

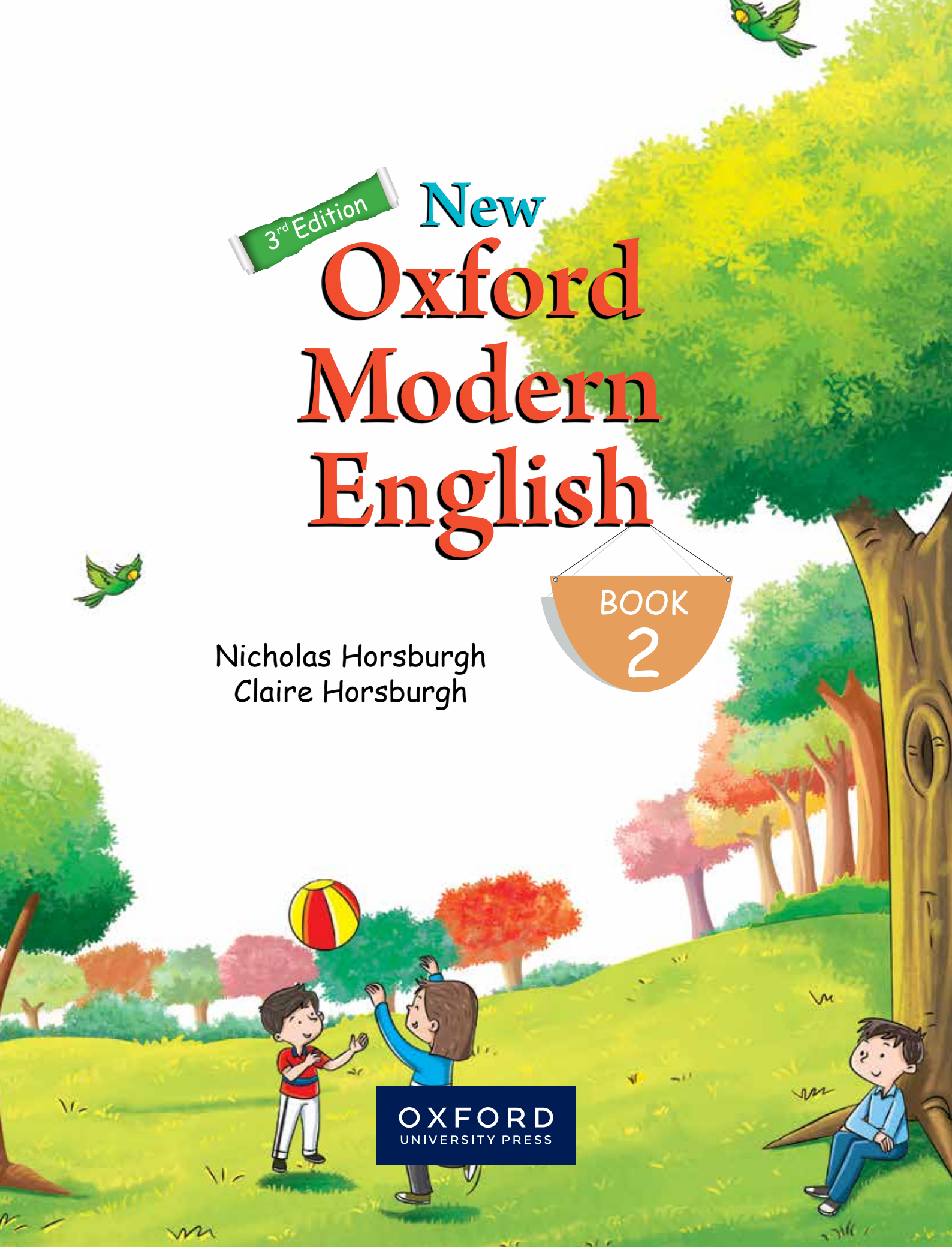
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2

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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

9

The musicians of Bremen

Week

7

Duration

60 min

Learning Outcomes

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

- Read and understand how a playscript works
- Think critically on their own
- Enhance their listening and speaking skills
- Enhance their role playing skills
- Answer challenges on their own
- Comprehend text post reading
- Write answers to comprehension questions
- Work on their composition skills
- Think whether a statement is true or false
- Punctate a sentence accordingly
- Understand and use verbs
- Understand and use pronouns
- Solve crossword puzzle

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
10 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
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 main characters in the play? 2. Why the animals running away? 3. What was the donkey’s plan of retirement? 4. What did the donkey tell the friends he met on the way? 5. What did the four friends walk on while looking for food and shelter? <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 main characters of the play are the donkey, the dog, the cat, and the cock. 2. The animals were running away because they were getting old, and their owners were thinking of selling them. 3. The donkey’s plan of retirement was to run to Bremen and become a singer. 4. The donkey convinced his friends to go to Bremen with him and become singers as well. 5. The five friends walked in on a robbery while looking for food and shelter. <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>Pet or wild / stray:</p> <p>Ask the students to tell the names of animals that can be kept at home as pets and those that cannot be kept at home because they are wild. Make a T-Chart on the board and write down their responses.</p> <table border="1" data-bbox="316 762 1214 1172"> <thead> <tr> <th data-bbox="316 762 764 835">Pet animals</th> <th data-bbox="764 762 1214 835">Wild / stray animals</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>Challenge Question:</p> <p>Have a small discussion on ‘Challenge Question’.</p> <p>HOMEWORK:</p> <p>Do you have a pet animal? If yes, talk about them. If not, would you like to have one? Which one? Who takes care of the animal? Did you choose them? If you do not want to have a pet animal, talk about why not?</p>	Pet animals	Wild / stray animals											<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
Pet animals	Wild / stray animals													

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p>Class Work: Comprehension</p> <p>Attempt Exercise A in class.</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>
<p>20 min</p>	<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 1, 2.</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: VERBS</p> <ol style="list-style-type: none"> 1. Divide the class into groups. Each group will have 4–7 students. 2. Each group will prepare a list of five verbs with (-ing) form. 3. On their turn they will choose an action from the list, come in front of the class, and will act it out. They will demonstrate the action without any speech. The rest of the groups will guess the action. They will have to reply in a proper sentence e.g. She is laughing. <p>Activity: Verbs</p> <p>Additional helpful resource:</p> <p>A. Fill in the blanks with is or are.</p> <ol style="list-style-type: none"> 1. Mala _____ happy but her friends _____ not. 2. Faisal and Aleem _____ brothers. 3. This mango _____ sweet, but those apples _____ sour. 4. The carpet _____ a thick one. 5. The chocolates _____ simply delicious. 6. Those insects _____ just houseflies. 7. The mango _____ my favourite fruit. 	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>8. My father _____ in Sukkur, and we _____ here on a visit.</p> <p>9. Bobo _____ ready to cut the cake. His friends _____ waiting to clap.</p> <p>10. These flowers _____ beautiful.</p> <p>B. Fill in the blanks with was or were.</p> <p>1. The children _____ spending their vacation at the farm.</p> <p>2. Their Aunt Anna _____ looking after them.</p> <p>3. They saw the ducks which _____ waddling about.</p> <p>4. One duck _____ swimming in the pond.</p> <p>5. The little lambs _____ playing round their mother.</p> <p>6. The children thought the lambs _____ cute.</p> <p>7. A cow _____ grazing in the field.</p> <p>8. The maids _____ getting ready to milk the cows.</p> <p>9. There _____ many empty pails in the shed.</p> <p>10. Anain _____ eager to milk a cow, but Aleem and Faisal _____ afraid to go</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>Classwork: Learning about language</p> <p>Attempt Ex: C 1. 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 verbs.</p>	
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>ACTIVITY: PRONOUNS</p> <ol style="list-style-type: none"> 1. Take a chart paper and cut it into a circle. Draw lines to divide the circle in eight parts. 2. Label the parts with pronouns (I, we, you, us, he, she, they, and them). 3. Divide the class into groups. Each group will have 4–7 students. For each group, prepare a pronoun circle. 4. Drop a sharpener on the chart. If it falls on ‘they’ then the student will make a sentence using ‘they’. Students will take turns to make sentences using pronouns. 5. Monitor the groups and check that students are making correct sentences. 6. Explain the use of verbs with different pronouns. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Activity: Pronouns</p> <p>Additional helpful resource:</p> <p>A. Replace the underlined words in each sentence with he, she or it.</p> <ol style="list-style-type: none"> 1. The girl listened to music while eating her lunch. The girl enjoyed both. The girl listened to music while eating her lunch. _____ enjoyed both. 2. The boy played games after dinner. The boy does this every evening. The boy played games after dinner. _____ does this every evening. 3. The cat climbed onto the kitchen table. Then the cat drank the milk kept in the saucer. The cat climbed onto the kitchen table. Then _____ drank the milk kept in the saucer. 4. My brother is in high school. My brother is part of the basketball team. My brother is in high school. _____ is part of the basketball team. 5. The shopping centre was filled with hundreds of people. The shopping centre was so crowded that I couldn't buy anything. The shopping centre was filled with hundreds of people. _____ was so crowded that I couldn't buy anything. 	

Date and Time	Content and teacher activity	Formative assessment
	<p>Classwork: Learning about language Attempt Ex: C 2. Provide assistance when required.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise pronouns.</p>	
10 min	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	Writing skill

Date and Time	Content and teacher activity	Formative assessment
<p>Day 5: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking skills</p> <p>Role play: Practice</p> <p>Role playing, or acting out a specific scene from a play, is a fun way for the students to understand what happens in the story. Divide the class in five teams and assign them to act out any one short scene of the play. Assign them a few dialogues. The students can be assigned roles to perform and can even be allowed to dress like the characters in the play. An alternative could be to allow the students to mimic a character of their choice in front of the class. This would help maximize class participation.</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>	<p>Verbal response</p>
<p>15 min</p>	<p>Class Work: Listening and speaking</p> <p>Role play: Dramatization</p> <p>Attempt Ex: D.</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 6: 00/00/00 20 min	<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>Homework:</p> <p>Complete any incomplete work.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
05 min	<p>Plenary: Ask the students the following questions: Say any one point that you learned from the story.</p>	Brainstorm Verbal Response

ASSESSMENT	REFLECTION
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