

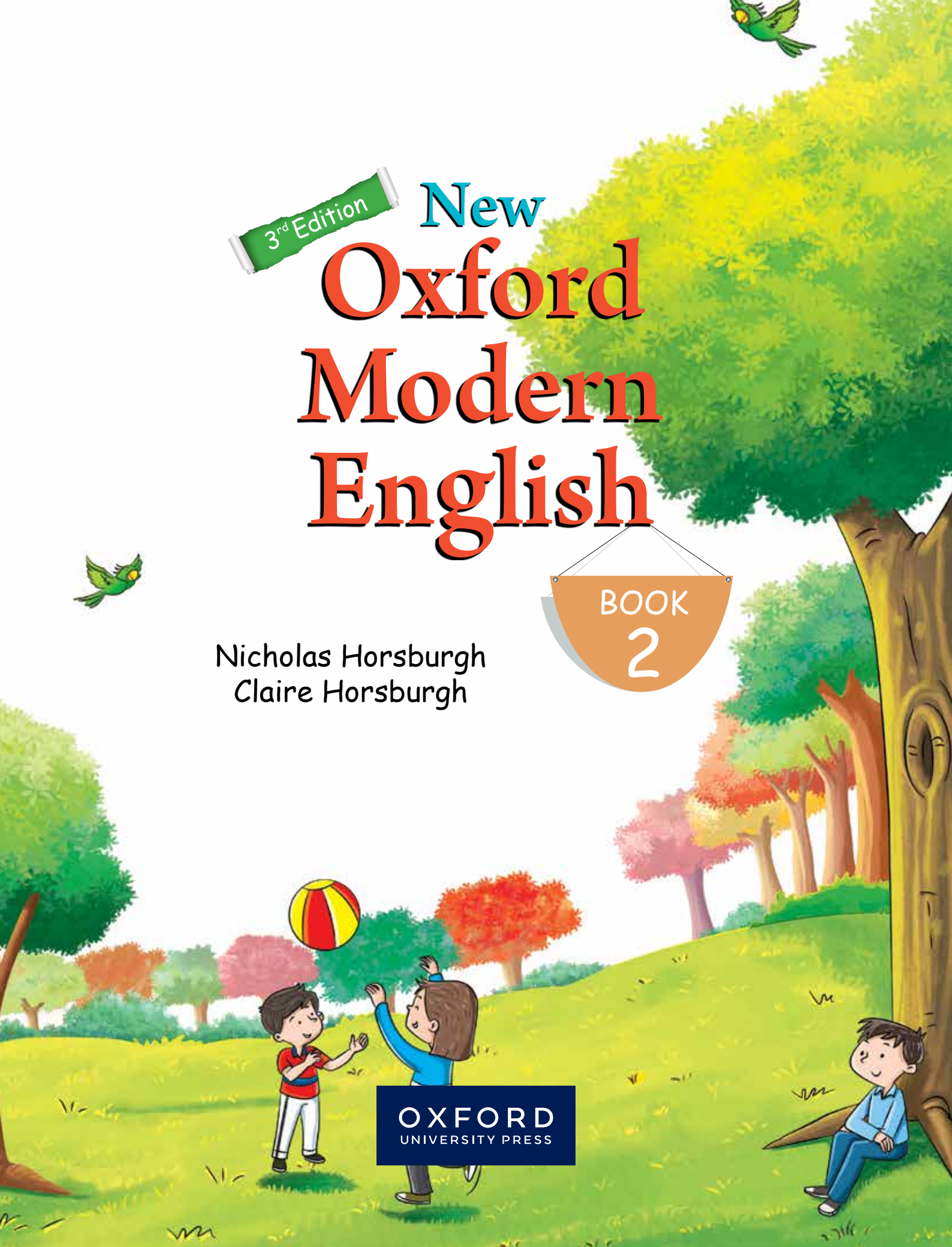
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BOOK
2

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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

2

Faiza's Biscuits

Week

1

Duration

60 min

Learning Outcomes

Upon completion of this lesson, students will be able to:

- Punctuate and capitalise sentences on their own
- Write sentences on their own
- Write short essays (composition)
- Count objects
- Listen to statements and ask appropriate questions
- Skim and scan text to find relative information
- Use pointing words in their sentences
- Comprehend texts

Date and Time	Content and teacher activity	Formative assessment
Day 1: 00/00/00 05 min	Settling time: As this will be the first week of the term, greet the students warmly, ask them about their holidays, introduce yourself, and make them feel welcome.	Verbal response
10 min	Starter: Recap through questioning. Ask students the questions to see how much they remember. Spend this time in the first week, asking students about themselves, this way you can gauge their speaking and listening skills as well.	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
25 min	<p>Focused [Group] 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 name of the girl? 2. Is she rich or poor? 3. What did Faiza see? 4. What does Faiza do after she sees people going in? 5. Who is in the last picture? <p>Teacher's Resource: Answers</p> <ol style="list-style-type: none"> 1. The name of the girl is Faiza. 2. Faiza is poor. 3. Faiza sees a car stopping and some people getting out. 4. Faiza looks in a window. 5. It is Faiza, she is selling biscuits. <p>Feedback:</p> <p>Give feedback on responses.</p> <p>Reading:</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>HOMEWORK:</p> <p>Have had any home-made biscuits? How are they different from a store bought one?</p>	<p>Skim & scan</p> <p>Focused reading</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension and Working with words</p> <p>Attempt Exercises A and B 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>Activity: Learning about language (Capital and small letters)</p> <p>Recall the concept of punctuation and capitalization. Write a few examples on the board and encourage the students to provide responses. Help them out in the first example. Once they have grasped the concept then move on.</p> <ol style="list-style-type: none"> 1. Take a sheet of chart paper. Cut it into small strips. 2. Write simple sentences and question statements on each strip. Each strip should have a different sentence or a question. 3. The sentence should start with a small letter and end without a full stop. For example: ‘the house was big and brown’. The question statement should start with a small letter and end without a question mark, for example: ‘what is your name’ 4. Divide the class into groups (4–7 students in each group). 5. Give equal number of strips to each group. 6. Ask them to correct the sentences by adding a capital letter at the beginning of the sentence and a full stop or question mark at the end. <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Counting skills</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>10 min</p>	<p>Class Work: Working with words: Attempt Exercise C1 and 2.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Recall Brainstorming Verbal response Writing skills</p>
<p>10 min</p>	<p>Activity: Asking questions (Line up) Introduce the concept of asking questions and how to make or ask question statements. Provide a few examples from class, for example, call a student's name from class and ask, 'What is Raza doing?' Prompt students to answer and then ask similar questions about other students. Encourage students to make similar questions. When the students have grasped the concept, move on.</p> <p>Class activity:</p> <ol style="list-style-type: none"> 1. Divide the students in to teams (depending on the total number of students divide them into 3 or 4 teams). 2. Ask the students to line up in teams as quickly and calmly as possible. Make sure there is no commotion. 3. Then inform the students that the lineup criteria is: age. This means that the students will have to ask each other how old they are and then stand accordingly in a line. 4. The first team to line up correctly gets 4 points. The second team to line up correctly gets 3 points, etc. <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Verbal response Speaking skills Listening skills Creative thinking Brainstorming Problem solving skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Class Work: Learning about language Attempt Exercise D in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	<p>Writing skill Brainstorming</p>
10 min	<p>Workbook Exercise: Attempt Exercise A.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK: Practice asking questions.</p>	<p>Writing skills Recall</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>20 min</p>	<p>Activity: Sentence making</p> <ol style="list-style-type: none"> 1. Cut a chart paper into small cards. 2. Prepare noun and verb cards, respectively. <p>Noun Cards: Write name of a person, animal, or an object.</p> <p>Verb Cards: Write verbs (words indicating actions) on the cards.</p> <ol style="list-style-type: none"> 3. Divide students in groups (Depending on the total number of students in class, each group will have 4-7 students). 4. Place two bowls labelled Noun cards and Verb cards. Place the noun words in noun bowl and verb words in verb bowl, respectively. 5. Give each group the bowl of noun cards and the bowl of verb cards to choose from, respectively. 5. Ask the group to pick any one noun card and any one verb card. 6. They will read the cards aloud in their respective groups. 7. Ask them to use the noun and verb to make a sentence. For example: Hamza is studying. 8. Play the game until all the cards are used. 9. Monitor the groups and guide the students to make correct sentences. <p>Class Work: Composition</p> <p>Inform the students that they have been writing individual sentences for a while now. In this exercise they have to collectively make sentences to form a single idea, composition (essay)</p>	<p>Verbal response</p> <p>Recall</p> <p>Creative thinking</p> <p>Creative writing</p> <p>Brainstorming</p> <p>Group thinking</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>Attempt Exercise E in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	
20 min	<p>Class Work: Project</p> <p>Attempt the project on page 15 (book). Be creative and make pictures related to Faiza's business of biscuits.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK:</p> <p>Do Exercise B1a and 1b in workbook, page 5.</p>	<p>Verbal response</p> <p>Creative thinking</p> <p>Creative writing</p> <p>Brainstorming</p>
<p>Day 5: 00/00/00</p> <p>20 min</p>	<p>Activity: Count with me!</p> <p>Ask the students to go through their English textbook carefully and count how many chapters and poems are there. Ask them to double check and make sure before answering. The first person to answer correctly will get 4 points, the second person will get 3 points, and the third person will get 2 points.</p> <p>Class Work: Numbers</p> <p>Attempt Exercise F1, 2, 3 in class.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p>

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Workbook Exercise: Attempt Exercise C.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>HOMEWORK: Practice writing short essays.</p>	<p>Listening skills Brainstorming Problem solving skills</p>
05 min	<p>Plenary: Ask the students the following questions: What are the 2 things that went well in this week? What do you need help on?</p>	<p>Brainstorm Verbal Response</p>

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