

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

9

## Flower Festival

Week

10

Duration

60 min

### Learning Outcomes

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

- Read the text on their own or with 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
- Write a letter to a family member
- Answer the questions about a line from the story
- Talk about a given topic
- Arrange the alphabets alphabetically
- Find synonyms in the passage
- Choose the correct answer according to context
- Understand and use homophones
- Differentiate and group masculine, feminine, and neuter nouns

- Analyse a paragraph
- Identify topic sentence in a passage
- Identify supporting details in a passage

Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00  05 min	<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
10 min	<b>Starter:</b> Recap through questioning. Ask the 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> <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. Do all plants and animals have a purpose? Yes, or No?</li> <li>2. What do worms do?</li> <li>3. What does the Horticultural Society of Pakistan do to celebrate the wide range of plants in Pakistan?</li> <li>4. What is the special quality of Jasmine?</li> <li>5. Which two flowers are deemed the favourites of Pakistan?</li> </ol>	<p>Reading skills</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>
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. Plants and animals have many, varied roles. For example, bees spread pollen from flower to flower so that plants grow fruits.</li> <li>2. Worms break down leaves and help air to get in the soil.</li> <li>3. To celebrate the wide range of plants in Pakistan, the Horticultural Society of Pakistan hosts a flower festival annually.</li> <li>4. At dusk, Jasmine releases its perfume therefore it’s a preferred flower to be grown at homes.</li> <li>5. Rose and Jasmine are the two favourite flowers of Pakistan.</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>ACTIVITY:</b></p> <p><b>APPRECIATE AND SHARE:</b> Provide each student with half a sheet of paper and ask them to write a letter to the person sitting next to them mentioning the positive things they like about them and a flower that they would like to gift them, and why. The letter should be short, based on three to five lines.</p> <p>Next fold the paper and write the name of the person it is meant for. It would be even better if the students can be taught how to make an envelope with the help of a paper and they can put their messages inside the envelope. After five minutes ask them to exchange and read them at a later time.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p> <p>Research skills</p> <p>Drawing skills</p> <p>Writing skills</p> <p>Critical thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment								
	<p><b>HOMEWORK:</b> Make a fact file about your favourite flower.</p> <table border="1" data-bbox="316 368 1203 1777"> <thead> <tr> <th colspan="2" data-bbox="316 368 1203 443"><b>FAVOURITE FLOWER FACT FILE</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="316 443 759 851">           Draw the picture here.           </td> <td data-bbox="759 443 1203 851">           Flowers are found ...   <hr/>  <hr/>  <hr/>  <hr/>  <hr/>  <hr/>  <hr/> </td> </tr> <tr> <td colspan="2" data-bbox="316 851 1203 1315">           Flower need ...   <hr/>  <hr/>  <hr/>  <hr/>  <hr/>  <hr/>  <hr/> </td> </tr> <tr> <td colspan="2" data-bbox="316 1315 1203 1777">           Interesting facts ...   <hr/>  <hr/>  <hr/>  <hr/>  <hr/>  <hr/>  <hr/> </td> </tr> </tbody> </table>	<b>FAVOURITE FLOWER FACT FILE</b>		Draw the picture here.          	Flowers are found ...  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Flower need ...  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		Interesting facts ...  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
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<p><b>Day 2:</b> 00/00/00</p> <p><b>20 min</b></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 in class.</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: ALPHABETICAL ORDER</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into groups. Each group will have 4–7 students.</li> <li>2. Ask each group to generate a list of ten words for a different category. e.g. Group 1: Will make a list of words related to food. Group 2: Will make a list of words related to playground. Group 3: Will make a list of words related to the beach.</li> <li>3. Exchange the lists between groups and ask them to arrange the words in alphabetical order.</li> <li>4. Discuss the lists in the class.</li> </ol> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>ORDER THE WORDS IN THE LIST</b></p> <p><b>Read each pair of words. Write which word would come first in alphabetical order.</b></p> <p><b>Example A:</b> lost / found <b>Answer:</b> found – lost</p> <ol style="list-style-type: none"> <li>1. run / walk / computer _____</li> <li>2. play / sit / book _____</li> <li>3. fast / feast / lamb _____</li> <li>4. happy / smile / write _____</li> <li>5. face / arm / pen _____</li> <li>5. face / arm / pen _____</li> </ol>	

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	<p>6. look / lean / room _____</p> <p>7. jump / jog / office _____</p> <p>8. type / water / glass _____</p> <p>9. baseball / soccer / shelf _____</p> <p>10. listen / speak / rings _____</p> <p>11. friend / family / bottle _____</p> <p>12. stand / still / pouch _____</p> <p><b>SYNONYMS</b></p> <p><b>Choose a synonym from the box to replace each underlined word.</b></p> <table border="1" data-bbox="316 901 1201 1120"> <tr> <td><b>children</b></td> <td><b>tale</b></td> <td><b>begin</b></td> <td><b>damp</b></td> </tr> <tr> <td><b>giggle</b></td> <td><b>done</b></td> <td><b>perhaps</b></td> <td><b>pebble</b></td> </tr> <tr> <td><b>silly</b></td> <td><b>tidy</b></td> <td><b>giant</b></td> <td></td> </tr> </table> <p>1. Will you please tell me a story, dad?</p> <p>2. Can we start the race now?</p> <p>3. Are these your kids? They are so adorable.</p> <p>4. Please put the wet towel away. Or it will start to smell.</p> <p>5. Maybe you will like to come along for a drive.</p> <p>6. She told me about a funny incident and I started to laugh.</p> <p>7. Put your plate in the sink once you're finished.</p> <p>8. Carol knows so many funny jokes.</p>	<b>children</b>	<b>tale</b>	<b>begin</b>	<b>damp</b>	<b>giggle</b>	<b>done</b>	<b>perhaps</b>	<b>pebble</b>	<b>silly</b>	<b>tidy</b>	<b>giant</b>		
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	9. They keep their classroom neat and clean. 10. There is a large obstacle in the way. 11. I tossed a stone at the lake yesterday.	
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.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal Response Writing skill Brainstorming Creative writing

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00</p> <p><b>35 min</b></p>	<p><b>ACTIVITY 1: HOMOPHONES</b></p> <p><b>Chinese Whispers:</b></p> <p>In groups of six, ask the students to play Chinese Whispers, using any funny one-line phrase they love the most. Each student can take turns to initiate the whisper. Remember, the phrase should be said only once and in a clear manner.</p> <p>At the end creative and funny answers may result.</p> <p><b>ACTIVITY 2: NOUNS: GENDER</b></p> <ol style="list-style-type: none"> <li>1. Prepare a list of masculine nouns (father, king, brother, bull, groom, lion, and prince).</li> <li>2. Cut strips of writing paper. Then write one masculine noun on each strip. Fold them.</li> <li>3. Use a card sheet to make a card box.</li> <li>4. Shuffle the folded strips and put them into the box.</li> <li>5. Tell the students that they will pass the gender box and pick a strip. They will read the strip and say aloud the feminine noun for the masculine on the strip. Keep aside the used strip. Pass the box to the next student and continue the game until all the strips are used.</li> </ol>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>



Date and Time	Content and teacher activity	Formative assessment
	<p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>HOMOPHONES</b></p> <p><b>A. Choose the correct options to fill in each blank.</b></p> <ol style="list-style-type: none"> <li>1. Have you _____ (red / read) this funny story?</li> <li>2. Today, I saw a _____ (hare / hair) in the park.</li> <li>3. She took a picture of ships sailing on the _____ (sea / see).</li> <li>4. After the long race he was gasping for _____ (air / heir).</li> <li>5. This sum is _____ (two / too) difficult for me to solve.</li> <li>6. The teacher said that my answer was _____ (write / right).</li> <li>7. Father asked us to _____ (weight / wait) outside for him.</li> <li>8. The final _____ (seen / scene) in the film is frightening.</li> <li>9. Naheed ate the _____ (whole / hole) box of sweets.</li> <li>10. The farmers have started to _____ (sew / sow) the seeds.</li> </ol>	

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	<p><b>NOUNS: GENDER</b></p> <p><b>Given below are some nouns. Write down which are male, and which are female and the opposite gender of each.</b></p> <table border="1" data-bbox="316 493 1203 1624"> <tbody> <tr><td>1. peahen</td><td></td><td></td></tr> <tr><td>2. king</td><td></td><td></td></tr> <tr><td>3. lady</td><td></td><td></td></tr> <tr><td>4. uncle</td><td></td><td></td></tr> <tr><td>5. bull</td><td></td><td></td></tr> <tr><td>6. grandfather</td><td></td><td></td></tr> <tr><td>7. mother</td><td></td><td></td></tr> <tr><td>8. mare</td><td></td><td></td></tr> <tr><td>9. sister</td><td></td><td></td></tr> <tr><td>10. tiger</td><td></td><td></td></tr> <tr><td>11. ram</td><td></td><td></td></tr> <tr><td>12. witch</td><td></td><td></td></tr> <tr><td>13. nephew</td><td></td><td></td></tr> <tr><td>14. hen</td><td></td><td></td></tr> <tr><td>15. son</td><td></td><td></td></tr> <tr><td>16. aunt</td><td></td><td></td></tr> <tr><td>17. stepfather</td><td></td><td></td></tr> <tr><td>18. granddaughter</td><td></td><td></td></tr> <tr><td>19. lord</td><td></td><td></td></tr> <tr><td>20. lioness</td><td></td><td></td></tr> </tbody> </table>	1. peahen			2. king			3. lady			4. uncle			5. bull			6. grandfather			7. mother			8. mare			9. sister			10. tiger			11. ram			12. witch			13. nephew			14. hen			15. son			16. aunt			17. stepfather			18. granddaughter			19. lord			20. lioness			
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	<p><b>Class Work:</b> Attempt Ex: C 1, 2, 3.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b> Practise homophones.</p>	
10 min	<p><b>Workbook Exercise:</b> Attempt workbook exercises.</p> <p><b>HOMEWORK:</b> 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><b>Research and Present:</b></p> <p>This activity will sharpen the students' researching and presenting skills.</p> <p>Divide the class in pairs or groups and ask them to research on their preferred topic: animals or plants of our country.</p> <p>Make sure that the students have the proper materials to conduct their research (either they have access to library or computer lab). The point of this exercise is to check their memory, speaking, listening, and presentation skills. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p><b>Classwork: Listening and Speaking</b></p> <p>Attempt Ex: D. Provide assistance when required.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal response</p> <p>Critical thinking</p> <p>Memorisation skills</p> <p>Research skills</p> <p>Presentation skills</p>

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<p><b>Day 5:</b> 00/00/00</p> <p><b>20 min</b></p>	<p><b>Activity: How to design an envelope and write a letter?</b></p> <ol style="list-style-type: none"> <li>1. Provide the students with all the stationery required to design and make an envelope.</li> <li>2. Spend time with the students and help them create beautiful envelopes.</li> <li>3. Provide them with markers or colours and ask them to draw delicate and beautiful designs on the envelopes.</li> <li>4. Next, provide the students with coloured A4 sheets to write a letter.</li> </ol> <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>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Analysing a paragraph</b></p> <p><b>Materials needed to analyse a passage:</b></p> <ul style="list-style-type: none"> <li>• A passage that needs to be analysed</li> <li>• Highlighter or pencil that can be used to highlight certain parts of the paragraph</li> <li>• Another notebook or piece of paper to take notes</li> </ul> <p><b>Steps taken to analyse the paragraph:</b></p> <ul style="list-style-type: none"> <li>• Step 1: Identify the topic sentence</li> <li>• Step 2: Highlight all the supporting facts and details that you can find</li> <li>• Step 3: Identify the transitional words which are almost always used to keep the argument cohesive and organised.</li> <li>• Step 4: Identify the concluding sentence</li> </ul>	
05 min	<p><b>Plenary: Ask the students the following questions:</b></p> <p>What do you like the best about your country?</p>	Brainstorm Verbal Response

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