

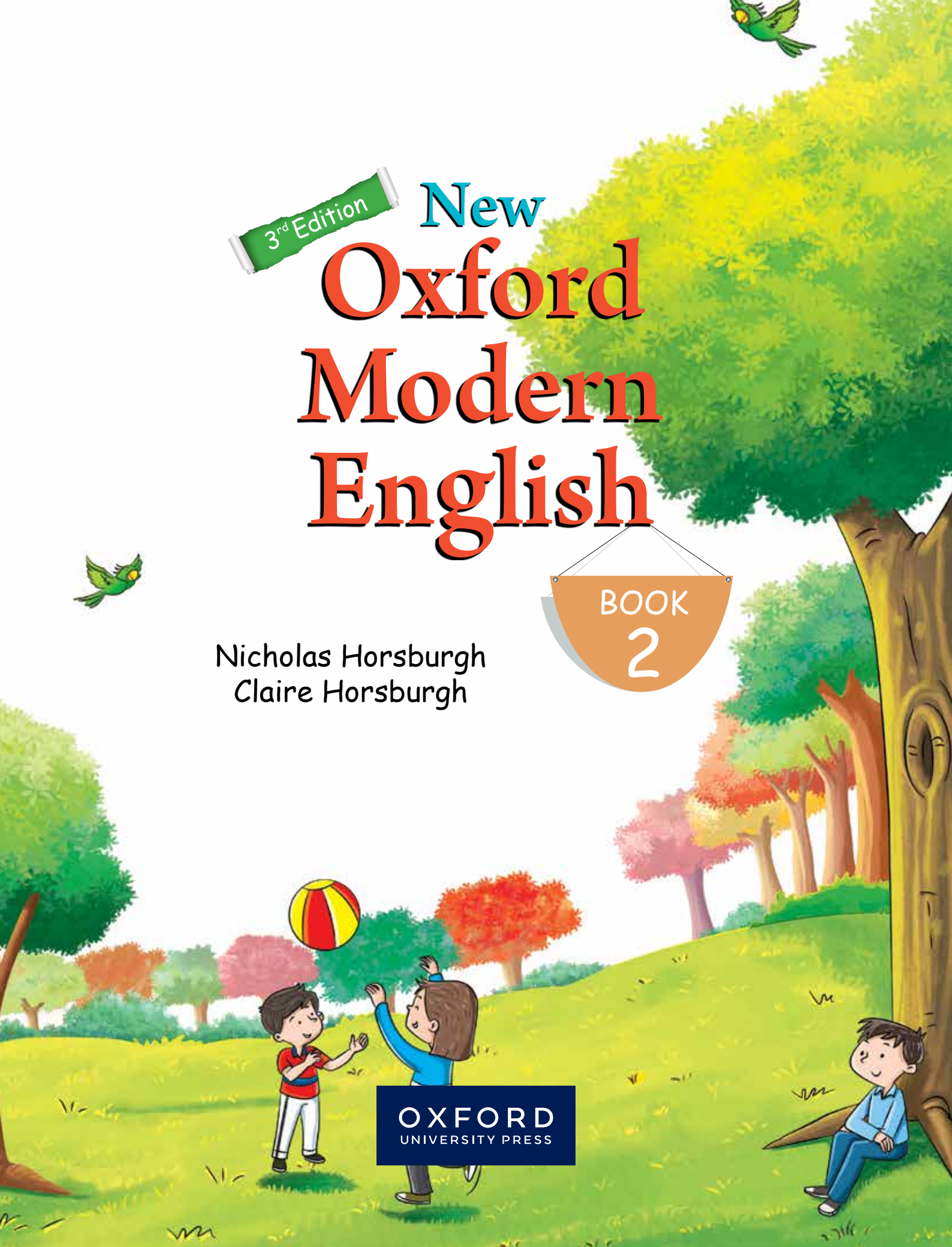
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Guidance for Teachers

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

12

Chocko gets a little help

Week	11	Duration	60 min
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Learning Outcomes	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none">• Unscramble letters to make new words• Find opposite of words• Think critically on their own• Comprehend text post reading• Think of challenge answers on their own• Find pronouns of nouns• Learn to say the letter 'g' in different words• Think and answer pre- and while reading questions• Write answers to comprehension questions• Work on their composition skills• Enhance their listening and speaking 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. 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
10 min	<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 is the main character of the story? Was this his real name? Why? 2. What did Chocko see in the middle of the night? 3. What did Chocko lose every time he would eat a chocko bar? 4. Was Chocko looking forward to going to the land of littles? 5. What did Chocko decide in the end? 	<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
10 min	<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>	
10 min	<p>Teacher’s Resource: Answers</p> <ol style="list-style-type: none"> 1. Chocko is the main character of the story. This is not his real name. He is called this because he binges eats chocolates. 2. Chocko saw a little man wearing a purple turban no big than his hand in the middle of the night. 3. Chocko would lose a bead every time he would eat a chocolate bar. 4. No, Chocko was afraid to leave his friends and family and go in a strange land where he would have to drink milk daily and have no chocolate ever. 5. Chocko decided to not eat chocolate for a while and take better care of his teeth. HE decided to start saving money as well. <p>Feedback:</p> <p>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>Post reading:</p> <p>Explain to the students that stories are built in three major parts of a plot. Stories have plots which have a beginning, middle, and an end. The middle of the story is based on a conflict or a problem.</p> <p>Finding conflict</p> <p>Ask the students to read the lines taken from the story and answer the questions given below:</p> <p>He knew he must stop, but did not know how. Every time he looked in a mirror, he got a shock. His teeth were as dark as chocolate. Chocko was not happy. ‘How can I stop?’ he cried to himself, as he went to sleep one night.</p> <p>The lines above hint a ‘conflict’.</p> <p>A. What do you think the conflict in this story is? Answer: Chocko could not control his eating habits.</p> <p>B. Which words show that there is a problem? Answer: ‘He knew he must stop, but did not know how’.</p> <p>C. Was there only one conflict? If your answer is no, give reason(s) from the text.</p> <p>Share their responses with the class.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>HOMEWORK:</p> <p>Have you ever had to leave a habit because it was consuming you? Or because your parents asked you to? Were you successful? Was it easy or difficult? How long did it take?</p>	
<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>
<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, ‘escaped’. <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: 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. <p>Additional helpful resources:</p> <p>A. Match the nouns with the correct pronouns.</p> <table border="1" data-bbox="320 1224 1209 1587"> <tbody> <tr> <td>uncle</td> <td>we</td> </tr> <tr> <td>Rida and Sana</td> <td>she</td> </tr> <tr> <td>Tina and I</td> <td>he</td> </tr> <tr> <td>Haris</td> <td>they</td> </tr> <tr> <td>Rana</td> <td>he</td> </tr> </tbody> </table>	uncle	we	Rida and Sana	she	Tina and I	he	Haris	they	Rana	he	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
uncle	we											
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Tina and I	he											
Haris	they											
Rana	he											

Date and Time	Content and teacher activity	Formative assessment
	<p>B. Fill in the blanks, using pronouns matching the underlined nouns.</p> <ol style="list-style-type: none"> 1. Farhan said that _____ had a mathematics test on Tuesday. 2. Seema asked her mother if _____ could go to watch a movie. 3. Raheel and Kamran do not know when _____ will reach home. 4. Talha and I are tired, and _____ would like to go home. 5. My dog is unwell so I am taking _____ to the vet. 6. The old man was tired of walking, so _____ sat down to rest. 7. I met Laraib and her father when _____ were going to the market. 8. The travellers complained that _____ were hungry and thirsty. 9. Saman is talking to Salman. She is asking _____ about his school picnic. 10. Nadia and I are sure that _____ will win the quiz competition. <p>Classwork: Learning about language</p> <p>Attempt Ex: C. Provide assistance when required.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<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 incomplete work.</p>	Writing skill
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking skills</p> <p>Pronouncing the letter ‘g’: Inform the students that although the letter ‘g’ may appear in several words however, its pronunciation will differ depending on the word. Provide the students examples from the textbook and make sure that they are making correct sounds while saying the words. Try to make the lesson as interactive as possible. However, provide assistance where required.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Class Work: Listening and speaking</p> <p>Attempt Ex: D 1, 2.</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>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>
05 min	<p>Plenary: Ask the students the following questions:</p> <p>Summarise the main character in 2 points.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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