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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

8

Uncle Shams

Week

7

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 from the text
- Read and understand playscript
- Understand the format of a playscript
- Act a playscript
- Answer the questions as per the reference to the context
- Find opposites of the given words
- Solve anagrams
- Contract the given words

- Write full versions of the contracted words
- Punctuate the given sentences
- Make nouns from given verbs
- Conduct a discussion in class about different kinds of salutations

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
20 min	Starter: 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. 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
20 min	<p>Pre-reading:</p> <p>Task 1:</p> <p>Ask the pre-reading question to 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>Task 2:</p> <p>Divide the class into four teams.</p> <p>Assign task:</p> <ul style="list-style-type: none"> • List all the words you can think of related to the word 'Customs' <p>(Teachers can change the word to be 'traditions' or 'culture').</p> <ul style="list-style-type: none"> • Once the list is created, group the words according to their similarities. • Give a label to the group of words. • Share with the class. <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>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 was getting married? 2. What were the parents doing at the start of the party? 3. When were the guests expected to arrive? 4. Which guests was the first to arrive? 5. What was Uncle Shams' reason to arrive early? 6. Was Uncle Shams' stay a blessing? 7. What else was Mrs Malik complaining about? 8. What was the result of Mr and Mrs Malik's backbiting? 9. Was Samina sad to see Uncle Shams go? 10. What did Mr and Mrs Malik find out after Uncle Shams left? <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>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>

Date and Time	Content and teacher activity	Formative assessment
	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. Mr and Mrs Malik’s daughter Samina was getting married. 2. The parents were preparing their house for the guests. 3. The guests were expected to arrive in three weeks. 4. Uncle Shams was the first guest to arrive. 5. Uncle Shams wanted to help with the preparation. 6. No, in a short while that Uncle Shams stayed, he cracked the wall, marble, and broke the vase on the coffee table. 7. Mrs Malik complained that Uncle Shams had a healthy appetite, so they would need to increase the budget as well. 8. Uncle Shams heard Mr and Mrs Malik complaining about him and left before having lunch. 9. Yes, Samina was sad to see Uncle Shams go. 10. Mr and Mrs Malik found out that Uncle Shams had come to gift Samina his late wife’s jewelry. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<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>Character analysis</p> <p>Most of the time, authors do not explicitly write a character's trait, and leave it on the readers to infer and make their own judgment about the character. Inferring character traits is possible by reading the text closely and looking for the quotes a character says, the actions that take place, and how the character reacts in those moments.</p> <p>The students need to work in pairs. They need to read the story again and infer Mr and Mrs Malik and Uncle Shams' character traits. They would mention the quotes from the story that reveal these character traits.</p> <p>For example:</p> <p>Quote from the story: (To the workman) 'Be careful, man! That's a marble floor you're trying to crack!'</p> <p>What does it tell us: This tells us that Mr Malik is an uptight and pretentious man. He values material things over being kind and polite to others. The students will identify at least two quotes from the story which reveal the character traits of Mr and Mrs Malik and Uncle Shams.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity			Formative assessment
		Quote:	What does it tell us:	
	Mr Malik			
	Mrs Malik			
	Uncle Shams			
20 min	<p>HOMEWORK: Write a story where the characters are tricked and ultimately the trickster is taught a lesson.</p> <p>Class Work: Comprehension Attempt Exercise A in class.</p> <p>Challenge Question: Have a small discussion on ‘Challenge Question’.</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>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: TEACHING PUNCTUATION</p> <p>Ask students to work in pairs. Give them 2 slips of papers featuring the following extracts to read paying specific attention to the use of punctuation in both extracts.</p> <p>“The practical thing was to find rooms in the city, but it was a warm season, and I had just left a country of wide lawns and friendly trees, so when a young man at the office suggested that we take a house together in a commuting town, it sounded like a great idea....”</p> <p>Taken from <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>“The practical thing was to find rooms in the city. It was a warm season. I had just left a country of wide lawns and friendly trees. A young man at the office suggested that we take a house together in a commuting town. It sounded like a great idea.”</p> <p>Students have to discuss what they think about sentence construction and how effectively the message is conveyed in both extracts. Ask them to report their opinions on both extracts. Generate a discussion about how extract 2 appears simplistic and at times ineffective in expression compared to extract 1. Explain the use of punctuation in both extracts and how extract 2 has deleted all causal relationships within the write-up. Now, take away the slip having extract 1. Ask students to work on their own to combine sentences and improve the passage using appropriate punctuation marks.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>ACTIVITY: CONTRACTIONS</p> <p>Write the word contract on the board and ask the students to tell you how the word is used in science (to become smaller). Explain that the term ‘contraction’ is used in English for expressions that are shortened when two words are joined together and one or more of the letters is removed. Write some examples on the board e.g. is not = isn’t, cannot = can’t etc., and ask students to identify the letters that have been removed from each of them. Ask students to write other examples on the board.</p> <p>ADDITIONAL HELPFUL RESOURCE:</p> <p>A. Replace the italicised words with appropriate contractions.</p> <ol style="list-style-type: none"> 1. You have not given us complete information. 2. The workman said that he had not been paid for his work. 3. I would not dream of putting you to so much trouble. 4. ‘It is quite late and I am going to bed,’ said Raana’s mother. 5. I tried to call you but could not get through. 	
<p>Day 3: 00/00/00</p> <p>20 min</p>	<p>Class Work: Working with words: Attempt Exercise B.</p> <p>Homework: Complete any incomplete work.</p>	<p>Verbal Response Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: NOUNS</p> <p>For this noun game, students pick a sport that they enjoy. Then have them write a list of nouns that relate to the sport. (For example, for basketball, they might choose ‘court,’ ‘basket,’ ‘backboard’). Ask students to write a paragraph about a time when they played their favourite sport. They should talk about players. When they have written the paragraph, ask them to exchange their paragraphs with each other and identify whether their partners have used the nouns and pronouns correctly.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
20 min	<p>Class Work:</p> <p>Attempt Ex: C. Explain the remaining concepts so that they can be done from home.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	
<p>Day 4: 00/00/00</p> <p>20 min</p>	<p>Workbook Exercise:</p> <p>Attempt workbook exercises.</p> <p>HOMEWORK:</p> <p>Complete any incomplete work.</p>	<p>Writing skill</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Activity: Listening and Speaking</p> <p>Teach the students to share in a civil manner with your friends. Conduct the listening and speaking activity as is directed in the textbook.</p> <p>Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
20 min	<p>Class Work:</p> <p>Attempt Ex: D.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
<p>Day 5: 00/00/00</p> <p>40 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>

Date and Time	Content and teacher activity	Formative assessment
20 min	Plenary: Ask the students the following questions: Design your own writing mat to give advice to other students about...	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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