

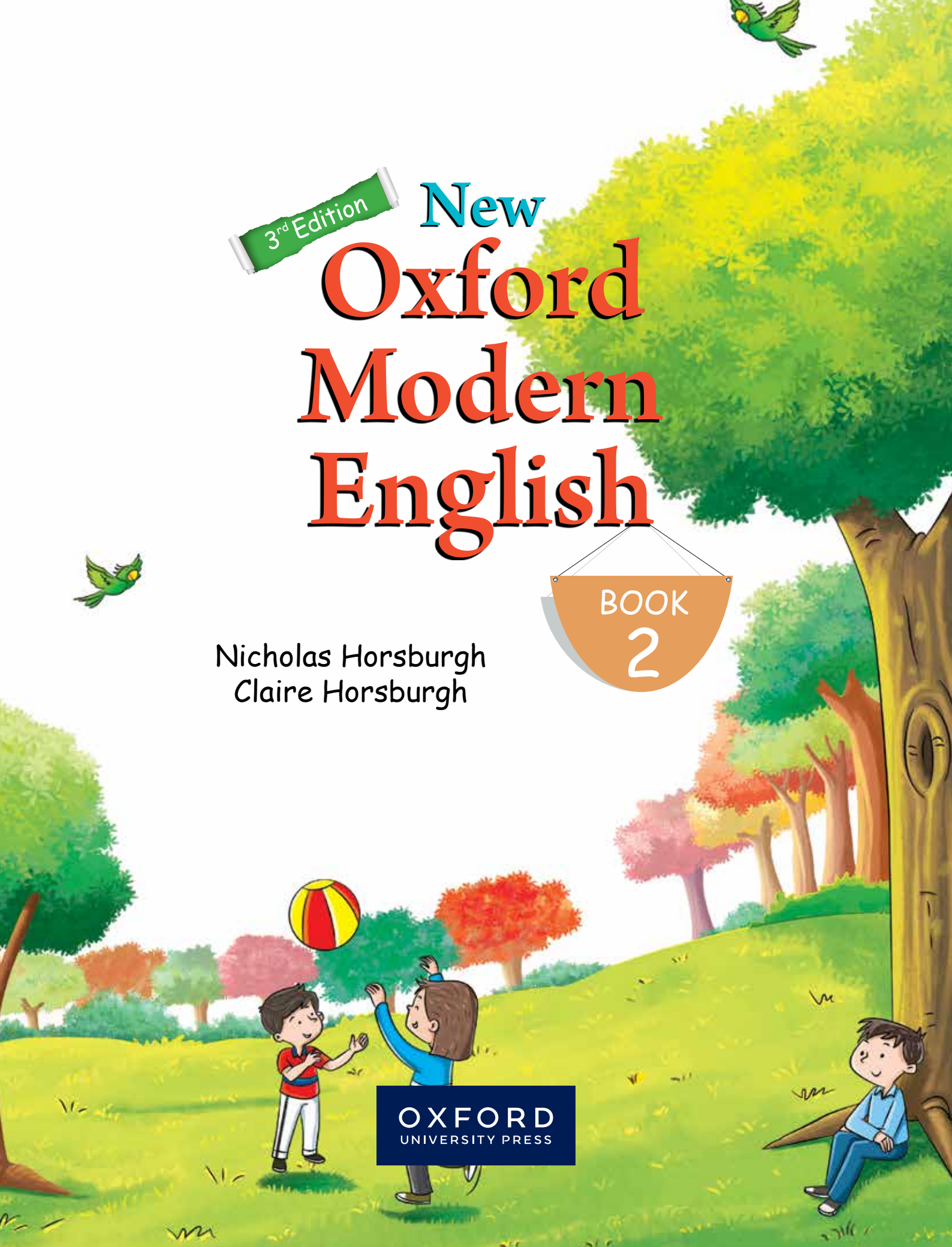
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Guidance for Teachers

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

15

The wish

Week	15	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">• Think critically on their own• Comprehend text post reading• Think of challenge answers on their own• Think and answer pre- and while reading questions• Write answers to comprehension questions• Work on their composition skills• Learn to use calendar• Learn to write sentences• 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. What did Maha find one day? What did she do? 2. What surprise woke Maha late in the night? 3. What did the black cat promise Maha and why? Did he fulfill his promise? 4. Did Maha remain the same humble girl as she was before or did she changed? 5. Which language did Maha wanted to speak? 	<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>
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>	

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. Maha found a tiny kitten and took her home. 2. The kitten’s father came to visit Maha late in the night. 3. The black cat promised to grant one wish of Maha’s per year in exchange of taking care of his son. Yes, he fulfilled his promises. 4. Maha started to change with her status. 5. Maha wanted to speak in a language which no one would understand. <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>Post reading:</p> <p>Analysing characters: Maha and Mimi</p> <p>In this story the students learned about two different characters, Maha and Mimi. They are of two opposing natures. Ask the students how Maha and Mimi are different from each other or how do they think they are alike?</p> <ul style="list-style-type: none"> • Next, ask them to discuss and write in groups which character they like. Do they like Maha or Mimi? • Also, ask them to give reasons for their answer. Tell them that the reason should be from the story. • Ask the students that if they meet Maha, what would they advise her? Or what would they tell her about the black cat? <div data-bbox="320 1334 1203 1701" style="text-align: center;"> <pre> graph TD A[Maha's characteristics] --- B[] A --- C[] A --- D[] A --- E[] </pre> </div>	<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>Make the above-mentioned mind map on the board and ask students to fill it up using adjectives which describe Maha. Keep adding bubbles if students are able to think of more than four adjectives.</p> <p>In the same manner make the mind map for Mimi as well. And do the activity in the same manner.</p> <p>Activity 2:</p> <p>When the students are done with the above activity, write the below-mentioned lines on the board and ask them share their opinions.</p> <p>I like _____</p> <p>because _____</p> <p>If I met _____</p> <p>I would _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Share their responses with the class.</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. Have you ever turned your back towards a friend? Why? How did it make you feel? 2. Has a friend ever turned their back on you? Why? How did it make you feel? 	

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, 'jumped'. <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>Classwork: Learning about language Attempt Ex: C. Provide assistance when required.</p> <p>Feedback: Give feedback on responses and correct any answer if required.</p> <p>Homework: Practise making sentences.</p>	<p>Verbal Response Writing skill Brainstorming Creative writing</p>
<p>10 min</p>	<p>Workbook Exercise: Attempt workbook exercises.</p> <p>HOMEWORK: Complete any incomplete work.</p>	<p>Writing skill</p>
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p>Activity: Listening and Speaking skills</p> <p>Tongue Twisters: Ask the students to practise the tongue twisters. First as slow as possible so as to memorise the sentence and also get the hang of the flow. Then, ask the students to slowly increase the speed and say the sentence as fast as they are able to. The sole purpose of a tongue twister is to practise pronunciation skills. 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>	<p>Verbal response</p>

Date and Time	Content and teacher activity	Formative assessment
15 min	<p>Class Work: Listening and speaking</p> <p>Attempt Ex: D.</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>Note to the teacher: Prepare the necessities beforehand.</p> <p>On the blank envelope write “Guess Who”. On the small pieces of card inside write key words or objects connected with a main character. Pass to the next table to guess the character from your clues.</p>	<p>Brainstorm</p> <p>Verbal Response</p>

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