

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

11

The Railway Journey

Week

12

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
 - Answer the questions about a line from the story
 - Answer who said the dialogue to whom
 - Use given words in sentences of their own
 - Tell time from an analogue clock
 - Divide a sentence into subject and predicate
 - Join the sentences using the conjunction 'who'
 - Listen, retain, and identify words from a list
 - Identify colours
 - Look at the picture and imagine the scenario

- Write stories from words
- Draw a picture according to the given situation
- Write dialogue according to the given situation
- Identify the elements of the story in their story
- Map elements of the story in their friends' story
- Write text messages to communicate with friends
- Study the picture to create scenarios

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
10 min	Starter: 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. Class presentation skills: 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>Pre-reading:</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	Classroom procedure (group and pair work)	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>Focused [Group / Silent] 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. Who are the main characters in the story? 2. What are the main characters doing at the start of the story? 3. What is the name of Saher and Razi friend? 4. Is their train journey uneventful? 5. Do they catch the thief? <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. Saher and Razi are the main characters in the story. 2. Saher and Razi are travelling to Lahore via train to visit their friend. 3. Their friend’s name is Moz. 4. No, Razi’s wallet gets stolen, and he almost gets stranded on an unknown station. 5. Yes, Saher and Razi’s dog caught the thief. <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>POST-READING</p> <p>ACTIVITY:</p> <p>Taking literature beyond the class</p> <p>Elicit responses from the students about what pet they have or a pet anyone has in the neighbourhood, family, or friends. Tell the students they will be conducting research on the pets around them. Observe the pet and interview the owner on how the pet behaves by finding about all of the following clues:</p> <ul style="list-style-type: none"> • Walks [on two legs (chicken / parrot), four legs (cat / dog)] • Eats (milk, rice, special food, etc.) • Sounds (meows, barks, howls, etc.) • How does it act in front of strangers? • Is it friendly or very naughty? Wild or gentle? • Are their pets troublemakers? When do they become like that? • How do they feed or play with their pets? • Any special way they act? (wag tail, jump excitedly, hide behind sofas, etc.) <p>Ask the students to take a photo (if possible) or draw a picture of them. Share their notes in the class the next day.</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>HOMEWORK:</p> <p>How to take care of a pet?</p>	
<p>Day 2: 00/00/00 20 min</p>	<p>Comprehension questions</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>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 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
20 min	<p>Activity: Clock it!</p> <p>Requirements:</p> <ol style="list-style-type: none"> 1. Paper plate (white plain) 2. Black marker 3. Blue and red A4 sheets 4. A pair of round tip safety scissors 5. Thumb tack / stapler <p>Method:</p> <ol style="list-style-type: none"> 1. Write numbers (1–12) clockwise—as on a wall clock—with a black marker on the white plain paper plate. 2. Take the blue A4 sheet and cut two strips 0.5 inches thick, one strip should be an inch taller than the other. 3. For the minute hand, take the red A4 sheet and cut one strip 0.25 inches thick and as long as the tallest hour hand. 4. Staple or pin the minute and the hour hands in the centre of the paper plate and pin the clock on a soft board. 5. Keep on changing the time and minute on the clock and ask the students to tell the time. 6. Start with easy time and then move on to a bit complicated one. 	<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>Class Work: Working with words:</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"> • 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'. <p>Attempt Exercise B 1, 2.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>35 min</p>	<p>ACTIVITY: SUBJECT AND PREDICATE (PUZZLES)</p> <ol style="list-style-type: none"> 1. Take a chart paper and write full sentences on it. Make sure to leave enough room between sentences so that they can be cut into big chits later one. 2. Make sure that the sentences are in big font (so they easy to read). 3. Now cut the chart paper into chits and sentences into two: subject and predicate. 4. Mix up the subjects and predicates. 5. Divide the students into groups and ask the students to make complete sentences by making sense of the sentences by guessing the context. 6. For example: the students may have the following pieces: <ul style="list-style-type: none"> • A monkey • Is very cheap • The pen • Was sitting on a coconut tree • Five mice • Were eating cheese 7. Ask the students first to idents which three out of six are subjects. <ul style="list-style-type: none"> • A monkey • The pen • Five mice 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>8. Next, ask the students to pair them with the predicates that makes sense according to the context of the existing subject.</p> <p>9. So, the complete sentences would be:</p> <ul style="list-style-type: none"> • A monkey was sitting on a coconut tree. • The pen is very cheap. • Five mice were eating cheese. <p>ADDITIONAL HELPFUL RESOURCES:</p> <p>SUBJECT AND PREDICATE</p> <p>A. Identify the subject and the predicate in the following sentences.</p> <ol style="list-style-type: none"> 1. Anum and Shahrukh were walking together. 2. My father is injured and walks with a stick. 3. I wear black dresses. 4. We should eat greens every day. 5. I take the bus to school every day. 6. I have a pet cat that hisses at strangers. 7. Two biscuits are cracked. 8. All the staff is present today. 9. A gentleman wants to speak with you. 10. I brush my teeth after every meal. <p>Class Work: Attempt Ex: C 1, 2.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise subject and predicate.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill Critical thinking Memorization skills</p>
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and pronunciation skills This activity will sharpen the students' listening and memorization skills. Make sure to enunciate the words properly. The point of this exercise is to check their memory and listening skills.</p> <p>Research: Colours! Find a library or a computer lab and research on different names of colours. You must be aware of some basic names of colours, however, do you know that there is an entire world of names of colours that people are unaware of? Conduct your research thoroughly. Did you find a new colour that you, perhaps like more than your favourite colour right now? Discuss.</p> <p>Role play Role playing, or acting out a specific scene from a play, is a fun way for learners to understand what happens in the story. Divide the class in five teams and assign them to act out the three scenes of the play. The students can be assigned roles to perform and can even be allowed to dress like the characters in the play.</p>	<p>Verbal response Critical thinking Memorisation skills Listening skills Writing skills Quick response skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>An alternative could be to allow the students to mimic a character of their choice in front of the class. This would help maximize class participation.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Classwork: Listening and Speaking</p> <p>Attempt Ex: D. Provide assistance when required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition</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>Feedback:</p> <p>Give feedback if required.</p> <p>Homework:</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>Activity:</p> <ol style="list-style-type: none"> 1. Divide the board into three columns and make three cell phones, one in each column. 2. In the first column, show the screen on the cell phone where one can see the train schedule. 3. In the second column, make a screen of the phone on the board and show the students how the screen appears when you have to type and send a text. 4. In the third column, write the text and about informing of the delay of the train, new time of arrival, and asking your friend if they can still pick you up from the station. 5. Discuss how the message can be worded. 6. Discuss if the students have ever visited their friends or have their trains/ planes ever got delayed. 7. Ask the students (who have travelled) to talk about their travel experiences. 	Creative thinking Speaking skills
05 min	<p>Plenary: Ask the students the following questions:</p> <p>What are the etiquettes of standing in line? Write one line about it.</p>	Brainstorm Verbal Response

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