

3<sup>rd</sup> Edition

New  
**Oxford**  
**Modern**  
**English**

BOOK  
5

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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

## The Problem with Plastic

Week

11

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
- Answer the following questions with reference to the context
- Change the given verbs to nouns
- Use the first five words to form sentences of your own
- Analyse analogies and use them on their own
- Use phrases and clause on their own

- Use conjunctions to join sentences
- Imagine a scenario and role-play the characters
- Create and conduct an interview
- Read out the questions and answers prepared for the interview

Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00  05 min	<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
20 min	<b>Starter:</b> 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.  <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
20 min	<p><b>Pre-reading:</b></p> <p><b>Task 1:</b> 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><b>Task 2:</b> Draw the bridge over the river with no pollution and rubbish.</p> <div data-bbox="316 789 1214 948" style="border: 1px solid black; height: 77px; width: 563px; margin: 10px 0;"></div> <p>Write five adjectives to describe it (in terms of its shape, size, color, special feature, sound, etc.)</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>_____</li> <li>2. _____</li> <li>_____</li> <li>3. _____</li> <li>_____</li> <li>4. _____</li> <li>_____</li> <li>5. _____</li> <li>_____</li> </ol>	Brainstorming Creative thinking





Date and Time	Content and teacher activity	Formative assessment
<p>10 min</p> <p>10 min</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. What was Zara’s favourite thing to do during her walks home from school?</li> <li>2. What was the one thing that Zara did not like?</li> <li>3. Why did Zara dislike cross the bridge?</li> <li>4. How did Zara’s father describe the river was like when he was young?</li> <li>5. Why was Zara unable to feel at ease even inside the bookshop?</li> <li>6. How did Zara learn about recycling and helping the environment?</li> <li>7. What had Zara decided to do?</li> <li>8. What inspired Zara to take such a step?</li> <li>9. Was the impact created by the decision of one person?</li> <li>10. How did Zara feel towards the end of the story?</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>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 &amp; scan</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Zara loved looking at the shops and their display during her walks home from school.</li> <li>2. Zara did not like crossing the bridge over the river.</li> <li>3. Zara dislike crossing the bridge because the river was slowly getting clogged with rubbish.</li> <li>4. Zara's father said that when he was young, he would go swimming in the river and people would on picnics by the river bank.</li> <li>5. Zara was at unease at the bookshop because the stench of the pilling rubbish was being carried to the shops now.</li> <li>6. At school, Zara talked with her friends and kept on learning about recycling and how she can help the environment.</li> <li>7. Zara decided to help the environment by doing her part and not using plastic straws or bags.</li> <li>8. Zara read an article in her local newspaper about how some students cleaned their local area. They were wearing gloves and though it took a while, but they were able to make a difference.</li> <li>9. No, the first step was taken by one school, however soon two more schools joined and they were able to achieve their target.</li> <li>10. At the end, Zara felt hopeful.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment									
<p><b>Day 2:</b> 00/00/00</p> <p><b>20 min</b></p>	<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>Finding the main idea</b></p> <p>Let us go green to get our planet clean</p> <p>The story of the text suggests the main idea or its gist. Explain it in your own words. What evidence do you find in the poem to support your stance?</p> <table border="1" data-bbox="354 768 1169 1106"> <tr> <td data-bbox="354 768 660 882"></td> <td data-bbox="660 768 863 882"></td> <td data-bbox="863 768 1169 882"></td> </tr> <tr> <td data-bbox="354 882 660 992"></td> <td data-bbox="660 882 863 992" style="text-align: center;"><b>Main Idea</b></td> <td data-bbox="863 882 1169 992"></td> </tr> <tr> <td data-bbox="354 992 660 1106"></td> <td data-bbox="660 992 863 1106"></td> <td data-bbox="863 992 1169 1106"></td> </tr> </table> <p><b>HOMEWORK:</b></p> <p>Write a daily note about how you cleaned your room.</p>					<b>Main Idea</b>					<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
	<b>Main Idea</b>										
<p><b>20 min</b></p>	<p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A 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>ACTIVITY: PREFIXES AND SUFFIXES</b></p> <p>To revise prefixes, write on the board some words, e.g. tidy, possible, equality, honest, and ask the students to add two or three letters to the beginning of each word to form a word with the opposite meaning. Write the new words on the board, (untidy, impossible, inequality, dishonest). Underline the prefixes and elicit the term prefix for a group of letters that is added to the beginning of a word to change its meaning. Introduce the term suffix by writing another set of words on the board to which suffixes can be added, e.g. care, thought, beauty, etc. and ask the students if they can add letters to the ends of the words in order to form new words (careful, careless, thoughtful, thoughtless, beautiful, beautician, etc.) Write the words on the board, underline the suffixes and introduce the term suffix.</p> <p><b>ADDITIONAL HELPFUL RESOURCE:</b></p> <p><b>Add a prefix or suffix to each of the underlined words so that the sentences make sense.</b></p> <p>1. ‘Your father has agreed to take us all out next Saturday,’ Mother told us happy.  .....  .....</p> <p>2. It is quite unlike that the Prime Minister will agree to be the chief guest at our event.  .....  .....</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>3. You need to frost the refrigerator, for the freezer is completely iced over.</p> <p>.....</p> <p>.....</p> <p>4. We are still hope that we will reach the airport in time for the flight.</p> <p>.....</p> <p>.....</p> <p>5. The expression on his face told me that he was still in a lot of comfort.</p> <p>.....</p> <p>.....</p> <p>6. I always believe what she says because she has never been truthful.</p> <p>.....</p> <p>.....</p> <p>7. The people were angry, for they understood what the leader said.</p> <p>.....</p> <p>.....</p> <p>8. Some believe that breaking a mirror is auspicious, but I think it is a superstition.</p> <p>.....</p> <p>.....</p> <p>9. Everybody is puzzled as the reason why the minister resigned is known.</p> <p>.....</p> <p>.....</p>	

Date and Time	Content and teacher activity	Formative assessment
	10. The operation was success, and the patient was saved. ..... .....	
<b>Day 3:</b> <b>00/00/00</b>  <b>20 min</b>	<b>Class Work: Working with words:</b> Attempt Exercise B.  <b>Homework:</b> Complete any incomplete work.	Verbal Response Writing skill Brainstorming Creative writing
<b>20 min</b>	<b>ACTIVITY: KINDS OF SENTENCES AND CLAUSES</b> Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause. Write on the board a compound sentence e.g. The house was splendid, and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things. Also explain that each clause makes sense on its own – the clauses are of equal importance. Introduce the terms coordinate clause and compound sentence. Write on the board a complex sentence, e.g. The garden, which was lovingly cared for and contained many interesting plants, was beautiful. Again, ask students to identify the verbs and then the clauses and write the clauses on the board. (The garden was beautiful; ii. which was lovingly cared for; iii. contained many interesting plants;) Ask the	Writing skill Brainstorming Creative thinking skills

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	<p>students to identify the most important piece of information in the sentence and explain that this is the only clause that can stand alone; introduce the term main/principal clause. Point out that the other clauses provide more information about the garden but do not make complete sense on their own; introduce the terms subordinate/dependent clause and complex sentence. Point out that in a compound sentence, the clauses are of equal importance, but a complex sentence has one main clause, and the other clauses are of lesser importance/subordinate. Explain briefly that, as with phrases, there are different types of clauses, (noun, adjectival and adverbial).</p> <p><b>ADDITIONAL HELPFUL RESOURCE:</b></p> <p><b>Say which of the underlined groups of words are phrases and which clauses.</b></p> <ol style="list-style-type: none"> <li>1. Rehan ate a hearty meal, but Saniya drank only a glass of water.  .....  .....</li> <li>2. There was a crowd of people at the airport waiting to welcome the victorious team.  .....  .....</li> <li>3. Where did you see this wonderful sight?  .....  .....</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<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> <p>6. You must learn how to drive, or you have to depend on a driver.  .....  .....</p> <p>7. This wooden table must be quite old.  .....  .....</p> <p>8. If you do not listen to me, you will be in trouble.  .....  .....</p> <p>9. Julius Caesar was one of the greatest Roman generals.  .....  .....</p> <p>10. Mother showed me a letter which was written by her grandfather.  .....  .....</p>	



Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work:</b></p> <p>Attempt Ex: C. Explain the remaining concepts so that they can be done from home.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	
<p><b>Day 4:</b> 00/00/00</p> <p>20 min</p>	<p><b>Workbook Exercise:</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	Writing skill
20 min	<p><b>Activity: Listening and Speaking</b></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.</p> <p><b>Role-play:</b></p> <p>Role-play exercises give students an opportunity to assume the role of a person or a being and act out a situation Such situations can be performed individually, in pairs, or in groups.</p> <p><b>Four types of role-plays are:</b></p> <ul style="list-style-type: none"> <li>• Fandom</li> <li>• Original</li> <li>• Group</li> <li>• One-on-one</li> </ul>	Verbal response

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20 min	<p><b>Class Work:</b> Attempt Ex: D.</p> <p><b>Feedback:</b> 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><b>Class Work: Composition</b> 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> Give feedback if required.</p> <p><b>Homework:</b> 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>		
20 min	Plenary: Ask the students the following questions: Brainstorm or mind map of what has been learnt during lesson	<p>Brainstorm</p> <p>Verbal Response</p>		

**ASSESSMENT**

**REFLECTION**