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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

9

A Flash of Light

Week

8

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 questions from the text
- State whether the statements are true or false
- Answer the following questions with reference to the context
- Write the English names in Braille
- Study irregular adverbs
- Complete the given sentences using adverbs
- Fill in the blanks using given conjunctions

- Listen and choose the best answer
- Write a letter
- Write a letter using the given prompts

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: 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>Word map Learners will fill in the given word map template, keeping the word 'cruel' as the key word. Once done, share their word map with the class.</p> <table border="1" data-bbox="316 901 1211 1686"> <tr> <td data-bbox="316 901 762 1295">Definition in your own word</td> <td data-bbox="762 901 1211 1295">Synonym</td> </tr> <tr> <td colspan="2" data-bbox="316 1295 1211 1336" style="text-align: center;">DBLIND</td> </tr> <tr> <td data-bbox="316 1336 762 1686">Use it in a sentence</td> <td data-bbox="762 1336 1211 1686">Draw a picture of it</td> </tr> </table> <p>Gently probe students and encourage them to participate.</p>	Definition in your own word	Synonym	DBLIND		Use it in a sentence	Draw a picture of it	Brainstorming Creative thinking
Definition in your own word	Synonym							
DBLIND								
Use it in a sentence	Draw a picture of it							

Date and Time	Content and teacher activity	Formative assessment
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. What is the weather like at the start of the story? 2. Which character is at the start of the story? 3. What stirs Timothy Hauy’s interest in blind education? 4. What did Hauy do to put his intention to action? 5. How did Hauy further his research and help the blind? 6. Who perfected Hauy’s system of studying for the blind? 7. What is Braille? 8. Was Louis Braille blind or sighted? 	<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>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
	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. It was a cold day at the start of the story. 2. Timothy Hauy is the main character and is at the start of the story. 3. Hauy had always wanted to help blind, but his interest developed when a blind beggar identified a coin correctly by tracing his fingers upon it. 4. Hauy took home a blind boy whom he found begging at a church door. The blind boy became his first pupil and learnt very quickly how to read from raised signs. 5. Hauy was able to start a school for the blind with the help of money donated by the public. 6. A Frenchman, Louis Braille, perfected a system of writing especially for the blind; this writing is called Braille. 7. Braille is a special alphabet used by the blind. The alphabet is marked by raised dots on stiff paper which blind people can understand by the touch of their fingers. 8. Louis Braille was blind and worked in a blind school in Paris. <p>Feedback:</p> <p>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—turning point</p> <p>Haüy is a kind and soft-hearted character whose life has changed since meeting a blind beggar. Before he had always wanted to help the blind but never knew how.</p> <p>Read the story closely and write down the change that occurred in his character.</p> <table border="1" data-bbox="316 845 1214 1079"> <thead> <tr> <th data-bbox="316 845 762 955">Haüy before meeting the blind beggar</th> <th data-bbox="762 845 1214 955">Haüy after meeting the blind beggar</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 955 762 1079"></td> <td data-bbox="762 955 1214 1079"></td> </tr> </tbody> </table> <p>HOMEWORK:</p> <p>Write a story about how you have seen one disabled person helping another in a time of need.</p>	Haüy before meeting the blind beggar	Haüy after meeting the blind beggar			<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
Haüy before meeting the blind beggar	Haüy after meeting the blind beggar					
<p>20 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercise A 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>Say which of the underlined groups of words are phrases and which clauses.</p> <p>1. Rehan ate a hearty meal, but Saniya drank only a glass of water. </p> <p>2. There was a crowd of people at the airport waiting to welcome the victorious team. </p> <p>3. Where did you see this wonderful sight? </p> <p>4. There is a bowl with a goldfish on the table. </p> <p>5. You must listen to this story which has been written by my brother. </p>	
Day 3: 00/00/00 20 min	<p>Class Work: Working with words: Attempt Exercise B.</p> <p>Homework: Complete any incomplete work.</p>	Verbal Response Writing skill Brainstorming Creative writing

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>ACTIVITY: ADVERBS</p> <p>Write a simple sentence on the board such as, ‘She eats food.’ Ask students to work in groups of 3 and add adverbs (degree, frequency), to the sentence. You might have them come to the board and add to the sentence with different-coloured chalk or markers, or you can ask them to write those sentences in their notebooks. After 15 to 20 minutes ask each group to share their sentences with the entire class.</p> <p>ADDITIONAL HELPFUL RESOURCE:</p> <p>State what kind each of the underlined adverbs is.</p> <ol style="list-style-type: none"> I have often told you not to speak so loudly. How do you open this locker? Jeff came home quite late last night. When did you return from Lahore? John will certainly forget tomorrow what he has told you today. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>6. Wherever we went, we found people praising him highly.</p> <p>.....</p> <p>.....</p> <p>7. Junaid drives very rashly, but Shahzeb is cautious.</p> <p>.....</p> <p>.....</p> <p>8. We shall certainly meet your parents if we visit Lahore again.</p> <p>.....</p> <p>.....</p> <p>Pick out the conjunctions from the following passage.</p> <p>Rustum finally reached the bank of the river. No sooner had he got off from his horse than he saw Sohrab. Neither the father nor the son knew who the other really was. Sohrab had hardly taken his sword out before Rustum charged at him. Sohrab could either surrender or attack Rustum, his own father. Rustum wanted Sohrab to become over-confident and careless by allowing him to win in the beginning, but Sohrab realised what Rustum’s intention was. Though he knew that Rustum was a great warrior, he decided that to kill Rustum as soon as possible was the best way to end the fight.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Fill in the blanks with suitable conjunctions.</p> <ol style="list-style-type: none"> 1. The shopkeeper told the customer to buy the book put it back. 2. The trees in the park bore fruit flowers. 3. Everyone in our family loves cares for books. 4. is our new teacher very cheerful very kind. 5. he is really in pain he is very good at pretending. 6. was the Emperor foolish cruel. 7. the students the teachers were interested in the magic show. 8. had Maria raised an alarm the policeman came to her rescue. 9. had I fallen asleep the alarm sounded. 10. I have travelled in buses trains over long distances. 	
20 min	<p>Class Work: Attempt Ex: C. Explain the remaining concepts so that they can be done from home.</p> <p>Homework: Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>20 min</p>	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill</p>
<p>20 min</p>	<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: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p>
<p>20 min</p>	<p>Class Work: Attempt Ex: D.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
<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>
<p>20 min</p>	<p>Plenary: Ask the students the following questions: Take one minute to compose two statements in your head to explain what we have learnt and how we have learnt it.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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