

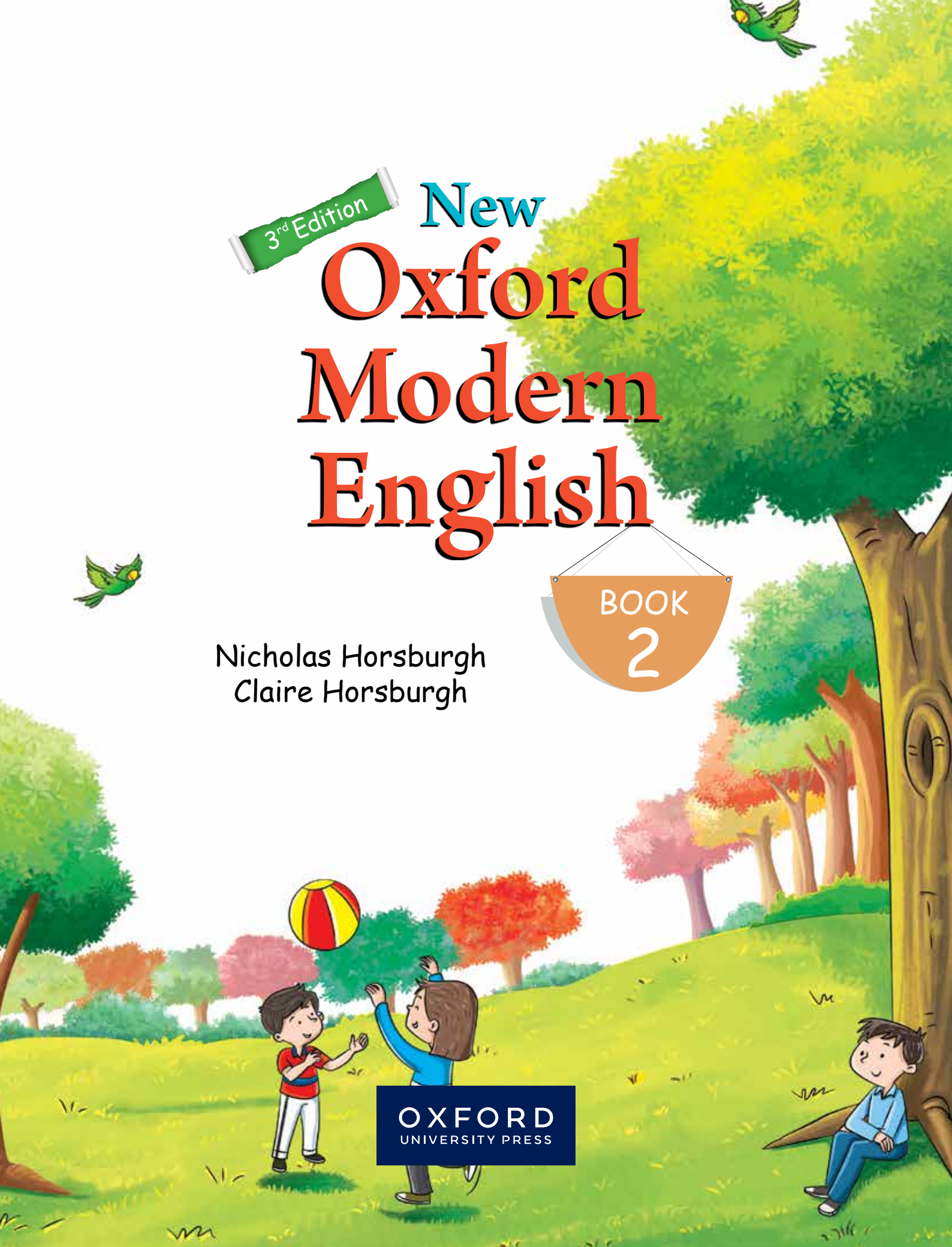
3rd Edition

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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

6

The Mulla's son

Week

5

Duration

60 min

Learning Outcomes

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

- Understand and use apostrophe
- Answer challenges on their own
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills
- Write numbers as words
- Write words as position words
- Learn a rhyme and sing it out with the class
- Use certain words and phrases on their own

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

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>Class presentation skills:</p> <p>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.</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 are the central characters of the story? 2. Where did the central characters live? 3. What was Mulla Do Piyaza's job? 4. Was Mulla Do Piyaza's son naughty or nice? 5. Was Mulla Do Piyaza's son as smart as him or smarter? <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>	
<p>10 min</p>	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. The central characters of the story are Mulla Do Piyaza, his wife, and his son. 2. They lived in the kingdom of Akbar. 3. Mulla Do Piyaza’s job was to amuse the emperor. 4. Mulla Do Piyaza’s son was a particularly naught child. 5. Mulla Do Piyaza’s son was smarter than him. <p>Feedback: Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment				
10 min	<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>Main character:</p> <p>Ak the students to identify the main character of the story and write three adjectives describing the character:</p> <table border="1" data-bbox="316 700 1201 913"> <tr> <td data-bbox="316 700 598 845">Mulla Do Piyaza's son (hint)</td> <td data-bbox="598 700 1201 772"></td> </tr> <tr> <td data-bbox="316 845 598 913"></td> <td data-bbox="598 845 1201 913"></td> </tr> </table> <p>HOMEWORK:</p> <p>Have you ever outwitted a smart person? How did it go?</p>	Mulla Do Piyaza's son (hint)				<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
Mulla Do Piyaza's son (hint)						
<p>Day 2: 00/00/00</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>Class Work: Working with words:</p> <p>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, 'enjoyed'. <p>Attempt Exercise B.</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
<p>Day 3: 00/00/00</p> <p>15 min</p>	<p>Activity: Apostrophe</p> <p>Additional helpful resource:</p> <p>Rewrite the following sentences using an apostrophe in the correct place.</p> <ol style="list-style-type: none"> 1. My parents parents are my grandparents. 2. Do you think this CD is Parveens? 3. These keys belong to the classrooms on this corridor. 4. The teachers tripped over the childrens bags in the corridor. 5. My mothers cousin sisters daughter is getting married. 6. Anjums dog has a rubber bone to chew. 7. Ayan and Faisal are going to attend Neelams party. 8. The lions roar could be heard in the village. 9. Did Javed take out Alizas car? 10. The babys crib is all set up. <p>Classwork: Learning about language</p> <p>Attempt Ex: C. Provide assistance when required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Practise apostrophe</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	Workbook Exercise: Attempt workbook exercises. HOMEWORK: Complete any incomplete work.	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 skills</p> <p>Rhyming words:</p> <p>Explain to the students that words ending with the same sound are called rhyming words. Write examples on the board to explain further. Read the words aloud. Help them understand the difference by making them repeat the words after you. Some examples to write on the board could be:</p> <table border="1" data-bbox="448 706 1070 924"> <tbody> <tr> <td>are</td> <td>star</td> </tr> <tr> <td>bat</td> <td>cat</td> </tr> <tr> <td>sky</td> <td>high</td> </tr> </tbody> </table> <p>Try to make the lesson as interactive as possible.</p> <p>Activity:</p> <p>Match the words that rhyme with each other:</p> <table border="1" data-bbox="316 1147 1192 1437"> <tbody> <tr> <td>crave</td> <td>path</td> </tr> <tr> <td>bath</td> <td>bright</td> </tr> <tr> <td>mat</td> <td>gave</td> </tr> <tr> <td>light</td> <td>sat</td> </tr> </tbody> </table> <p>However, provide assistance where required.</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	are	star	bat	cat	sky	high	crave	path	bath	bright	mat	gave	light	sat	<p>Verbal response</p>
are	star															
bat	cat															
sky	high															
crave	path															
bath	bright															
mat	gave															
light	sat															

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Class Work: Listening and speaking</p> <p>Attempt Ex: D 1, 2, 3</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response
<p>Day 5: 00/00/00</p> <p>20 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>Challenge Question:</p> <p>Have a small discussion on 'Challenge Question'.</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>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 6: 00/00/00</p> <p>20 min</p>	<p>Activities: Numbers!</p> <p>Activity 1: Play with counting blocks:</p> <ul style="list-style-type: none"> • Provide the students with several numbers of counting blocks. • Then ask them to identify numbers. For example: tell them to pick out number 3. • Next, ask them to add 2 to 3. • Then ask them to identify and pick number 6. <p>Go on in this manner and keep on asking the students to add or subtract the numbers in singular digits.</p> <p>Activity 1: Hopscotch:</p> <ul style="list-style-type: none"> • Draw the pattern of the hopscotch on the floor (plain floor) with a coloured chalk. • Tell the students about the rules of the game. • Make sure that the students are able to jump (if not then you may ask them to just walk on the floor as well) • The point of the game is to identify numbers in a quick succession. <p>Class Work: Some more numbers</p> <p>Attempt Ex: F 1, 2, 3</p> <p>Feedback:</p> <p>Give feedback on responses and correct any answer if required.</p> <p>Homework:</p> <p>Complete any incomplete work.</p>	<p>Physical fitness</p> <p>Mental awareness</p> <p>Critical thinking</p> <p>Mathematical skills</p> <p>Writing skills</p>

Date and Time	Content and teacher activity	Formative assessment
05 min	Plenary: Ask the students the following questions: How was the last year? Did you learn anything from it?	Brainstorm Verbal Response

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