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3

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

1

## Dignity of Labour

Week

3

Duration

60 min

**Learning Outcomes**

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

- Comprehend text post reading
- Write answers to comprehension questions
- Understand and use conjunctions
- Understand the concept of dignity
- Understand proverbs

**Date and Time**

**Content and teacher activity**

**Formative assessment**

**Day 1:**  
00/00/00  
  
05 min

**Settling time:**

As this is the second week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.

Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<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 and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</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>
10 min	<p><b>Pre-reading:</b></p> <p>Ask the students 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
10 min	<p><b>Focused [Group/Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. What is the meaning of dignity?</li> <li>2. What do you understand by labour?</li> <li>3. What have you learned from the life story of Hazrat Muhammad (SAW)?</li> <li>4. Does doing your own work make you dependent or independent?</li> <li>5. What is the moral of the story?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<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>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Teacher’s Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Dignity means worthy of being respected.</li> <li>2. Labour means work</li> <li>3. Hazrat Muhammad (SAW) always worked with his hands and lived a hard life. He used to help build masjids and trenches and always laboured.</li> <li>4. Doing your own work makes you independent.</li> <li>5. We should do our own work and be independent. We are not above or better than anyone else and labourers should be respected.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	
10 min	<p><b>Reading aloud:</b> 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>HOMEWORK:</b> Ask the students if they do any work on their own. If they have any tasks at home assigned to them or if they help their parents with housework for example, cleaning their rooms, etc. Explain the essence of dignity of labour to them and how much Islam focuses on it.</p>	Reading skills Comprehension skills



Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00</p> <p>20 min</p>	<p><b>Class Work: Comprehension</b> Attempt Exercise A in class.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Brainstorm Creative thinking Prediction Foreshadowing</p>
<p>20 min</p>	<p><b>Activity: Working with words</b> Revise the concept of words and their opposites. 1. Ask students to make a list of all the things that they can remember. 2. Encourage them to respond and write them randomly on the board. 3. Then ask the students to tell their opposites. 4. Encourage the students to participate.</p> <p><b>Anagrams:</b> Talk about anagrams. Inform the students that they can be a fun way to create puzzles or secret messages for their friends. Provide a few examples on the board, such as: Dormitory= a dirty room Signature = a true sign Beak= bake Act= cat</p> <p><b>Class Work: Working with words:</b> Attempt Exercise B1, 2, 3.</p> <p><b>HOMEWORK:</b> Practice naming/placing things in alphabetical order.</p>	<p>Verbal Response Counting skills Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00</p> <p><b>15 min</b></p>	<p><b>Activity: Learning about language</b></p> <p>Introduce the concept of conjunctions in class. Inform the students that conjunctions are used to join two independent sentences.</p> <ol style="list-style-type: none"> <li>1. Begin by using the pairs of sentences you have prepared to revise the use of and and but to join two simple sentences. Elicit that but is used when the result is unexpected, e.g. Saima was ill. She went to school. = Saima was ill but she went to school.</li> <li>2. Use the same sample sentences to explain that although is another conjunction that can be used to join two sentences in this way, e.g. Although Saima was ill, she went to school or Saima went to school although she was ill.</li> <li>3. To introduce because, ask the students a ‘why?’ question, e.g. ‘Why do we wear warm clothes in winter?’ List their responses on the board, beginning each with because, e.g. because it is cold; because we need to keep warm; etc. Explain that because is used to introduce the reason for an action, e.g. We wear warm clothes in winter because it is cold.</li> </ol> <p><b>Proverbs:</b></p> <p>Explain to the students that a proverb is a well-known saying, that generally states the truth or a piece of advice.</p> <p>For example:</p> <p>Life is not a bed of roses: this proverb implies that life is not easy to live and has its own fair share of difficulties.</p>	<p>Writing skill</p> <p>Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Class Work: Conjunction and Proverbs</b> Attempt Exercise C 1, 2, 3 in class.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	
10 min	<p><b>Workbook Exercise:</b> Attempt workbook exercises.</p> <p><b>HOMEWORK:</b> Practice the uses of conjunctions. Complete any incomplete work.</p>	Writing skill
<p><b>Day 4:</b> 00/00/00</p> <p>15 min</p>	<p><b>Activity: Listening and Speaking</b> Ask the students to work in groups and make pointers. Take turns to explain and not to over ride their counter parts.</p>	Verbal response
15 min	<p><b>Class Work: Presentation</b> Students will present with their group.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	Verbal response
10 min	<p><b>HOMEWORK:</b> Do Exercise D2 in workbook, page 7.</p>	<p>Verbal response</p> <p>Speaking skills</p> <p>Discussion skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 5:</b> 00/00/00</p> <p><b>20 min</b></p>	<p><b>Class Work: Composition</b></p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition 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>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
<p><b>05 min</b></p>	<p><b>Plenary: Ask the students the following questions:</b></p> <p>What have you learned this week?</p> <p>What did you find difficult?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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