>Workbook Exercise:</p> <p>Attempt Exercise A.</p> <p>HOMEWORK:</p> <p>Revise the topic phonics.</p>	Recall Brainstorming

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Activity and Discussion</p> <p>Have a class discussion about Exercise E on page 17 (in book). Talk to students about their pets or the pets that they will like to have one day.</p> <p>Also talk to students about how they can be kind and helpful to the stray animals in their community. Provide them with food or shelter. Or in the least not hurt them in any way. Animals should be cared for.</p> <p>Discuss in detail the precautions that one should take when any animal has unknowingly scratched or bitten them. Inform the students that as much as we should be kind and caring towards the animals it is also our duty to be careful on how we treat them. As animals get scared easily we should not do anything that may make them retaliate and harm us.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Speaking skills</p>
<p>15 min</p>	<p>Workbook Exercise:</p> <p>Attempt Exercise B.</p> <p>HOMEWORK:</p> <p>Talk about how to take care of animals with your parents.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: How should we treat stray animals? Make a list of 3 sh, ch, and th words.	Brainstorm Verbal Response

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