

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

12

## At Grandfather's House

Week

13

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
  - Answer pre and while reading questions
  - 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
  - Enhance their imagination skills
  - Answer the question about a line from the story
  - Answer difficult questions about the story
  - Figure out words by reading the meanings
  - Find words in the story that have an opposite meaning to the given words
  - Fill in the blanks
  - Use conjunctions as per context
  - Use 'if' to join sentences
  - Read and listen to digraphs

- Try and sort words into proper lists
- Write a letter to a friend
- Rewrite a passage and the subject (character) of the passage

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 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>	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 is the main character of the story?</li> <li>2. Where is Heidi dropped off?</li> <li>3. What does Heidi find during her first exploration at her grandfather's?</li> <li>4. Where did Heidi decide to sleep?</li> <li>5. What was Heidi's first meal at her grandfather's?</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. Heidi is the main character of the story.</li> <li>2. Heidi is dropped off at her grandfather's.</li> <li>3. Heidi found an empty goat house and tall trees.</li> <li>4. Heidi decided to make a bed out of several layers of freshly cut-out hay on the first floor.</li> <li>5. Heidi had a large slice of bread, a piece of goat cheese, and a bowl of milk as her first meal.</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>Introduction to inference</b></p> <p><b>Characterisation</b></p> <p>Divide the students into pairs and give the following instruction.</p> <p>Here is a box of adjectives and a box of textual evidence given below. Place the adjectives and the textual evidence with their characters.</p> <p><b>Adjectives</b></p> <table border="1" data-bbox="316 1123 1197 1268"> <tbody> <tr> <td>apprehensive</td> <td>curious</td> <td>pleased</td> </tr> <tr> <td>delighted</td> <td>intrigued</td> <td></td> </tr> </tbody> </table> <p><b>Finding textual evidence</b></p> <table border="1" data-bbox="316 1357 1193 1767"> <tbody> <tr> <td>her eyes were bright with excitement at the thought</td> </tr> <tr> <td>she went to explore the area around the house</td> </tr> <tr> <td>wanted to go to sleep at once</td> </tr> <tr> <td>to decide her sleeping space</td> </tr> <tr> <td>sat on the bench outside his house instead of interacting with her</td> </tr> </tbody> </table>	apprehensive	curious	pleased	delighted	intrigued		her eyes were bright with excitement at the thought	she went to explore the area around the house	wanted to go to sleep at once	to decide her sleeping space	sat on the bench outside his house instead of interacting with her	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
apprehensive	curious	pleased											
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Date and Time	Content and teacher activity	Formative assessment
	<p>1. Heidi was _____ so _____.</p> <p>2. At first grandfather was _____ of Heidi, so he _____.</p> <p>3. Heidi was _____ to see the inside of the house, _____.</p> <p>4. Heidi was _____ to be able _____.</p> <p>5. Heidi was _____ with her bed and _____.</p> <p><b>HOMEWORK:</b> Have you ever stayed over at a relatives' house? How was the experience?</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 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>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.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</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><b>35 min</b></p>	<p><b>ACTIVITY: CONJUNCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Take a blank paper. Cut it into strips.</li> <li>2. Write different sentences on the strips of paper.</li> <li>3. Divide the class into groups. Each group will have 4–7 students.</li> <li>4. Give a set of strips to each group.</li> <li>5. Ask students to read the sentences on the strips and join those using conjunctions.</li> <li>6. Encourage students to use target conjunctions, after, and, as, because, but, for, since, although etc.</li> <li>7. Explain the target conjunctions by providing examples.</li> </ol> <p><b>ADDITIONAL HELPFUL RESOURCE:</b></p> <p><b>Fill in the blanks with suitable conjunctions.</b></p> <ol style="list-style-type: none"> <li>1. We solved the sum by the same method, _____ (so / but) our answers were different.</li> <li>2. Nobody likes Sam _____ (but / as) he always finds fault with others.</li> <li>3. Their team won _____ (before / because) they luckily scored a goal in the last minute.</li> <li>4. The pudding will not taste good _____ (though / unless) you add more sugar to it.</li> <li>5. Do not raise your hands _____ (until / unless) I have finished asking the question.</li> </ol>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>6. She was angry with me, _____ (since / so) I apologised to her.</p> <p>7. I rang the doorbell several times, _____ (and / but) nobody opened the door.</p> <p>8. The thief slipped into the house _____ (after / until) the family had gone to bed.</p> <p>9. The rabbit hid itself in the bushes _____ (but / and) thought that it was safe.</p> <p>10. _____ (After / Though) he had fever, Rahim went out with his friends to play.</p> <p><b>Class Work:</b> Attempt Ex: C 1, 2.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b> Practise conjunctions.</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>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>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>



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>Write a two line thank you note to a friend.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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