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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

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Dorothy Meets the Scarecrow

Week	1	Duration	60 min
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Learning Outcomes	Upon completion of this lesson, students will be able to: <ul style="list-style-type: none">• Skim and scan text to find relative information• Read and comprehend texts• Identify whether a statement is true or false• Use articles 'a' and 'an' before silent sounds• Use proper and common nouns• Use question tags in statements• Write short essays
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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 first week of the term, greet the students warmly, ask them about their holidays, introduce yourself, and make them feel welcome.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember. Spend this time in the first week, asking students about themselves, this way you can gauge their speaking and listening skills as well.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
25 min	<p>Focused [Group] Reading:</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"> 1. What is the name of the girl? 2. Why did Dorothy stop and what did she notice? 3. Dorothy stopped to rest in which place? 4. How was the scarecrow dressed? 5. Did the scarecrow join Dorothy? <p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The name of the girl was Dorothy. 2. Dorothy stopped to rest, and she noticed a scarecrow. 3. Dorothy stopped to rest by a cornfield. 4. It had an old, pointed blue hat on its head. On its body, it wore a blue suit of faded clothes which had also been stuffed with straw. On the feet, were some old boots. 5. Yes, the scarecrow joined Dorothy in her adventure. <p>Feedback: Give feedback on responses.</p> <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>Have you ever been on an adventure? Write a few lines about it.</p>	<p>Skim & scan</p> <p>Focused reading</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension and Working with words</p> <p>Attempt Exercises A1, 2, 3 in class.</p> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</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
10 min	<p>Activity: Use of ‘a’ and ‘an’</p> <p>Recall the concept of punctuation and capitalization. Write a few examples on the board and encourage the students to provide responses. Help them out in the first example. Once they have grasped the concept then move on.</p> <ol style="list-style-type: none"> 1. Revise the use of articles ‘a’ and ‘an’ on the board. 2. Cut a chart paper in a large rectangle and draw a single horizontal line to divide it in two parts. 3. Label the parts as ‘a’ and ‘an’ starting from the bottom. 4. Divide the class into groups. Each group will have 4–7 students (depending on the total strength of the class). 5. Give each group a cut-out rectangle. Ask student to observe the things in their surroundings i.e. a desk, a chair, an ink pot, shelves, etc. 6. Each group will fill in the rectangle with examples of ‘a’ and ‘an’. 7. Discuss the answers in the class. <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
10 min	<p>Workbook Exercise:</p> <p>Attempt Exercise B1, 2, 3.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Writing skills</p> <p>Brainstorming</p> <p>Problem solving skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>20 min</p>	<p>Class Work: Working with words</p> <p>Attempt Exercise B1, 2, 3, 4.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Recall</p> <p>Brainstorming</p> <p>Verbal response</p> <p>Writing skills</p>
<p>10 min</p>	<p>Activity: Proper noun and common noun</p> <p>Introduce the concept of proper noun and common nouns. Provide a few examples. Prompt students to answer. Encourage the students to make similar questions. When the students have grasped the concept, move on.</p> <p>Class activity:</p> <ol style="list-style-type: none"> 1. Divide the class board into two columns. 2. Label the left column as ‘Common nouns’ and right column as ‘Proper nouns’. 3. Give examples of common nouns to the students, for example: ports, country, etc. 4. Then encourage the students to provide examples of common nouns on their own and write those in the left column. 5. Now ask the students to give specific names for these common nouns. 6. List them in the right column. For example: drink: Frooto, Coca-cola, Tapal tea country: Pakistan, England, UAE flower: Jasmine, Rose, Sunflower <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Creative thinking</p> <p>Brainstorming</p> <p>Problem solving skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Class Work: Learning about language</p> <p>Attempt Exercise C1, 2, 3 in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK:</p> <p>Practice common and proper nouns</p>	<p>Writing skill</p> <p>Brainstorming</p>
<p>Day 4: 00/00/00</p> <p>20 min</p>	<p>Activity: Find someone who ...</p> <ol style="list-style-type: none"> 1. Cut 2-3 construction sheets into strips (depending on the number of students in class). 2. Provide each student with a single strip and ask them to write something about themselves which no one knows. For example: They were born in a different city. 3. Collect the strip and make a sheet (attached: Appendix A) 4. On the day of the activity, Provide the students with a photocopy of the sheet and ask them to go around the class and ask the students questions, for example, ‘You weren’t born in this city, were you?’ and collect their response. 5. The students will have to go through the entire list and find the information for everyone. <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Class Work: Listening and speaking</p> <p>Attempt Exercise D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Brainstorming</p>
10 min	<p>Workbook Exercise:</p> <p>Attempt Exercise A.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK:</p> <p>Do Exercise B1a and 1b in workbook, page 5.</p>	<p>Writing skills</p> <p>Brainstorming</p> <p>Problem solving skills</p>
Day 5: 00/00/00 20 min	<p>Class Work: Composition</p> <p>Attempt Exercise E in class.</p> <p>Feedback: 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>
15 min	<p>Workbook Exercise:</p> <p>Attempt Exercise D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK:</p> <p>Do Exercise C, page 6 in workbook.</p>	<p>Listening skills</p> <p>Brainstorming</p> <p>Problem solving skills</p>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: What are the 2 things that went well in this week? What do you need help on?	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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