

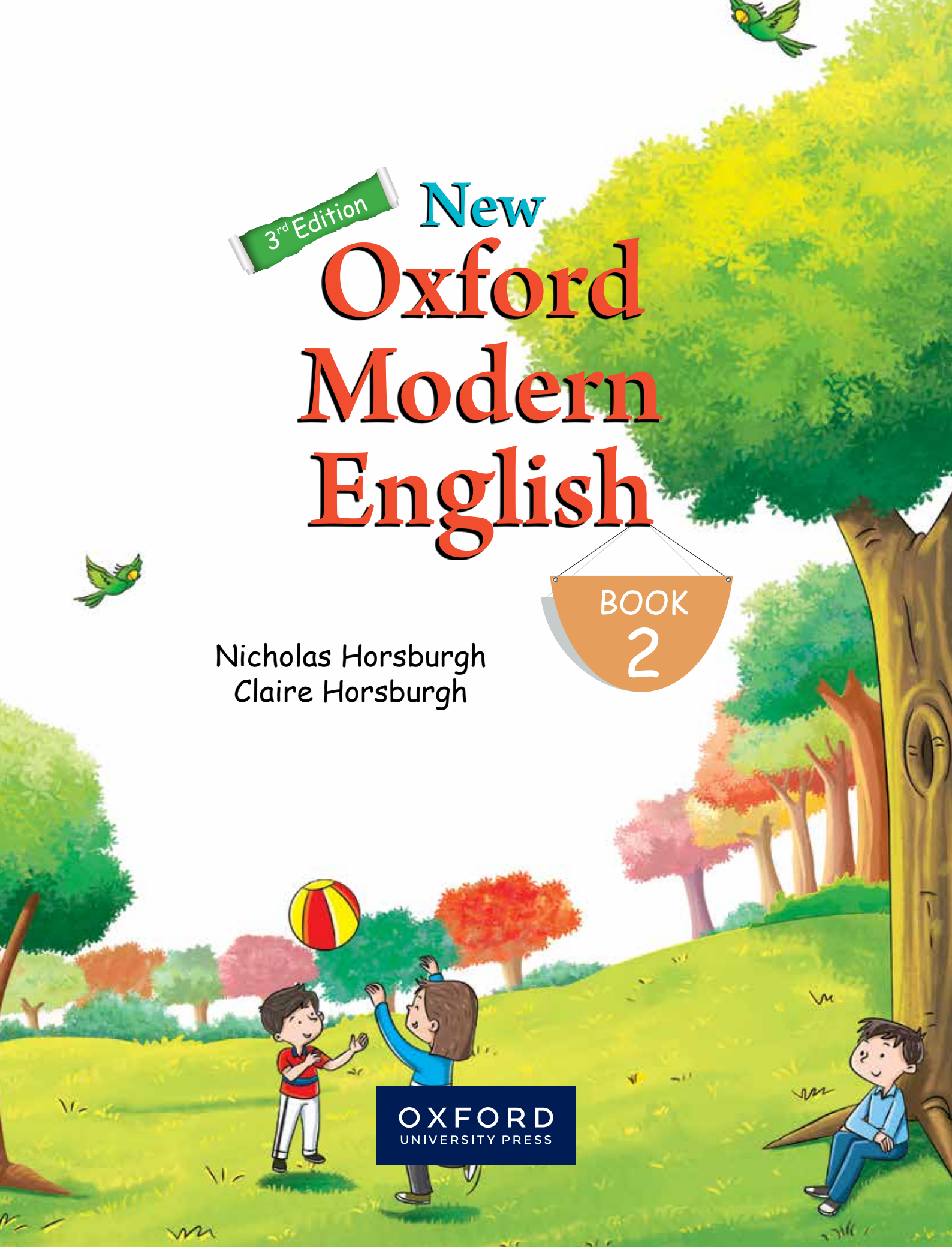
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2

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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

3

The trap

Week	4	Duration	60 min
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Learning Outcomes	Upon completion of this lesson, students will be able to: <ul style="list-style-type: none">• Enhance their listening and speaking skills• Comprehend text post reading• Learn how to use negatives in their sentences• Write answers to comprehension questions• Work on their composition skills
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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.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Starter:</p> <p>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.</p> <p>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.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p>Pre-reading:</p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>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. 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 the students read a text with that focus in mind.</p> <p>Ask the pre-reading question 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>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>Shadow Reading:</p> <p>For young students, read aloud each sentence of the text slowly. Ask the students 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 the students to read aloud. Help them with reading where necessary.</p> <p>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.</p> <p>Write the following questions on the board and along with the class try to find out the answers as you read the chapter for the first time.</p> <ol style="list-style-type: none"> 1. Who was locked up in a cage? 2. What bet did the boy and the tiger made? 3. Whom did the boy asked for help? Did they help him? 4. Who offered to help the boy? 5. How did the jackal ended up locking the tiger back in the cage? <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>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>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>	
10 min	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. A tiger was locked up in a cage. 2. The bet was that if the boy could find any three beings who were able to help him the tiger would let the boy go. 3. The boy asked a tree, a bullock, and a road. They all refused to help. 4. A jackal offered to help the boy. 5. The jackal tricked the tiger and made him walk into the cage all by himself and then the jackal locked it immediately. Thus, saving the boy’s life. <p>Feedback: Give feedback on responses.</p>	
10 min	<p>Reading aloud: 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: Ask the students what they would have done had they found themselves in such a situation. Would they have accepted their fate with the tiger and would they have tried to trick the tiger and save their life.</p>	<p>Reading skills Comprehension skills</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 Attempt Exercise A 1, 2 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 Brainstorm Creative thinking Prediction Foreshadowing</p>
<p>20 min</p>	<p>Class Work: Working with words: It is not necessary to give the meanings of all the unknown words to the students because getting the message/meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘stomped’. <p>Attempt Exercise B1, 2, 3.</p> <p>HOMEWORK: Practice B1.</p>	<p>Verbal Response Writing skill Brainstorming Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment								
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Learning about language</p> <p>Talking in negatives for the day:</p> <p>Plan an activity where inform the students that for ten minutes, whatever they want to say they have to say the opposite of it. For example:</p> <table border="1" data-bbox="320 561 1200 996"> <thead> <tr> <th data-bbox="325 567 759 681">What students may want to say (positive):</th> <th data-bbox="764 567 1195 681">What the students will say (negative):</th> </tr> </thead> <tbody> <tr> <td data-bbox="325 687 759 801">I want to read a story book.</td> <td data-bbox="764 687 1195 801">I do not want to read a story book.</td> </tr> <tr> <td data-bbox="325 808 759 922">I want to be excused.</td> <td data-bbox="764 808 1195 922">I do not want to be excused.</td> </tr> <tr> <td data-bbox="325 928 759 996">May we sit together?</td> <td data-bbox="764 928 1195 996">May we not sit together?</td> </tr> </tbody> </table> <p>Infor the students that turning a sentence into a negative is fairly simple once they get a hang of it.</p> <p>Additional:</p> <p>Worksheet: Negatives:</p> <p>Ask the students to turn the following sentences into negatives:</p> <ol style="list-style-type: none"> 1. I walk to school every morning. 2. I am an only child. 3. My parents got me new story books. 4. My friend and I read every weekend. 5. We eat healthy food. 6. I study very diligently. 7. My sister is my best friend. 8. My teacher praises our best efforts. 	What students may want to say (positive):	What the students will say (negative):	I want to read a story book.	I do not want to read a story book.	I want to be excused.	I do not want to be excused.	May we sit together?	May we not sit together?	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
What students may want to say (positive):	What the students will say (negative):									
I want to read a story book.	I do not want to read a story book.									
I want to be excused.	I do not want to be excused.									
May we sit together?	May we not sit together?									

Date and Time	Content and teacher activity	Formative assessment
	<p>9. We have time to do our homework. 10. My dad will be late.</p> <p>Class Work: Attempt Exercise C in class.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Practice the uses of tenses. Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking</p> <p>Ask the students to attempt the listening and speaking exercises as directed.</p> <p>Try and make them autonomous readers. Also talk about the importance of polite words.</p> <p>Politeness helps us to achieve our target and get along with strangers easily and smoothly. It helps us get along with strangers in unwarranted situations. It is something which is expected of us in society and should be learnt by everyone.</p> <p>Some common polite words / phrases are:</p> <ul style="list-style-type: none"> • Please • Thank you • I am sorry • May I help you • Starting the question with the word ‘May’ especially when asking for permission <p>They should be able to do the questions on their own at this stage.</p> <p>However, provide assistance where required.</p>	<p>Verbal response</p>
<p>15 min</p>	<p>Class Work:</p> <p>Attempt Ex: D 1, 2, 3.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
Day 5: 00/00/00 20 min	Class Work: Composition Attempt Exercise E in class. 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. Feedback: Give feedback on responses and correct any answer if required.	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
10 min	Homework: Complete any incomplete work.	
05 min	Plenary: Ask the students the following questions: What is the one rule you have at home and in class?	Brainstorm Verbal Response

ASSESSMENT 	REFLECTION
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