

3rd Edition

New
Oxford
Modern
English

BOOK
5

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OXFORD
UNIVERSITY PRESS

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

13

The Olympic Games

Week

12

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
- Find words in a jumbled letter box
- Answer the questions about the given words from the text
- Talk about a given topic
- Research about what the students do not have knowledge of
- Read and understand different types of paragraphs

- Edit the given paragraph
- Write a paragraph to describe the given picture
- In a small group discuss the given discussion points
- Write five discussion questions
- Ask the said questions and answer
- Write a short report on a given topic

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 teams of three to four members. Ask the students to make up a game. Also ask them to:</p> <ul style="list-style-type: none"> • Give it a name. • How to play? • Where to play it? (In the sand, on water, on the ground etc.) • What is its origin? • How many team members are required? • How many teams are required? • What tools are required to play the game? • Any there any special feature? (Suggesting that it can be played in a special manner or for special events, etc.) <p>The students should be encouraged to come up with creative ideas. Next, ask them to stick the drawing on a chart paper and present it to the class. They can label the information next to the drawing of the game. (Ask them to write a short paragraph of five to six sentences on the game as an extension activity.)</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. When and where was the first modern Olympic games held? 2. When was the original Olympic game held? 3. How was Olympics designed originally? 4. How often do the modern Olympic games happen? 5. How many different categories of sport are present in the Olympics? 6. Which new sports have been introduced since 1924? 7. What steps have been taken to stop from any one country from dominating the event? 8. How is the history of Olympics with women competitors? 9. Is Olympics a gender-neutral event? 10. Has Pakistan ever hosted Olympics/. <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. The first modern Olympic games were held in Athens, Greece, in 1896. 2. The original Olympic Games were held from 776 BCE to 393 CE. 3. Originally, the Olympics was designed for ordinary people who enjoyed sports in their spare time, rather than professional athletes. 4. The modern Olympic games happen after every four years. 5. In the Olympics, there are thirty-eight different categories of competitions. 6. Since 1924, Winter Olympic Games have also been introduced. 7. To stop any one country from dominating the Games, there are rules about the number of competitors allowed. 8. In the first Olympics, women were not allowed to compete at all. Over time, women have been allowed to compete in many more of the sports. 9. Now, the Olympics is aiming for there to be more equality between the male and female competitors. 10. No, Pakistan has never hosted Olympics. <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>Insightful annotations</p> <p>Ask the students to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:</p> <ul style="list-style-type: none"> • How is the heading/title connected to the main text? • Which details are important about this text? • Are there any details that have changed by the end of the text? • Learners may mark areas that are confusing to them and write ‘I wonder’ or ‘I don’t get it’. <p>Later on, ask the students to discuss these details with their entire class and their teacher.</p> <p>HOMEWORK:</p> <p>Write a short passage about what you are passionate about?</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
<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>Create a classroom WORDLE:</p> <p>Have a chart paper and place it in the middle of the class. Provide each student with a colored marker / paint brush / crayon / colour pencil. In the middle of the chart paper, write the word 'SHIP' in block letters. Each student from the class thinks of a word that they can relate to a ship and comes forward to write on the chart paper. Students should not repeat the words. Also, every student should get a chance to write a word. Once every student gets the chance to write a relevant word to 'SHIP', show the WORDLE to the learners. Are there any other words that the students think that they have missed? Fill those words in the spaces left over on the chart paper.</p>	
<p>Day 3: 00/00/00</p> <p>30 min</p>	<p>Class Work: Working with words:</p> <p>Attempt Exercise B.</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
30 min	<p>Class Work:</p> <p>Attempt Ex: C. Explain the remaining concepts so that they can be done from home.</p> <p>Extension activity</p> <p>Think of an activity where some of you and your friends have worked together as a team (e.g., a project, a school play, sports, working for the school exhibition etc.). What were the roles played by the different team members? Did you have any problems working together? Write your reflections.</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>	Writing skill
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

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>Class Work: Attempt Ex: D.</p> <p>Feedback: 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 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: Give feedback if required.</p> <p>Homework: 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	<p>Plenary: Ask the students the following questions: Quick-fire oral quiz to review/revisit learning</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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