

3rd Edition

New
Oxford
Modern
English

BOOK
3

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OXFORD
UNIVERSITY PRESS

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

5

Pothole

Week

5

Duration

60 min

Learning Outcomes

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

- Understand and use prepositions
- Use punctuation
- Use pronouns
- Understand road safety signs
- Answer challenges on their own
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills

Date and Time

Content and teacher activity

Formative assessment

Day 1:
00/00/00

05 min

Settling time:

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.

Verbal response

Date and Time	Content and teacher activity	Formative assessment
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>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p>Pre-reading:</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
10 min	Focused [Group/Silent] Reading:	Reading skills
10 min	<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 made Faiza think of potholes? 2. What did Faiza do first? 3. Where did Faiza take help from? 4. Did Faiza left the work for the authorities? 5. What is the moral of the story? <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>	<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
10 min	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. Faiza witnessed a car stuck / Faiza witnessed an accident. 2. Faiza first started to maintain a log for proper documentation. 3. Faiza took help from the internet and sent a letter to the proper authorities. 4. No, after waiting a significant amount, Faiza took the matter into her own hands. 5. Nothing good can come out of complaining, someone has to take the first step. <p>Feedback: 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>Finding the main idea</p> <p>The main idea is what the writer writes about in a story. It tells you what the story is about. There should be one main idea. It is often the subject of the story. Ways to identify main idea:</p> <ul style="list-style-type: none"> • Ask the learners to look at the title of the story. • Next, look at the picture. What is going on? Ask learners to write all the different activities that are taking place (cooking, reading, talking, sitting, standing, chopping, etc) • The main idea in a paragraph can be found either in the first or the last sentence of that paragraph. • What do you think is the main idea of this paragraph? <p>Clues to find the main idea: Is the entire content of this paragraph or passage connected? Can we suggest one phrase which may summarise the entire text? For example, this text talks about the Faiza's step taken to do something about a pothole, this phrase may be called the theme of this text as it will sum up what the story is about.</p>	<p>Reading skills</p> <p>Comprehension skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>How do we support the main idea?</p> <p>Learners to be explained that every main idea is to be supported by the supporting details. As a first step, teacher will ask the following questions; the answers of these questions would support the main idea.</p> <ol style="list-style-type: none"> 1. How did Faiza take the necessary steps? 2. Did she plan on gathering the eyes of the media or did it just happen? 3. What was the end result? <p>HOMEWORK:</p> <p>Ask the students have they ever done something on their own? Of course, they should always ask for adult's help first. If they adults refuse to help them at a proper and justified cause then they should (with another adult's supervision) start to do something on their own. As we read in the story, nothing good comes out of sitting idle and complaining.</p>	
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2 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
20 min	<p>Introduction to close reading</p> <ul style="list-style-type: none"> • Who are the main characters? • What is the author trying to tell through the characters? • How are characters different from each other? <p>Ask learners to identify the main character(s). Explain that main characters are people directly involved in the main plot, who give solutions to problems, etc.</p> <p>Punctuation and Pronouns</p> <p>Revise the concepts of the above-mentioned topics. Encourage the students who have already mastered the concepts to come to the front of the class and explain or they can even explain from their seats if they are more comfortable to do so.</p> <p>Praise them when they do a good job. This will encourage other students to follow and participate.</p> <p>Class Work: Working with words:</p> <p>Attempt Exercise B 1, 2, 3, 4.</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: Learning about language</p> <p>Prepositions</p> <ol style="list-style-type: none"> 1. Demonstrate the use of prepositions on the board by describing the classroom. (e.g. up, on, towards, below, at, with, into, in, over, near, under, etc.) 2. Ask students to describe their bedrooms using prepositions. They can draw pictures of their bedroom (optional). <p>Class Work: Verb (tenses)</p> <p>Attempt Exercise C 1, 2 in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Practise preposition</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
<p>10 min</p>	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking</p> <p>Introduce the concept of road safety signs. Bring different safety signs in class and inform the students of their differences.</p> <p>You may quiz them later as well.</p> <p>Role-play:</p> <p>Conduct a role-play, where the students may showcase what they have learned and retained about the road safety signs. Just a 5 min activity about one adult and child crossing the road and being able or not being able to understand road safety signs.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p>	<p>Verbal response</p>
<p>15 min</p>	<p>Class Work:</p> <p>Attempt Ex: D 1, 2, 3</p> <p>Feedback:</p> <p>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 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E 1 in class.</p> <p>Help the students with the ins and outs of a letter and show them how a letter should be written by writing one sample on the board as well.</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>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Attempt Ex: E2</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>05 min</p>	<p>Plenary: Ask the students the following questions:</p> <p>What did you learn today?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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