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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

3

Does he remember?

Week

4

Duration

60 min

Learning Outcomes

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

- Comprehend text post reading
- Write composition
- Comprehend texts
- Write answers to comprehension questions
- Understand and spell words to know
- Tell time using analogue clocks
- Identify active and passive verbs
- Punctuate sentences correctly
- Identify and make a list of verbs and adverb
- Enhance their listening and speaking skills
- Learn to work in groups
- Learn to work individually

Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this is the second week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Starter:</p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p>Pre-reading:</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. What does it mean to take care of an animal? 2. Can you name three basic needs that animals have? 3. Think about a pet you have or one you know. How do you take care of it? 4. Why is it important to treat animals with kindness and respect? 5. Have you ever observed an animal in its natural habitat? What did you notice about its behavior and needs? <p>Take a few minutes to answer these questions. It will help you think about what you already know about animal care before we begin reading.</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
<p>10 min</p> <p>10 min</p>	<p>Think-pair-share activity</p> <p>Ask the students to read the story individually. While reading the text, ask the students to answer the following questions:</p> <ol style="list-style-type: none"> 1. Think: Take a moment to think about different ways we can show care and compassion for animals. What actions can we take to ensure their well-being? 2. Pair: Find a partner and share your ideas with each other. Discuss why you think each action is important and how it helps animals. 3. Share: Share your thoughts and ideas as a class. Each pair can take turns sharing one action they discussed. Listen to your classmates' ideas and see if there are any new actions you hadn't thought of. 4. Reflect: Think about the ideas shared by your classmates. Are there any actions you would like to add to your own list? Why is animal care important to you personally? <p>This activity will encourage students to think critically about animal care, collaborate with their peers, and expand their understanding of the topic.</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>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim & scan</p> <p>Focused reading</p>

Date and Time	Content and teacher activity	Formative assessment
	<ol style="list-style-type: none"> 1. What are the names of the main characters? 2. Where was Moin standing at the start of the story? 3. Who did Moin come to visit? 4. What was Moin doing while waiting for the door to open? 5. What kind of a person he used to be? 6. How accurate were Moin's memory? 7. Why was Ballubari so upset with Moin? <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>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The names of the main characters are Moin and Nabil. 2. Moin was standing in front of large gate, waiting to be let in. 3. Moin came to visit his childhood friend Nabil. 4. Moin was reminiscing about his childhood and teenage years. 5. Moin was a very naughty child. 6. Moin’s memory was pretty accurate. 7. Moin used to endlessly tease Ballubari when it was little. <p>Feedback: Give feedback on responses.</p>	
10 min	<p>Reading aloud: 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>HOMEWORK: Ask the students if they have ever encountered a situation where they have had to be control their emotions and be polite despite the situation? How did it feel?</p>	Reading skills Comprehension skills

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercise A in class.</p> <p>Feedback: 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>
<p>20 min</p>	<p>Activity: Working with words</p> <p>Activity 1:</p> <ol style="list-style-type: none"> 1. Preparation: Create a list of words with common spelling errors suitable for grade 5 students. For example, include words like “accommodation,” “definitely,” “restaurant,” “separate,” “occasionally,” “February,” etc. Prepare a worksheet with these words, leaving space next to each word for corrections. 2. Worksheet Distribution: Provide each student with a copy of the worksheet (present after the activity) containing the misspelled words. Explain that their task is to identify and correct the spelling errors in each word. 3. Independent Correction: Instruct students to work individually and review each word on the worksheet. Encourage them to think critically and use their spelling knowledge to identify the correct spelling for each word. 	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
	<ol style="list-style-type: none"> 4. Peer Review: After students have completed the corrections, pair them up with a classmate. Have them exchange their worksheets and review each other's corrections. Encourage students to discuss and provide feedback on the corrections made. 5. Whole Class Discussion: Bring the class back together for a group discussion. Display the corrected words on the board and ask students to share their corrections. Discuss any challenging words and common spelling rules that apply to the corrected words. 6. Reinforcement Activity: To reinforce spelling skills further, provide additional activities such as word puzzles, word searches, or spelling quizzes using the corrected words. This will help students practice and internalize the correct spelling patterns. 7. Reflect and Review: Conclude the activity by asking students to reflect on what they learned about spelling. Have a brief class discussion on the importance of accurate spelling and strategies they can use to improve their spelling skills. 8. This activity engages grade 5 students in actively identifying and correcting spelling errors. It promotes independent thinking, peer collaboration, and reinforcement of spelling rules. By discussing the corrections and participating in follow-up activities, students have the opportunity to reinforce their spelling skills and build confidence in their written communication. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Worksheet:</p> <p>Instructions: Read each word carefully and identify the spelling errors. Correct the misspelled words in the space provided.</p> <ol style="list-style-type: none"> 1. Excitment: _____ 2. Agresive: _____ 3. Definetly: _____ 4. Accomodation: _____ 5. Seperate: _____ 6. Wensday: _____ 7. Recieve: _____ 8. Writting: _____ 9. Neccessary: _____ 10. Happeend: _____ <p>Remember to use your spelling knowledge and refer to any spelling rules you have learned.</p> <p>Great job practicing your spelling skills! Review your corrections and ask your teacher for feedback if needed.</p> <p>Note: Please make sure to review the words and their corrections for accuracy before using this worksheet with students.</p> <p>Corrected words:</p> <ol style="list-style-type: none"> 1. Excitement 2. Aggressive 3. Definitely 4. Accommodation 5. Separate 6. Wednesday 7. Receive 8. Writing 9. Necessary 10. Happened 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Activity 2:</p> <p>Objective: To reinforce the understanding of analogue clocks and time-telling skills.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Analogue clocks (real or printed) • Paper • Pencil or pen <p>Instructions:</p> <ol style="list-style-type: none"> 1. Begin by discussing analogue clocks with the students. Talk about the different parts of the clock, such as the hour hand, minute hand, and the numbers on the clock face. 2. Explain to that they will be practicing reading and setting analogue clocks. 3. Place an analogue clock in a visible location in your classroom. 4. Throughout the day, ask the students to read the time on the analogue clock and tell you what time it is. Encourage them to be as accurate as possible. 5. Provide your students with a a piece of paper. Ask them to draw several analogue clock faces and write down the times you give them. For example, you could say, “Draw a clock showing 3:45” or “Show the time 9:15.” 6. After completing the drawings, review the clock faces together. Compare them with the correct times and discuss any errors or misconceptions. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>7. To further challenge your students, ask them to set the analogue clock to specific times. Provide different scenarios and have them adjust the clock accordingly. For instance, you could say, “Set the clock to 2 hours and 20 minutes past 7” or “Set the clock to 5 minutes before 11.”</p> <p>8. Repeat this activity regularly to reinforce your students’ understanding of analogue clocks and their ability to read and set the time accurately.</p> <p>Note: You can adapt this activity based on the resources and materials available to you. You may use online clock simulations or downloadable clock templates if you don’t have physical analogue clocks.</p> <p>Class Work: Working with words: Attempt Exercise B.</p> <p>HOMEWORK: Practice telling time using analogue clocks.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Suffixes</p> <p>Objective: To differentiate between active and passive verbs in sentences.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Begin by explaining to the students the difference between active and passive verbs: <ul style="list-style-type: none"> • Active verbs show the subject of the sentence performing the action. • Passive verbs show the subject of the sentence receiving the action. 2. Provide examples of sentences using both active and passive verbs to illustrate the concept. 3. Divide the students into pairs or small groups. 4. Distribute a set of sentence cards to each group. Each sentence card should contain a sentence with either an active or passive verb. 5. Instruct the students to read the sentences and identify whether the verb used is active or passive. 6. Have the students discuss their answers within their groups and come to a consensus. 7. After the discussion, ask each group to share their answers with the class. 8. Engage in a class discussion to review the correct identification of active and passive verbs in each sentence. 	<p>Writing skill</p> <p>Brainstorming</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>9. Encourage the students to explain their reasoning behind their choices.</p> <p>10. To reinforce the concept, provide additional sentences and have the students categorize the verbs as active or passive individually or in pairs.</p> <p>11. Conclude the activity by summarizing the key differences between active and passive verbs.</p> <p>Example sentences:</p> <ol style="list-style-type: none"> 1. The dog chased the ball. (Active) 2. The cake was baked by Sarah. (Passive) 3. The students are studying for the test. (Active) 4. The house was painted by the workers. (Passive) 5. Samantha sings beautifully in the choir. (Active) 6. The book was written by a famous author. (Passive) 7. The car was repaired by the mechanic. (Passive) 8. Michael built a sandcastle on the beach. (Active) 9. The letter was delivered by the mail carrier. (Passive) 10. Sarah rode her bicycle to the park. (Active) <p>Note: The sentences can be modified or expanded based on the level of the students and the focus of the lesson.</p> <p>Top of Form</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Worksheet:</p> <p>Instructions: Read each sentence below and determine whether the verb used is in the active or passive voice. Write “A” for active or “P” for passive next to each sentence.</p> <p>Example: Sentence: The dog chased the ball. Answer: A</p> <ol style="list-style-type: none"> 1. The cake was baked by Sarah. _____ 2. The students are studying for the test. _____ 3. The house was painted by the workers. _____ 4. Samantha sings beautifully in the choir. _____ 5. The book was written by a famous author. _____ 6. The car was repaired by the mechanic. _____ 7. The flowers were watered by the gardener. _____ 8. Michael built a sandcastle on the beach. _____ 9. The letter was delivered by the mail carrier. _____ 10. Sarah rode her bicycle to the park. _____ <p>Answer Key:</p> <p>1. P 2. A 3. P 4. A 5. P 6. P 7. P 8. A 9. P 10. A</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Note: In the above sentences, “A” denotes active voice, where the subject performs the action, and “P” denotes passive voice, where the subject receives the action.</p> <p>Class Work: Attempt Exercise C in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK: Complete any incomplete work.</p>	
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking</p> <p>Objective: To enhance listening and speaking skills by identifying and describing various sounds.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Prepare a collection of sound clips or recordings that represent a range of everyday sounds. Examples could include animal sounds, musical instruments, household objects, nature sounds, transportation noises, etc. Ensure that the sounds are clear and recognizable. 2. Gather the students in a quiet and comfortable area where they can focus on listening. 3. Explain the activity to the students: they will listen to the provided sounds and try to guess what they are. They will then discuss and describe the sounds with their classmates. 4. Play each sound clip or recording one at a time, making sure to provide a brief pause between each one. 5. After playing a sound, give the students a moment to think about what they heard. Then, ask for volunteers to share their guesses with the class. Encourage the students to provide reasoning for their answers. 	<p>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
	<ol style="list-style-type: none"> 6. Engage the students in a discussion about each sound. Ask them to describe the characteristics of the sound, such as its volume, pitch, rhythm, or any associated emotions or actions it may evoke. 7. Encourage the students to use descriptive vocabulary and engage in conversations with their classmates. For example, they can ask questions like “What did you think the sound was?” or “Why do you think it sounds like that?” 8. Continue playing the sound clips and repeating the process of guessing, discussing, and describing until all the sounds have been played. 9. To extend the activity, students can take turns creating their own sound effects using objects or their voices. The rest of the class can guess what the sound represents. 10. Finally, facilitate a reflection on the activity by asking the students about their favorite sounds and why they found them interesting or enjoyable. <p>Note: Make sure to select age-appropriate sounds and consider the noise level in the classroom to avoid overwhelming the students.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Class Work: Composition</p> <p>Attempt Exercise E 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 on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
<p>05 min</p>	<p>Plenary: Ask the students the following questions: Share one thing you learned or found interesting today.</p>	<p>Brainstorm</p> <p>Verbal Response</p> <p>Discussion skills</p> <p>Cooperation skills</p>

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