

3<sup>rd</sup> Edition

New  
**Oxford**  
**Modern**  
**English**

BOOK  
3

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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

7

## The Flying Machine (I)

Week

8

Duration

60 min

### Learning Outcomes

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

- Read the text on their own or some assistance
- Read and understand words to know
- Understand and answer pre and while reading questions
- Answer challenges on their own
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills
- Enhance their listening and speaking skills
- Work on their writing skills
- Learn to work in pairs or groups
- Learn to speak politely
- Enhance their imagination skills
- State whether the statement is true or false
- Answer the questions asked about a line from the story
- Give a general name to a list of miscellaneous objects
- Identify countable and uncountable nouns
- Identify verbs in a given sentence
- Imagine the situation and assign dialogues to the given characters
- Express their opinions on a given subject (likes and dislikes)
- Respond to general directions

Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> <b>00/00/00</b>  <b>05 min</b>	<b>Settling time:</b> 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
<b>10 min</b>	<b>Starter:</b> 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.  <b>Class presentation skills:</b> 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. 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.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity 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
10 min	<p><b>Classroom procedure (group and pair work)</b></p>	Reading skills
10 min	<p>The students should be given enough opportunities to find answers in pairs and groups, and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <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. Who are the central characters of the story?</li> <li>2. What was Sami doing at the start of the story?</li> <li>3. Whom did Sami show his design? What did he think of the design? Why?</li> <li>4. How much time did Sami ask to make his plane?</li> <li>5. Where did Sami make his first plane?</li> <li>6. What was Sami’s plane made of?</li> </ol> <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>	<p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</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. The central characters are Sami and Uncle Salim.</li> <li>2. Sami was designing his flying machine.</li> <li>3. Sami showed his design to Uncle Sami. Uncle Sami thought the design was just an illustration and would not work because of the lack of an engine.</li> <li>4. Sami asked for two months to work on his plane.</li> <li>5. Sami made his first plane in his garage.</li> <li>6. Bamboo sticks, newspaper, rope, and other miscellaneous objects.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b></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><b>Post-reading</b></p> <p><b>Introduction to close reading</b></p> <ul style="list-style-type: none"> <li>• Who are the main characters?</li> <li>• What is the author trying to tell through the characters?</li> <li>• How are characters different from each other?</li> </ul> <p>Ask the students 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><b>Activity: Design your favourite character in your style</b></p> <p>Draw the main character from the story and write three adjectives for that character.</p> <div data-bbox="323 1276 1197 1645" style="border: 1px solid black; padding: 10px;"> </div>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>The students may draw any main character from the story and describe it in three words. At this point the students do not have to write perfect answers. Encourage them to describe their chosen character in terms of appearance, clothing, colour, qualities, physical descriptors, etc.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on ‘Challenge Question’.</p> <p><b>HOMEWORK:</b></p> <p>Have you ever designed anything? Draw a picture of a flying machine.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00</p> <p>20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode. The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A 1, 2, 3 in class.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on ‘Challenge Question’.</p> <p><b>Feedback:</b></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><b>Activity 1: Learn to Compartmentalize</b></p> <ol style="list-style-type: none"> <li>1. Mix English, Science, and Math copies or books of any five students.</li> <li>2. Then call any one student to the front of the class and ask them to separate the mixed books into three neat piles of English, Science, and Math books.</li> <li>3. You may also ask the students to keep the bags / bottles in the shelves (if your classroom has a separate room for them).</li> <li>4. You may also ask any one student to collect all the English copies and place them in the classroom cupboard (making a separate pile).</li> </ol> <p><b>Activity 2: Grouping the objects</b></p> <ol style="list-style-type: none"> <li>1. Make several small rectangular cut-outs (big enough so the students are able to read the list of following words)</li> <li>2. Write one word from the following list per cut-out. <ul style="list-style-type: none"> <li>• uncle</li> <li>• Sukkur</li> <li>• biscuits</li> <li>• dolls</li> <li>• chain</li> <li>• aunty</li> <li>• crisps</li> <li>• train set</li> <li>• earrings</li> <li>• father</li> <li>• samosas</li> <li>• collection figures</li> </ul> </li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<ul style="list-style-type: none"> <li>• ringlet</li> <li>• mother</li> <li>• French fries</li> <li>• plush toy</li> <li>• locket</li> <li>• brother</li> <li>• English</li> <li>• Shahid</li> <li>• chair</li> <li>• math</li> <li>• Ali</li> <li>• sofa</li> <li>• science</li> <li>• Taimoor</li> <li>• table</li> <li>• social studies</li> <li>• Khalid</li> <li>• dressing table</li> <li>• Cinderella</li> <li>• red</li> <li>• dining table</li> <li>• Beauty and the beast</li> <li>• yellow</li> <li>• Karachi</li> <li>• Snow white and the seven dwarves</li> <li>• black</li> <li>• Lahore</li> <li>• Rapunzel</li> <li>• blue</li> <li>• Hyderabad</li> </ul>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Place 10 shoe boxes or small containers at the front of the class and label each of them as below:</p> <ul style="list-style-type: none"> <li>a. family</li> <li>b. boys</li> <li>c. colours</li> <li>d. snacks</li> <li>e. books</li> <li>f. stories</li> <li>g. toys</li> <li>h. furniture</li> <li>i. cities</li> <li>j. jewelry</li> </ul> <ol style="list-style-type: none"> <li>1. Mix the cut-outs and place them at the front of the table.</li> <li>2. Call the students to the front one by one and ask each student to pick one cut-out.</li> <li>3. Ask the student to read out loud what's written on the cut-out.</li> <li>4. Then as a class, discuss in which box or container the cut-out should go.</li> <li>5. Do not say the name of the correct box / container in the first go.</li> <li>6. To make the game interesting, say the incorrect names first and ask the students if they think it is correct.</li> <li>7. Keep on going in the same manner, till all the cut-outs are in their right boxes / containers.</li> <li>8. Make sure to make as many cut-outs as the number of students in your class.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Working with words:</b></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> <ul style="list-style-type: none"> <li>• 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, 'laughed'.</li> </ul> <p>Attempt Exercise B 1, 2, 3.</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><b>Day 3:</b> 00/00/00</p> <p>35 min</p>	<p><b>Additional helpful resource: Countable and Uncountable Nouns</b></p> <p><b>State whether the underlined nouns are countable (C) or uncountable (U).</b></p> <ol style="list-style-type: none"> <li>1. The children are playing in the park. _____</li> <li>2. The bottle is in the cupboard. _____</li> <li>3. I am drinking milk. _____</li> <li>4. I put too much oil in the dish. _____</li> <li>5. Could you give me some glue, please? _____</li> <li>6. Please pour some water in my glass. _____</li> <li>7. The window is made of glass. _____</li> <li>8. His shoes were old and worn out. _____</li> <li>9. I want to adopt all the stray dogs! _____</li> <li>10. The sandwich has a lot of cheese in it. _____</li> </ol> <p><b>Activity 1: The art of expressing yourself!</b></p> <p>There are a number of phrases which can be used to express oneself. A useful tip to be used is to memorize complete phrases instead of singular words, the chunks will help you put your idea forward, agree or disagree, or even challenge someone's point of view.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

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	<p>The following phrases can be used as you are starting your sentences:</p> <table border="1" data-bbox="316 368 1200 1715"> <thead> <tr> <th data-bbox="316 368 571 488">Giving an opinion</th> <th data-bbox="576 368 863 488">Agreeing</th> <th data-bbox="868 368 1200 488">Disagreeing</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 495 571 706">How I would say is</td> <td data-bbox="576 495 863 706">I do know what you mean</td> <td data-bbox="868 495 1200 706">Well, some people may be of the same opinion, however,</td> </tr> <tr> <td data-bbox="316 712 571 832">As far as I am concerned</td> <td data-bbox="576 712 863 832">Okay, you have got a point there</td> <td data-bbox="868 712 1200 832">That is true, however,</td> </tr> <tr> <td data-bbox="316 839 571 948">Personally, I think</td> <td data-bbox="576 839 863 948">That is a good / great point</td> <td data-bbox="868 839 1200 948">You see, the thing is,</td> </tr> <tr> <td data-bbox="316 955 571 1116">The way I say it is</td> <td data-bbox="576 955 863 1116">I see what your point is</td> <td data-bbox="868 955 1200 1116">That is a very good point, however,</td> </tr> <tr> <td data-bbox="316 1123 571 1284">Well, if you were to ask me</td> <td data-bbox="576 1123 863 1284">I know what you mean</td> <td data-bbox="868 1123 1200 1284">I am afraid but I must disagree with you there</td> </tr> <tr> <td data-bbox="316 1290 571 1400">In my humble opinion</td> <td data-bbox="576 1290 863 1400"></td> <td data-bbox="868 1290 1200 1400">I am not so sure about that</td> </tr> <tr> <td data-bbox="316 1406 571 1516"></td> <td data-bbox="576 1406 863 1516"></td> <td data-bbox="868 1406 1200 1516">That may be so, but</td> </tr> <tr> <td data-bbox="316 1522 571 1591"></td> <td data-bbox="576 1522 863 1591"></td> <td data-bbox="868 1522 1200 1591">Yes, true, however</td> </tr> <tr> <td data-bbox="316 1597 571 1707"></td> <td data-bbox="576 1597 863 1707"></td> <td data-bbox="868 1597 1200 1707">But, what about ...?</td> </tr> </tbody> </table>	Giving an opinion	Agreeing	Disagreeing	How I would say is	I do know what you mean	Well, some people may be of the same opinion, however,	As far as I am concerned	Okay, you have got a point there	That is true, however,	Personally, I think	That is a good / great point	You see, the thing is,	The way I say it is	I see what your point is	That is a very good point, however,	Well, if you were to ask me	I know what you mean	I am afraid but I must disagree with you there	In my humble opinion		I am not so sure about that			That may be so, but			Yes, true, however			But, what about ...?	
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	<p><b>Activity 2: Silent Simon!</b></p> <p>Silent Simon can be played in the same way as one plays Simon Says. Except that the actions should be demonstrated rather than calling out loud.</p> <p>For example: the player who is acting as Simon should make a sign for “Simon says”, such as a short salute followed by the action of folding arms rather than saying out the words, ‘Fold your arms’. The students who will copy it are safe and will not be out. For the next action, the player must just demonstrate an action without doing the sign for “Simon says” and anyone who copies it is out.</p> <p>Do the first few actions so the students get the hang of Silent Simon. After the students are confident in playing the game, follow the same rules for a few more actions.</p> <p><b>Class Work:</b></p> <p>Attempt Ex: C 1, 2, 3, 4, 5, 6.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b></p> <p>Practise countable and uncountable nouns.</p>	
10 min	<p><b>Workbook Exercise:</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 4:</b> 00/00/00</p> <p><b>15 min</b></p>	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.</p> <p>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.</p> <p>For the second part of the activity, the point is to make sure that the students know how to talk politely in group conversations. Make sure to tell them the mannerisms and the etiquettes of group / public speaking. Draw the following chart on the board and inform the students which phrases should be used and not be used in conversations.</p>	<p>Verbal response</p> <p>Critical thinking</p> <p>Memorisation skills</p>

Date and Time	Content and teacher activity		Formative assessment																		
	<table border="1"> <thead> <tr> <th data-bbox="314 250 742 370">Polite words to say during a conversation</th> <th data-bbox="748 250 1204 370">Words not to say during a conversation</th> </tr> </thead> <tbody> <tr> <td data-bbox="314 379 742 445">I am afraid I cannot ...</td> <td data-bbox="748 379 1204 445">No.</td> </tr> <tr> <td data-bbox="314 453 742 565">Could you give me five minutes?</td> <td data-bbox="748 453 1204 565">Go away.</td> </tr> <tr> <td data-bbox="314 573 742 685">Excuse me.</td> <td data-bbox="748 573 1204 685">Move or move out of the way.</td> </tr> <tr> <td data-bbox="314 694 742 760">I would like ...</td> <td data-bbox="748 694 1204 760">I want ...</td> </tr> <tr> <td data-bbox="314 768 742 835">Could you pass me ...</td> <td data-bbox="748 768 1204 835">Give me ...</td> </tr> <tr> <td data-bbox="314 843 742 909">May I be excused?</td> <td data-bbox="748 843 1204 909">I am leaving.</td> </tr> <tr> <td data-bbox="314 917 742 984">Would you mind?</td> <td data-bbox="748 917 1204 984">Stop it!</td> </tr> <tr> <td data-bbox="314 992 742 1091">Could you hold, please?</td> <td data-bbox="748 992 1204 1091">Wait or you would have to wait.</td> </tr> </tbody> </table> <p data-bbox="314 1100 1204 1220">Try to make the lesson as interactive as possible. However, provide assistance where required.</p>		Polite words to say during a conversation	Words not to say during a conversation	I am afraid I cannot ...	No.	Could you give me five minutes?	Go away.	Excuse me.	Move or move out of the way.	I would like ...	I want ...	Could you pass me ...	Give me ...	May I be excused?	I am leaving.	Would you mind?	Stop it!	Could you hold, please?	Wait or you would have to wait.	
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15 min	<p data-bbox="314 1249 1204 1290"><b>Classwork: Listening and Speaking</b></p> <p data-bbox="314 1311 1204 1398">Attempt Ex: D 1, 2, 3. Provide assistance when required.</p> <p data-bbox="314 1431 1204 1473"><b>Feedback:</b></p> <p data-bbox="314 1493 1204 1580">Give feedback on responses and correct any answer if required.</p> <p data-bbox="314 1614 1204 1655"><b>Homework:</b></p> <p data-bbox="314 1676 1204 1717">Practise making question tags.</p>		Verbal response																		

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 if required.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</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>Critical thinking</p> <p>Art skills</p>
<p><b>05 min</b></p>	<p><b>Plenary: Ask the students the following questions:</b></p> <p>Would you sit in the plane made by Sami? Why or why not?</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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