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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

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Robinson Crusoe

Week	4	Duration	60 min
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Learning Outcomes	Upon completion of this lesson, students will be able to: <ul style="list-style-type: none">• Understand and use pronouns• Enhance their listening and speaking skills• Comprehend text post reading• Write answers to comprehension questions• Work on their composition skills
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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.	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. Ask the everyone and gently probe and encourage the students to provide answers. 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>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>Think-pair-share</p> <p>Ask the students to read the given text individually. While reading the text, the students will try to track textual details to find the following:</p> <ul style="list-style-type: none"> • Who are the main characters? • Where does the action take place? • What is the main idea of the text? <p>Ask the students to highlight all details that point to the above-mentioned areas and share their answers with a partner. Then ask the pairs to share their highlighted excerpts and discuss those excerpts with the class.</p>	<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 & scan</p>
10 min	<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. Where does the story start from? 2. Who is the speaker? 3. Is the speaker a good swimmer? 4. At what time of the day did the speaker reach the shore? 5. Did he have any resources with him? <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>	

Date and Time	Content and teacher activity	Formative assessment
	<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>10 min</p>	<p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The story starts from the start of a voyage which saw a good weather. 2. The speaker is Robinson Crusoe. 3. Yes, the speaker / Robinson Crusoe is a good swimmer. 4. Crusoe reached the shore at nighttime. 5. No, Crusoe did not have any resources with him when he reached the shore. <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>Exploring setting in a story:</p> <p>Explore the students' background knowledge. Discuss the following: setting is the time of the year, climate, or season, or a place, social, or political condition in which characters live. All of these elements play an important role in creating meaning and developing the atmosphere, tone, or the mood an author wants to portray.</p> <p>HOMEWORK:</p> <p>Ask the students to imagine a situation where they are stranded upon an island. Ask them to make a list of 10 essentials that they would like to have with them. And then ask them to make a plan to survive three days in that stranded island.</p>	<p>Reading skills</p> <p>Comprehension skills</p>
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercise A 1, 2 in class.</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 1: PERSONAL PRONOUNS</p> <ol style="list-style-type: none"> 1. Ask students to think about their family members, siblings or pets. 2. Ask them to describe either habits or behavior using pronouns. They will not say their names. 3. The class will listen to the students speaking on their turn and guess the relationship. Correct their use of pronouns wherever necessary. <p>E.g. 'He is tall. He is two years older than me. He likes to play cricket.</p> <p>ACTIVITY 2: POSSESSIVE PRONOUNS</p> <ol style="list-style-type: none"> 1. Ask students to think about their family members and people who live with them. 2. Tell them to narrate their daily routine and how they share things in the house with these people. 3. Restrict them to use possessive pronouns e.g. mine, my, his, hers, ours, and theirs. 4. Correct and guide them in using the pronouns correctly wherever necessary. <p>Note: This activity can be done in pairs or groups.</p> <p>Class Work: Working with words:</p> <p>Attempt Exercise B1, 2, 3, 4.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</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>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Learning about language</p> <p>Adverbs</p> <ol style="list-style-type: none"> 1. Prepare worksheets with four columns: ‘sentence’, ‘when’, ‘where’, ‘how’. 2. Divide the class into groups. Each group will have 4–7 students. 3. Give one worksheet to each group. 4. Ask each group to make 3 sentences and write them in the column on the worksheet provided. Tell them that they will enrich the sentences by adding an adverb of time, place, or manner. 5. When the activity is complete, discuss the sentences in the class. <p>Monitor the group activity to guide with the correct use of adverbs.</p> <p>Class Work:</p> <p>Attempt Exercise C 1, 2 in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
<p>10 min</p>	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Practice the uses of adjectives. Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment
Day 4: 00/00/00 15 min	Activity: Listening and Speaking Ask the students to attempt the listening and speaking exercises as directed. Try and make them autonomous readers. They should be able to do the questions on their own at this stage. However, provide assistance where required.	Verbal response
15 min	Class Work: Attempt Ex: D Feedback: Give feedback on responses and correct any answer if required.	Verbal response
Day 5: 00/00/00 20 min	Class Work: Composition Attempt Exercise E in class. 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. Feedback: Give feedback on responses and correct any answer if required.	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
10 min	Homework: Complete any incomplete work.	

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: Where can you apply the skills learned today?	Brainstorm Verbal Response

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