



## New! Learning to Communicate

### Strategies for Handling the Books in the Middle Schools

#### How to use the Coursebook

Each unit of the Coursebook offers a rich but balanced linguistic and literary fare.

Components	Functions
Introduction	Appetizer
Section 1	Starter
Section 2	Main Course
Poem (Section 3) and Section 4	Dessert

To continue the metaphor of the menu, the introduction is designed to whet the appetite of the learner by rousing their interest and curiosity. The passage in section 1 outlines the contours of the theme; that in section 2 makes an in depth study of the theme, develops a variety of reading skills and extends the vocabulary resources of the student. This passage is also exploited to teach important areas of grammar with extended practice in the Workbook. Sections 3 and 4 provide poetic and literary texts that relate to the theme of the unit.

#### Suggestions:

1. All the three passages of a unit (other than the poem and the play) should be read silently.
2. However, the brief introductory note given in italics at the beginning of each passage should be read aloud. It silhouettes the thematic landscape of the piece. If necessary, the teacher may elaborate it to rouse the learner's imagination and curiosity;
3. All the questions given under the captions
  - Let's read, find facts, and infer
  - Let's read and enjoy
  - Let's read and evaluate
 should first be discussed orally in the class.

4. Passage 2 constitutes the core of each unit. Detailed study of this passage should be done through a clever interplay of questions and answers.

Note: If the need arises, the teacher may supplement the questions given in the book to help students understand the text better or to appreciate nuances, in other words, to learn to read a text intelligently and imaginatively.

Depending on the needs of the learner and the linguistic and thematic density of the passage, answers to a few questions from this unit may be written out.

5. For group or pair work, team leaders should be appointed. They should make notes of the points made and report them to the class. At one time two or three leaders may be asked to report. This should be followed by class discussions. In the beginning the teacher should act as the moderator, later this role should be handed over to students. (Students should act as pair/group leaders and moderators by turn.) The teacher should be there to guide, to prompt, to point out the weakness in an argument, etc.

Note: Every student in the class should be encouraged to participate in discussions.

6. Similarly, communicative tasks should be done in groups. The 'model' may be play-acted first; then the students with the help of the cues given in the exercise under *Let's talk* should participate in different communicative tasks. If the teacher feels the need for more practice, new situations may be created.

7. New words which obstruct comprehension have been glossed. The students should, however, use the dictionary as a crutch and as a source of information. Constant dipping into the dictionary will sensitize the learner to the subtleties of usage and make them aware of the semantic versatility of words. .

8. The writing task at the end of each unit should be written out after it has been done orally in class.

Note: The questions given under the captions *Let's read and infer*, *Let's read and evaluate* and the topics given for group/pair work may often have more than one answer. Encourage the students to think divergently; however, each answer should be supported by a valid reason or example. .

### **How to use the Workbook**

The eight worksheets of the Workbook go hand in hand with the eight units of the Coursebook. Suggestions:

1. After the students have studied one unit (i.e. Unit 1) the exercises given in the corresponding worksheet (i.e. Worksheet 1) should be done.
2. All the exercises should first be done orally to form correct language habits and to minimize language errors.
3. They should then be written out, but preferably not during school hours.
4. Self-correcting techniques may be adopted for exercises given under the captions *Grammar in use* and *Words in action*. Students should exchange their notebooks. (For example, students in the first row should give their notebooks to students in the last row.) The teacher should either read out or write the correct answers on the blackboard, if necessary. The teacher should then glance through the 'corrected' worksheets.
5. Exercises in *Writing practice* give scope for creativity and they should be checked by the teacher.

### **How to use the Literary Reader**

The Literary Reader is primarily designed to inculcate and promote in the students a love for books. The contents of this book are eminently readable - the language is simple and the themes are either topical or highlight issues which transcend the limits of time, space, and country, like love, mercy, revenge, and self-respect. The texts should be read by students on their own with minimal help from the teacher.

The *Let's infer* exercises should be discussed in class. For the *Let's discuss* exercises, learners should work in groups or pairs. Diverse viewpoints should be entertained. These exercises:

- will deepen comprehension
- develop the cognitive faculties of the learner
- highlight the thematic and attitudinal contours of the literary texts and make the learner ponder over some contemporary issues, like deforestation.

It is suggested that the lessons of the Literary Reader should be interspersed with the units of the Coursebook. After completing Units 1 and 2, lessons 1 and 2 respectively of the Literary Reader could be taken up. After units 3 to 7, two lessons each of the Reader should be studied while Unit 8 should precede lesson 13 of the Reader.

You will notice that the Teacher's Book:

- (i) provides the core answers to questions in the Coursebook, the Workbook, and the Literary Reader,
- (ii) underscores some of the values which have to be imbibed by the youth of today, and
- (iii) makes suggestions for reading extensively non-prescribed stories/books by the authors whose works the learner has already got a taste of.

We hope that through project work, book reports, and library work the habit of reading for pleasure will be cultivated.

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