

Teachers' Handbook for English
Honeysuckle

for Class VI

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

The National Curriculum Framework (NCF-2005), recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning, which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF-2005 signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centered system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will encourage children to reflect on their own learning, and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

The handbook attempts to equip teachers with better teaching learning processes. The methods, approaches, strategies and activities suggested in the handbook will help teachers make their classroom a learner centred one and move beyond the textbook. Peer work, group work, discussions and other activities will cater to diverse language learning needs of the children. Connecting learning to the experiences of children makes learning joyful and meaningful. The variety in activities will also help in assessment for learning.

The National Council of Educational Research and Training (NCERT) appreciates the hardwork done by the handbook development committee responsible for this book. As an organisation committed to systemic reform and continuous improvement in the quality of its materials, NCERT welcomes comments and suggestions, which will enable us to undertake further revision and refinements.

New Delhi
January 2015

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Note to Teachers

Having revisited the main aspects of teaching English at the school level—as encapsulated in the National Curriculum Framework (NCF) 2005 and the Position Paper on Teaching of English—you would have realised that making learners engage with English meaningfully in the classroom lies at the heart of language teaching principles and pedagogy.

THE DESIGN OF THE TEXTBOOK

In the textbook, care has been taken to include lessons that are interesting for learners, and which enable them to develop their proficiency through the rich content as well as the accompanying exercises. Each lesson begins with a **Before you Read** section, which gives the teacher some ideas on motivating the class, so that learners approach the lesson with interest. At the end of each section of the lesson, there is a set of comprehension questions for the learners. Each lesson ends with a set of exercises entitled **Working with the Text** and in the case of prose lessons, another segment entitled **Working with Language**.

The section called **Working with the Text** aims to check or test learners' understanding of the theme or gist of the lesson through a set of questions based on the lesson. These questions, usually referred to as **testing** questions, are a standard part of all textbooks, and usually evaluate learners' understanding of the *information* provided in the lessons. In language textbooks, such as an English textbook, we find an additional section that gives learners more practice with commonly used grammatical patterns. This section also includes tasks to develop learners' speaking and writing skills.

A textbook is limited by space, and can only *suggest* teaching ideas. It cannot expect to supplement each lesson with *teaching* exercises that help learners along as they read the text. As classrooms and teaching contexts vary across regions, cultures and proficiency levels, the teacher is the best judge of her classroom and learners, and knows how efficiently she can

help her learners develop proficiency in English through the textbook. A teacher's inputs, in short, make the textbook come alive to learners.

Sometimes, though, the teacher may feel overburdened with curricular requirements, and may not be able to give her learners additional inputs that will help them learn more efficiently. For example, each prose lesson in the book has a section called **Comprehension Check** which includes questions on the text, designed to check learners' understanding of important thematic details. These questions are usually done orally at the end of the class, or given as homework. If time permits, teachers make learners write the answers in class. However, it is usually found that only a handful of learners answer questions in the class; the rest of the class does not contribute to the discussion. This makes it difficult for the teacher to discover whether and to what degree learners have learnt, or whether learners have had a chance to practise their language skills in the process of learning.

THE DESIGN OF THE HANDBOOK

This handbook is meant to be your aid in teaching the book. The first part of the handbook is a brief introduction about various aspects of language teaching. Part-II deals with each unit separately. It tries to help you work out the theme of each prose text or poem, and also gives you a range of text-based activities that you can try out in the class as you teach. The important thematic areas of each lesson are discussed for the benefit of each teacher, and there are exercises on every section of a lesson. At every moment, care has been taken to explain to the teacher the rationale for a particular task. In keeping with good teaching practices, *pre-reading* activities that can engage the learner's interest and motivate them to read the lesson on their own are suggested in the **Before you Read** section of the handbook. Then there are illustrative activities that supplement both the comprehension exercises in the textbook as well as the grammar-based exercises (popularly known as *while-reading* activities). In addition, task suggestions are made to help the teacher develop learners' speaking and writing skills. At the end of each chapter, a few *post-reading* tasks are included, so that the learners get an opportunity to practise their language skills. As the best judge of your teaching context, you may choose to use some or all of the suggested activities for each lesson, and you are welcome to design your own teaching tasks, depending on resources available.

The language of the handbook has deliberately been kept simple, so that the teacher can use the suggested activities in the class without any modification. As discussed earlier, the exercises accompanying each lesson are illustrative tasks designed to help you teach the lesson in a more interactive manner, i.e., by making learners engage with the lesson more actively. A variety of task types has been used, so that the learners can work in pairs and groups, and learn together. The exercises given with each section are expected to make learners revise that part of the lesson, so that the teacher does not have to paraphrase each sentence of the lesson.

To help you navigate through the handbook easily, the section titles of the textbook have been retained (e.g. '**Before you Read**'), and each task for learners has been written in *italics*. The tasks suggested here can be used according to how you decide to divide your allotted time for each lesson. To save the cost of photocopying, you can write the instructions on the blackboard or dictate them to your learners. This handbook is thus meant to be a resource for the teacher—where a set of activities have been included, aimed at making the learning experience more effective for both learners and teachers. Its objective is *to reduce* the teacher's workload by suggesting alternative and additional learning activities.

Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

**EDUCATION IS NEITHER A
PRIVILEGE NOR FAVOUR BUT A
BASIC HUMAN RIGHT TO
WHICH ALL GIRLS AND WOMEN
ARE ENTITLED**

*Give Girls
Their Chance !*



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PART I

Introducing English Language Teaching

Language is not only a means of communication but also a medium through which most of our knowledge is acquired. Language is central to all learning processes. We can say that all teaching is in a way language learning. It is a system that, to a great extent, structures the reality around us. Children are born with an innate language faculty (Chomsky, 1986) and this has two important pedagogical consequences. Firstly, children acquire new languages with ease when they are provided with adequate exposure. Secondly, the focus while teaching should be more on meaning than on grammar as grammar is inbuilt in the text. Teaching grammar and vocabulary in isolation will not yield the desired results and learning will take place in a fragmented manner, whereas, we need to have a holistic perspective on language learning. We need to look at language as a whole. (NCF-2005)

1. THE ROLE OF LANGUAGE

It has now become increasingly clear that every possible effort should be made to teach a language through meaningful contexts. These meaningful contexts need to be input-rich and drawn from the immediate environment of the learner hence following the pedagogical principal of moving from the known to the unknown, from local to global from simple to complex and concrete to abstract. We also need to appreciate the fact that language education is not only confined to the language classroom.

Most of us learned our first language so early in our lives that we don't even remember how we learnt it. A child right from her/his birth is exposed to meaningful chunks of language, which the child comes across in different contexts and gradually picks them up. Children learn language from their immediate environment through interaction, imitation and exposure. Therefore, we can say that languages are learnt in natural contexts and in a variety of ways.

We learnt our first language as a whole and its rules (grammar) were discovered much before they were taught. The question that now arises is whether English can be learnt in the same manner? The answer to this lies in providing an input-rich communicational environment to learners wherein they get an opportunity to learn the language through meaningful contexts and real life examples i.e. where they will be able to connect language learning to the world outside. For instance, while teaching writing you can make the students write letters to their actual relations and friends or letters to editors can be about real/local issues that students observe around themselves.

2. ENGLISH LANGUAGE TEACHING

Language is learnt as a whole, in natural settings and in a holistic manner. Language learning is meaningful when the rules of the language are not learnt consciously. Exposure to rich inputs in the form of listening and reading materials enables the learners to understand and not merely reproduce it. In contrast, any learning in second language requires a great deal of practice on the part of the learner. When a child listens to a story, reads a poem or an instruction, s/he tries to understand the text and makes meaning out of the sounds (while listening), letters of the alphabet, sentences or paragraph (while reading). But s/he understands/comprehends them as a whole. As teachers of second language we need to enable our learners to look at language in a holistic manner by bringing together (integrating) all the four skills. Learning is meaning making and language is learnt when the learner uses language in real life situations and contexts. The four skills –listening, speaking, reading and writing– work better in the company of each other.

Role-plays and stories are examples of how we can teach language as a whole and create meaningful contexts in a classroom. Children are by nature imaginative and creative, and can easily become part of a make-belief world. They take delight in acting out roles or pretending to be someone else. Role-plays and stories ensure active involvement of the learners and if contexts are taken from their immediate environment, they will respond enthusiastically.

Role-Plays

Role plays help in recreating language in various situations that the learners

are likely to use outside the school. As you are aware, we need to use all the skills in conjunction in order to learn a language effectively. Role-plays enable the learners to use the language holistically (listen, speak, read and write).

By simulating reality, learners can also prepare and practice for possible future situations. For example: inviting and accepting/declining the invitation to a birthday party or a picnic. This may lead to discussions among the learners, giving them an opportunity to express themselves and enhance their creativity. Through role-plays a problem solving attitude, sharing resources, cooperating with each other to complete tasks etc. can also be achieved.

As we all understand that one of the objectives of language teaching is also to familiarise the learners with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surrounding, people and the nation. Let us take an example of the topic 'Save Trees'.

You can bring their views together on the issue of importance of trees through a role play.

Organise students into groups of four and allot roles based on the following:

1. Bela, a student of Class VI
2. Ms. Anshu, Bela's class teacher
3. Mr. Suresh Kumar, an environmentalist

Hold a discussion with the group-members and encourage them to develop dialogues for the different roles. Thereafter, they can enact them for other groups. You can even provide descriptions about each character—such as age, point of view etc.

Remember

- Role-plays help in introducing real-life situations and practical usage of language in the classroom.
- Through role-plays language is used in context.
- Role-plays enhance confidence of the learners and develop their speaking skills in conjunction with other skills.
- Role-plays facilitate group and pair work.

Language is used as a whole in role-plays and this makes language learning more effective. You can adopt the same technique in your class. You can:

- give the learners a handout with dialogues,
- read out a small skit which the learners can enact and,
- develop role-plays based on real-life conversation, for example a conversation with a shopkeeper.

Remember to let the learners speak freely and do not correct them while they're playing a role. Enactment can be followed up with a writing task as shown above.

Storytelling

Stories have a way with children. Their language is vivid and often learners identify with certain characters or relate with the situation presented. A story helps the listener to imagine the scene and the characters as well. Stories mirror life and in doing so present the real language of communication as a whole.

Listening to stories, making meaning through inference, responding to it, discussing it or making written responses provides learners with an opportunity to perceive language as a whole within a context. Whole language encourages critical thinking.

Remember

- Storytelling involves relating a tale to one or more listeners through voice and gesture.
- The story-teller looks into the eyes of the audience and together they compose a tale: the story-teller explicitly through his or her voice and the listener implicitly in his or her own mind.
- Listeners recreate the story in their minds according to their individual perceptions, respond to it emotionally and this re-created story becomes a part of their identity.
- Storytelling can be used as a technique by the classroom teacher to develop both the constructive and creative comprehension, as learners become active participants in the construction of meaning. Stories are engrossing for learners.

Pre-storytelling Activities

Children learn from their and they respond with understanding and interest if they can connect their prior knowledge and experiences to the tale being told. This can be achieved through pre and post-storytelling activities. Our aim should be to capture the attention of learners before the story-telling session begins. Some pre-storytelling activities that you can use are:

- Asking questions related to the theme of the story, showing pictures, conducting a role-play etc.,
- Reviewing the language in the story that the learners already know,
- Teaching new vocabulary or expressions that will appear in the story and,
- Giving learners a purpose for listening.

WHILE READING

Depending on the length of the text, divide it into parts and while reading the text check the comprehension of the learners for each part. For comprehension check along with question and answers, activities on all the four skills can also be given. For example, the following activity can be used:

- Prepare sample strips of the story comprising main episodes.
- Give each group the strips for one paragraph of the story making sure that the students are not given the strips in order.
- The students in each group will arrange the strips into the correct order.
- Each student in a group takes a strip.
- Each student reads the sentence on her strip aloud (while others listen to her) in turn. No student is allowed to look at each other's strips.
- After listening to all the strips, each group puts the strips in correct order to make one complete paragraph.
- After all the groups have arranged their paragraphs, the class decides the correct order of the paragraphs and makes up the whole story.

Post-storytelling Activities

Some post storytelling activities that will enrich the experiences of children after listening to the story are:

- Oral questions and answers based on the story.
- Role-plays, enactment or drama
- Group retelling
- Creating their own ending
- Story mapping
- Story boarding
- Games that check comprehension like Start and Stop, retelling with mistakes, picture out of order.

In learning situations where exposure to English is largely in schools, stories and story telling serve the purpose of not only promoting listening skills, but also developing oral language proficiency. Storytelling as a strategy helps learners to move from being mere listeners of stories to story tellers in an interactive way.

Some Steps Towards Interactive Story telling

- The teacher as the storyteller
- Learners are involved
- Learners participate and question
- They predict the possible ending or alternative end of the story.



- Shared Reading
- Whole class reading a story –choral reading (with and without teacher reading)
- Reading in groups
- One learner reading out to the group/ whole class.



- Learners telling a story
- Learners tell a story individually to the whole class or to a group
- Learners take turn and tell a story
- Learners ask questions to each other as they tell a story or after telling/listening to a story.
- Learners bring stories from their experiences, from elder, etc and share by telling and exchange with their peer.

We have seen how role-play and storytelling can be used as strategies for teaching language in context, similarly, any prose piece or poem can be used to teach language. While we learn language as a whole, developing language skills is equally important. In the subsequent units we will focus on developing the four language skills.

3. TEACHING LISTENING

Listening is the most widely used of all communicative skills. Since listening is such a routine activity, few people think of consciously developing their listening skills. Learning to listen effectively can be difficult indeed, but it is one of the best ways to improve one's communication skills. Effective listening requires a conscious effort and a willing mind. Effective listeners welcome new information and new ideas. Learning to listen better can make a world of difference to our ability to communicate.

Listening help learners to acquire the special features of language subconsciously even if teachers do not draw special attention to it. Thus, developing listening as a skill in our learners is important.

Listening versus Hearing

Listening is a voluntary and deliberate activity. It is different from hearing, which is an involuntary act that happens automatically. Listening requires a mix of physical and mental activities, whereas, hearing involves only physical activity. Listening skills enable one to make sense of and understand what another person is saying. When we are awake we hear many sounds and noises, e.g. barking of dogs, the noise of vehicles passing by, noise of the fan, generator, the thunder of clouds etc. But we don't necessarily listen to them. We listen to only those sounds and noises that we are interested in

e.g. when we switch on the radio for music or news and listen deliberately, it is active listening. But if a similar activity is going on in our neighbourhood and its sound reaches us, we involuntarily hear it but attribute no meaning to the sound. This is hearing.

Listening Involves a Sequence of Related Activities

- *Receiving*: physically hearing the message and taking note of it.
- *Interpreting*: assigning meaning to the sounds/message according to one's own frame of mind, values and needs.
- *Retention*: storing the received message for future needs by making a mental outline of the speaker's message.
- *Responding*: having evaluated the speaker's message, reacting and responding to it.

Process of Learning Listening Skills

Preparation is essential for listening. There are three phases/stages of listening.

a. Pre-listening

This phase incorporates an introductory task so that the learners are prepared for the listening task. This helps them in becoming familiar with the context and also to identify the key words in the listening text.

b. While listening

The learner listens to the text and completes the task assigned. While listening tasks help learners develop listening skills, they are usually designed in a manner such that learners are required to listen for specific information rather than think of grammar or pronunciation etc.

c. Post-listening

In real life, listening rarely takes place by itself. Speaking, reading or writing usually accompanies it. Therefore, post-listening activities help learners in consolidating what they have listened to.

Types of Listening Activities

- **No overt response**
The learners do not have to do anything in response to the listening; however, facial expressions and body language often show if they are following or not.

- You can tell a well-known story, read a story from a book or play a recording of a story. If the learners are motivated and understand the story line they would respond with their facial expressions and gestures etc.
- Ticking off items
A text is provided and the listeners are expected to tick off words/phrases as they hear them.
- True/false
The listening passage comprises a number of statements, some of which are true and some false. Listeners are expected to identify them.
- Obeying instructions
Learners perform actions, draw shapes or fill in maps in response to instructions.
- Guessing definitions
The facilitator gives oral definitions of a person or a thing, learners write down what they think it is.

Listeners do not passively receive and record aural input, rather they actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text.

Not all listening is the same. For example, casual greetings require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning out of them.

Since we spend a considerable time in listening every day, developing this skill consciously is of paramount importance. Effective listening not only improves one's listening skills, it also helps one to become a better communicator. It is a skill required not only in the classroom or at the work place but also in our social life. Needless to say, as teachers we should make a conscious and persistent effort to develop this skill in our learners.

4. TEACHING SPEAKING

One of the objectives of language learning is to be able to speak coherently. Knowing how to read and write a language alone is not sufficient, we should

be able to speak the language effectively and express ourselves in a variety of situations. Speaking fluently involves correct pronunciation, proper stress and intonation. Paying attention to these areas help speakers convey their message effectively. As teachers of English, it is important to be confident about one's speaking skills so that we can teach and motivate learners to improve their speaking skills as well.

In our daily lives most of us speak more than we write yet many English teachers still spend the majority of class time on reading and writing practice rather than focusing on speaking and listening skills. Since the goal of an English language course is to enable learners to communicate well, speaking skills should be taught and practiced in the language classroom as well.

Speaking Involves 3 Areas of Knowledge:

- Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

Teachers help the students develop this body of knowledge by providing authentic practice that prepares them for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and do so using acceptable (i.e. comprehensible) pronunciation.

Language input comes from the teacher, listening activities, reading passages and the language heard and read outside the class. It give learners the material they need to begin producing language themselves.

Students are not proficient in speaking due to the fact that speaking is not taught properly. It usually consists of language practice activities (discussions, information-gap activities, etc.) or is used to practise a specific grammar point. Real interaction patterns are not taught.

We can conduct the following activities to prepare students for real interaction:

- *Formal/informal language:* give students more short dialogues, where one speaker is either too formal or informal. Students first identify the inappropriate language, then try to change it. Also, show students how disorganised informal speech is.
- *Vague language:* using tapescripts of informal speech, focus on examples of vague language.
- *Different spoken text types:* draw up a list of spoken text types relevant to the level of the class. Teach the language appropriate for each text type.
- *Interactive listening:* develop interactive listening exercises. Any form of 'live listening' (the teacher speaking to the students) is suitable.
- *Transactional and interactional language:* raise students' awareness by using a dialogue that contains both. It could be two friends chatting to each other (interactional) and ordering a meal (transactional).
- *Real interaction patterns:* teach real interactional patterns. Introduce the following basic interactional pattern—Initiate, Respond, Follow-up.
- *Understanding spoken English:* After a listening exercise give students the tapescript. Using part of it, students mark its stressed words, etc. Compare a speech with an informal conversation. You can focus on selections in spoken speech, e.g. linking, elision and assimilation.
- *Preparation and rehearsal:* Before a spoken task, give students some preparation and rehearsal time. Students will need guidance on how to use it.
- *Real-life tasks:* Try to use real-life tasks as part of teaching.
- *Role-playing:* Students are given different roles (mother/child; doctor/patient/relative; in favour of X/against X, etc.) and act out in discussions. Classmates could be invited to suggest topics and this could be used as a way of encouraging them to do some reading. Get students to (i) think of situations where they want to use their English, (ii) write dialogues in their mother tongue; e.g. shopping

for a sweater, what might the customer ask the salesgirl, what reply might the customer get, what follow-up questions could the customer ask, etc, (iii) translate these in English, (iv) role play with the English dialogue. This can be done in pairs or groups, and each group/pair can work on the same or different situation.

- *One word story:* Each student adds a word to create a group story (orally). The teacher can begin by saying the first word and each student adds the next word, without repeating what has come beforehand. All students have to concentrate and listen carefully to their classmates to be able to continue the story coherently. Good starting words are 'suddenly' or 'yesterday' to force the story into the past tense, etc.

Example:

Teacher: Yesterday
Student 1: I
Student 2: saw
Student 3: a
Student 4: strange
Student 5: man
Student 6: who
Student 7: was
Student 8: wearing
Student 9: a
Student 10: green
Student 11: sweater
Teacher: Full stop. New sentence.
Student 12: He

Student 13: was

Student 14: _____

Student 15: _____

As teachers of English, it is important for us to enable our learners to hone their speaking skills. They should be able to handle day to day activities in simple and comprehensible English and take part in short discussions as well. You can encourage learners to introduce themselves in English. Telling stories, jokes, describing a story of a film or a place, role-plays etc., are some activities that help develop speaking skills. Above all, don't be afraid to speak. You must try to speak, even if you make mistakes. One cannot learn without mistakes.

5. TEACHING READING

Reading is an essential part of academic studies, personal development and professional growth. In the formative years of schooling, reading plays a vital role in the scholastic development of a child. It gives children the possibility to access written material on almost any subject. Every year thousands of children learn to read but unfortunately, a large number of them fail to achieve the much-required reading skills. Many children also do not develop a liking for reading – be it reading for pleasure or otherwise. It is therefore, important for teachers to focus on reading skills so that reading becomes a life-long habit.

Developing Reading Skills

There are many different styles of reading and information processing. These are listed below.

- *Scanning* — going through a text quickly to find a particular piece of information.
- *Skimming* — quickly running your eyes over a piece of text to get the gist of it.
- *Extensive reading* — reading longer texts, usually for one's own

pleasure. This is a fluency activity, mainly involving global understanding.

- *Intensive reading* — Reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

Planning Reading Activities

To help improve reading among learners, reading activities can be planned in three parts:

- Pre-reading activities
- While reading activities
- Post-reading activities

Pre-reading activities help in introducing the topic/story to learners. Such activities should be short and focused and can include:

Brainstorming

- Ask your learners for words or ideas related to the text that come to their mind on reading the title.
- The same can be done with a picture from the text or its captions.
- You can write the words suggested by the learners on the blackboard as this will help them remember the words. The learners can also be asked to look out for these words while reading.

Discussion

- Use the title, subtitles, and divisions within the text and ask your learners to predict what the story is about, who will be in it, and what might happen.
- The same can be done with pictures, maps, diagrams, or graphs and their captions.
- Skim to find the theme or main idea and elicit related prior knowledge.
- Talk about the author's background, writing style, and usual topics.
- To encourage everyone to participate, divide them into smaller groups.

Questions and Answers

- Ask the learners questions that will generate interest in the text.
- You can encourage learners to think of questions they would like to be answered from the story based on a picture, title or the first few sentences of a text. This provides adequate practice in question formation.

Pre-teaching Difficult Key Words

- Review vocabulary or grammatical structures.
- Introduce the difficult and important key words from the story so that while reading the text, the students can focus on their usage as well.
- This can be followed by guided practice, which includes guessing the meaning from the context or checking comprehension while reading.

While reading a text, the following activities can be taken up to ensure better comprehension by learners.

Silent Reading

- Encourage your learners to read silently in a given time limit. This encourages them to read more quickly and not to stop at unknown words.
- You can even organise small groups where learners are 'silent readers' by turn and others ask questions about the text to find out what happens.

Reading for the Main Idea and Key Words

- This involves scanning and can be done for each paragraph as well as the whole text.
- Stop at the end of each section to review and check the learners' predictions, restate the main idea and summarise the section.

True or False Sentences

- You can write some true and some deliberately false sentences about the story or text on the blackboard and learners can check the text to find which are correct.

Sequencing Jumbled Sentences or Paragraphs

- Learners can be asked to put a set of sentences in the right order as they read.
- Learners can also be asked to match the topic and sentences to a paragraph in the story.

Mid-text Predicting

- At dramatic or crucial points you can stop the reading and ask the learners to predict what can happen next without looking into the text.
- Learners can be asked to visualise and make inferences.

Comprehension Questions

- To give an equal chance for answering ask learners to write their answers, which they can take turns in reading out or writing on the board.
- Learners can also be encouraged to generate questions.
- Comprehension questions at the end of the text can be used as guides to the text where reading can be stopped to answer them as they are read.

Word based Activities

- Gap-filling exercises that include verbs, or nouns and adjectives or adverbs, or all the important words from the text can be removed and learners can be asked to fill them.
- Guessing the approximate meaning of new words through the context by giving the learners clues can also be done.
- Post-reading activities will encourage learners to connect the knowledge contained in the text with real life situations. This also leads to reflection and creativity.

Discussing the Text

- Learners can be asked to answer specific comprehension questions.
- Learners can be made to filling forms or charts based on the text.
- Completing a text is another activity that can be used.

Recreating the Text/Story

- The text can be retold in small groups or as a class. This can also include summaries.
- Learners should be encouraged to act out the story in their own words.
- Learners can be asked to give their opinion of the text or suggest different endings.

Rewriting the Text/Story

- Learners can be organised into pairs and asked to rewrite the story in their own words.

Listening to or reading other related materials will help learners to think beyond the text. Reading habits can be promoted through reading stories, retelling stories, choral reading, shared reading, etc. You can also create class-libraries for exchange of books and shared reading.

6. TEACHING WRITING

Writing helps us express ideas and convey our thoughts to readers. In a classroom, the process of writing is really important as it helps us improve upon what is being written. Writing is not something that begins and ends when it is put down on paper for the first time. It is a process that involves planning, drafting, revising and editing. In order to improve the writing skills of our learners we need to understand the process of writing. The purpose of writing is the expression of ideas, the conveying of a message to a reader. Written language is different from spoken language and therefore, the writer also needs to keep in mind some formal aspects such as neat handwriting, correct spelling and punctuation, appropriate grammar and careful selection of vocabulary.

The Process of Writing

Prior to writing	This stage involves thinking and generating ideas through discussions or visuals. It will also include thinking about the purpose of writing. For example a letter of invitation will be more formal than a letter to a friend.
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Writing	This stage involves organising information, selecting appropriate language and of course the act of writing itself. Revising is also part of this process as the writer may choose to pause and reflect on what they have penned before closing the piece.
Revising and reviewing	This process includes re-reading, reviewing on the lines of <ul style="list-style-type: none"> • Do I need to re-arrange my sentences? • Have I missed a point? • Are there repetitions? • Can I present a point with better vocabulary or new examples?
Editing	Here the writer ensures that the written text is correct and also checks punctuations, spelling and grammar etc. A final careful revision is also carried out at this stage.

In addition you must pay attention to:

- *Mechanics*: spelling, punctuation, paragraphing, formats, handwriting.
- *Language use*: sentence construction — simple/complex, subject-verb agreement, tense, number, word order, articles, pronouns, prepositions, conjunctions.
- *Vocabulary*: range of words used, aptness of words, word form, idioms.
- *Organisation*: ideas are being communicated clearly or not, sequencing, cohesion.
- *Content*: knowledgeable, examples, relevant to the topic.

One way of keeping a record of the learners' writing is to maintain learner-portfolios. A portfolio carries samples of learners' writings including the drafts that they have worked on. Therefore, a portfolio is a record of the process of writing of each and every learner in the class. It helps the teacher know exactly how much progress has been made by the learners.

Some writing tasks are paragraph writing, letter writing, notice writing etc. You must remember that a good paragraph has:

- a topic sentence – a sentence that contains the meaning of the entire paragraph or a group of sentences
- unity – all the parts/sentences should be related to the main topic/ theme, so there is one central idea in a paragraph.
- coherence – each sentence should be linked to the next as this helps in developing the idea/argument and communicating the meaning. This can be achieved through the use of linkers – and, but, however, on the one hand, on the other than, nevertheless, first, therefore, consequently and so no.
- relevance – the most important ideas should be given more space and irrelevant information should be avoided.

Letter-Writing

Informal letters include personal letters. If it is a personal letter the format is flexible. We might just write the name of our city on the top, followed by the date. A sample format has been given below.

Bikaner
09 July, 2010
Dear Sujata,

Bye,
Yours affectionately/With love/
All the best/Take care

(Signature)

Formal letters are written to official business and information. These letters must clearly state the name and address of the sender and the addressee (person whom the letter is addressed to). The date and formal salutation are a must as well.

Letter to place an order for books

To
Lakshmi Rao
Teacher in Charge
Government Middle School
Hyderabad 500 016

12 July, 2010

The Head, Publication Division
National Council of Educational Research and Training
New Delhi 110 016

Sub: Request to send books by V.P.P.

Dear Sir,

Kindly send the following books by V.P.P. at the address given above.

1. Honeysuckle 4 copies
2. Honeydew 5 copies
3. Honeycomb 3 copies

Yours truly,

Lakshmi Rao

NOTICE WRITING

Notice writing is used to convey information formally to a specific group of people. Notices can be displayed on a school notice-board, in public places and in offices as well. They must contain the name of the issuing authority and date.

Read the notice given below and observe how the information has been organised.

NOTICE

A History Walk
3 July, 2010

A 'history walk' to the nearby village is being organised on 14 July, 2010 at 8 a.m. by the History Club of our school. Students may contact the undersigned during the lunch break today in Room No. 46.

Rashmi Gupta
Secretary
History Club

Given below are some suggestions for teaching writing.

- Encouraging the learners to talk, share experiences and hence become familiar with words they need for writing. This will give them confidence to write.
- Providing a variety of visual and listening material.
- Encouraging the learners to read as much English as they can.
- As far as possible get them to write about their life and related issues.
- Giving suggestions for improvement rather than pointing out the same mistake again and again.
- Giving them group work.
- Displaying learners' written work.

Writing is a process that involves planning, keeping in mind the target audience. The key stages of the process of writing are planning, writing, reviewing, revising and editing. The process of writing requires practice and an effective process, with due time leads to an effective product. The same is true for learners as well. Mistakes and errors made by learners while writing need to be looked upon as opportunities for correction, thereby leading them to more effective ways of writing.

7. VOCABULARY IN CONTEXT

Vocabulary is one of the most important components of language development. It is essential for the learners to be able to use language

effectively. Vocabulary development in mother tongue happens quite naturally as the child is surrounded with innumerable words at home. Similarly, learning vocabulary at school for second language needs natural contexts so that the learners can see how the words are being used. When a new word is discovered by learners in their texts or in real-life, they find it difficult. This is because new words are like strangers and unless they are properly introduced the learner may feel hesitant. Thus, we must introduce vocabulary through contexts that will enable them to remember both the word and its usage/context.

If words are presented as isolated elements, they are quickly forgotten. Isolated words do not present a linguistic reality, as the meaning of the word in most cases is partly defined by the context. Teaching children to use and improve their use of English is to improve their range of words, the flexibility and appropriateness with which they use them. Vocabulary includes single words, parts of words, compound words, fixed phrases and idiomatic expressions (e.g. make up one's mind, kick the bucket).

So what does it mean to know a word? Or we may ask, "When can we say that a word has been learned?"

Knowing a Word Involves

- how it is pronounced and spelled
- its grammatical category (N, V, Adj, etc)
- how, where and when it is used
- its denotative meaning/core meaning
- its connotative meaning
- its syntactic behaviour
- the associations it forms
- the limitations there are to its use how frequently it occurs in spoken and written languages
- its root form, and what affixes/suffixes it can take

Active and Passive Vocabulary

Active vocabulary include words which you understand when listening and reading and also use when speaking and writing. Usually, we are able

to understand the meaning of totally new words from the context that they have been used in. Gradually, these become part of our passive vocabulary. We recognise them but don't use these when communicating. With time, we are able to use these words when speaking and writing. Then, these become a part of our active vocabulary.

For building vocabulary various activities such as word ladders, word chain, spellathons, word puzzles, crosswords, word-maze, collocation etc. can be used. Learning vocabulary through a dictionary also needs to be inculcated among learners.

Vocabulary is important as it helps in understanding spoken as well as written texts. Once learners are exposed to a variety of word meanings and associations they are able to use words in a variety of situations.

Strategies for vocabulary teaching: A checklist

- √ For giving the meaning of a word, you can:
 - show a picture.
 - give a sentence with the word and ask for the meaning.
 - give another word with opposite meaning (antonym).
 - enact/mime the meaning.
- √ For the spelling, you can
 - write the word on the blackboard.
 - give the word with missing letters. For example: (le_ _e_)
 - jumble the word and give its meaning.
For example: We send this to our friends who live in another city/town i.e. a retelt.
- √ For the sound/pronunciation, you can
 - ask learners to look into the dictionary and find the correct pronunciation.
 - ask your learners to repeat the word after you.
 - give them similar sounding words (share/shore).
 - say the words aloud..
- √ For helping your learners to identify which part of speech it is, you can
 - give the word in a sentence and ask them its parts.
 - give them the same word as different parts of speech and ask them to identify what it is. For example: He penned a letter. He wrote with a pen.

It is important that new words are presented in an interesting manner so that the learners recognise them. It is important to get the learners to use these words in familiar contexts. This is where vocabulary tasks come in. Vocabulary tasks are developed keeping in mind

- the language level of learners
- the difficulty level of the word.

Reading newspapers, storybooks, magazines, pamphlets, brochures, labels and posters helps one in becoming familiar with new words in context. If you read extensively/widely you are likely to come across a number of new words. Using dictionaries and thesauruses also help learners in understanding the meanings of the new words.

8. GRAMMAR IN CONTEXT

Grammar is one of the most important components of language development. It is central to the teaching and learning of languages. Grammar development in the mother-tongue takes place naturally as the child is surrounded by meaningful language input at home. Similarly, learners can understand how to use the language with appropriate grammatical structures and language forms at school too if they are provided meaningful inputs and given ample opportunities to interact in the classroom. In this unit we will discuss how learners can pick up the correct usage of grammar through meaningful contexts.

Generally people think of a fixed set of word-forms and rules of usage when they hear the word “grammar”. This results in dull classes due to rote learning of rules and forms and often results in errors in language usage by the learners.

Always put grammar in context so that the meaning is clear. In this way grammar becomes generative and students can transfer it to relevant situations and know when to use the structure. These contexts can be created through:

- visuals
- miming by the teacher
- enacting situations
- dialogues
- a text (story, factual piece, etc)
- a song, poem or video

Teaching of grammar includes:

- *Presentation* of the grammatical item through the context, it can be listening, speaking, reading or writing activity.
- *Learners* are given enough practice by giving authentic situations.
- *Learners* produce the language in context.

It will help the students get intensive practice, they get implicit grammatical knowledge through a variety of examples. With practice they derive an understanding of the rules. Thus, in turn it enhances their explicit knowledge. Also, the teacher should give sufficient examples so that they can work out the grammatical rule that is operating.

Teaching and learning of grammar should focus on practice rather than study of grammar itself. We can neither over emphasise grammar rules nor overlook them. Learning grammar itself is not the ultimate goal of learning English. The goal is that the learners should be able to use language accurately and effectively.

Grammar in context helps learners discover the rules of grammar when they are given a number of appropriate examples and adequate practice. If the structure is not easy for the learners to understand the rules themselves even with a context, then you may teach the rule explicitly. However, what the learners discover by themselves is remembered better by them.

9. TEACHING LITERARY TEXTS

Every language textbook consists of pieces representing different genres or forms of writing. There are stories, folktales, songs, excerpts from plays, (auto) biographical writings, interviews, poems as well as informative and expository texts for an overall rich reading experience, promotion and strengthening of language skills and abilities and understanding and development of values and attitude. Some pieces are useful for information and some for knowledge while others are for aesthetic appeal, appreciation and enjoyment. Literary texts are also a mirror of the society and culture they belong to. Stories, folktales and poems may be referred to as literary pieces and expository works like essays, interviews, news etc. as non-literary pieces.

Except for poems, all literary pieces belong to the realm of prose. Prose is closer to our day to day experience of language than poetry is. There is prose in stories, novels and plays as there is prose in scientific books,

newspapers reports and magazines. We come across more prose than poetry in the classroom as well as outside it. As a result, learners also feel more comfortable in dealing with prose than with poetry.

Poetry represents an unconventional use of language. Therefore, it requires a different method of teaching. It is everybody's experience that a poem can communicate without being 'fully understood'. A poem is often highly condensed and is more implicit than explicit. The rhythm and the flow of a poem enable us to memorise and recall couplets or lines without much effort.

A poem, especially a short one, has an immediate impact on the listener and makes a direct appeal to her/his emotions and feelings. It is perhaps in this sense that it communicates without being 'fully understood'. The paraphrase while 'explaining' the meaning of the poem also robs the reader of the pleasure, a chance and right of coming out with various interpretations for a word or thought. We do not, and should not, use a poem to base a vocabulary or grammar lesson on it. In fact, we 'do not' teach a poem except in a very basic sense. We experience it and share our experience with the learners. Poetry, thus, is an experience more than just words.

Richness of language including music of words can be perceived better through listening/reading aloud than through analysing words/phrases and grammatical items.

Steps to Teach Poetry

- Begin with a warm up, which is thematically related to the poem such as encouraging students to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles etc. as prompts.
- Talk about the background of the poem or poet.
- Read the poem aloud (learners should keep their books shut).
- Ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem.
- Read the poem aloud a second time.
- Learners now will listen as well as follow the poem in their books.
- Ask one or two questions from the poem.
- Ask the learners to read the poem silently.

Remember that the objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation. Some global questions are given in the beginning, and some comprehension questions are given at the end of the poem. You may ask more questions on theme and content, structure and style, images and impressions.

This is to lead them to critically appreciate the poem. The questions can highlight the use of poetic devices, such as, simile, metaphor, alliteration, personification, rhyme scheme etc. A final reading aloud, preferably by the learner/learners, will be highly useful. Writing tasks based on an open-ended discussion will help the learners go beyond the textbook and relate the text to their own experience. If possible, a poem/a stanza of a poem with a similar theme can be read aloud in the class. Choral reading makes the reading more interesting.

Simile — A simile is a figure of speech comparing two unlike things, often introduced with the word "like" or "as".

He fights like a lion.

He swims as fast as a fish.

He runs like a cheetah.

Metaphor — A metaphor is an implied Simile. In a metaphor the words – like and as, are not used, but, a metaphor takes for granted that the two things mentioned are one.

He was a lion in the fight

Alliteration — Alliteration occurs when the initial sounds of a word, beginning either with a consonant or a vowel, are repeated in close succession.

She sells seashells on the seashore (Honeysuckle, Class VI, Pg. 5)

Personification — Personification is when you give an animal or object human like characteristics.

The rain danced on the roof

The sun smiled on the playground

The swimming pool invited me to jump

Stories/Fables and other Literary Prose Pieces

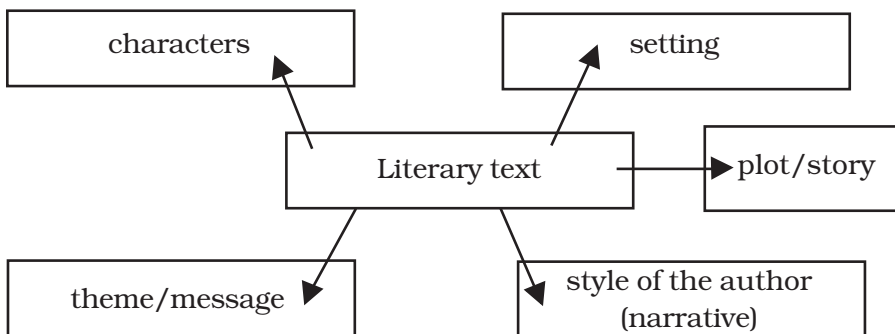
Why are there so many stories/ fables in a language textbook?

One reason is that they make very interesting reading. Another is that they represent samples of authentic language used in writing as well as in speech as reflected in dialogues and conversation. And a third, and more significant, reason is, that short stories/ fables deal with various aspects of life – events and situations that enable us to understand fellow-beings as characters performing a variety of actions in a given set of social circumstances. The insights that literary texts provide enable us to see the human relevance of happenings around us.

Every story is an imaginative reflection of life around us and enables us to come closer to the real world. Its main objective is to help us think maturely and to develop an understanding and appreciation of the contexts in which certain things happen. The best way to teach appreciation is to first learn to understand, appreciate, analyse and reflect.

Understanding is very essential for appreciation. After all, the purpose of a literary text is to make the reader appreciate it and not just to impart 'information'.

Giving a chance to learners to make inferences about characters and happenings and draw conclusions that will enable them to appreciate the text. Interpretation and appreciation skills of the learners should be encouraged. Encouraging learners to discuss their opinions and views makes the class interactive. The interactive method is always preferred because it paves the way for discussion on a number of inferences, interpretations and opens different doors to explore a topic or a theme. Another way of helping learners understand a text is to guide them on specific areas through graphic organisers like web diagrams, tree diagrams, charts etc. Example:



A number of innovative activities can be planned to enable students to appreciate these areas.

A set of inferential questions can be put in a worksheet and given to the learners. The class can be divided into 3 or 4 groups. Each group may deal with one character of the story and can be asked to answer the questions after a discussion.

To develop the creativity of learners,

- they can be encouraged to convert stories/parts of stories into dialogues;
- attempt a speech assuming the role of the character;
- express orally or by writing, the best part of the story according to them, the best character according to them or if the story or character reminds them of some event or some person.
- you may ask them to give a different ending to the story.

The way conflicts are handled or resolved throws new light on the characters and on the characterisation by the writer. It is this insight that would lead the students to make connections, compare the character of the story to a similar person they have heard or known. After all, literature is close to life.

By enabling learners to direct their thinking to these areas, the teacher prepares them to think critically; make connections; make comparisons; draw conclusions and finally pave the way for creative thinking.

10. ORGANISING ACTIVITIES AND TASKS

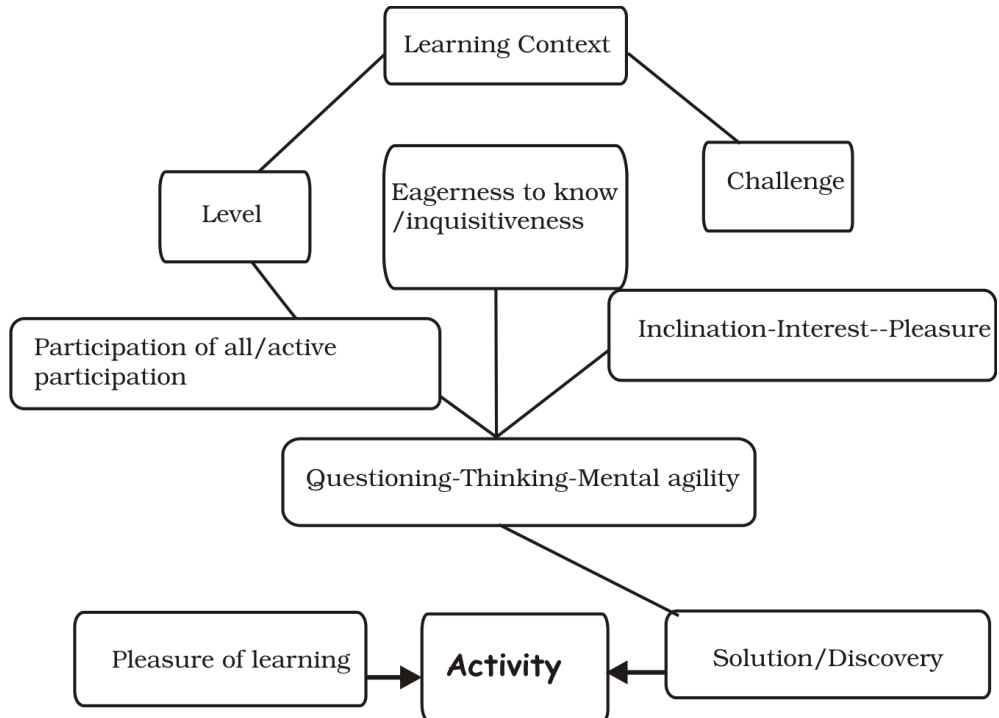
What do we mean by 'activities'?

Why do we need activities?

- Children learn by doing.
- Children learn by making mistakes.
- Children learn by creating situations.
- Children learn in context.

How can understanding be built through activities? What is the relation between 'activity' and 'syllabus'?

Learning through Activities



Points to Consider while Organising an Activity:

- Learning items
- Whether it involves all (participants, learners)
- Whether children are taking interest
- Whether the instruction is clear
- Whether the language is appropriate to the level of the children
- Whether the activity is based on the syllabus
- Whether it is apt for the class and the number of students

Suggestions:

- Learners should not feel insulted.
- Their sensitivity should not be hurt.
- Each member of the group should be involved in discussion:

- This can happen only if they are sitting in a circle in the classroom.
 - One of the students of a group will act as a leader.
 - Different students should take the role of group leaders on different occasions.
 - Do not immediately accept or reject answers with words or facial expressions—let the class reach some consensus on whether the answer is acceptable or not.

The teacher should conduct the activities, which not only promote language learning but also reinforce it. The activities which help us in teaching a second language in a more contextual and meaningful manner are as follows:

- pair work
- group work
- role-play
- debate
- discussion
- assignments
- projects
- portfolios
- oral and written compositions etc.

Before conducting such activities you should be absolutely clear about the following fundamental issues:

- What language content do you want to teach?

It is usually the following items, which are expected to be taken up through the activities as mentioned above.

 - Words (spelling, pronunciation and meaning)
 - Structures (form and meaning)
 - Grammar (functional)
 - Phonological structure
- What language skills do you want to develop in your students—listening, speaking, reading and writing?
 - You may take up one or two skills together and develop them through pair work, group work, debate, discussion etc. Reading and writing skills should be taken up individually initially.

- What competence do you want to develop in your learners through these activities?
 - Linguistic competence
 - Communicative competence
- We should take up language items in such a way that their forms as well as meanings are put across the learners in socially appropriate and acceptable contexts/situations in order to enable them to construct linguistically correct and appropriate sentences and communicate appropriately what they have decided to communicate in the context.
- How do you want to teach the language content identified and to develop the basic language skills?
 - It is suggested that you conduct pair work, group work, discussions, role-plays, etc. to help the learners to learn the language content and thereby develop the specific rudimentary language skills.
- What resources are available with you in order to do what you have decided to do in class?
 - Blackboard
 - TLMs
 - Audio aids
 - Visual aids
 - Audio-visual aids

You may use tape recorders, radio, computer, charts, word and picture cards, etc. for conducting pair work, group work, discussion, debate, role-play. The audio aids would help you in establishing audio images and visual aids in establishing visual images in the minds of the learners. This would provide them with both audio visual stimuli and help them to come up with desirable responses.

- What roles do you want the learners to perform before, during and after the activity you are going to conduct in the class?
 - Learners as active listeners
 - Learners as passive listeners
 - Learners as speakers
 - Learners as active readers

- Learners as passive readers
- Learners as active writers

Learners may be motivated and activated to play a host of roles to be able to learn the target language both at the receptive and the productive levels.

- What is going to be your role in the class?
 - teacher as listener
 - teacher as speaker
 - teacher as reader
 - teacher as writer
 - teacher as monitor
 - teacher as facilitator
 - teacher as participant
 - teacher as guide
 - teacher as overseer

You may have to play the roles of listener, speaker, reader, writer etc. depending on the objective of the task at hand.

11. ASSESSMENT

Assessment is a continuous and ongoing process. It goes hand in hand with teaching and learning activities. Assessment helps us to know the progress the learners have made, and to use this knowledge to develop the learners' proficiency rather than just giving grades or marks that do not reveal much.

Assessment of learners based on unit tests and exams focuses only on what the learners have learnt by rote-memorisation. This does not give a complete picture of the learner's proficiency. As teachers we need to assess learners for a whole range of activities such as individual class work, group work, pair work etc. This will enable us to assess them in a holistic manner and give constructive feedback for individual development.

Understanding Language Assessment

Points to ponder over...
Language assessment is not only related to the performance of the learner with respect to a particular syllabus. It should be based on assessing

the language proficiency of the learners.

Learning can also be assessed through routine activities and exercises in the classroom.

The types of questions that are prepared and used for assessment need not be restricted to those found in the textbooks.

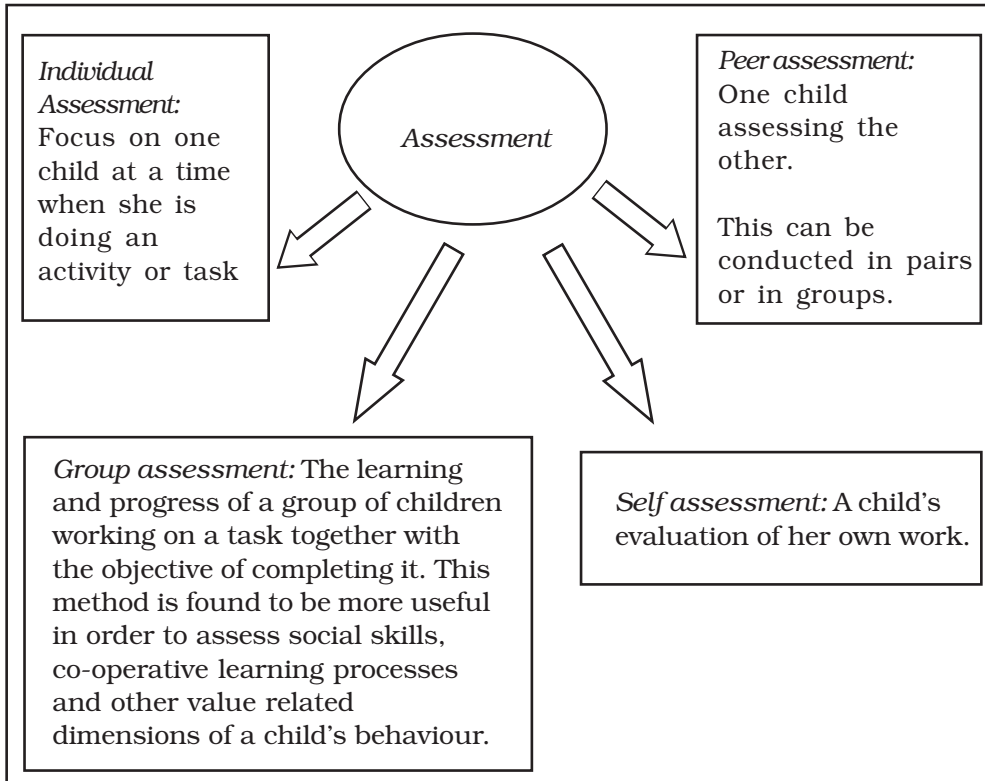
Individual and group activities can be designed to enable the learners to reflect on and assess their learning experiences.

We must remember that assessment is not about giving marks but giving insight.

We need to remember that no single assessment tool or method is capable of providing information about a child's progress and learning in different areas of development in isolation. Daily basis assessment helps in interacting with children and continuously assessing them in situations both inside and outside the classroom. Periodic assessment, which may be once in every 3 to 4 months helps teachers check and reflect on the information collected. This however, should not be in the form of a test/exam but for the purpose of reflection.

Assessment should be primarily based on:

- *Observation* — the teacher's observations and assessment of the student's work through a variety of assignments/tasks. Individual assessment focuses on individual work and accomplishments.
- *Oral presentations* — answering questions, story telling, reading aloud, describing things, actions, etc.
- *Written work* — writing tasks such as paragraph writing, letter writing, process description, etc.
- *Portfolio* — a collection of written tasks over a period of time rather than a single writing sample. This shows the stages of writing and can help the students reflect upon their work and hence improve it.
- *Group work* — discussions, debates, making projects etc.

Assessment can be :**Assessing Listening and Speaking**

For assessing the skills of listening and speaking the oral and written activities/tasks can be used. These activities can be conducted formally and informally while learners are engaged in classroom work.

The teacher can informally assess their performance while they participate in different activities by conducting question-answer sessions during:

- a lesson
- group work
- pair work
- role-play etc.

Assessing Reading

Reading skills should also be tested continuously. You can use various types of passages like those listed below.

A story	From a newspaper, a local folk tale etc
Time table	Based on a railway/bus time-table, student-life
Instructions	How to perform an activity like planting a tree, drawing some object
Small poem	Based on themes like self, community, environment etc

Keep in mind that the selection should be based on the learners' interest, age and their cognitive level.

The types of questions that can be prepared for assessing reading are

- Comprehension and inferential question answers
- Gap filling
- Completion type
- Word attack questions
- Table completion type questions

The questions should be such, which do not require lengthy writing. For classroom use, quick tests of comprehension can be made using true/false type of questions, but these should not be used in examinations as learners can guess the answers.

Assessing Writing

Classwork and assignments/homework involving written work can also be used to assess learners' writing ability. Writing tasks should be accompanied by hints/guidance so that learners know what they are supposed to write. It is important that a proper context is provided for the task. A writing task can be based on:

- (i) a verbal stimulus
- (ii) a visual stimulus

While assessing children's written work, there are three aspects that need to be focussed on while assessing. These are: content, accuracy, and fluency.

Samples of different types of Questions and Tasks

The following tasks/ways could be used quite effectively to assess different language skills.

- *True/False*

The learner is given a statement and has to mark/state if it is *true* or *false*. This type of question is mainly used to assess reading and listening comprehension. It can also be used to test grammar and vocabulary. A true/false question can be given as a question instead of a statement, and the student has to give her answer in yes or no.

- *Match the following*

The learners are given two groups or columns of words, phrases or sentences, and they are asked to link each item in the first group or column to a different item in the second group or column. This kind of exercise mainly tests vocabulary.

- *Multiple-choice*

A multiple-choice question consists of a stem and a number of options (called distracters), from which the students have to select the right one. Multiple-choice questions can test grammar, vocabulary, and reading and listening comprehension. The learner can be required to give the answer in one word/sentence.

- *Gap-filling*

The learner is required to fill a gap to complete the sentence. You can hint at the word to be added or inserted by providing the basic form or root of the word in parentheses as indicated below. Gap-filling questions are useful for testing vocabulary and grammar. They can also test listening for specific words.

- *Transformation*

Here learners are required to change a sentence according to the instruction given by teachers. Transformation questions usually assess the learners' ability to transform grammatical structures and understanding of grammar or grammatical constructions (forms).

- *Rewriting*

Learners are required to rewrite a given sentence after making necessary changes as instructed, but without changing the basic meaning of the sentence.

This is helpful in finding what a learner knows or doesn't know.

- *Translation*

Translation can be used in a variety of productive ways, particularly in multilingual classrooms. When learners can understand two or more languages, translation may be used as a testing strategy. Learners can be asked to translate sentences or passages to or from English.

Translation is useful in obtaining information on what students know or do not know, especially in a class where both the teacher and the learners speak one language, which is usually the mother tongue or first language.

- *Open-ended questions*

Open-ended questions are generally asked after a listening or reading activity to test comprehension. They can also be used to test oral/speaking and writing skills. Open-ended questions can also have multiple answers. Each learner may answer them in her own way. If they are based on a text, the situation in the text is used as a take off point and the learners can give answers according to their individual thinking and experience.

- *The Cloze Procedure*

The Cloze procedure is a well-established test of language proficiency. It has also been found to be very effective for testing grammar, vocabulary and intensive reading. A cloze test can be based on articles, prepositions, verbs etc.

In a cloze test, learners are given a text in which every n^{th} word has been deleted. The learner is asked to complete the text by filling in as many of the deleted words as she/he can.

Making a cloze test is very easy. Take a passage which will be interesting and challenging for learners. Keep the first and last sentence intact. Start counting words from the second sentence. Delete every 7th word. Keep the length of the blank constant. Learners should not be able to guess from the blank whether a small or a big word is to be filled in.

- *Dictation*

Dictation is one of the most widely used assessment tools in a language classroom. However, are you aware that the present-day dictation test is significantly different from the traditional dictation test, which mainly tests spelling? The modern dictation can also test, to some extent, punctuation and listening, comprehension as well as writing, reading and grammar as chunks of language as opposed to single words are given for dictation.

A useful source for dictations at all levels is the class textbook itself. Dictations must be selected according to the learners' abilities, and the usage and style should be similar to what the learners are expected to produce on their own in the course, both verbally and in writing.

- *Assessing learners' work*

Throughout the term, the teacher should periodically collect the learners' notebooks to evaluate the kinds of errors being made. While evaluating the teachers must differentiate between comprehension errors and spelling errors. Comprehension errors include both phonological mistakes and grammatical mistakes. A phonological mistake would be spelling the word *physics* as *fysics*; a grammatical mistake would be transcribing *Yesterday he worked* as *Yesterday he work*. Spelling errors would be like *receive/ recieve*. By doing this the teacher gets an insight into the strengths and weaknesses of the learners and she can help them.

Teaching for successful learning cannot occur without high quality assessment. Assessment, therefore, needs to be integrated with the process of teaching and learning. The greater the integration, the better will be the outcomes of learning. In order to undertake holistic assessment, all aspects of learning need to be given due recognition by the teacher. Though the methods may vary, teachers should regularly observe the progress of learners; this will help them maintain a profile for each learner, which can help in reflecting upon, giving feedback, planning and implementing measures to enrich and enhance the learners' learning.

In the chapters given ahead we will deal with each of these aspects in detail. Also included are activities that can be conducted in class. By learning about and practicing new approaches and methods of teaching, we can make the teaching learning process joyful for both learners and ourselves.

PART-II

UNIT 1

Who Did Patrick's Homework?

BEFORE YOU READ

You may prepare the students for the story by asking them to list all that they like to do or have to do at home after their school. Let them speak out by turns the tasks they do at home. Make a list of all the activities on the board. Homework is sure to be one of the activities that they detail. You can ask them to imagine that one day when they reach home, they find a fairy in their room who offers to do for them one of the tasks they have to do at home everyday. You may then ask them which one out of all the tasks they would like the fairy to do for them and why. Their answers will bring the class close to the story 'Who did Patrick's Homework?' Tell them that the story is about Patrick who hates to do his homework. Read the story and find out for yourself who does his homework.

WORKING WITH THE TEXT

The story is about a child named Patrick who never did his homework. Luckily he meets an elf who promises him to grant a wish for saving his life. Patrick wants him to do all his homework and feels happy about his luck. The elf pretends that he needs help and makes him work hard and read more books till the homework gets over. Very beautifully the writer tells that in this world magical results can be reaped only with hardwork and only 'Hardwork is the key to success'.

Tell the students that an elf is a male fairy. Born in folklore or children's literature, fairies are little creatures that often creep into houses at night. In return for food or for some such thing, they leave gold or money. Good fairies help people in distress. Encourage the students to share with each other their concept of fairies. This will create an environment for the story of fairy they are going to read.

You may ask the learners to read Para 1 to 4 and answer the following questions:

- *Why did Patrick not do his homework?*
- *Why did the elf look like a doll?*
- *How was the elf dressed?*
- *What did the elf offer to grant if Patrick saved him from the cat?*
- *On what condition did Patrick agree to save the elf?*

Once they have gone through Para 5-7, the following questions can be asked.

- *Why did the elf need Patrick's help at every step while doing his homework?*
- *Make a list of all the jobs that Patrick had to do for the elf while he was doing his homework.*

Example

- 1 *had to bring a dictionary.*
- 2
- 3
- 4
- 5

After Para 8 to 10 have been read, ask the following questions for comprehension check:

- *Did Patrick have an easy time leaving his homework to the elf?*
- *Why were Patrick's parents and friends surprised?*
- *What is the secret between you and the writer of the story?*

Post-reading

In addition to the questions given on page 11, you may ask the following questions:

- *The elf accepted Patrick's condition but how did he show his anger?(4)*
- *Why was Patrick weary and tired at the end of 35 days?(7)*
- *Patrick got A's at the end of the term. Who should get the credit? Give reasons for your answers.(10)*

Though the story does not highlight the moral dimension of the deal between Patrick and the elf and exploits the situation light heartedly, you may use it to bring home to the students the value of helping others without any condition. You may ask them questions like the following:

- *Do you think Patrick was right in setting a condition for saving the elf?*
- *What would you do if you were in a similar situation?*
- *Should we take advantage of people in trouble?*

WORKING WITH LANGUAGE

Take up exercise A and exercise B from page 11-12 and encourage the learners to use a dictionary. Teach them how to consult a dictionary.

The story is written in an informal, conversational style. You may use it for teaching the natural way of conversation. You may tell them that in spoken English when they ask, order or request somebody to do any thing, they don't have to use 'you are asked or ordered or requested'. It looks rather clumsy, unless it is used for the sake of emphasis.

1. They can use the imperative form. Imperative sentences begin with a verb but do not end with a question mark. Look at the example. Here are two sentences saying the same thing in different ways.

Example:

- *You are asked to get me a dictionary.*
- *Get me a dictionary.*

Ask the students which one they feel sounds better? The second one, isn't it? It is short, crisp and informal. Ask them to rewrite the rest of the sentences in the same manner.

- *You are asked to bring some fruits from the market.*
 - *You are asked to call a doctor.*
 - *You are asked to make some tea for me.*
 - *You are requested to water the plants.*
 - *You are ordered to march in a line.*
2. The writer has spelt 'breeches' as britches' to rhyme it with witches. The story has a unique style of folklore. Though it is written in prose, it is interspersed with rhyming lines. Read these aloud after you have finished the story and let the children notice and enjoy the

lyrical quality of the prose in the story.

(i) Don't give me back to that cat.

I'll grant you a wish

I promise you that.

(ii) "Help me! help me!" he'd say.

And Patrick would have to help

In whatever way

Ask the learners to pick out more such lines from the story.

3. Given below are some words that express feelings:

delighted, glad, pained, screamed, rejoiced, furious, grieved, shouted, sad, cried, howled, pleased

Ask the students to express their feelings with the help of the given words in the following situations:

(They can use more than one word for each situation and the same word can be used in other situations also.)

- *The younger sister tears your notebook.*
- *Your uncle gives you a gift that you have long wanted*
- *You see an old man being pushed around by the crowd.*
- *You are in urgent need of help and shout loudly.*

Speaking

Activity on speaking skill is given to encourage the learners to communicate. Use similar activities to encourage them to improve their speaking skill. Alternately, make them do the following activity:

In spoken English, we often do not say full sentences. Look at the following sentence:

'Homework—Too boring, he played hockey and basketball and Nintendo instead.'

If we do not skip some words the sentence would read like this:

He did not like to do homework because he found it very boring. Instead of it he liked to play hockey and basketball and Nintendo.

Which one do you like more? The first one? Isn't it? Why?

The focus is lost in the length of the sentence. The communication is quicker when certain words are dropped and the sentence is shorter. But the meaning remains clear because the context explains everything.

You must note that such shortening is done only in a context. If this technique is applied where the context is missing, you might be misunderstood or may not be understood at all.

For example:

When the teacher is not in the class and the students are making a noise somebody shouts 'teacher', the class, at once, understands that the teacher is coming. It is the context, which does the rest of the talking in such sentences.

You may ask the students to express their likes and dislikes to each other in short, quick and conversational style. They can make use of the given clues or use their own words.

Clues:

hot	:	cold
sour	:	sweet
long	:	short
dull	:	interesting
expensive	:	cheap

Organise a group discussion on:

"Should students be given homework?"

Writing

Look at the expression that the author uses to describe wrinkles on the little man's face.

'Wrinkled like a dish cloth thrown in the hamper.'

The novelty of the comparison is very interesting. You may use the example to tell the learners that language is not repetition of what they have learnt in the class or outside. They can create their own expressions. It is fun to play with words. Encourage them to coin new phrases to express themselves. Help them play with words. Give them some situations and let them coin new phrases.

1. Given below are some conventional comparisons. Can you think of some interesting new comparisons?

The first one is done as an example.

- *as fast as the wind*
- *as fast as an email*
- *as tall as an oak*
- *as cold as ice*
- *as high as a mountain*
- *as quick as an arrow*

2. Describing words can create vivid pictures. It is an important skill to learn to select appropriate describing words. Help your students acquire the skill. Ask them to describe one of the following. They may use the words given below:

- *a guest in your house*
- *your new neighbour*
- *your grandmother*
- *beggar*

tall, tiny, short, dwarfish, stout, huge, fat, plump, pot-bellied, roly-poly, obese, broad, strong, weak, thin, slim, skinny, bony, lean, lanky, slender, bold, mild, cowardly, kind, gentle, rough, rude, pleasant, cheerful, cruel, coarse, gruff, crude, impolite, sweet, beautiful, ugly.

Suggestive Activity

Here is a situation from the story for role-play. All the students now know that this story is of a boy who does not like doing his homework and the elf makes him do his work by pretending that he (the elf) is doing his work. Now, the question is whether children should be given homework or should they learn and do all their work in school itself? Children, parents, teachers and educationists have their own opinions and beliefs about homework. Let us bring them together to debate on the issue of homework through a role-play.

Divide the class into groups of four and allot roles based on the following:

1. Sukriti, a student of Class VI

2. One of Sukriti's parents
3. Mr. Gupta, Sukriti's class teacher
4. Mrs. Indu Kumar, an Educationist

Ask the students to hold a discussion with the group members and develop the dialogues for the different roles. Thereafter, enact them for other groups. You can give the following clues/ideas to the students for each role.

Sukriti is a hardworking student. She feels burdened by the amount of homework given by her teachers. She is against homework and feels it can be done in the school itself.

You can use the following phrases:

I am over burdened...

I feel..... (abolish)

Homework/be done/at school.

I have no (time for play) and

(I am, I feel....., I do not agree....., I have....., I do not have....)

The Parent is happy that the child studies at home. He/She supports homework.

You can choose any of the following phrases:

I strongly support(homework should be given)

Children learn(homework).

If no homework,(watch T.V. and play)

(I strongly, I can not, I support....., I object.....,)

The Teacher feels that homework is good for the students' learning and improves their knowledge.

You can use the following phrases/sentences for your argument:

Homework is essential..... (learning.)

I can not teach

It helps..... not burdened.

(I feel, I support....., I am in favour of, Let me suggest.....)

An Educationist believes that homework has become a burden for children and they have no time for play and leisure.

You can select the following phrases/sentences

Home ... be abolished at primary years

Children ...no time to play

Childhood is taken away.

I found ...children over burdened.

(I found....., I am not....., I disagree....., I would advise.....

Note: Through role-play you have used all the four skills-reading, listening, speaking and writing. While preparing the dialogues the learners were listening to other group members and speaking. While enacting they were listening to others as well as speaking their own parts. Thereafter, you can ask the learners to present their views in the form of a written paragraph.

As you have observed, language is used as a whole in role-plays and this makes language learning more effective.

A House, A Home

BEFORE YOU READ

The difference between a house and a home is not very clear to sixth graders. They tend to use the terms interchangeably. Though the difference, which the poet talks of in the poem, is more than linguistic, nevertheless, the poem can be used to explain the linguistic difference too.

Begin with questions like the following:

Do you want to go home as soon as your school gets over? Why?

The answers could be:

- *I am hungry. I want food.*
- *My mother waits for me.*
- *I want to play with my brother/sister.*

You may, then, bring them to realise that they all rush home after the school because they get love and care at home. Mother waits for them; keeps food ready for them, cares for them because she loves them.

WORKING WITH THE POEM

The poem indirectly stresses on the values such as love and respect, which each family member must have, which makes a house of brick and stone, a home. The 'unselfish acts and kindly sharing' is the most essential element of a home. The learners must be encouraged to speak about their family values.

Read the poem aloud. Then ask the students to read it silently.

Now read the first stanza. You may ask the following questions:

- *Is the poet describing a building?*
- *What is it made of?*
- *What else does the building have?*
- *Does it say anything about the people?*

After reading the second stanza, ask the following questions:

- *Who are the people living together in a home?*

- *What are the things that bind people in a home?*
- *What do we always do for the people we love?*

It is important that learners learn to go beyond the text and relate issues and ideas to their personal experiences and lives. Ask questions or do activities that lend scope to connect learning to the world outside.

- *What makes a house a home?*
- *Make a list of the human values you find in a family.*
- *Have you ever made any sacrifice to make others in the family happy? Narrate one incident.*
- *How do you take care of your grand parents?*

WORKING WITH LANGUAGE

The poem talks of home in the context of human relationships but you can also use the poem to help them learn the correct use of the words 'home and house'. In English, we call only that place a home where we live. All other places where others live with their families or alone are not homes for us. We would call them houses even though the members of the families living there have love and affection for one another. So only 'my home' is home, the rest are houses.

Answer the following:

- *What would you call the place where your friend's family lives?*
(Friend's house)
- *What would you call a house where you live with your brothers and sisters?*
(My home)
- *What would you call a house where your uncle lives with his family?*
(Uncle's house)
- *What would your uncle call the house where he lives with his family?*
(My home)
- *What would your friend call the house where he lives with his family?*
(My home)

- *What do you call the place where you live?*
(My home)
- *If your parents want to change their residence, will they look for a house or a home?*
(House)
- *When you buy a new house and begin to live there, will it be called your home or your house?*
(Home)

Speaking

Ask the learners to learn the poem and recite it to their parents at home.

Writing

1. You can ask them to write a few lines about any of the following:
 - *You gave something you liked very much to your brother or sister because he/she was crying for it.*
 - *You took care of your mother when she fell ill.*
2. Think of a day when you have no one at home to do anything for you. Write a few lines in the following manner:
 - *I'll have no one to wake me up in the morning.*
 - *I'll have no one to give me my breakfast.*

UNIT 2

How the Dog Found Himself a New Master!

BEFORE YOU READ

What are the qualities that make the dog a good pet?

Ask the learners this question and try to get some individual responses. Dwell on the loyalty aspect and draw contrasts with the cat or even parrots as pets. Encourage them to speak about pets, if they have any, or share stories about dogs as pets.

You may then ask them the following questions to prepare the right atmosphere to start the lesson.

- *What are the qualities of a good master?*

(You can give them clues like *kind, gentle, strong, protective, sensitive, loving, generous and especially one who would never beat or hit the pet*).

- *Do you find a reversal of the usual situation in the title, how the dog finds a master, instead of the master finding a dog. (You could tell them to imagine a situation, where all pets choose their masters instead of it being the other way around.)*
- *Have you ever wondered that even animals can have preferences like us? Just as we select pets that are cute or well-mannered, pets could also have their preferences, couldn't they? (Like the dog in the story, who wanted a brave master.)*

NOTE:

This could lead to a discussion on sensitivity to animals and that all animals are *not cute* just as all humans are not the same and therefore, there is a need to be sensitive to others' appearance and feelings.

WORKING WITH THE TEXT

This folk tale is for pleasure reading. It was the desire of a dog to be loved and protected that made him look for a master. After going to a wolf, a bear and a lion he finally decides to stay with man, who is the mightiest of all. After reading this story, it also becomes important to discuss/talk about the kindness we must have for animals.

Break up the text into 3 parts.

Till the bear proves to be a coward (Para 1 – 4) can form the first part

You may ask simple factual questions to test attentiveness and understanding of the students.

- *What did the dog decide and why?*
- *What did the wolf ask and what was the dog's response?*
- *Why was the wolf frightened?*

The next segment could be till the lion comes on the scene. (Para 4-7)

Here you may ask

- *What were the bear's plans?*
- *Why were the cows in a state of panic?*
- *What two bits of information did the bear give the dog about the lion?*

The final section could be from the coming of the lion to the end of the story. (Para 7-10)

You may ask the learners:

- *Why was the dog happy with the lion in the beginning?.*
- *Why was the lion furious?*
- *What did the lion do in anger?*
- *Why did the dog leave the lion?*
- *What did the dog learn from his experiences?*

This should be adequate to establish that the class has read and understood the text. You can vary reading patterns. In this case, get children to play the roles of the different characters, more like a role-play. The students can be encouraged to imitate voices and bark or growl the words out, so as to make others laugh and enjoy the whole proceeding.

They could, in groups, decide on roles, either by picking up chits or by raising hands. The roles could be of the dog, bear, wolf, lion and human being. Each group can read and have its own narrator, who can read the third person narrative.

Post-reading

1. The pair work must be monitored to ensure that one partner does not dominate and that the question is discussed by both before coming to a conclusion. Encourage divergent opinions and don't proclaim an answer

as right or wrong, rather get the students to see which one is more logical. What is of paramount importance is the participation of students and their active involvement in what is taught. If they are motivated to think about issues that the text, or you as the teacher initiated, then the purpose of teaching the lesson is, half or more than half accomplished. So encourage reactions and comments at all times and always respond positively to what the students say.

2. The summary question is quite straightforward. Students can do this individually and then compare answers with their partners. It is a fairly comprehensive summary and gives a good chronological account of the story.

Here it would be advisable to add some global comprehension questions to ensure understanding of the text.

- *What was the dog in search of?*
- *Why did the dog go to the wolf, the bear and the lion?*
- *Who did the dog finally choose and why?*

WORKING WITH LANGUAGE

1. This question is on collective nouns. Add some more collective nouns to the list of common ones given, like:
 - a clump of trees
 - a gaggle of geese
 - a shoal of whales
 - a pile of clothes
 - a choir of singers
 - a swarm of bees
 - a litter of pups
 - a flight of steps
 - a fleet of ships
 - a crowd of people
 - a squadron of soldiers
 - a chest of drawers
 - a pride of lions
 - a quiver of arrows

Then teach the class to use the right verb with the collective noun. You may ask them to make sentences with the phrases and point out why the singular is used despite the things being in the plural. For example:

- *A fleet of ships **was** seen in the harbour.*
- *A bunch of flowers **was** given to the guest.*
- *A pile of clothes **was** given to the laundry.*

You could also give these sentences and ask them to choose the right verb given in brackets.

- (i) *The bundle of sticks (was/were) kept before the fireplace.*
- (ii) *A flock of sheep (was/were) grazing in the field.*
- (iii) *A crowd of people..... (is/are) moving towards the station.*
- (iv) *The litter of pups.....(whines/whine) all through the night.*
- (v) *The squadron of soldiers (salute/salutes) their commander-in-chief.*
- (vi) *A pride of lions(is/are) sleeping in the sun.*

Explain the concept of singular subject very clearly, so that students understand the reason behind the use of the singular or plural verb.

Q.B This is a word formation exercise.

+ness	+ity
-------	------

You may ask the learners to make two columns and put the suffixes on top then they add the right suffix and place the word in the right column. You may add more words like *happy, able, ill, forgive*, etc. Teach them that in some words the spelling has to be slightly modified. For example active+ty = activity, or creative+ity = creativity, where 'e' is replaced by 'i'.

Word Search

After the words have been located in C (the words in vertical order are *angry, worse, surprised, free, loyal, quiet*, and in horizontal order are *hasty, ready, fierce, frightened, strong and good*), you can introduce the comparative and superlative case. Begin with the simple words.

- *strong, stronger, strongest*
- *quiet, quieter, quietest*
- *clever, cleverer, cleverest*
- *dull, duller, dullest*
- *high, higher, highest*
- *large, larger, largest*

Then proceed to the next difficulty level example

- *surprised, more surprised, most surprised*
- *frightened, more frightened, most frightened*
- *loyal, more loyal, most loyal*
- *useful, more useful, most useful*
- *beautiful, more beautiful, most beautiful*

Finally go on to

- *good, better, best*
- *bad, worse, worst*

The Dog Family

The words are descendant, tame, distant and gradually. The first gap filling exercise is fairly simple too and can be done as a whole class activity with students giving answers and the teacher pointing out the most appropriate one. The dog family is a factual passage that gives some additional information about dogs. Complete the blanks on page 25 yourself, before doing the same in class.

The title is *Carnivores*. The animals on the first row are *Raccoon* and *Hyena* and on the second row are *Polar Bear* and *Bear*. Dog belongs to *Canine* family. *Wild* and *Domestic cats* are on the next row. Words on the last line are *Wolf*, *Fox*, *Coyote* and *Jackal*.

Speaking

Page 26 The Mouse Maiden Story

Cues for the why questions.

The Sun is stronger because of its strong rays and harsh light but clouds can cover the sun and totally overshadow it.

A mouse can be stronger than a mountain because it can dig tunnels that ultimately may bring down the mountain.

Page 26. In the speaking exercise, you may give the students additional tasks.

Imagine one dog is speaking to another. They are discussing their respective masters. Let them work in groups, write the dialogues and then do a role-play. Tell them that they must use at least 4 adjectives they have read in the story, and the comparative degree that they have learnt in the Language exercise on Page 22. Motivate the class by saying that the group that uses the maximum number of adjectives and their comparative and superlative degrees, will be adjudged the best.

If you wish, you can use this situation to introduce animal sounds like

- *dogs bark*
- *sparrows chirp*
- *the ox bellows*
- *pigeons coo*
- *elephants trumpet*
- *cats mew*
- *lions roar*
- *mice squeak*
- *horses neigh*
- *donkeys bray etc.*

This may be followed by a few minutes of fun time for the students where they imitate animal sounds and other students identify the animal being imitated. This could really cheer them up.

Writing

The element of choice is one theme that the story throws up. Ask the learners about certain simple choices that they make on a daily basis, like what to wear in the evening, what homework to do first, what ice-cream flavour to choose or what game to play in the games period.

Then give them a situation like this:

On their birthday, they have been given 2 options: either have a party for their friends alone or invite their relatives and parents' friends, including their middle-aged neighbours as well. After some ideas have been shared in the class, let the students write a paragraph beginning with....

This year on my birthday, my parents gave me an option. Either I could invite only my friends, who come every year anyway, or I could also include grown ups in my guest list...

The Kite

BEFORE YOU READ

Before you begin the poem you could bring a kite to the class. Also carry pictures of different kinds of kites that are used the world over. Show the pictures and let them talk about the differences. They can decide which kite they like the best and why. To ensure learners' participation following questions could be asked.

- *How many of you fly kites?*
- *What time of the year do you fly kites?*
- *How much does a kite cost? Do you buy kites or do you make your own kites?*
- *Do you fly kites from the ground or from the terrace?*
- *What precautions do you take?*
- *Have you seen kite flying in TV serials or films? Describe the scenes that you can recall.*
- *Share your experience of flying kites.*

WORKING WITH THE POEM

Kite flying is one of the most pleasurable games/sports for children, especially in the month of August. The movement of the kite in the air are varied – it dives, it dips, it soars, it falls. Each movement is responsible for the performance of a kite. These movements can also be compared with the movement of a ship. You may ask the learners more about kite flying and kite making before/after reading this poem.

While reading the poem, you may ask students to make a list of all the action words in the poem, for example: *snaps, soars, rides, climbs, pulls, rest, falls, run, fill, flaps* etc. (This would help them in doing the first question after the poem on page 28.)

Post-reading

After a preliminary reading of the poem, you may take a kite and show them what the different action words mean. For example, dive and dip and how the former has a greater movement down, while dip means a shallow downward movement. Do the same with words like soars and rides or climb and pull. Let them make little kite shapes in class and as you call out an action word, they can use their kites to do that action. This activity will make the subtle differences between these actions much more clear.

Explain that a simile is an obvious comparison and that it is characterised by the use of as.... as sometimes the word 'like' is also used to denote a comparison.

Show them how each simile creates a very vivid picture of what the poet is describing.

Then soars like a ship. This simile compares the kite to a ship and the sea to the blue sky. All of them may not have seen the sea and ship, but they can think of the clear blue sky and the kite floating or cruising in it, like a ship.

While doing the exercise on similes, encourage them to think of comparisons from their own area of experience.

For e.g.,

- *He runs like P.T.Usha or someone in their school or class, who is a champion sprinter?*
- *She sings like an Indian Idol participant or like Alka Yagnik.*
- *It shines like the diamond ring seen in the sky during a total solar eclipse.*
- *It flies like a piece of paper in the wind.*

Give them more such similes to imagine and write, instead of the typical grammar book types, which can be mechanical and boring.

There are a whole lot of similes in the poem, which have been dealt with in the post learning exercises on page 28. However while doing the poem you may draw attention to the sea imagery used for the comparisons.

For example, the line '*soars like a ship*' where the stately movement of the ship and the kite are compared or '*over tides of wind it rides*', where tides in the sea, high and low tides are referred to. Similarly, '*climbs to the*

crest' where crest generally refers to the top of the wave. The wind and the breeze are as crucial to kite flying as to a ship on the sea. Hence, the comparison of the kite to a '*ship with one sail*' highlights how the poet has captured the similarity of the kite and the ship and used his comparisons to emphasise them.

All the sea imagery is used for a new, shining kite. When the poet describes the old torn kite, the imagery is not of water but of land. He says it looks ragged, when it flutters, all torn and tattered, on the branch of a tree.

Writing

A Group Letter

After the exercise, you may divide the class into groups of six, and each group could jointly write a letter to a friend about kites and their experience of flying a kite. The letter could be discussed in a group and then each student could write two sentences and the next person will have to take it on from there. Prepare them for this by telling them that there must be a link between the sentences. Encourage them to use linking words such as *so, because, since, therefore* etc. The letter could be read out in their small groups and then all 6 or 7 letters could be read out in the class. In this connection, you may show them pictures of kites in various lands from the school Internet.

Suggested Activity

The kite flying activity in Q 3 could be made a part of the 15th August celebrations in school when children in groups could make their own kites and fly them. There could be simple prizes for the team with the most beautiful kite or the one that flew the best, or the one that cut the maximum number of kites.

Students could also be encouraged to write their own kite poems and a bulletin board display of the poems could be done for the whole school on 15th August. Here you may make the task interesting by introducing shape poems where the poem's shape is that of the object it talks about (attach a couple of shape poems from Poem Pourri). So the kite poem would look like this.

UNIT 3

Taro's Reward

BEFORE YOU READ

The following activities are suggested. You may experiment or improvise them. The idea is to sensitise the students to the issue of being thoughtful and caring.

Read the following situations in the class and ask the learners to comment on them.

- (i) *When Ritu went home from school, she was very hungry. When mother opened the door she looked very unwell. She had tied a cloth around her head and had applied balm. However, she went to the kitchen to cook food. Ritu told her mother that she was not hungry at all. She asked her mother to lie down. Did Ritu do the right thing?*
- (ii) *When Shela and Rahul come back from school, they help their mother with the house work. They know their grandfather is old and needs help and company so they take care of him, take him out for walks and buy his medicines for him. Father is saving money for their education, so they lead a very simple life. Rahul understands and even though he needs new clothes, he does not complain. Is Rahul doing the right thing?*
- (iii) *Mother spends all the money father earns to buy books, clothes and food for the children – Anu and Amit. The kids save their pocket money to buy gift for their parents on the occasion of their marriage anniversary. The parent's eyes are filled with tears. Do you think that Anu and Amit are caring children?*

In order to set the mood of the story, you may ask the following questions:

- *Do children really care for their parents?*
- *Are you ready to make sacrifices for your parents?*
- *Do you think love and sacrifice are important in life?*

There is a lot of scope of discussion on the issues relating to the parent-child relationship. The teacher may take them up in the class for further discussion.

WORKING WITH THE TEXT

Love and sacrifice are the values that each one of us must have. This story about Taro revolves around the affection and respect Taro has for his old parents. In spite of his poverty, he wished to buy a heart warming expensive drink saké for his old father. The feeling of sacrifice brought reward for Taro. What is important is the feeling of doing something good for the near and dear ones.

It is suggested that the text may be divided into 3 parts. Part 1 could stop after Para 3, part 2 after Para 8, and part 3 could have Paras 9-13. Learners may be motivated for silent reading for better understanding.

Para 1-3

While the students read this part of the text, you may ask the following questions for comprehension check:

- *How can you say that Taro was a thoughtful son? Look for 2-3 examples.*
- *How do you know that Taro and his parents were poor people?*
- *Can you guess about their financial and physical condition?*
- *What made Taro decide to work harder than ever?*
- *'This made Taro sadder than ever'. What does this refer to?*
- *What do you think Taro will do to get his father saké? Will he work harder or borrow money or do something else?*

Para 4-8

While the students read this part of the text, you may ask the following questions for comprehension check:

- *What sound did he hear?*
- *Why did he run in the direction of the sound?*
- *What did he taste? Was he sure that it was saké?*
- *What was the change in father when he drank saké?*
- *Why did the neighbour leave Taro's house in a hurry?*

Para 9-13

While the students read this part of the text, you may ask the following questions for comprehension check:

- *'In less than an hour the pitcher was empty.'* How did this happen?
- *Why were the neighbours angry? What did they want to do?*
- *What did Taro get from the waterfall? How did this happen?*
- *How did the emperor of Japan come to know about Taro and his magic waterfall?*
- *How was Taro rewarded?*
- *Which of the two rewards made Taro famous?*

Post-reading

Divide the class in groups of 5-6 learners each. Ask the students to work in their group and enact the dialogue between the neighbour and some villagers. Give each student cues to help him do the task.

A. You may discuss global questions on:

- *The problems faced by Taro*
- *How Taro was rewarded for his sacrifice*
- *Neighbours' reaction*

B. Ask inferential and evaluative questions such as:

- *Is it possible to get an expensive drink from a waterfall?*
- *Lead the learners to think how God helped Taro, who was a very thoughtful and an obedient boy, to fulfil his father's wish.*

C. Relate the story to real life situations:

- *Taro shared the saké with the neighbours. What do you do when you get something good? Do you share it with others?*
- *Do you know a story about someone who was helped by God for being thoughtful, kind and helpful? Narrate the story.*
- *What did Shraavan Kumar do for his parents? Recall the story.*

D. Describing Characters

Draw a box on the blackboard with certain qualities mentioned in it. Ask the learners to say which of these qualities are of Taro's. Ask them to give reasons and relevant lines from the text.

*Lazy, clever, careful, hardworking, loving, obedient
polite, thoughtful, honest, magician, friendly, helpful*

WORKING WITH LANGUAGE

The story is simple but it has a lot of scope for language work. Besides the exercises given in the textbook, you may expand the vocabulary of the students through the following activities:

Write the word 'feeling' on the blackboard. Ask the learners to search the text for words which show feelings. You may ask the students to come forward and write it on the blackboard.

delighted sad feeling happy cold

2. Understanding expressions or phrases in context:

Write the following expressions on the blackboard and ask students to work with their partners to guess the meaning of the following expressions: Do my heart good, too my heart's content, my heart felt sympathies, from the core of my heart.

Example:

do my heart good.

What did Taro's father mean when he says, 'It would warm me and do my old heart good'?

The following clues will help you to know what this expression means:

- *Wind is blowing.*
- *Father is feeling cold.*
- *He wants a cup of saké.*
- *He wants to get warm.*
- *Saké is a heart warming drink.*

Something will do you good when it will be good for you. So the drink will make him warm and be good for his heart.

3. Fill in the blanks with the phrases you have learnt above. Choose from the box.

have been tricked, reached, warmed their bones, one by one

- (i) *The children went up to the stage _____ to receive their prizes.*
- (ii) *When Ahmad opened the box there was nothing in it. He said to his wife, 'we _____'.*

(iii) *Little Ashima saved her younger brother from tiger. When the news _____ the Chief Minister, she was given an award for her bravery.*

(iv) The winters were cold. The labourers _____ by drinking saké.

4. Exploring new vocabulary:

Introduce the learners to different meanings of a word (alone or in combination with other words). Ask them to search the Internet or dictionary for such usage.

Example:

- (i) *warm, warm-up, warm-blooded, warm-coloured, warm-person*
- (ii) *one, one or two, one and all, in ones and twos, a hundred and one*

NOTE: All the students might not be suitably motivated. Some may not be interested, others may do the minimum required without understanding, while still others may go far ahead and explore much more. Try to motivate all the learners to discover language.

Speaking

The story lends itself easily to miming. Miming and acting are good ways of getting students to overcome shyness and become fluent speakers. They learn to speak in front of their class with their lines in front of them. Slowly the shy ones who lack confidence to speak or act will develop confidence to speak or act without a script. The following activity may be used in order to develop the speaking skills of the learners.

When you do the mime make sure to involve maximum number of students. You may have to get the act done by two or three groups. Give students very clear instructions about their roles. The following instructions may prove useful:

1. The mime group stays in the background and only reads out the lines given.
2. The acting group comes up on the stage and only does actions.
3. Each student must be ready to read or act his part with the dialogues marked.
4. Each one should listen carefully so that he/she does not miss his/her part.

5. *The group that is acting must be ready for actions*

Example:

- (i) Taro bends down to drink water from the stream by cupping his hands.
- (ii) Taro's father drinks the saké and does a little dance. He smiles and is very happy.
- (iii) Taro and the neighbours walk up to the stage acting as if they are carrying huge buckets, pitchers or pots on their heads or in their hands.

Role-play

A group of 20-25 students can participate for one mime. Sub-divide the students with two such groups:

Mime group	Acting group
<i>Father</i>	<i>Father</i>
<i>Mother</i>	<i>Mother</i>
<i>Taro</i>	<i>Taro</i>
<i>Neighbour (1)</i>	<i>Neighbour(1)</i>
<i>Other neighbours (5-7)</i>	<i>Other neighbours (5-7)</i>
<i>Emperor of Japan</i>	<i>Emperor of Japan</i>
<i>Emperor's men (2-3)</i>	<i>Emperor's men (2-3)</i>
<i>=15 students</i>	<i>=15 students</i>

Take one or two days for preparation. Give the learners clear instructions and tips on doing well and allow them to prepare beforehand. Guide them how to come on stage. The students must practice to synchronise actions with narrations.

Example:

(1) *When Taro and his parents were sitting in a corner of their hut (Para 2). As the narrator speaks, all three actors should come on the stage and sit huddled in a corner, acting as if they are feeling cold.*

(2) *'His mouth was dry, and his face was wet with sweat' (Para 4).*

As the narrator speaks, Taro must act tired, mouth dry, act as if he is sweating and wiping his face with handkerchief.

Writing

You can ask the students to write a paragraph describing the act.

The Quarrel

BEFORE YOU READ

Childhood quarrels are something that each one of us must have experienced. The petty issues children fight for are soon forgotten and this is what the grown-ups need to learn from the children

Ask the following questions and get their response

- *Do you ever have a fight with your brothers/sisters?*
- *Usually, who begins the fight?*
- *How do your parents deal with it?*
- *Do they take sides?*

WORKING WITH THE POEM

Ask the students to read the poem aloud with actions. The poem is simple but some phrases need to be understood. You can give them the activity.

Match the following phrases with their meanings:

• <i>one thing led to another</i>	<i>we quarrelled</i>
• <i>we fell out</i>	<i>it was not serious when it started</i>
• <i>the start was slight</i>	<i>things happened one after the other</i>
• <i>the afternoon turned black</i>	<i>continue all night</i>
• <i>go on all night</i>	<i>the afternoon was gloomy</i>

Draw the attention of the learners towards rhyming words such as brother - another, about - out.

Writing

Write a note to a friend apologising for quarrelling with him. Assure him that you won't do it again.

You may use the following hints:

- *Sorry for what happened*
- *Should not have quarrelled*

- *We will always remain good friends*
- *Won't spoil friendship over petty things*
- *Will never quarrel again*
- *Be friends again – please*

Speaking

You may get this activity done in groups of 4 so that all the students get a chance to speak. Some key words may be written on the blackboard for support.

Example (1)

- *Quarrelled over library book*
- *Friend lost it*
- *Felt very angry*
- *Friend was careless*
- *Fought very badly*

Example (2)

- *Were playing in park*
- *Sister said I cheated*
- *Did not like it*
- *I got angry*
- *Game ended – all went home*
- *Did not speak to her*

Ask them to write rhyming words for the words given below.

tear _____ glow _____
right _____ white _____
sad _____

UNIT 4

An Indian – American Woman in Space: Kalpana Chawla

BEFORE YOU READ

Before the learners read the lesson on Kalpana Chawla, you may ask them to read the news report that is given at the beginning and answer the following questions.

- *What is the news report about?*
- *When did the accident take place?*
- *Who were the people involved in the accident?*
- *Where had they been? What had they been doing there?*
- *What is your reaction to the news report?*

They may also be asked to fill in exercise B of working with the Text.

Discuss their responses in class to ensure that the learners have understood who they are reading about.

In this lesson, the learners are likely to have some difficulty with the following words. Ask them to look up their meanings in a dictionary. It is important that the learners become independent dictionary users, as this would enable them to become independent language learners.

crew _____

naturalised _____

space _____

astronaut _____

frontiers space _____

aboard _____

lift off _____

Before the learners read the lesson, tell them that this lesson is a profile of Kalpana Chawla. It briefly describes the facts of her life and her achievements.

A profile emphasises the subject i.e. the person objectively. The personal opinion of the author is not included in the factual description. Only the factual details about the public persona of the person are mentioned.

WORKING WITH THE TEXT

This extract talks about Kalpana Chawla's journey to become an astronaut, her dedication and single mindedness, her journey into space and finally her end. Her unusual life is an inspiration for the young learners. This lesson exposes the learners to be a possible role model — somebody who would be able to influence and impress them and they would like to look up to.

Ask them to read paragraph 1-5 silently. While they're reading, ask them to complete the following profile sheet (it can be written on the black board or you can give them hand outs.) Doing this would help your learners in understanding the details mentioned in the lesson.

Name: Kalpana Chawla

Born in _____ on _____

Education _____

School: _____

Graduated in _____ from Punjab Engineering College

Ph. D in _____

Licensed to fly _____ and _____,

Land airplanes, _____ and _____.

Participated in her first space mission in January 1998. Spent ____ days ____ hours and conducted experiments on _____

Awards: Posthumously awarded the congressional space Medal of Honour, the NASA space Flight Medal, and the NASA Distinguished service Medal.

After the learners have filled in this profile sheet, discuss completed profiles. This needs to be done so that they can see if they have understood the details correctly.

Next, you may discuss their views on Kalpana Chawla. Then, they may be asked the questions given below:

- *What kind of a person does Kalpana Chawla appear to you?*
- *Do you think she is different from other girls? Why/why not?*
- *Which qualities of hers would you like to imbibe yourself? Why?*

By asking these questions, you're helping them in identifying the qualities of Kalpana Chawla that they can look up to and emulate.

Let them read paragraphs 6 and 7 silently. Ask them to identify the reaction of people after the news about the Columbia disaster came in. After discussing people's reaction, you may ask them what they think of Kalpana Chawla now.

Post-reading

Take them through the questions given under section A (working with the Text). While discussing these answers, avoid giving the learners any one structured answer, as they are free to form their opinion based on the details they have read. If they leave out certain aspects, you may add those to the learners' benefit.

WORKING WITH LANGUAGE

Adding to the learners' vocabulary is an essential component of language classes.

Exercise A deals with understanding the meanings of difficult words in the context of the lesson. Ask the learners to go through the exercise and attempt it. In case of any difficulty, guide them to refer to the lesson in order to identify the context in which the given expressions occur. This would enable them to understand the meaning. Another critical aspect of developing the vocabulary is to be able to use the new words appropriately.

Exercise B would enable your learners to use the phrases in sentences of their own. To begin with, discuss the meaning of the given expressions based on the context of the lesson. Next, get them to use these expressions in sentences of their own.

Exercise C in the language development focuses on using prefixes un – to make antonyms. For this, explain the role of **un** with the help of the given example. *True — untrue*. Let them understand how the use of 'un' helps them in making opposites.

You may also help them identify other prefixes, which help us in word building — prefixes such as, '**in**', '**dis**'-, '**mis**' and so on.

Ask them to read the list of words carefully and decide which prefixes help in word building with each of these and complete the table given below:

<i>allow</i>	<i>successful</i>	<i>fortunately</i>	<i>touched</i>
<i>spent</i>	<i>able</i>	<i>sure</i>	<i>ability</i>
<i>real</i>	<i>like</i>	<i>belief</i>	<i>fortune</i>
<i>qualify</i>			

<i>in</i>	<i>un</i>	<i>mis</i>	<i>dis</i>	

SPEAKING

The speaking activity included in the lesson aims to enable the learners to wish one another in English. Ask the learners to work in pairs and wish good luck and success in different events.

For this, you may prepare role cards such as those given below.

Namrata: Hello, Sakshi, I believe you have your English test today.

Sakshi: Yes, Namrata, I do.

Namrata: Best of luck for the test. May you write it really well and score very good marks in the test.

Sakshi: Thank you so much.

Ask the learners to work in pairs. If they could meet Kalpana Chawla, what questions would they ask her? Ask them to list their questions. Their questions can begin with why, what, when, where, who and how.

You may help the learners by giving them cues.

Writing

Initiate a class discussion on 'dreams' the learners have, or if they have an ambition that they feel strongly about. Ask them why their dreams are important to them. Ask the learners to write one paragraph on their dreams or ambition.

Suggested Activity

Ask the learners to identify another person who inspires them. Collect facts about his/her life. Also, collect some pictures of this person. They can refer to magazines, newspapers or search the Internet for interesting facts about him/her.

Beauty

BEFORE YOU READ

Here are a few suggestions that will motivate the learners to read the poem with interest.

Ask the learners to close their eyes and think of the most beautiful sight they have ever seen. They can even be asked to draw a picture or write a paragraph to describe it.

This may be followed by a class discussion or exchange of ideas in groups leading to a class discussion on. *Why do you find a particular thing or person beautiful?*

WORKING WITH THE POEM

This is an interesting poem that makes the readers think about beauty lying everywhere around us. It is not extraordinary, but if one is observant, one can find it not only around but also even within ourselves.

You may ask the learners to read the poem after you. The pauses are indicated below.

Beauty is seen
in the sunlight |
The trees, | the birds, |
(corn growing) | and people working |
or dancing for their harvest |

(Read the entire poem in a similar manner)

Ask the learners to mark the three stanzas as A, B and C respectively. Let them read the poem again and indicate which of the three stanzas deal with the concept of beauty

- *in the dusk*
- *within*
- *during the day.*

Ask them to underline/identify all the things/processes that are considered beautiful in each of the three stanzas. Get them to notice that stanza A deals with sunlight and focuses on images, B deals with night and focuses on sounds and C deals with beauty within and focuses on ideas and dreams that are realised by us.

After this the learners can complete the given tables. Draw the table on the blackboard (you need not restrict yourself to the poem).

The learners can be asked to list

Images which you find beautiful

- _____
- _____
- _____
- _____
- _____

sounds which you find beautiful

- _____
- _____
- _____
- _____
- _____

Thoughts which you find beautiful

- _____
- _____
- _____

- _____
- _____
- _____

Suggested Activity

The learners may be asked to

- *Collect pictures of things they find beautiful,*
- *Collect photographs of people they find beautiful,*
- *Draw pictures of things/people they find beautiful,*
- *Collect poems on beauty and put these in their portfolio/scrapbook.*

UNIT-5

A Different Kind of School

BEFORE YOU READ

As a pre-reading activity, a couple of learners can be blindfolded. The teacher then may ask them to

- *find something*
- *reach their seat*

The other learners are asked to observe them carefully, without laughing. Once they reach their respective seats, the blindfolds are untied and they are asked to share their experience with the rest of the class. The other learners, too, can put forth their observations.

Once the difficulties faced by them have been discussed, the class can discuss the different types of disabilities and problems that arise as a result of these.

WORKING WITH THE TEXT

This lesson aims to sensitise the learners to the needs of the differently abled and the problems faced by them. It brings to fore the issue of social inclusion and the need to change the perspective of people regarding the differently abled. It talks of a school set up, which sensitises the learners to the needs of the differently abled by making it mandatory for them to be 'blind, lame, deaf or dumb' as part of their curriculum, thereby making them sensitive to their needs.

As the learners read about Miss Beam's school, ask them to fill up the following table.

Aim of the School	Types of days celebrated	What does the learner do throughout the day	Difficulties faced	Things that children will learn

This would help the learners notice details of the lesson and improve their ability to understand while reading.

Post-reading

Exercise A enables the learners in comprehending the sequence of events narrated in the lesson. The learners need to put the sentences in order in which these occur in the text; however, they need to be permitted to refer to the lesson, as the idea is to improve their comprehension ability rather than checking their memory.

Exercise B questions aim to check the learners' comprehension ability and do help them in developing sensitivity to the needs of an inclusive society. They help the learners comprehend the main themes discussed in the lesson. They can be asked the following questions too:

- *Do you think celebrating the special days is a good idea? Why/Why not?*
- *What do you think is the role of the helper on special days?*

After this, they may be asked *if they like the ideas followed in Miss Beam's School. Why/why not?* The table filled in by them could be discussed in class, highlighting the type of learning taking place in their school. Ask the learners —

- *How would the students of this school be different from those studying in normal schools after they have passed out?*
- *Which day, in your opinion, would prove to be most difficult to undertake? Why?*

This will sensitise them to the needs of the differently abled people and the difficulties they are likely to face while attempting normal routine tasks.

The learners' attention may be focused on:

The discoveries of the author about himself.

Imparting an entirely different perspective through games.

WORKING WITH LANGUAGE

Exercise A aims to help the learners add to their passive vocabulary. They would be able to recognise the meanings of the given words from the context in the lesson. You may also give them a word puzzle using the same words.

Ask the learners to find out the words from the given paragraph with the help of the meanings given.

(i) *wanting to be home*(3)

			e				
--	--	--	---	--	--	--	--

(ii) *understanding the difficulties*(9)

				e				e
--	--	--	--	---	--	--	--	---

(iii) *not very caring* (10)

								e	
--	--	--	--	--	--	--	--	---	--

(iv) *it hurts me* (7)

I							
---	--	--	--	--	--	--	--

(v) *a welcome change* (13)

					i	e	
--	--	--	--	--	---	---	--

(vi) *terrible* (14)

		a					
--	--	---	--	--	--	--	--

Exercise B aims to enable the learners to paraphrase certain key sentences from the lesson. Learners ought to be able to use their own words when communicating textual details rather than using exact sentences from the text. This provides them with an opportunity to use the newly learnt words.

Exercise C endeavours to build the reference skills of the learners by encouraging them to use the dictionary.

For attempting the given exercise, the learners need to read the given entries from a dictionary and identify the one that means the same as the given words.

You may also encourage the learners to use these in sentences of their own.

Suggested Activity

Encourage the learners to work in pairs and groups. Ask them to identify all the difficult words in the lesson. Look up for their meanings in the dictionary. Try to write sentences using these and develop mini dictionaries of their own.

Speaking

Divide your class in groups of five. Ask them to imagine that you have a day when you can't see, when you can't hear, a day when you can't use your two legs, a day when you can't speak. Ask them to exchange their experiences highlighting the difficulties that they faced. Let them also mention clearly the help that they needed that day.

- You may ask the learners to frame guidelines for helping people with special needs.
- You can also organise a class discussion inviting learners' responses on making their school more friendly to the differently abled. What changes can be made in the school premises to make it friendly for children with special needs?

disabled, friendly need, building, ramps, low, English toilet seats, wheel chairs, switches at a lower level railings.

Writing

As an extension activity, ask your learners to imagine that they have observed a special day. Encourage them to write a paragraph in their personal diary describing their experiences.

- They could begin with:

Date _____

Today, I observed a day, where I couldn't see anything. My eyes were bandaged as soon as I woke up.

This should not be too difficult, as they have talked about it often enough – before reading, while working with the text and in the speaking section.

- You can also ask the learners to list the guidelines (discussed in speaking section) for helping people with special needs.
- Ask the learners to observe public places carefully and write down the facilities provided for people with special needs.

Where Do All the Teachers Go?

BEFORE YOU READ

The following activity will be fun. Ask them to fill in the given checklist (a handout can be given to the students).

Can you imagine your teachers are

- *playing in the rain*
- *fighting with someone*
- *watching movies, eating popcorn*
- *making mistakes*
- *being punished by someone*
- *playing hockey*
- *dancing at a party*
- *wearing jeans*

Let this be followed by a class discussion where the learners speak about what they can/cannot imagine their teachers doing.

You could also ask the learners to list 5 things that they can imagine their teachers doing and 5 things that they cannot imagine their teachers doing outside school. They can share their thoughts as part of a class discussion.

WORKING WITH THE POEM

This poem is a fun poem. It addresses the learners' curiosity regarding their teachers. Each time they imagine them, they can only think of them as teachers, whereas they do have a life of their own, which the young learners can only imagine.

You can divide the learners into six groups. Each group may read out one stanza each and ask the learners to underline the things that the poet has difficulty imagining about his teacher. While discussing these points,

you may ask them their reasons for such curiosity about the teachers and bring home the point that teachers are larger than life for most students. They are so particular about their expectations from their learners that it is difficult to imagine them as ordinary human beings. You may also stress that teachers are normal people who like doing normal things.

Help them focus their attention on the use of 'leave their greens' where 'greens' stands for green vegetables. Also, encourage them to identify other uses of colours where the colours signify things. For example 'hospital greens' refers to the surgeons in operation theatres, who often wear green.

Suggested Activity

Ask the learners to prepare a questionnaire and administer it to a few of the teachers, collect the data and prepare class board based on their collective findings.

Help them prepare the questionnaire. For example:

- Why have you chosen teaching as a profession?
- Do you enjoy reading?
- Which is your favourite book?
- Do you watch movies?
- Who is your favourite actor?
- What are your expectations from the students?

While preparing the questionnaire encourage the learners to come out with their ideas, even if they speak in their mother tongue.

UNIT 6

Who I Am

BEFORE YOU READ

Each child is different from the other. So are his/her needs, abilities and even their problems. 'Many Voices' is an attempt to showcase the interest, wants and desires of different children.

'Multiple Intelligences' exposes the learners to the kinds of intelligence possessed by different people. Very subtly, it conveys the idea that one person may be good in some area, wherever; the other might be good at some other. It also helps the learners to appreciate the talents of different people.

This lesson prompts the learners to think about themselves as to who they are and what they want to be. Many voices talk about the problems faced by different children. Learners must be encouraged to think how they can overcome the problems.

You may ask to design a questionnaire with some basic questions about themselves:

<i>Name</i>	.....
<i>Address</i>	.....
<i>State which you belong to</i>	.....
<i>Languages you speak</i>	.....
<i>School</i>	.....
<i>Class</i>	.....
<i>Games you enjoy</i>	.....
<i>Hobbies</i>	.....
<i>Boy/girl</i>	.....
<i>Favourite subject</i>	.....

They may add any other information if they wish to. Now tell the students to number the items in order of importance to them. Their priorities will decide what kind of person they are. Also tell them that priorities change with time. What is top priority today may not be so after two years and so on. So the Question of *who we are* has great significance. There may be a

whole class discussion on the roles they play that are important to them. Most often for children, the family, the school, the club, or games they play are top priority. Discuss why.

WORKING WITH THE TEXT

This lesson, as already pointed out in the Teachers Notes on Page 43, should not be taught. One way of dealing with the chapter is to break it up into three parts. The first part could have *Radha* and *Nasir*, the second, *Rohit* and *Serbjeet* and the last part, *Dolma* and *Peter*. You may use different techniques for the 3 sections making it varied and fun-filled for the learners, by allotting 3 periods.

- For the first section, use role-play.
- For the second, use discussion in groups.
- For the last section, use open discussion for the whole class.

Each 'Voice' also throws up a certain issue, which students must be sensitised to. The issues have been dealt with, in the following notes.

SECTION 1 LET'S PLAY

Role-play

Make a group of six students.

The Radha group may have six characters.... Radha, her mother, her father, her brother, her teacher and her grandmother. Since the issue in this is of gender parity, that should be the basis of the discussion. Let the class do a silent reading after which this group can discuss the specific issue of girls climbing trees, that mother criticises (but is happy sitting on a tree with her daughter.) Give other situations like girls cycling, playing cricket and flying kites or even playing *gilli-danda*, all of which are called unladylike. Each character should put herself in the role she is playing and speak on that character's behalf. Encourage the rest of the class to comment or add their views to what is presented.

Make another group of six students who deal with the second voice, which is about Nasir. The characters here could be Nasir, his father, his mother, his grandfather, a representative from a seed distributing organisation and maybe a journalist. The issue raised here is about Nasir's father having to buy seeds every year, unlike his grandfather, who could preserve old seeds. This is not possible now and Nasir wants to know why.

The class may do a silent reading, followed by the role-play, and talk about the value of old methods of farming. The journalist could present the other side and talk about the modern farming techniques. He/she could also promise to project their queries to the authorities, through the newspaper. The other students can add, question and supplement, after the role-play.

SECTION II

Group Discussion

Divide the whole class into groups of 6 or 7. First the class takes up the para on Rohit where the focus is on travel. They do silent reading in their groups, followed by a discussion based on a simple question.

- *Do you like to travel?*
- *Which place did you last visit?*
- *Where do you like to go? The mountains, seashore, to places of historical or tourist interest, or maybe to visit grandparents and cousins? Say why?*
- *Describe any one place that you loved to visit.*
- *Given a choice which place would you like to visit?*

After this, the groups can move on to the paragraph on Serbjeet, which is a portion that will need careful handling and alert monitoring by the teacher. Here the boy does not understand why people do not believe him, even when he tells the truth and how that infuriates him.

You may begin by giving each group a simple set of questions like:

- *What makes you angry?*
- *What do you do when you are angry?*
- *Do you talk to someone or write in a diary about how you feel or do you simply sulk?*
- *Do you think talking to someone helps? How?*
- *Have you ever tried to get back to the person you are angry with and explain calmly and coolly?*
- *Are there situations when you feel misunderstood?*
- *What do you do then?*

- *Have you tried to explain politely in such a situation, how the other person is mistaken?*
- *Have you then tried to convince the person that you are right in a certain way?*

Let them discuss these questions in their groups. Then you may ask the students to enact some situations of conflict between:

- *a child and his parent*
- *a child and a stationery shop owner*
- *a child and her friend*
- *a child and her sibling*

Here you may introduce ways of convincing people without losing temper and by using very polite language. Give them a list of words/phrases like *please, I would never, you know me well, try to understand, I'm sorry, don't misunderstand etc.* and tell them to add to the list. They have to convince the other person that they have been misunderstood by him/her.

SECTION III

Class Discussion

You may ask the class a set of questions before silent reading. For the Dolma section, you may ask the following:

- *What do you want to be when you grow up?*
- *Why do you think that particular profession is good for you?*
- *Are your parents or family members or siblings in the same profession?*

(Here make sure all choices given by students are respected and not scoffed at by anyone in the class.)

After about 8 or 9 children in the class have responded, you may move on to the following:

- *Does anyone want to join politics? Why? Why not?*
- *How many of you would want to be the PM like Dolma?*
- *As PM what issues would you address?*
- *They can think of leadership qualities in them, like Dolma, which would make them a good Prime Minister, qualities like awareness, team spirit, initiative etc.*

Give them some examples,

If I were the PM, I would make sure that all schools have big playgrounds.

If I were the PM, I would see that all girls in the villages go to school.

Let each child say one different sentence beginning with 'If I were the PM'. The class could individually note down any 5. 'If I were the PM' sentences that they liked; a class discussion could follow.

For the paragraph on Peter, the discussion could be on what each student's family does on holidays. A silent reading could be preceded by the following questions that you may ask the class and there could be 8 to 10 responses from the students.

The questions may be:

- *What do you do on holidays with the family?*
- *Do you watch films or go to parks for picnics?*
- *Do you visit relatives and friends?*
- *What do you enjoy doing together the most? Why?*
- *Are grandparents, uncles, aunts and cousins also included in the outings and get-togethers?*

After eliciting responses from the students, tell them to write a paragraph on one enjoyable outing they had with the family. You may give them some help words on the blackboard like...

cycling, laughter, presents, cinema, taxi, picnic-basket, goodies, fair, giant wheel

Post-reading

After the chapter, get your students to identify qualities of the characters from the extracts. For example, Dolma is ambitious, Peter is a peaceful and serene person, Serbjeet is short-tempered etc. They may then make 3 columns:

Character	Qualities	Example that shows that quality
Dolma	ambitious	wants to be the PM

An interesting way to combine the theme of this unit with literary tasks is to get the students to individually compose their poems beginning with 'where I come from'...

Make one about yourself and your roots, which could go something like this:

- *Where I come from the land is always green*
- *Where I come from, there are ponds all around*
- *Where I come from, the trees are full of mangoes in summer*
- *Where I come from, fish and rice are the staple diet*
- *Where I come from, every child knows Rabindranath Tagore.*



Nursing Home

The students can follow this pattern and write their poems based on where they come from. The poems can be read out in the class to establish how different the geographical features and characteristics of each place are and how children from different places in the same class come from.

Thus, a unit that deals with diverse desires, ambitions, strengths, weaknesses, may be effectively used to make the learners realise and appreciate diversity.

PART II

Multiple Intelligences (P. 74-75)

This is based on Howard Gardener's path breaking theory of multiple intelligences. The theory is revolutionary, because it establishes the fact that each child is different from the other and has his/ her own strengths, which are all equally important and have to be given importance in the class.

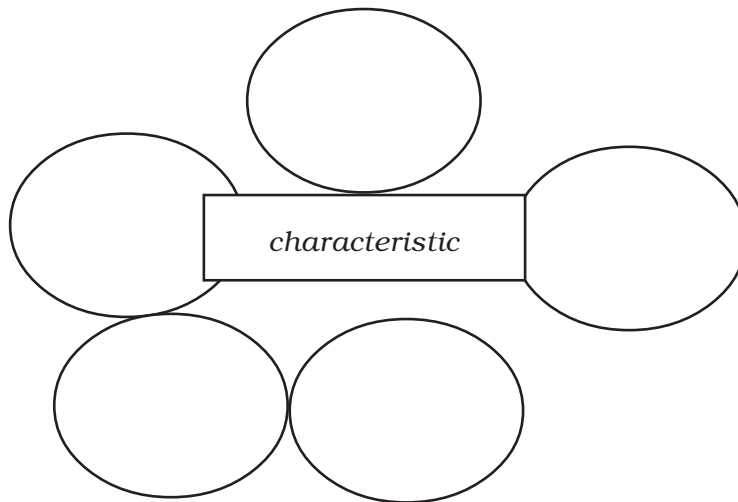
BEFORE YOU READ

You may begin by giving each student a sheet of paper with all the names of students in roll call order. Ask each learner to write 3 or 4 words that describe each person. You must tell the students not to write anything

offensive or negative. For example, the first roll number is Anil and he may be described as shy, good at art, helpful, quiet, by one student and so 40 students write about each one. Then cut out the strips that relate to Anil and tell him to paste them in his notebook. This exercise makes children feel good about themselves and does a lot for their self-esteem.

Then on the same sheet, which has all the good points as enumerated by his classmates, he/she will list his/her own weaknesses and dislikes. To help learners, you may write some words like patient, calm, curious, determined, tough, shy, nervous, physically weak etc. This will set them going. They may then talk about their ambitions or what they would like to become and you can help them with the M.I. chart on page 74-75 to find out what is best suited to their talent and strength.

Before writing the exercise on page 77, let them make a web chart in their copies, with likes, dislikes, strengths, weaknesses and ambitions as the five different blurbs.



On the basis of the web and the preceding discussions, you may teach them link sentences like:

I can become an astronaut because I am strong, courageous and adventurous. After about 5 or 6 sentences they may write the Para, which is the assigned writing task. Tell them to refer to the M.I. chart for help in correlating qualities with professions.

POST-READING

At the end of this chapter, the students may be asked to make their own visiting cards. Tell them to imagine a situation 20 years hence, and imagine what they will then be. Then they may make their visiting card giving details of their qualification.

For Example:

A vet could have a card that says

Dr.Seshu Acharya,
BSc. in Vet. Science,
Animal Lovers Hospital,
Main Canal Road, Kurnool

The learners will have fun imagining what they will be and what their card will look like. You may paste the 40 cards on the class bulletin board, for all to read.

Working with the text has a gap filling exercise that can be done as a whole class activity.

WORKING WITH LANGUAGE

The first exercise is a matching exercise; students may need help with *navigator, disc jockey, composer and counsellor*. You can add more words such as *plumber, electrician, surgeon and astronaut*.

Working with language has words that may be difficult to understand. However, the environment related professions listed are important, both in terms of awareness among students and to inculcate in them a desire to be a part of the massive task of protecting the planet. So do give this section the importance it deserves. Begin with dictionary work, where in pairs students identify words that they do not understand and then they look up the meanings and share the information with the class. You may devise a little game where the right side is group 1 and the left side is group 2 and they compete in being able to find the meaning first. This may be called a word finder contest and can be linked to the exercise on page 80.

On Page 80, instead of three groups you can now have two — the people finders and the picture finders. The word finders need not be confined to

only a group, for dictionary use is a skill that all students need to master. So do the task of finding meanings as a whole class activity.

The class may, however go back to the text “Who am I” and find out which environment related profession is best suited to which character. They may also give reasons, using linking words like *because, since, as, therefore, so etc.* For example,

Radha would be a good environmental lawyer as she looks for sound reasoning behind everything.

Similarly, sentences can be written about the other five characters in that unit.

The Wonderful Words

Right from birth, formal/informal education teaches children the use of language, whether it is the first word they learn to speak, or the first word they learn to write, each step helps them to communicate better. It is high time the learners must know the importance of language and the use of correct words that facilitate them to express their thoughts. This poem prompts them to understand about the use and importance of words.

BEFORE YOU READ

Play a game with the class. Tell them to imagine that they cannot speak for 10 minutes. Let them move around the classroom trying to communicate with one another through sign language and gestures and then ask them to share their experiences.

- *Was it easy to communicate without words?*
- *Did you feel exasperated?*
- *How did you manage?*
- *Do you now realise how lucky you are to be able to speak?*
- *So do you realise how important words are?*

After this the learners should be able to appreciate the worth of words and understand why the poem is called Wonderful Words.

WORKING WITH THE POEM

Then the learners can read the poem. Explain that word pictures are called images and tell them to underline the images in the poem as they read. You can give them one as an example. The English language is compared to a game.

The other images are:

Words are described as the food and dress of thought
Words are described as being imprisoned in your mind
Beautiful words are said to be well groomed and fed.

You may give them a multiple-choice exercise to help the students understand the difficult and unfamiliar expressions.

Handsomely groomed and fed here means

- (i) *beautifully expressed to convey the right meaning*
- (ii) *looking smart and handsome*
- (iii) *wearing bright clothes and eating good food*

Prison behind your eyes here means

- (i) *a jail for prisoners behind your house*
- (ii) *confined to the mind and not expressed as yet*
- (iii) *a prison that you cannot see*

Thought shrivels and dies here means

- (i) *drying up and crumbling*
- (ii) *giving up on life due to thirst*
- (iii) *wither away for not being expressed.*

Want of a way here means

- (i) *Wanting to find a way*
- (ii) *for lack of expression*
- (iii) *looking for paths or ways*

Its body and swing here means

- (i) *the right tone and emphasis*
- (ii) *swinging the body*
- (iii) *body building by getting on a swing*

Longing today to hear would here mean

- (i) *the day is long today*
- (ii) *hearing about the length of the day*
- (iii) *wanting to desperately listen to*

The last 2 lines

*Maybe your mind is holding now
A marvelous new surprise.*

These lines can be explained suggestively by playing on the surprise element of speech. We really do not always know what surprises we hold within the mind. Often we say something so aptly that we are surprised at our ability to find the appropriate word.

Post-reading

The working with the poem exercise is a pair activity. To ensure that both partners are contributing, you may ask them to work individually and

then compare answers to finally settle for the most suitable one. They have to reach a consensus, not by force, but by logical reasoning. After they have completed the exercise, they may share some of the disagreements and how a consensus was arrived at.

The second question could be done by dividing the class into four groups and giving each group, one pair of lines. In their groups they discuss, come to an agreement and then one reporter in each group presents the meaning. Other groups are free to argue and prove that the meaning is a little different. You can point out that the group, with the strongest vocabulary, is best able to explain the lines.

SO ULTIMATELY IT IS ALL ABOUT WORDS...and WONDERFUL WORDS.

Suggested Activity

You may teach the students to use words to create poems of a certain kind...for example, the cinquain.

A cinquain is a simple 5-line poem.

The 1st line has only one word—the subject

The 2nd line has 2 words, generally adjectives that describe the subject.

The 3rd line has 3 words that describe the action of the subject.

The 4th line has 4 words that describe feelings about the subject.

The 5th line has only one word that sums up the poets' feelings about the subject.

For example,

Shobha

Kind, sympathetic

Reads, helps, sings

Loving, caring, smiling, giving

Mother

OR

Sunny

Tall, Strong

Batting, catching, running

Star, hero, athlete. winner

Champion

They may write these poems about each other and understand the significance of words in the language.

UNIT 7

Fair Play

BEFORE YOU READ

The lesson may be started with interactive discussion on 'friendship' by asking, questions like:

- *Who is your best friend?*
- *Why do you consider him/her your best friend?*
- *Will you support your best friend for everything? Why/Why not?*
- *Will you support that friend even when you know he/she is wrong at times? Why?*

You may simulate a classroom situation to show how everyday they come across such dilemmas and how they tackle it.

Now, you may ask them where people usually go to settle their disputes. They may come out with answers like court, lawyer, elders etc. You can show them pictures of a court of law or a lawyer and then picture of a village panchayat. Ask them if they know

- *the meaning of the word panchayat*
- *when do people seek the help of the panchayat?*
- *what role do they play in maintaining the law and order of the villages, the ambience etc.*

Elicit from the students that the *panchayat* is an elected body that settles disputes or metes out justice and the qualities of a person who is elected to be a *panch*.

You may write the title FAIR PLAY on the board. Elicit the meaning of the title. If they break into two words and try to give meanings separately for the two words, accept them. Some of them may associate 'fair' with skin colour, some may be familiar with the 'fair' remarks in their notebooks. The word 'play' may mean to almost all of them 'playing some games or sport'. At this point tell them "Let's see if all the meanings you have said are true by reading the lesson." Then ask them to open the book and read.

WORKING WITH THE TEXT

The story talks about relationships but more than that it stands for justice. Jumman and Algu realise the meaning of true justice only when they are asked to take the responsibility of hearing both the sides and passing the verdict. The learners may be asked questions such as *–How do you feel when you are wronged?*, so as to make them realise the need for unbiased jurisdiction on a ‘fair play’. The lesson has a lot of scope for teaching children about inner conflicts, problem solving skills, critical thinking, life skills our priorities and how the law of the land is much higher than personal prejudices/grudges.

PART 1**While-reading**

Ask the learners to read part I of the lesson. The learners may be asked to read aloud after an initial para is read by the teacher. The text is not familiar to them but reading practice can be given by asking two learners to do shared reading. Some paragraphs can be allotted for silent reading also. You may ask the learners to underline the words/sentences, which show the following and write the number of the paragraph.

- *Friendship between two friends. (Para-----)*
- *Neglect of the old people. (Para-----)*
- *Courage of an old lady to fight for justice. (Para-----)*

Post-reading

Reference to the context:

‘The arrangement worked well for a couple of years. Then the situation changed’.(P. 84)

- *What was the arrangement?*
- *What happened after two years?*
- *Why do you think the situation changed?*

PART II

Before you Read

Spend some time with the learners talking to them and asking them how they liked the story so far.

From the given choices ask the students to guess what will happen; you may ask them the reason for their choice.

- *Algu was Jumman's best friend and so he would **not** say anything against Jumman even if Jumman is wrong.*
- *Algu would support what is fair and just, even if it means going against his best friend Jumman.*
- *Algu will leave the panchayat saying his friendship is more important than solving the problem he has been asked to solve.*

While-reading

What do Jumman, his aunt and Algu think of the position of the 'Panch'? Underline those sentences from this part of the lesson in support of your answer.

Post-reading

Reference to the Context:

"but I also know that you will not kill your conscience for the sake of friendship." (page 87)

- *Why did Jumman's aunt choose Algu as the head panch though she knew he was Jumman's best friend?*
- *What was the problem that Algu was going to face on his nomination as the Panch?*

PART III

Before you Read

You may ask the learners:

- *What do you expect the rest of the story will be?*
- *Would Algu and Jumman remain as enemies?*
- *Would Jumman get a chance to take revenge on Algu?*

While-reading

You may now ask the students to read part III. As they read write the following titles on the blackboard. Then ask the students to read para 10, 15 and 16 again and match these titles with the paragraphs.

- *Reunion of the separated friends.*
- *Jumman's position in the panchayat.*
- *Algu's decision to present his case in the Panchayat.*

Post-reading*Reference to the Context*

'Algu's heart sank and he turned pale. But what could he do?'

- *Why did Algu's heart sink?*
- *Why can't he do anything?*

Working with the Text

Now you may take up the discussion about the title. In page 86, at the end of part I, *Jumman's* aunt asks *Algu* this question:

"But is it right my son, to keep mum and not say what you consider just and fair?"

In the light of this sentence, ask them the meaning of fair and elicit. Then tell them 'Fairplay' here cannot be broken into fair and play and the whole expression means 'equal opportunities, just treatment.' Other areas to be highlighted should be:

- When *Algu* became the *Panch*, he dispensed justice fairly in his aunt's favour. The judgement pronounced, however, was unpleasant for his close friend, *Jumman*, but sitting on the seat of the *Panch* he had to be unbiased and fair.
- When *Algu* was in trouble with *Sanjhu Sahu*, who refused to pay for the bullock he had taken from *Algu* the case was again referred to the *Panchayat*. This time *Jumman* was nominated the *head Panch*. The relationship between the two friends had become bitter after the previous episode. Anyone would conclude that this time *Jumman* would get even with *Algu*. But this did not happen and the spirit of fair play again dominated when *Jumman* gave a fair trial

and gave his judgment in favour of the right person, *Algu*. Refer to page 90.

A	B
<i>gathering for sale of goods</i> <i>not dark</i> <i>moderate, neither very good, nor bad.</i> <i>being just</i>	<i>'weekly fair'</i> <i>fair complexion</i> <i>'fair' remark in the notebook</i> <i>it is not 'fair' to pay him less.</i>

You may bring the homophone '*fare*' and elicit the meanings from examples.

- *What is the bus fare/train fare from here to the nearby town? and*
- *I usually fair well in my exams.*

Then, as a preparation to exercise 'A' under working with language in page 92 of the text book, you may introduce the students to examples of phrasal verbs. Learners can be asked to find verbs which have a preposition after them.

Examples: *transferred to, look after, set up, decided to, talking to, sympathised with, laughed at, make it up with, go against, abide by, lives in, gone into, goes back to, stood up etc.*

Next, students select the verbs which have a specific meaning when compounded with the preposition. They also note that these cannot be separated from the preposition following them.

These are phrasal verbs. The preposition is called the 'participle'.

Some examples: *look up to, look after, look into, look away, look up set up, set in, set off,*

laugh at, laugh over, laugh (something) off, laugh away

Some sentences using the phrasal verbs from the text.

- *When either of them went away from the village, the other **looked after** his family.(P 84)*
- *Some **sympathised with** her, others laughed at her...(P 85)*
- *"We have **gone into** the matter carefully." (P 87)*

Now you may give more examples

- *The government has **set up** many factories in order to give employment to the people of this area.*

- The two countries **made it up** with a Peace Treaty.
- “I will not tell a lie for the sake of my friend. It **goes against** my conscience”.
- The ritual of welcoming a guest with garland of flowers **goes back to** ancient times.

Speaking

1. Role-play

Role-play can be organised using the existing dialogues in the story and by extending them according to the situation. Students can be allowed to think of responses or rejoinders to the short exchanges.

(i) **Chachi:** *My son it is obvious that I am not wanted in your house? Separate kitchen?*

Jumman: My wife knows best. Be patient.

Chachi: But she is being unkind to me/ But she does not know how to treat her elders. I am not actually dependent, you know it very well.

(ii) **Algu:** Chachi, you are aware of my friendship with Jumman.

Chachi: I know that but I also know that you will not kill your conscience for the sake of friendship. God lives in the heart of the head Panch, and his voice is the voice of God.

Algu: Chachi, let's hope I shall be able to do justice.

Chachi: *I'm sure you will. I have complete faith in you.*

Students need to be clear about their roles and deliver their dialogues with voice modulation and appropriate emotion.

Note: Pronunciation of 'abide' is like 'alive' and of 'conscience' con+shens

2. Speaking (page: 94)

Some additional responses to the questions can be:

- *Yes, I do. When there is a guest I share mine with my sister.*
- *Yes, I do. It would be nice to have uncles, aunts and cousins around you.*

No, I don't. I do not like the noise and the confusion that a joint family has.

- *Yes, I do. Most of the time-that is. I do have disagreement once in a while.*
- *Yes, I do. It is clean and nice.
No, I don't. It is crowded and noisy.*
- *Yes, I do. But I have no choice.
No, not really. I've been in worse places.*
- *Yes, I do. It is quite cheap and convenient.
No, I don't need to. I live close to my school*
- *Yes, I would. Only if I can save all that money.*
- *Yes, I do. But not the school books.*
- *Yes, I do (doctor). Then I can look after the medical needs of the people in my village.
No, I don't. I would like to do something new and different. Like being a singer or a dancer.*

Writing

Here are some sentences given in the box. They are *not* in order. First arrange them in proper order and complete the letter given below the box.

- *Jumman's aunt made me the head panch (sarpanch).*
- *But Jumman's wife started neglecting the aunt.*
- *On the one hand I thought I should support Jumman because he is my friend.*
- *On the other hand, I knew what the aunt was saying was true.*
- *The old aunt appealed for justice at the panchayat.*
- *I supported the right.*
- *I hope Jumman will understand me one day.*

LETTER

Sundarpur Village

(Date)

Dear friend,

I want to share with you what happened today in our village. I write this because my best friend Jumman is very angry with me. You know Jumman's aunt is living with him since she has transferred all her property to him.

Your friend,

Algu

Suggested Activity:

As an extended activity, you may clarify how *panchayats* are a reality in India even at this time. They might have read/heard about it in their civics class (Refer to pages 43-48 of Class VI civics book "Social and Political Life-1");

Ask them to give the answer in Yes/No

- *A panchayat is generally found in a village. Yes/No*
- *Is there a lawyer in the panchayat? Yes/No*
- *Is there only one judge in the panchayat? Yes/No*
- *The head/main person in the panchayat is called the Sarpanch.*

Encourage the students to find out if the *panchayat* of the present day functions like the *panchayat* mentioned in the story by Premchand. Are they similar or are they different? Try to lay stress on the importance of people's participation in the local administration, law and order situation and equality of justice.

UNIT 8

A Game of Chance

BEFORE YOU READ

This story has a village fair as a backdrop. The occasion is Eid, one of the most important festivals of the Muslims. Eid marks the end of Ramadan, the Islamic holy month of fasting. *Eid* is an Arabic word meaning festivity. The festival is celebrated with great enthusiasm, dedication and gaiety, the world over. The day starts with prayers in mosques. People decorate their houses, wear new clothes and visit their dear ones to wish *Eid Mubarik*. The underlying message behind these festivities is the spirit of humanity, brotherhood and peace.

During the festival, fairs are held for days together. The children have a real fun time buying sweets, toys, playing games and enjoying giant wheel rides etc.

You may ask the following questions:

- *Have you ever visited a fair?*
- *On what occasions do you have fairs in your town/village?*
- *What kind of shops/stalls are there in such fairs?*
- *What kind of games' shops/stalls do you find in these fairs?*

This story narrates a typical happening at a village fair where some con men often set up lucky shops to attract and cheat simple and innocent villagers. To help learners understand about 'game of chance' you may now ask the following questions:

- *What is a game of chance?*
- *Can you think of some games where chance plays the main role?*
- *Think of some games in which intelligence plays the main role.*
- *Look at the pictures on pages 99 and 102 and guess what game of chance is there in this village fair.*

Encourage the learners to make intelligent guesses even if they make wrong guesses. This exercise is only to motivate them to think about the content more actively.

Working with the Text

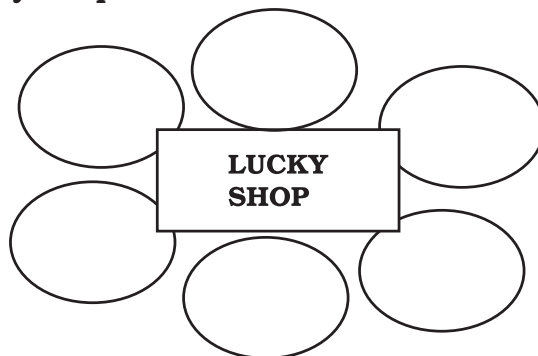
Children, unaware of the ways of the world, often walk into the trap laid by the cheats. Rasheed, a small boy goes to the village fair. He tries his luck at the lucky dip stall, with a hope to win a big prize. Every time he failed, thus he lost all the money given to him by his uncle. In the end, his uncle explains to him that the lucky shop man cheated him by playing tricks to tempt him. This chapter aims at creating awareness in the vulnerable children about the tramps / the rogues, who may rob them or do them harm.

For teaching the lesson in detail you may divide it into two parts as given below:

PART-1

Ask the students to read Para 1-6 and for comprehension check ask the following questions.

- (i) **Say whether the following statements are true or false**
- *The Eid fair at Rasheed's village was held only for one day.*
 - *Rasheed went to the fair with his parents.*
 - *The tradesman sold things, which could attract people of all ages.*
 - *An old man paid 50 paise and selected six discs.*
 - *The boy tried his luck four times.*
- (ii) **Answer the following questions:**
- *With whom did Rasheed go to the fair?*
 - *Who did uncle meet at the fair?*
 - *Why was Rasheed happy when his uncle told him to look around the fair with Bhayya till he (uncle) came back?*
- (iii) **Fill the bubbles with the names of the articles displayed in the Lucky Shop.**



PART-II

Similarly for part-II, ask the learners to read Para 7-11 and for comprehension check you may ask the following questions:

- *Is the owner of the Lucky shop a kind or a selfish person? Give reasons for your answer.*
- *Do you think Rasheed's uncle will be angry with him?*
- *What kind of a person is Rasheed's uncle?*
- *What advice does Rasheed's uncle give him?*

Post-reading

The story revolves around Rasheed. To help them understand the story, you may ask the learners to tick the right answers:

- *Bhaiyya (encouraged/discouraged) Rasheed to play the game.*
- *Rasheed won (two/three) pencils.*
- *Rasheed played the game (once/several times).*
- *Rasheed looked (upset/cheerful) after the game.*
- *Rasheed is (an innocent/a clever) boy.*

B. Ask the learners to tick the correct options given on the right side and also state why have they chosen these options.

<p><i>If Rasheed had won a good gift at the Lucky Shop he would have</i></p>	<ul style="list-style-type: none"> • <i>danced with joy.</i> • <i>looked very glum</i> • <i>had tears in his eyes</i> • <i>looked contented</i> • <i>felt very demoralised</i> • <i>got very agitated</i> • <i>returned home happy</i> • <i>thanked God</i>
--	---

C. Tick the word, which is closest in meaning to the word underlined in the sentence.

1. *The shopkeeper played tricks to **tempt** the learners.*
 - *attract*
 - *cheat*
 - *please*

2. Rasheed wanted to win a big prize but everytime he got a trifle.

- A very small toy
- A box of sweets
- A small useless thing.

WORKING WITH LANGUAGE

Some Words that are used both as nouns and verbs

In English there are some words with the same spellings and pronunciation which can be used in more than one way i.e. as nouns, verbs, adjectives or even as adverbs. Here we will deal with words used as nouns and verbs only. Look at the following sentences:

- *When the building caught fire all the official records were burnt down. (records used as noun)*
- *I have got a new tape recorder. Let me record your voice. (record used as verb)*

In the exercise given on page 104 there are two tasks. First in every pair of sentences you have to identify the sentence in which the word given in brackets can be used as a noun, and the verb is already there.

The sentence where the subject is already there, the given word is to be used as a verb. Change the tense of the verb taking a cue from the tense markers given in the sentence, e.g. in sentence 1(i) the words *have* and *already* help us to use the present perfect tense of the verb *play* so as to write *played*. In sentence 2(ii) the words *these days* help us to use the verb *face* in the present continuous tense so as to write *facing*.

In this way you have to look for the tense markers in every sentence to write the verb in the correct tense.

Note: In some of the given sentences (Page 105) where there is no specific tense marker the verb can be used in more than one tense e.g. in sentence 8(ii) you may use *patted*, *pats* or *is patting*.

Use of There

As a pronoun *there* is used as the subject of the verb *be* (is, am, are) to say that something exists or does not exist, or to draw attention.

Now look at the following sentences:

- **There** was a big crowd in the fair.
- **There** was no bookshop in the fair.
- **There** is nothing I can do for you.

We use *there* before certain verbs when we are saying that something exists, develops or can be seen.

There is called an empty subject, a notional subject or a grammatical subject.

Whether the verb *be* should be singular or plural depends on the noun which follows it.

Look at the sentences given on Page 106:

This park has beautiful roses.

If we want to write this sentence using *there* we will say:

There are beautiful roses in this park.

We use the plural form of 'be' verb i.e. *are* because the noun *roses* following it is plural.

Your story has no fun in it.

This sentence will be written as:

There is no fun in your story.

We use the singular form of *be* i.e. *is* because the noun *story* is singular.

Filling in the Blanks

The verbs given in the box on page 106 are all adjectives. You may ask the learner to match them with the appropriate nouns given in the exercise.

Vocabulary

- I. Homophones: Some words in English have different spellings and different meanings but are pronounced in the same way. e.g. dear, deer.

Fill in the blanks choosing the suitable words from the box. One is done for you.

pail, whole, tail, threw, sole, dear, pair, meet, hair, fair pale, hole, tale, through, soul, deer, pear, meat, hare, fare

- My friend has very long hair.
- The hare lost the race against the tortoise.
- (i) Banwari carried a _____ of water from the public tap.

- (ii) Meena has become very ____ after her illness.
- (i) *The ____ school takes part in the annual sports meet.*
 - (ii) There was a ____ in the bucket so all the water got leaked.
 - (ii) *An ape has a long ____.*
 - (ii) I read a fairy ____ this morning.
 - (i) *They went ____ crowded streets and reached the fair.*
 - (ii) He ____ a water ball at me.
 - (i) *The ____ of my shoe is cracked.*
 - (ii) The ____ never dies.
 - (i) *The ____ runs very fast.*
 - (ii) My younger brother is very ____ to me
 - (i) *I got a new ____ of shoes on my birthday*
 - (ii) A ____ is a very tasty fruit.
 - (i) *A dog likes to eat ____.*
 - (ii) Tomorrow I will go to ____ my friend.
 - (i) *I got lots of crackers at the Diwali ____.*
 - (ii) The bus ____ is going to be increased very soon.

II. Pick the Odd Word Out

- *trader, customer, merchant, salesman*
- *Eid, birthday, Christmas, Diwali*
- *wrist watch, wall clock, wall hanging, timepiece*
- *biscuits, guavas, sweets, cakes*
- *pen, ball, sharpener, ink*

Speaking

Ask the students to get into three groups **A, B and C**. A plays the role of Rasheed, B plays the role of Bhaiya and C plays the role of uncle.

Give them suitable role cards and ask them to say their dialogues taking hints from their role cards.

Role Card A	Role Card B	Role Card C
<p><i>Uncle, I am very sad. The shopkeeper has cheated me. My money is gone</i></p>	<p><i>Uncle, it's my fault. I had also encouraged Rasheed to play the game.</i></p>	<p><i>Rasheed, don't feel bad now, but in future be careful. Come I'll buy you some sweets and toys.</i></p>

Listening

Step 1

Give the handout with the following questions to the students, and ask them to read it carefully.

Step 2

Now read out the script once or twice and ask the students to answer the questions given in the handout while they listen.

Script for Listening

Backdrop: a Village Fair

Come one, come all! Shouted the man from the Lucky Dip stall.

Pappu, Pinky, Puran, Tinku, Teena, try your luck. There are hundreds of exciting gifts waiting for you, toys, trinkets, tumblers, toy trains. Pay a little, get a lot. Lady luck is with you today. Pick out any number from the tray. You get a gift having a similar number, from my basket. _____

_____ No. 2, this is for you. No. 8 don't wait. No. 3 wins the Christmas tree. No. 10 gets a lovely pen.

Writing

Rasheed writes a letter to his friend Ramesh narrating how he celebrated Eid. He also writes about his experience at the Eid fair. Rasheed has left out some words. Complete the letter by filling in the blanks.

House No. 16,
Ashok Nagar,
Mathura.

Date _____

Dear _____

Thank you for your Eid greetings. I was very _____ to receive your card. Last Sunday we celebrated _____. We had _____ fun. Amma _____ sweets. Abbu got a _____ for me and _____ doll for Rasheeda.

I went to the Eid fair with uncle. I visited the Lucky Shop. The _____ cheated me. I wasted all my _____. Next time I _____ be more careful.

Thank you once _____.

Yours _____

Rasheed

Vocation

This poem by Rabindranath Tagore, talks of his childhood experience of different vocations he notices from morning to night. As a child, he had a longing to be one of them, as he could see joy in each work performed by the hawker, the gardener or the watchman.

BEFORE YOU READ

The poem 'Vocation' is about a child who is not happy to follow a fixed routine. He sees people like the bangle seller, the carpenter and the watchman. In his innocence he thinks that they are free to do whatever they like and whenever they like. Explain this to the learners before you begin the poem.

Explain the difference between vocation and job to the learners
Vocation is a type of work that you feel is suitable for you and for which you like to give all your time and energy. **Job** is a particular piece of work which one does whether one has the aptitude for it or not.

Ask the following questions to draw the attention of the learners towards these issues.

- *What is your father's vocation? What does your father do?*
- *What is your mother's vocation?*
- *Do your father and mother have regular working hours? Are they free to choose their own timings?*
- *Do you have the freedom to go to school at any time you like? Would you like to have such freedom?*

WORKING WITH THE POEM

You may read the poem once and ask the learners to carefully listen to the same without looking into their books, and then ask them the following questions:

- *What does the child, in the poem, have to do every morning?*
- *Is he satisfied with his daily routine?*

You may read the poem once again asking the learners to look into their books. Now you may ask the following questions:

- *What time does the child go to school?*
- *Whom does he meet on the way?*
- *Do you think the bangle seller can move anywhere he likes?*
- *While the child is returning home whom does he meet?*
- *Do you think the gardener can do what he wants to do?*
- *Why does the child envy the watchman?*

Post-reading

One or two learners may be asked to read the poem aloud. Now you may ask the following questions:

- *Can you repeat some lines or phrases from the poem?*
 - *If you were given a chance to choose your vocation what would you like to be? Give reasons for your answer.*
1. The poet has used some words and phrases such as 'gong sounds ten', crystal and 'baked in the Sun' which need to be understood clearly. In the following activity ask them to tick the right meaning of the headword/phrase. You may add more words if need.
- (i) ***gong sounds ten***
- *the clock strikes ten*
 - *group of people counted ten*
 - *the bell rang ten times*
- (ii) ***Crystal***
- *transparent*
 - *colourful*
 - *a glass of high quality*
- (iii) ***Baked in the sun***
- *felt very hot*
 - *cooked with the help of solar energy*
 - *became very hard*

2. Pick the odd word out from every group.

- *vocation, holiday, job, profession*
- *hawker, gardener, salesman, vendor*
- *gardener, watchman, painter, teacher*

3. Match the class names/vocations in column A with the jobs in column B

column A	column B
<i>watchman</i>	<i>sells flowers</i>
<i>hawker</i>	<i>stitches clothes</i>
<i>gardener</i>	<i>manages a farm</i>
<i>florist</i>	<i>looks after the plants</i>
<i>tailor</i>	<i>sells goods by going from place to place.</i>
<i>farmer</i>	<i>protects people's property.</i>

4. The poet has used some poetic devices to enhance the beauty of the poem.

- (i) You have already learnt how poets use similes and metaphors. As you know simile is a figure of speech where the poet compares two things or ideas using the words *as* and *like*.

Pick out an example of a simile in the poem.

- (ii) Alliteration: Alliteration is another figure of speech where there is a repetition of the same sound which makes the lines melodious.

For Example:

Wish I were a watchman walking.

UNIT 9

Desert Animals

BEFORE YOU READ

Before you begin the lesson, you may ask the following questions

- *Name some animals which live on the mountains.*
- *Name the animals found in the sea.*
- *Name the animals which live in forests.*
- *Name some desert animals.*

They can also be shown pictures of various landscapes like the mountains, sea, forests, valley and deserts.



A table can be drawn on the blackboard and the list can be extended with response from the students.

Forest	Mountain	Ocean	Desert
<i>Earthworm</i>	<i>Pandas</i>	<i>Whales</i>	<i>Camel</i>
<i>Chimpanzee</i>	<i>Hawks</i>	<i>Jelly Fish</i>	<i>Snakes</i>
<i>Eagles</i>	<i>Gorillas</i>	<i>Sharks</i>	<i>mongoose</i>
<i>Wolves</i>	<i>Falcon</i>	<i>Dolphins</i>	<i>Toads</i>

To encourage the students to talk about animals, ask them about the peculiar characteristics of some animals, which make them adjust to their surroundings. For example,

- *Why chimpanzees cannot live in sea?*
- *Why sharks are not found in mountains?*

This would give an idea to the learners that different types of animals live in different types of habitats.

WORKING WITH THE TEXT

This is a factual piece. Here the students are introduced with some desert animals, their diverse habits and nature. This can catch the fantasy and interest of learners to know more about animals and their habitats.

Learners may be told that a desert is defined as a region that receives very little rainfall. It can be hot or cold. Sahara Desert in Africa is the world's largest hot desert and Thar Desert in Rajasthan is India's largest desert. Learners could be shown pictures of some desert animals like

Mammals	Reptiles	Insects
<i>Bats</i>	<i>Lizards</i>	<i>Honeybee</i>
<i>Giraffe</i>	<i>Rattle Snakes</i>	<i>Beetle</i>
<i>Jaguar</i>	<i>Coral snakes</i>	<i>Moths</i>
<i>Wild ass</i>	<i>King snakes</i>	<i>Spider</i>
<i>Mongoose</i>		<i>Scorpion</i>

1. While reading the lesson make the learners list all the desert animals that they have read about.

gerbils

darkling beetles

2. The students can be asked to prepare fact-files of the animals that they are going to read about.

- While reading paragraphs 2 & 3, fill in the following fact-file.

Rattlenakes

found in

named after.....

feed on

frequency of eating.....

- While reading paragraphs 4 – 7, fill in the following fact-file.

Mongoose

found in

feed on

method of hunting

group behaviour

reason for their ability to kill snakes.....

raise their little ones

- While reading paragraphs 8 – 9, fill in the following fact-file.

Camel

found in

live in

adapt to the extreme weather conditions by

can drink

can live without water

kinds of camel

camels' humps store

adapt to the desert.....

3. Tick(✓) the statements which are true.

- All the deserts have endless sand dunes.
- Snakes cannot hear sounds but feel the vibrations
- Mongoose can be amusing to watch.
- Mongoose kittens are raised by the whole group in a den.
- Camels need to drink water once a week.
- Camels' hump store water.

Fill in the Blanks

Rattlesnake (Para 2-3)

Its size varies from 15 cms to ___ metre. It warns the intruders with ___ sound and is found in ____. It feeds on ____, ____, ____.

Mongoose (Para 4-7)

They live to hunt _____. They travel in groups of about _____. They are on lookout for danger ____, ___ and large _____. All female mongoose have their ___ at about same time and one or two ___ stand behind to guard the young ones.

Camels (Para 8–9)

They can drink ___ gallons of water in 10 minutes. They get moisture from desert ___ and can survive for upto ___ months without drinking any water at all. Their humps store ___ and not water.

- How do desert animals adapt to their surroundings?

Each student should be asked to write any one point. Thus, collectively the class will get the answer.

Post-reading

1. You can conduct a quiz in the class and ask questions like the following:
 - Name the camel which has one hump.
 - Name the animal which lives in burrows in a desert.
 - Name an insect which catches drops of moisture off its legs.
 - Name the poisonous snake that lives in America.
 - Name the snake which can survive for a year or more without eating.
2. Class discussion.
Ask your's learners to discuss
 - how have the desert animals adapted to the harsh desert conditions.
 - commonalities and difference between the desert animals mentioned in the lesson.
3. To further develop critical thinking and understanding the following multiple choice questions could be asked:

Tick the right Answer

- (i) How do animals survive in the desert?
 - They adapt to different situations.
 - They cannot survive.
 - Only man can survive without water.
 - They do not drink water.
- (ii) Are all snakes dangerous?
 - Only a few are poisonous.
 - Mongoose kill all snakes.
 - Poisonous snakes are found only in America.
 - Snakes are not poisonous.

(iii) Camels have humps

- to store water.
- to store fat, which nourishes the camels.
- to carry load.
- to store food in their body.

WORKING WITH LANGUAGE

In addition to exercises in the text, following could be taken up in the class:

Fill in the letter form a name of the animal:

- A large wild cat L _ O P _ R D
- A wild dog like animal W _ L _
- One or two horns on its nose R H _ _ _ C E R O U S
- Webbed feet bird _ U _ K
- A long neck G _ R _ F F E

Find the names of 7 animals hidden here:

W	C	A	T	M	S	L	B	S
X	S	C	O	R	P	I	O	N
H	M	A	A	I	I	Z	N	A
O	N	M	D	N	D	A	P	K
B	E	E	T	L	E	R	O	E
P	T	L	P	R	R	D	R	S

Sound of animals:

- | | |
|----------------------|------------|
| • A little dog | yap, yap |
| • A middle sized dog | woof, woof |
| • A big dog | bow, wow |
| • A horse | neighs |
| • A cow | moos |
| • A goat | naa |
| • A camel | grumph |
| • An elephant | baraag |

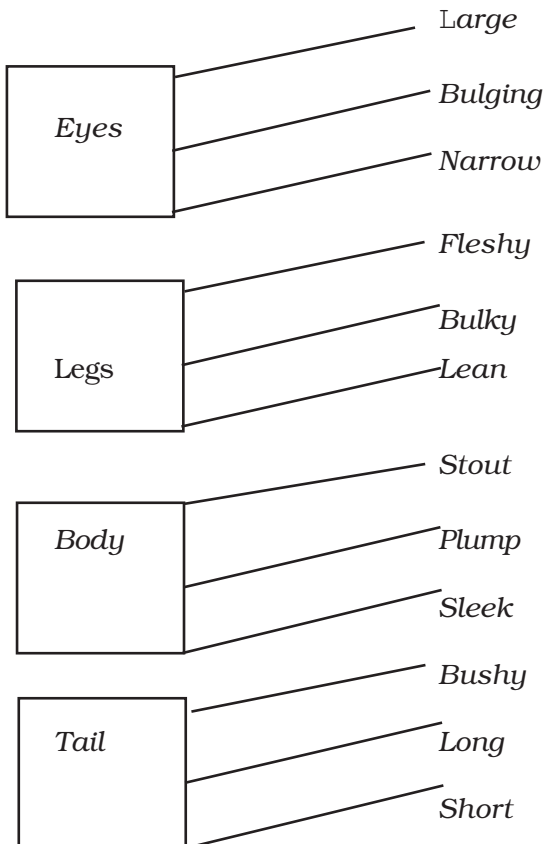
Fill in the blanks with the words given in box below.

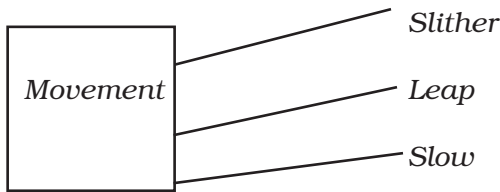
- When a snake is hissing, everybody hears ____.
- A bird which sings sometimes 'cheep,cheep' but most of them say ____.
- A pig makes a low noise ____.
- If a wolf is howling you can hear ____.
- Near a swarm of bees you can hear a ____.

sss
 tweet, tweet
 oink, oink
 owoo
 buzz

Where do these animals live?**Speaking**

1. Learners may be asked to describe the animals that they like and why? They may use the words given below





2. Suggested Language Game

Divide your board into 4 parts. Let each one be labelled Forest, Mountain, Ocean, Desert. Learners work in pairs and turn by turn, they move across the four parts

Each time, they give the name of an animal living on that terrain (forest/mountain/ocean/desert), they are awarded 5 points. If they give an interesting detail about that animal, they get another 5 points. The teacher helps them with the vocabulary and sentence structure.

Writing

Now you can ask them to write a paragraph on any animal they like. It can be their pet also.

Suggested Activity

1. Collect information on different desert animals. Paste the pictures and utilise the information to create a class board on desert animals.
The information could be on:
 - types of desert animals
 - habitat around the world
 - eating habits
 - group behaviour
 - adaptations they've made to nature.
2. Find out famous deserts of the world and locate them on the world map. Collect pictures of some of the desert animals and paste them on the map.
3. Another suggested project could be to identify as many desert animals as they can and also identify their habitats.

What if

BEFORE YOU READ

This poem is a child's narrative about the moments of doubt and anxiety in his mind. To build up interest in the poem you can ask the following questions.

- *Are you scared of anything or anybody?*
- *Narrate any incident when you were scared*
- *What do you worry about?*
- *How do you cope with these thoughts?*

WORKING WITH THE POEM

Children often wonder and fantasize about things that may be scary or may not even happen in life. It is the imagination and creative thinking of the child which comes to play. This poem is about many such thoughts which a child gets in his mind, the thoughts which may have no answers.

Read the poem aloud with actions and expressions. Ask the students to read the poem and identify the 'what if' they are afraid of.

The teacher can draw two columns on the blackboard and ask the learners to classify the incidents given in the poem.

<i>Incidents which have happened with me</i>	<i>Incidents which may never happen with me</i>

Post-reading

Learners can be asked to write down 5 situations which bring them joy and happiness instead of negative 'what ifs'.

Example: I get prize for story-telling.

II. List some positive 'What ifs' that you would like in your life. Learners can be asked to write a poem with the 'What ifs' listed, for e.g.

- *What if there was no school?*
- *What if fish could fly?*
- *What if sweets grew on trees?*
- *What if houses were made of cookies?*

Speaking

III. A few topics could be discussed and learners can be asked to speak on them. For example,

- What if you get to meet your favourite film star/cricketer?

UNIT 10

The Banyan Tree

BEFORE YOU READ

Trees are not only important to human beings but also for animals and birds.

The learners may be asked the following questions:

- *Which are the common trees in India?*
- *Why do we plant trees in our garden?*
- *Are there any places in the world where there are no trees?*
- *How are people dependent on trees?*
- *What activities have you seen under a tree?*
- *Name some animals which live on trees.*
- *What would happen to animals if there were no trees?*

Let everyone give their ideas and you can write them on the blackboard. Learners can be asked to gather some additional information about the Banyan Tree could be provided.

Let us find and discuss

Do you think its branches, roots signify our unity? Explain how is it associated with our culture?

What kind of fruit does it have?

Where in India, the tallest Banyan tree can be found?

WORKING WITH THE TEXT

Part I

This lesson has two parts. Part-1 describes the banyan tree and the author's relation with it. Part-2 is a vivid account of a snake and a mongoose fight. The learners learn to appreciate nature and be sensitive towards trees and animals.

Learners may be asked the following questions. These questions will lead to the story which shows the author's special relationship with the Banyan Tree and the squirrel.

- *Which is your favourite corner in the house?*
- *Where do you go out to play?*
- *How do you make friends?*
- *Do you keep pets? Which animal would you like to keep as a pet and why?*

After reading Part 1 of the story ask the learners to give the reason for the following:

(i) The Banyan tree was the author's special tree

.....

(ii) The author could hide in the branches of the banyan tree

.....

(iii) The squirrel became friends with the author

.....

(iv) During the fig season, the Banyan tree was the noisiest place in the garden

.....

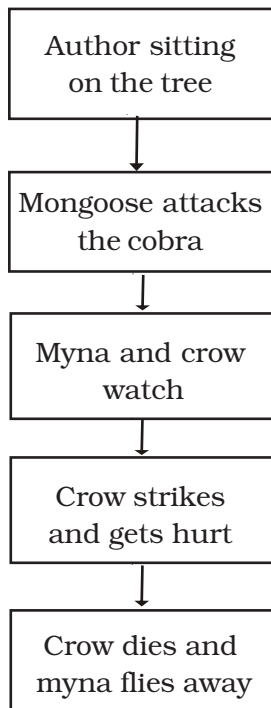
(v) The author spent a number of afternoons in the Banyan tree

.....
.....
.....

Part II is a vivid account of the fight between cobra and mongoose watched by crow, myna and the author. Before the students are asked to read Part II, the following question will set the mood of the story.

- *Have you ever seen any fight among animals?*
- *What happens when human beings fight?*
- *What is the role of spectators in both situations?*
- *Should the spectators interfere?*
- *What happens if the spectators interfere? Narrate any such incident.*

After reading, a flow chart could be drawn on the blackboard for clear understanding of the sequence of events.



Post-reading

1. Discussion- Lessons learnt from the fight. Relationship that the learners have with nature.
2. Ask the students to imagine that birds and animals in the story are talking like human beings. The learners can be asked to role play the characters of the author, the crow, the snake, the mongoose and the myna. They can describe the fight in their own words and also comment on the role of the spectators, e.g., the myna could give a first person account of the fight.

WORKING WITH LANGUAGE

The author has used a number of adjectives. Adjectives are describing words that tell more about a noun.

Unjumble the sentences and underline the superlatives.

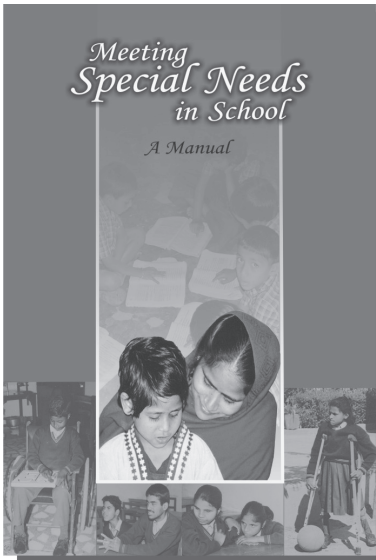
- cobra / the / deadliest / of snakes / is/the.
- is / Mt. Everest/highest/the/mountain peak.
- most read /the /National Geographic /Nature magazine/is.
- June / hottest / month of the year / is / the.
- is / peacock /the most / colourful /bird.

Speaking and Writing

1. You may initiate a discussion in the class on other possible titles for the story.
2. Imagine yourself to be the author who saw the fight between the mongoose and the snake. Write a diary entry recounting the incident.

Suggested Activity

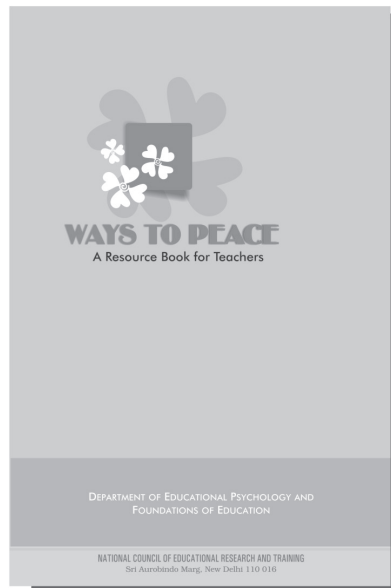
1. Learners may be asked to pick up some leaves of different kinds and paste them in their scrap book. They can use adjectives to describe their shape, colour and size.
2. Collect poems on 'trees' and create a class anthology on your board
3. Collect/click pictures of trees that you like/love and give reasons for your choice.



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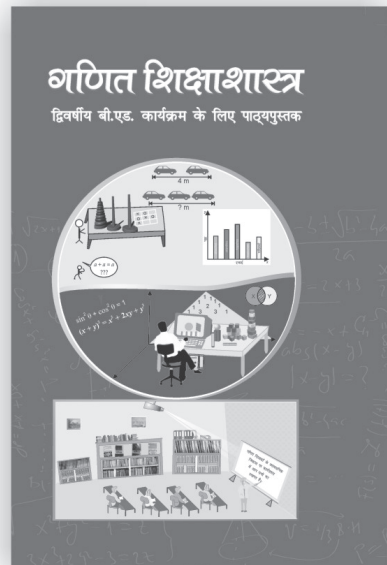
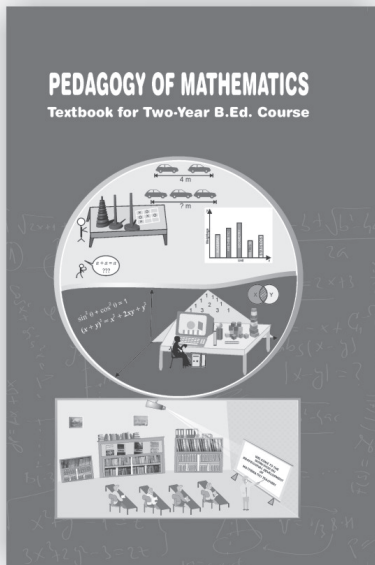
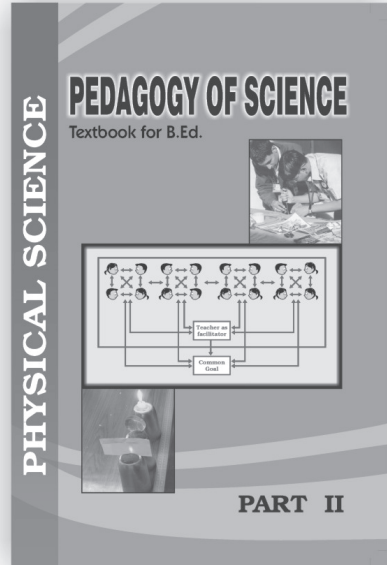
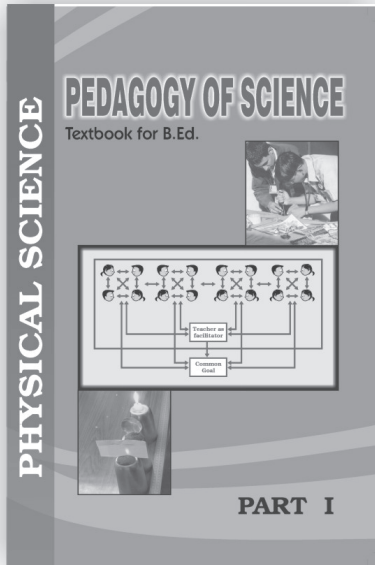


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