

TEACHER TEXT ENGLISH

STANDARD VI



**GOVERNMENT OF KERALA
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Teacher Text English

Standard VI

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FOREWORD

Dear teachers

This is the Teacher Text for teachers of English of Standard VI. It is introduced to serve as a platform for you to make the teaching/learning process of English effective. We have to provide our learners ample opportunities to use the language effectively. The English Reader in Standard VI showcases a variety of literary pieces like short stories and poems. By creating a language atmosphere that is congenial for learning, we can generate an interest in the learners so that they read and enjoy narratives in English.

The Teacher Text aims at empowering the teachers to use the Reader in the best way possible so that every session of language learning becomes meaningful and productive. The Approach in General, Approach to English Language, Specific Aspects in the Reader, Strategies of Editing and Assessment and Skills and Strategies are detailed in this book. Basic instructional procedures are presented and illustrated citing examples.

We hope the teachers of English will find the Teacher Text a valuable source for equipping themselves to engage in the teaching/learning process effectively. It will also serve as a guideline for the teacher while preparing lesson plans. Our aim is to establish a warm learning atmosphere for the teachers as well as learners.

As the process, strategies and techniques are only suggestive, no teacher is bound to follow this text as such. You are free to modify, adopt or even search for new and better strategies that suit your learners. Creative suggestions for improvement are always welcome.

Hope this handbook will be useful in transacting the English Reader in Standard VI.

Wish you all the best.

Dr S Raveendran Nair
Director
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Highlights of the Reader and the Teacher Text

- o Constructivism is the basic principle on which the English Reader is developed.
- o The cognitive-interactionist approach which conceives language both as a social construct and individual construct is followed.
- o The Reader is designed in such a way that various skills of language are integrated and scope for constructing different discourses is ensured.
- o The Reader contains children's literature by renowned writers from across the world.
- o Performance based activities like choreography, enactment of skit, role-play etc. are given for presentation either in the class or on stage.
- o The transactional process of the learning material explores the possibilities of ICT as a tool for language learning.
- o The Reader contains pages for assessment. 'I Can' is for the self-assessment of the learner and 'My Learners' is for the teachers' assessment of the learners.
- o A comprehensive Teacher Textbook which gives details on the approach, methodology, techniques of transaction, planning and evaluation is developed along with the Reader.
- o The activities suggested in the Teacher Textbook are suggestive and not prescriptive. Teachers are free to adopt and modify the suggested activities to suit the level of the learners in the classroom within the constructivist paradigm.
- o Ample opportunities are provided in the Reader for the learners to analyse and practise the elements of language.

Chapter 1

Kerala School Curriculum 2013

General Approach

1.1. Preface

The quality of life in the state of Kerala is noteworthy and commendable. The spread of general education and excellence in the field of public health are the major factors behind this achievement. In spite of this, the field of education, in Kerala, faces the challenge how quality education can be provided to all the learners who come from different sections of the society. On the basis of the National Education Policy (1986), infrastructure development and teacher training programmes were widely carried out. Along with this, there were attempts to make the curriculum child-centered, activity-based and process-oriented, thereby making it contemporary. This led to the realization that knowledge has to be constructed in classrooms. Thus, activities have been initiated that posit the child at the centre of the educational process.

Changes occur every minute in all fields of life. The latest findings and practical experiences in pedagogy and educational psychology have enabled the development of learning materials and the transaction of learning experiences in a better way. These are aimed at the overall improvement of learners.

‘It must be ensured that children who have different socio-economic backgrounds and different physical, psychological and cognitive abilities can learn and achieve success at school. To overcome the limitations that develop from differences in gender, caste, language and physical disabilities, policies and projects will not alone serve; instead, there is a need to select and design suitable teaching methods and learning objectives right from childhood.’ (NCF 2005, p-27).

Thus, as pointed out by NCF, the perspective should be to adopt minute as well as scientific strategies to

provide the desired learning outcome to children from all sections of society. This can be achieved only if curriculum revisions are carried out periodically and the system is always kept active. The existing curriculum is revised on the basis of this vision by imbibing the experiences, findings and research of those who constantly intervene in the field of education. The scientific approach of proceeding from what is good to what is better is adopted here.

1.2 Relevance of Kerala School Curriculum 2013

The field of education has witnessed the introduction of several innovative ideas during the last many years. With the implementation of the Right to Education Act in the year 2009, quality education has eventually become the right of the child. The curriculum for schools has to be raised to an international educational standard to implement such a right-based comprehensive school development vision. International standard does not refer to the standard set by any particular country. It is the sum-total of the knowledge and experiences that have to be gathered by a child in any part of the world, after a particular stage of education. This shows that there is the need to provide internationally accepted teaching-learning models to the children in Kerala.

During curriculum revision, it is essential to consider the rules concerning curriculum and assessment in the Right to Education Act.

Right to Education Act – 2009

Section – 29 (Chapter 5)

The Curriculum and the Assessment Process

1) The curriculum and the assessment process for primary education have to be stated through an academic authority authorized by the respective government through a notice.

2) The following have to be taken into consideration while stating the curriculum and assessment process according to Sub section (1) of the academic authority.

(a) Suitability to the stated values of the Constitution.

(b) The overall development of the child.

(c) The gradual up-gradation of the knowledge, ability and expertise of the child.

(d) The complete development of physical and mental abilities.

(e) Learning in a method that is child-friendly and child-centered through activities, findings and exploration.

(f) The medium of instruction has to be the mother tongue of the learner, to the extent of practicality.

(g) To free the child from fear, mental stress and anxiety and to help the child to express his/her ideas freely.

(h) Continuous and comprehensive assessment of the knowledge acquired by the child and how he/she applies it.

**CHILDREN'S RIGHT TO FREE AND
COMPULSORY EDUCATION - KERALA
RULES AND PROVISIONS 2011**

Academic Authority

1. SCERT will be the authority with respect to Provision 29.

2. When the academic authority notified in Sub-Rule 1 prepares the curriculum and the evaluation procedure it should not affect the specifications from (a) to (f) of Sub-section-2 of Provision 29 of this Act.

(a) Designing syllabus, textbooks and learning materials that are relevant and suitable to the age to develop basic life skills.

(b) Fix the minimum learning objective for each subject from Class I to VIII and develop the indicators of excellence for the learners, along with forming the norms of responsibilities for teachers.

(c) Developing in-service teacher training materials as part of teaching-learning objectives.

(d) Designing pre-service and in-service training for teachers to provide education to children with disabilities, as per the specifications in the People with Disabilities Act (1995) equal opportunities, protection of rights and total participation.

(e) Preparing guidelines to carry out continuous and comprehensive evaluation.

(f) Taking up researches and studies on the policies, programmes, curriculum

and the teaching objectives and commissioning it.

In the light of the Right to Education continuous and comprehensive evaluation has become a constitutional responsibility. The curriculum has to be revised to ensure this. Curriculum revision must be viewed from this perspective.

Let us examine the characteristics of the Kerala School Curriculum (2013).

1. Curriculum that is child-centered, process-related, activity oriented and value based.

2. Lays stress on the learning outcomes at the cognitive, process, attitudinal and value domains.

3. Curriculum that is based on the philosophical foundation of constructivism.

4. Gives freedom for the teachers to employ logical and variegated learning strategies during the transaction process.

5. The flexibility to carry out various teaching/learning strategies realizing the learning outcomes, nature of content and the different levels of the learners. It considers discovery learning, concept attainment method, deductive thinking, meta-thinking, co-operative thinking, collaborative thinking, developing reflective thinking and giving individual and group opportunities.

6. It gives importance to ensuring the

learning achievements of the learners, along with free and universal education.

7. A curriculum that considers education comprehensively from the pre-primary level to the higher secondary level.

8. Prepares textbooks for each class according to the Kerala State syllabus and curriculum and integrating the subject content at the national level.

9. For the first and second classes, three textbooks, for the mother tongue (integrating environmental studies), Mathematics and English - are prepared, similar to the national curriculum.

10. English medium textbooks are prepared from class I to IV.

11. Gives importance to Malayalam which is a classical language and the mother tongue of the people of Kerala.

12. It suggests that a unified curriculum should be designed for pre-primary education and be made a part of formal education.

13. Instead of treating Information and Communication Technology (ICT) as a separate subject, it should be used as an effective medium for transacting various subjects.

14. Along with designing various innovative learning strategies for children with special educational needs, different evaluation activities are designed and employed.

15. Continuous and Comprehensive Evaluation (CCE), that is based on learning outcomes, is ensured.

16. Health and Physical Education, Art Education and Work Education are considered as compulsory subjects.

17. At the higher secondary level, textbooks that are contemporary are prepared.

18. In the light of the Right to Education Act (RTE), right-based education is stressed upon.

19. Opportunities are made available to each teacher to rise to the level of a mentor providing care and security inside the school campus and the classroom.

20. Lays stress on the Code of Professional Ethics for School Teachers.

21. Contemporary, as it is designed to make the learners achieve the latest learning skills.

22. Suitable to mould a generation that internalises human values.

23. Suitable to an education that provides equity and equality.

We envision a Curriculum that aims at the harmony of the head, heart and hand to make learning natural, with stress on the comprehensive, cognitive, mental and action-oriented development.

Therefore, the curriculum approach and its theoretical and practical foundation are envisioned as follows:

1.3 Curriculum Approach

A child is born with natural abilities to learn from its surroundings. The formal education that the child gets from school should open up possibilities to look at the world from a new perspective, to understand, interact and evaluate it.

Learning takes place by confronting problematic situations and through problem-solving. What should be the approach to curriculum transaction?

- Activity-based
- Process-related
- Ensuring learning
- Suitable to achieve learning objectives
- Environment-based
- Considering areas of development
- Suitable to the nature of the learner
- Integrating learning and evaluation

Learning based on constructivism forms the foundation of the curriculum. The distinctiveness of this perspective is that it conceives knowledge as something constructed in a natural way through learning activities in which the already acquired knowledge and the conceptual background of the learner are well considered.

Learning experiences

It is understood that the acquired knowledge, abilities and inclinations of learners from various backgrounds are different. It is important to accept this variety and create learning experiences, considering individual differences and multiple intelligence.

Learning atmosphere

The classroom must be organized in such a way as to make the learners participate in the learning activities. This must be done by taking the interest and development of the learners into consideration.

Learning process

- Learners relate their previous knowledge to the knowledge that they construct.
- Knowledge construction has to be internalized at the individual and community levels.
- The differential needs of the learners can be met by flexibly selecting and adapting learning activities.
- Learning outcome is ensured when proper learning experience is provided.
- Learning and evaluation should go hand in hand.
- Learning outcome can be achieved only if the needs of the learners, appropriate content and teaching methods are meticulously applied.
- Learning process should aim at the all-round development of the learner.

1.4 Learning Outcomes

Knowledge, abilities, attitudes and values are formed in a child through the learning activities related to different subjects. Some of these are achieved in a short period while others are not. The changes that are effected in a child can be fixed early. While designing the

curriculum, the focus should be on the learning outcomes which are the various objectives that are expected to be transacted by the learner at different stages of school education. Through a series of learning activities in each unit, the learning outcomes evolve and become the learning outcomes of a particular class towards the end of the academic year. These become the specific outcomes of the education period. The speciality of learning outcomes is that they are observable and measurable. The knowledge, skills, values and attitudes can be assessed through the analysis of each unit, class and stage. The learning outcome of all learners should be ensured through the effective transaction of the curriculum.

The characteristics of learning outcomes can be consolidated as follows:

- Learning outcomes are the knowledge, skills, attitudes and values that are acquired through subject-related learning.
- Learning outcomes are observable and measurable.
- Learning outcomes can be achieved in a short term as well as in a long term.

1.5 Learning Resources

Learning resources are essential for the effective transaction of the curriculum. For the successful completion of the learning activities, the following learning resources should be properly utilised.

- Library
- Lab (Maths, Sciences)
- Learning Aids
- Display Board
- Computer Lab
- Multimedia Devices

Besides, there are several platforms in schools where the hidden talents of the learners can be showcased. Some are given below.

- Assembly
- Bala sabha
- Clubs
- Group discussion
- Seminar/Symposium
- Study tour
- Voluntary organisations like: SPC, NSS, NCC, Scouts and Guides, etc.

1.6 Inclusive Education

In the classroom, an atmosphere that is congenial to all learners must be created. There are two categories of learners who require more help and consideration. This ensures Equitable Quality Education.

Who are those in need of special attention, learning assistance and protection?

(a) Learners who are socially and economically marginalized

Those who face extreme poverty, tribal people, girl children, those belonging to

the scheduled caste and scheduled tribes, immigrants, those who do not have a permanent settlement and those who undergo discrimination of various kinds deserve special attention, assistance and protection.

The limitations and differences of these learners should be identified, accepted and respected. Through the combined effort of all teachers, the problems faced by these learners can be solved.

(b) Learners who face physical and mental challenges

Learners who face physical and mental challenges and those who experience learning difficulties have Special Educational Needs. The issues include hearing impairment, eye-sight disorders, limitations of cognition, loco-motor disabilities, learning disability, autism, cerebral palsy, multiple disabilities, lack of emotional equilibrium and attention disorders.

The following have to be considered during curriculum transaction to facilitate the learning for these learners.

- The planning of learning activities considering their learning needs and aptitudes.
- Adaptation in lesson plan to facilitate participation in learning activities.
- Implementation of a multisensory approach considering the difference in learning pace and learning style.
- Planning and implementation of remedial practices and enrichment practices that are need-based, for each

learner.

- Execution of different flexible assessment strategies.
- Ensuring the assistance of resource teachers and other experts.
- Ensuring the support of parents with regard to the child's learning and protection.

Along with these, Gifted Children who need special consideration are also to be taken care of. Thus the school activities and infrastructure have to be scientifically organized to facilitate inclusive education.

1.7 Scope of Information and Communication Technology

Information and Communication Technologies have recently gained groundswell of interest. It is a significant research area for many scholars around the globe. Their nature has highly changed the face of education over the last few decades.

Need

Suitable ICT materials related to curriculum transaction have to be included. The possibilities of ICT can be used to overcome the limitations of the textbook. Teachers have to equip themselves to choose the areas where ICT can be used to provide an effective learning experience.

Suitability

ICT possibilities that kindle various levels of creativity and intelligence of

the child have to be considered. With the help of ICT, the curiosity of the learner should be ignited. Children who have disabilities of the sensory organs will find it more useful. This is also helpful in providing learning experiences according to different learning styles.

Authenticity

The authenticity of learning materials has to be ensured. Information gathered from the websites of various departments, educational websites, portals, blogs and social network can be used after verifying their authenticity. The practicability of ICT materials used in classrooms also has to be ensured.

These materials and the software that are used for their presentation have to be made easily available. ICT possibilities should suit the age and mental state of the child.

1.8 Areas to develop values, attitudes and commitments

Areas such as awareness of humanitarian values and constitutional values, attitude that strengthen social life and growing social commitment are the prime concerns of the curriculum. Details of the conceptual areas are given below.

Democratic Sense

While choosing the content for different subjects, the perspectives on democracy have to be considered. In

the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to form a democratic approach through a democratic class and other democratic platforms.

Constitutional Values

The values and objectives that are upheld by our constitution have to be reflected in the curriculum. The content and the transaction process should be selected to enable learners acquire constitutional values.

Secular Attitude

Subject areas that help in developing a secular attitude have to be included.

Tolerance

The curriculum should aim at including even those who tend to have a secessionist attitude.

Creative Thinking

There is a need to develop creative thinking and the urge for discovery among the learners. There should be possibilities for creative enquiries in the content areas and learning strategies of the curriculum. Multiple intelligence should also be considered.

Respect for one's cultural heritage

One of the aims that the curriculum envisions is to create a respectful attitude for one's cultural heritage and history.

Equality

It is essential to ensure equality in the learning activities.

Leadership Quality

There is a need to design learning strategies that would help in moulding leaders who can face the challenges of this millennium. In the classroom, opportunities must be created to develop leadership skills among children.

Life Skill Education

Life skills such as self-awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision making, problem-solving, emotional equilibrium and managing stress have to be developed in learners. These life skills help the learner to face life with self-confidence.

Civic Sense

Just as the state is expected to fulfil certain duties to the citizens, the citizens are also expected to perform certain duties towards their fellow men. The aim of education is to create a community with civic sense and a sense of responsibility and discipline.

Human Rights

Human rights have to be given importance in the curriculum. They refer to the right of individuals to live with dignity.

Child Rights

It is our duty to protect all the rights of children.

Protection of Nature and Natural Resources and Environmental Hygiene

Learners should be made aware of the basic concepts on nature and its conservation from primary classes onwards. It is necessary to make them aware of the fact that cleanliness of one's surroundings is as important as personal hygiene. Environment conservation is equally important, since any change in the equilibrium of nature and natural resources may have far-reaching effects.

Peace Education

The basis of peace education is to develop values and attitudes to interact with others and the surroundings in a peaceful and friendly manner. It is essential to include content areas that reflect values such as peace and harmony.

Legal Literacy

Citizens of a democratic country must possess awareness of law. It is the need of the hour to include content areas that ensure legal literacy. Various programmes involving Law Clubs, Law Clinics, etc. can be organized to create awareness of Law.

Awareness of Cybercrimes

The misuse of ICT and related criminal activities are on the rise. Awareness should be created among children to make them stay away from such activities. A clear idea should be given to them on the proper use of internet, e-mail and social networking.

Media Literacy

Media has great importance in our society. The visual media has tremendous influence on children. So the curriculum should include areas which give importance to media literacy.

Perspective on Consistent Development

The curriculum must reflect ideas on how environment and development can go hand in hand. It should also present perspectives on consistent development and create a comprehensive awareness on environment.

Adolescent Education

The possibility of including content areas on adolescent education should be explored with the help of child psychologists, health workers, doctors and teachers.

Consumer Culture-Negative Effects

Facts concerning the negative aspects of consumer culture have to be included in the curriculum. Our rights as consumers and consumer laws should be included in the curriculum.

A negative attitude towards drugs and intoxicants

Children should be made to realise that alcohol, intoxicants and tobacco are injurious to health. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, for example, can be included in the content areas.

Gender Justice

The curriculum should ensure gender justice and gender equality. Discrimination on the basis of gender should not be reflected in the content areas. It is the responsibility of teachers to ensure gender justice while carrying out learning activities.

Frugality

From the primary classes itself, children should learn the basics of frugality. Activities that help in making this practical can also be organized.

Road Safety

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Children should develop an awareness that the road is a public place and that everybody has the right to use it.

In the natural transaction of the curriculum, learning experiences in these areas should be included. Activities of various clubs, SPC, NCC, Scouts & Guides, JRC, Vidyaramam, Kalasahithyavedi, Gandhidarsan etc. can be platforms to develop values, attitudes and commitment.

1.9 Right Based Education

The UNESCO has taken an initiative to decide the rights of children and implement them globally. As a result of this, legislation has been made to protect the rights of children in many countries. In India, RTE, an epoch-making legislation was implemented in

2009. The three facets of Right-based Education are Participation, Provision and Protection.

What does the child think about his/her rights?

Participation

- My opinion is sought for when decision concerning me/children are taken.
- My interests are given importance while taking decisions.
- I get opportunities to participate in learning activities, realizing my abilities and shortcomings.
- I can go through a learning process that helps me to nurture my abilities and overcome my shortcomings.
- My opinions are valued.
- Along with my friends, I get ample opportunity to participate in classroom activities.
- I get opportunities to showcase my talents.

Provision

- I get the service of teachers who have the required educational qualification. They also update their knowledge regularly.
- I get learning experiences in the prescribed time.
- I get a classroom atmosphere that helps to nurture my physical and mental development.

- My teachers are able to prepare learning aids that are helpful in learning activities.

- I get devices and opportunities for art and physical education.

Protection

- I do not experience any kind of discrimination at school.
- I am not ignored in any way.
- I am not tortured either physically or mentally.
- I can interact with my teachers fearlessly.
- Though a child, everyone approves of my privacy.
- I am sure that I will be secure both at home and school.

1.10 Mentoring

RTE considers the 'teacher' as a 'mentor'. At the outset of the comprehensive school development project, mentoring has much relevance and importance. Certain guidelines are essential for the achievement of the learning outcomes. There have been considerable changes in the teacher - learner relationship which is the prime factor in the educational scenario. The teacher is not considered as the sole 'supplier' of knowledge but as the facilitator who unifies varied environments for the learner to acquire knowledge. In fact, school becomes 'second home' for the child. Love,

consideration, security, appreciation and recognition are expected by learners. A teacher can know more about his/her learner's individual traits through the following activities.

- Home visits
- Communication with parents
- Continuous observation of the learner

Thus, teachers play the role of co-guardian. Learners get proper guidance, advice, scaffolding and chances for improvement through mentoring.

Through mentoring:

- the teacher and the student enjoys proper learning experiences.
- the knowledge area of the teacher and student widen.
- the bond between the student and the school is strengthened.
- personality development and learning developments are ensured.
- the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.
- the participation of learner in arts, sports and health awareness studies can be evaluated.
- Mentoring has to be manifested as a process which caters to personality development and interest in learning. It should also help in continuous

evaluation. The class may be divided into small groups and the class teacher can be given the responsibility of evaluating the progress of each group.

Teaching Manual

- Every teacher should be able to plan creative methods with a view to achieving learning outcomes. Teacher must be able to customize the activities given in the textbook to the level of the learners in the class. He/she has to include sufficient number of activities in the plan so that target learning outcomes are achieved. The process column of the teaching manual should contain strategies that incorporate learning activities and evaluation. The assessment column should contain the record of information obtained through continuous evaluation.
- It would be better to present the teaching manual which contains the planning of a week in the School Resource Group (SRG) or in the concerned Subject Council. Teachers are expected to prepare a reflection note based on the assessment column and the same can be subjected for detailed discussion in the Subject Council or SRG. The future planning of the teacher should be based on this record. The format of teaching manual is given below.

Teaching Manual

Name of the lesson:

Date:

Expected time:

Theme:

Learning Outcomes:

Ideas:

Skills:

Language Elements:

Discourses:

Values, Attitudes:

Learning Aids:

Expected Product:

Activity Page	Assessment

Signature of the HM

Signature of the teacher

Reflection Notes

My Findings/Realisations

(Based on the evaluation of the learning activities)

Follow-up activities and remedial measures:

-
-
-
-

Why reflection notes?

The reflection note is to be prepared only after the completion of all the learning activities which are done for the specific learning outcomes. These reflection notes shall be presented in the weekly assembling of the SRG. They are aimed at giving directions for future plans. They are helpful for the consolidation of the CE.



Chapter 2

On Approach And Methodology

There has been a remarkable and unprecedented dispersion of English language over the past fifty years in several ways—by the increasing number of users of the language, by its depth of penetration into societies and by its range of functions. In India, English is not our language of being or identity. It has come to be the language of doing, the language of academics and the language of recognition. In the current Indian context, on the one hand there is an increasing demand for English which is associated with progress and development, while on the other, the language is also perceived as a destroyer of native or indigenous languages. This warrants a politically correct approach in the teaching and learning of English.

The demand for English emerges from many factors, as recognised in the position paper on the Teaching of English produced by the National Council of Educational Research and Training (NCERT) in connection with the National Curriculum Framework 2005: 'English in India today, is a

symbol of people's aspirations for quality in education and fuller participation in national and international life. English is the language that empowers our people in the present context'. The language has so strong a data base on the internet that it is widely used in social media to connect people of different nationalities. As the language of trade and commerce, higher education and science, English enjoys a status which no other language has.

Perspective on Language and Language Teaching

Language is a means of communication. It is a system with its own rules and conventions. It enables us to make sense of our identity and the larger world around us. Language learning involves cognitive and affective engagement. Language use is guided by our awareness of the purpose, audience, context and culture in which it is used. The traditional view of the mother tongue causing a negative impact on second language acquisition is totally abandoned by linguists and pedagogues

across the globe. Bilingual or even multilingual learners are seen as rich resources for learning a second language. Constructivism and learner centred approach are the basic premises on which a language curriculum is designed. In the initial stages of language learning, the focus has to be on literacy skills. Literacy is the ability to read and use written and visual information and to communicate appropriately in a variety of social and academic contexts. It involves the integration of speaking, listening, viewing, creating, reading, writing and critical thinking in the use and production of both texts and new communication technologies. Literacy includes the cultural knowledge which enables a speaker, reader, writer or viewer to recognise and use language appropriate to different social situations. Print awareness is to be acquired at this level.

The thrust on literacy at the primary level is gradually replaced with writing and with any other required literacy skills at the secondary and higher secondary level. By the end of secondary and higher secondary education, learners will be able to listen, read, understand, appreciate and view critically and accurately a wide range of literary and informational/functional texts from print and non-print sources. They should also be able to speak, write and present English that is grammatical, fluent, mutually intelligible and appropriate for different

purposes, audiences, contexts and cultures.

To achieve the aim of effective language use, teachers may be guided by the following principles:

Contextualisation

The learning materials and activities given to students should be of authentic and meaningful contexts. For example, lessons will be planned around a theme, or a type of text to help students use suitable language skills, grammatical items/structures and vocabulary appropriately in spoken and written language to suit the purpose, audience, context and culture.

Learner-Centeredness

Learners are at the centre of the teaching-learning process. A teacher is expected to act as a critical friend who provides necessary scaffolding at crucial stages of the learning process.

Learning-focused Interaction

The focus of classroom interaction is to help the learners attain knowledge, skills and values and the achievement of expected learning outcomes. The teacher has to actively engage the students by encouraging participation in learning, motivating them by boosting their confidence in the use of language, and by promoting collaboration among learners from different socio-cultural backgrounds.

Integration

The areas of language learning such as

receptive skills, the productive skills, language elements and vocabulary are introduced in an integrated way together with the use of relevant print and non-print resources, so as to provide multiple perspectives and meaningful connections.

Process Orientation

The development of language skills and knowledge about the language can be attained by directing the learners through carefully planned processes of knowledge construction. The teacher will model and scaffold such processes for learners, while guiding them to put together their final spoken, written and/or multimodal products.

Spiral Progression

Skills, language elements, structures, vocabulary and various types of texts will be introduced, revised and revisited at increasing levels of difficulty and sophistication. This will allow learners to progress from the basic level to higher levels of language use.

Facilitating Assessment for Learning

Assessment for learning is the approach to ensure learning at every stage of the learning process. Identifying learners' needs, abilities and interests, observing learning gaps, monitoring learning and providing timely and useful feedback, for improving learning and self-assessment will result in facilitating assessment for learning.

The Kerala Context

The people of Kerala are keen to learn the language and hence English has its strong grip in the entire social fabric of Kerala. The language has its legacy in all walks of social and cultural life. Its influence is evident in education, politics, religion, trade and commerce, literacy, health and so on. The influence of missionaries and their contributions in the realms of literacy education, art and science have left a lasting impact in the social life of Keralites. For them, English is not just an elitist language, it is the language of employment and opportunities as well. The demand of the public for English compelled the authorities to introduce English from Class 1 onwards in the schools of Kerala. The mushrooming of private English medium schools in every nook and corner of Kerala is a clear indication of the aspiration of the people of the state to make their children learn the language. The ubiquitous institutions offering crash courses for developing spoken English is another phenomenon seen in Kerala. In spite of all these, English remains to be something intractable for most of the Keralites.

Overview of the Current Status

There have been positive changes in the profile of English classrooms in Kerala since the introduction of the revised curriculum and textbooks in 2007, based on the Kerala Curriculum Framework. The confidence level of learners in using English has gone up

considerably. The children across the State have started producing their own writing in English in the form of stories, poems and other language discourses. By and large the general proficiency of teachers has also improved (Impact Study, RIESI, Bangalore, 2011). However, a large number of learners are found struggling to use English for real life purposes, even after a fairly long period of language learning. The continuous study of English for years hasn't enabled the learners to use the language in their speech and writing effectively. A satisfactory proficiency in English is still a distant dream to most learners.

Learners are able to read and comprehend English and construct different types of discourses targeted in the curriculum to a certain extent. But most of them lack the competency to produce oral and written texts that are coherent and grammatically acceptable. It has been noticed that the linguistic and conceptual growth which the learners should attain in constructing language discourses across different stages is not discernible, as envisioned. The gap between the required and the existing levels of language proficiency of the learners needs to be bridged. English requires intensive and distinctive focus in the process of its teaching and learning. Learners should get optimum meaningful exposure to English.

The existing approach treats language at the discourse level, which means that language is not viewed as a set of disconnected sentences but as a set of linguistic discourses such as stories, songs, conversations, diary entries, descriptions, narratives, slogans, etc. But most of the teachers, especially at the primary level, find it difficult to evaluate the quality of language produced by their learners. The editing process by which the learners need to be scaffolded to refine their language is proved to be another challenge for most of the teachers. This results in learners not getting the expected quality of language and learning outcomes.

The textbooks also present language discourses as inputs and the learners are expected to produce different language discourses in meaningful contexts. The reading and writing tasks are not purely individual. Learners have to work in collaboration in small peer groups and present whatever they have understood after reading a text, and they are also expected to present the written products they develop. There is also a slot for self-assessment by the learner which is done with the help of a set of self-assessment questions based on the most important features of the task at hand. The mechanical repetition of constructing language discourses without taking care of the quality of languages, which should be reflected in them, has adversely affected the organic and vibrant nature of language learning experience.

It is an undisputed fact that language should be treated as a meaningful whole. A learner who undergoes a particular curriculum process or tasks in textbooks needs also to be aware of the conventions of speaking and writing a language. He/She has to be exposed to listening and reading of different texts. Knowledge about language elements will work as a conscious monitor once the acquisition stage is completed. At each level teachers have to ensure that learners acquire the concepts, skills and attitudes envisioned for a particular level. The academic standards/learning outcomes may be stated clearly and care should be taken to ensure that learners achieve those outcomes before they proceed to the next level.

Dealing with differently-abled children

Differently abled children are part of the general classroom and are not to be treated like other children. The primary thing that can be done is 'knowing the learner' with the help of the resource teacher available in the school. A teacher must know the type of challenge the learner has. The help of the resource teachers can be sought for the designing of new language activities or adapting the existing language activities in the textbooks. It has to be ensured that the classroom environment is safe, and the differently-abled children are not discriminated against by classmates or teachers.

Chapter 3

Basic Premises on which the New Textbook is Developed

Every textbook should take certain fundamental positions on language and language pedagogy. Preparing textbooks is not a process like compiling an anthology of the best poems or prose texts. It is totally different in design, structure and intention. If so, what are the basic premises on which the new textbooks are developed?

a. Texts as Children's Literature

The new textbooks give great importance to children's literature. Authentic pieces of children's literature, adapted versions of well-known stories and stories developed by textbook writers are included. These stories and songs/poems that can be sung in chorus are the main texts. Based on their reading, learners are asked to engage in certain language activities so as to apply their knowledge of English. The meaning-making process of the texts given has to be done in such a way that every learner gets a chance to listen, speak, read and write in the target language.

b. Pictures as Texts

The illustrations used in the textbooks are treated as texts. Hence they also need to be processed in the class. The multi-coloured pictures will generate interest in the students and will also help them form mental pictures of the characters described in the stories and poems. Teachers are expected to use these pictures for meaningful interaction with the learners. Reading comprehension can also be tested using these pictures.

c. Interaction Questions

Almost on every page of the textbook, questions for interaction with learners are given. These questions mainly serve five purposes.

- To read the pictures
- To elicit the text
- To connect the texts with the learners' own experiences
- To predict what is going to happen next
- To prompt critical thinking in learners

Teachers are expected to ask more interaction questions for meaningful communication with the learners. These questions can also help the teacher assess his/her learner continuously.

d. Theatre Games

Theatre games are an effective method for language acquisition. They help to trigger the imagination of the learners and make learning a pleasurable experience. The new textbooks provide ample scope for teachers to use theatre games in the English classroom. For example, in Class 1, teachers can ask the learners to stand in two lines and produce the sound of birds/animals, following the instruction of the teacher. If a different sound is produced from the groups standing in a line or if they fail to produce the correct sound, they are not given points and the group which scores 5 points first becomes the winner.

e. Language Activities

The new textbooks provide enough space for language activities and games. There are many slots in the textbooks for the learners to analyse the language used in them and to apply the knowledge of the language in a new context.

Teachers may first assign the language activities as individual tasks and give clear instructions to carry them out. Then the activities can be assigned in pairs or groups. Working and playing in

small groups promote interaction, togetherness and team spirit among learners.

f. Grammar in Context

The knowledge of grammar is essential for the learners when they write in English. The existing textbooks solely relied on the editing of discourses for giving grammar inputs to the learners. But many teachers find it difficult to theorise on the errors made by their learners and to address these errors in the course of their classroom transactions. So the new textbooks address grammar in a way in which the teachers and the learners can understand the usage of language elements in meaningful contexts. Grammar, here, is analysed in a given context through which learners generalise certain features of the targeted language element. Then they apply their knowledge of grammar in newer contexts. The explicit teaching of rules of grammar has been totally done away with.

g. Need Based Vocabulary Development

The new textbooks provide opportunities for learners to develop their vocabulary in a need based manner. Developing concept maps and word webs of related words have been included in the textbooks. Instead of teaching vocabulary items directly, activities for finding out related words are given in a learner-centred fashion.

Moreover a page towards the end of the Reader titled 'My Word List' will help the learners to write down new words and get familiarised with them.

h. Simple Language Projects

Simple language projects that can be undertaken by young learners are given in the textbooks. It is hoped that undertaking such projects with the guidance of teachers will boost learners' confidence in using language. Learners are expected to classify and analyse the data they have collected and write brief reports on them.

i. ICT Integration

It is always a challenging task for the teacher to capture the attention of young learners and to initiate them into a second language. They are exposed to the world of high quality digital audio-visual materials and teaching them using only the 'chalk and talk' method may not be fruitful. So every teacher must think about using effective audio-visual texts in their classrooms. Internet has a rich repertoire of such good materials. The new textbooks provide scope for integrating Information Communication Technology in teaching of English.

Videos and audios of the texts given in the textbooks are freely available on the internet. Links to certain websites are given along with the units in this book. Teachers can make use of the sites for getting more information and collecting audio-visual materials to make the classroom transaction more interesting. Moreover they are expected to find out more useful spaces in the internet to enrich the classroom experience.

j. Assessment

Learner assessment is a continuous process and an integral part of learning. Teachers must assess the learners at each stage of the learning process. Informal interactions, interaction questions, reading of the text, associating pictures with the text, language activities and theatre games give teachers ample opportunity for assessing the learners. Apart from these, the textbooks contain two separate pages titled 'I Can' and 'My Learners' for assessment purpose alone. The first one is for the self-assessment of the learner, wherein the learner makes his own assessment on what he imbibed from the classroom activities. The second is for the teachers' assessment of the learners wherein the teachers can assess themselves and also the learners.

Chapter 4

Specific Areas of Second Language Pedagogy

Choreography

What is choreography?

Choreography means the design and arrangement of a ballet or other staged dance, or the sequence of steps and movements in dance. Obviously, this is a performing art. Sometimes there will be a single performer. The choreography that is presented in contemporary cinema and theatre involves a team of artists.

Choreography as a discourse

A natural question arises: What has choreography to do with language? If there is a song, the choreographer can compose movements and perform the dance. Language comes in when the choreographer wants someone else to perform the choreography that he or she has composed.

How will the choreographers get their ideas across to others? They can give oral instructions to the performers. In addition to this, they can demonstrate each movement. How do they do this? They identify the theme of the song and

set movements in order to bring out these. In this sense a good choreographer communicates to its viewers. In order to give precise directions to the artists the choreographers will have to make use of communication skills.

If a script for the choreography is developed very good written discourse can be produced.

Teacher Talk

Language is primarily speech. This implies that if the learners have to acquire English they should get input in the form of language that is spoken. This listening input cannot be substituted by the input learners get from reading. So what is meant by 'teacher talk?' All teachers talk to their learners. We are all aware of this. In fact, sometimes teachers even talk too much. Language pedagogues say that the teacher's over-talk is characteristic of any teacher-centered classroom. Therefore, teacher talk does not mean this. At several stages of the classroom process, the teacher has to interact with the learners.

Let's have a glance at these:

- Initial interaction
- Interaction based on the entry activity
- Interaction leading to individual reading of the texts
- Interaction at various stages of collaborative reading
- Interaction related to asking analytical questions
- Interaction related to the processing of a poem
- Interaction leading to individual writing of the discourse
- Interaction related to the individual presentation of the discourse
- Interaction while the discourses are being refined in groups
- Interaction related to presentation of the group product
- Interaction prior to the presentation of the teacher's version
- Interaction related to editing
- Interaction related to the language activities
- Incidental interaction that might take place at any time

Each instance of interaction serves a specific objective. At the same time all instances of interaction serve some common objectives too. The teacher should know why they have to interact with the learners at a certain point and how it is to be done. All these instances of interaction can be put under the umbrella term 'teacher talk'.

What are the features of teacher talk?

Teacher talk includes the questions that the teacher poses in the classroom, the discussions that are initiated on specific themes and also the instructions they give to the learners at various points. The teachers should clearly know the objectives of each instance of interaction. They should also take care of the level of the learners while interacting with them. The general features of teacher talk are:

- error free language with grammatically correct sentences
- comprehensible to all learners
- audible to the whole class
- dynamic, positive, pleasant and learner friendly
- free from expressions which find fault with the learners
- optimal speed of articulation
- articulatory features (such as pause, stress, tone, and tempo) to be maintained
- not a one-sided talk from the part of the teacher but a dialogue between the teacher and the learners
- contains various discourse markers (such as well, precisely, as a matter of fact, etc.) wherever these elements are contextually apt.
- contains linguistic elements such as tags, short responses, etc.
- addresses higher order thinking skills.

How to make 'teacher talk' a rich listening input for the learner?

The interaction of the teacher with the learners at various stages of the classroom transaction is a rich input source for the learners. A few questions in this context are:

1. What are the common objectives of interaction at these stages?
2. Are there any specific objectives for each instance of interaction? If so, what are they?
3. How can the quality of interaction be improved?

Obviously, the teacher cannot use the same kind of questions for each interaction. They depend crucially upon the purpose for which the interaction is carried out. It is fairly easy to see that each of these instances of interaction has some specific objective. At the same time, all of them have some common objectives.

Common Objectives of Interaction

- Sharing of ideas
- Sharing of ideas
- Giving rich, authentic listening input
- Embedding functional aspects of language in authentic contexts.
- Maintaining rapport with the learners.
- For engaging in a dialogue with the learners.

Specific Objectives

Interactions related to trigger

- Eliciting the learners' assumptions on the theme at hand
- Eliciting learners' perceptions on what has been observed
- Leading the learners to the theme / issue

Interactions at narrative gaps

- Triggering divergent thinking
- Eliciting learners' perceptions on the theme
- Making predictions on what might follow.
- Eliciting learners' reflections on what he/she has listened to.
- Checking whether the characters have been emotionally registered.
- Analyzing the situation critically.

Interactions leading to individual reading

- Instilling in learners an urge to read.
- Helping learners predict what they are going to read.

Interaction during collaborative reading

- Ensuring that ideas are shared as per the instructions given to the learners.
- Assessing the progress of group work.
- Extending optimal support to those who need it

- Ensuring cooperation in team work
- Addressing learning issues of children progressing at a slower pace

Interactions related to scaffolded reading (posing analytical questions)

- Registering multiple perspectives on the theme
- Identifying point of view of the writer as well as the learners
- Instilling value systems
- Building up tolerance

Interaction related to editing

- Sensitizing the learners on various kinds of errors
- Checking the learners' intuitions on grammaticality
- Building up confidence in using language

Interaction related to compiling Big books

- Addressing the heterogeneity of the class
- Providing slots for the creativity of learners
- Checking the learners' affinity to the target language

What the teacher has to do to build up a dialogue with the learners. This can be done with the help of the following strategies:

- Using tags (positive, negative)
- Reporting

- Using discourse markers (expressing attitude, politeness etc.)
- Agreeing or disagreeing
- Seeking agreement or disagreement
- Stating one's own opinion
- Using short responses
- Building up on a certain response

Most importantly, the classroom language the teacher uses for interacting with the learners will have to suit the level of the learners.

What are the various levels of teacher talk?

Each instance of teacher talk serves a specific purpose. For example, one of the specific objectives of the teacher talk, related to the trigger, is to elicit the learners' perception of what they have seen. This holds good for all levels of learners.

The following strategies can be utilised:

1. What do you think the picture/ clipping/ photograph is about?
2. What ideas do you get from watching this picture/ clipping/ photograph?
3. You have watched the clipping. You must have formed some ideas about it. Why don't you share them with your friends?
4. What does the picture tell you?
5. The picture tells us something, doesn't it? What is that?
6. I was wondering whether someone could tell the whole class what the picture is about.

All the strategies given above are suitable for interacting with the learners based on the trigger. But all these are not at the same linguistic level.

What really matters is whether the perception of the individual learners are addressed by evoking higher-order thinking skills.

How can teacher talk be made comprehensible?

What the teacher says must be comprehensible to the learners. There is no point in repeating something with the pretension that repetition will enhance comprehension. How can comprehension be ensured? The following strategies may be useful:

1. Break longer expressions into smaller ones

Consider the following story:

A dog, crossing a bridge over a stream with a bone in his mouth, saw his own reflection in the water and thought that there was another dog, with a bone, double his own in size. He immediately let go of his own, and fiercely attacked the other dog to get the bigger bone from him. He thus lost both the bones which he grabbed at in the water, because it was a reflection; and his own, because the stream swept it away.

There are several sentences in the story which contain more than one idea. The first sentence, for example, contains ideas such as the following:

- There is a dog.
- He holds a bone in his mouth.
- There is a bridge.
- There is a stream flowing under the bridge.
- The dog is crossing the bridge.
- He sees his own reflection in the water.
- The dog thinks that there is another dog with a bone double the size

It will be better to split long sentences into shorter sentences.

2. Include images in the story

It is not enough that the long sentences are split into small ones. Ensure that images are instilled in the mind of the learner.

3. Use familiar words wherever possible

There are several English words (the so-called 'loan words') in the learners' repertoire of words. They may use these words in their day to day communication without realizing that they are English words.

In some classes, the teacher can work out a concept mapping activity to get an idea about the words that learners know. How can this be done? The following process may be taken as a model.

- List down as many themes such as school, class, kitchen, road, vehicles,

etc. while negotiating in the class.

- Ask learners to write in their mother tongue as many words they know related to each of these so that they get a word web or spider graph of each theme.
- The teacher can contribute to the word webs by writing each word in English.
- Each of these word webs can be consolidated and displayed before the whole class.
- If the learners cannot write themselves, they can say the ideas and the teacher can develop the word web for the whole class.
- Activate these words by using them both as nouns (naming words) and verbs (action words).

4. Use proper voice modulation

Articulatory features such as pauses, stress, pitch and tone contribute to effective oral communication. Spoken language will be comprehended in a better way if appropriate articulatory features are used.

5. Use optimum gestures

This is also an important component that contributes to better comprehension. While presenting the narratives, teacher have to use appropriate gestures. At the same time, they should take care that they are not over-acting. Gestures are to be

optimized in terms of eye-hand coordination, postures and facial expressions.

Teaching Vocabulary

New vocabulary is needed for the enrichment of thought or language. The problem to be addressed is how and how much vocabulary should be introduced in each class. Practicing teachers know that the vocabulary used in the textbooks are selected and graded. Is it good to impose vocabulary on the learners ignoring their psychological or emotional needs? What strategies can be used to expand vocabulary among the learners, based on their needs? It is high time certain new strategies were devised for enriching vocabulary among the learners with an element of emotional empathy.

How to enrich Vocabulary

1. Activate the English words that the learners already have in their repertoire of vocabulary though they may not be aware that these are English words. These items are conventionally labelled as 'loan words'. Such words can be used while interacting with the learners.

2. Need for the expansion of vocabulary in a systematic way through concept mapping.

Activating stock words

English has contributed a number of words to most Indian languages. Today, most people in India use a number of

English words in their day-to-day life even without knowing that they are English words (e.g. book, bag, bat, ball, school, class, teacher etc.). In order to activate these words, they must be identified and a strategy found for activating them.

Reading

What is reading? It is as follows:

- decoding the text
- giving meaning to symbols, pictures and letters
- meaning making
- a process of getting the message of the written text
- comprehending the text involving the cognitive domain
- something that leads to insightful learning and thinking

How can learners be made to read and write?

Now, a question may arise as to what is real reading and writing? How and what should the learners read and write in discourse-oriented pedagogy?

Graphic Reading and Writing

Instead of the unscientific and illogical way of introducing alphabet we can make them read and write graphically. Graphic reading means reading a word and sensing its meaning without even knowing the alphabet. Graphic writing means writing something without knowing the letters in isolation but knowing its meaning in totality as a

word. Graphic reading and writing help the learner pick up the vocabulary without any process conflict i.e. without any problems of spelling and pronunciation. The learners pick up the vocabulary non-consciously.

Let us work out a strategy for leading our Class I learners to graphic reading and writing.

- Let pupils collect wrappers of soap cakes, tooth paste, chocolates and so on.
- They can sit in small groups talk about their collection:

Do you like this?

Yes I do/I don't.

Which soap do you like?

- Let them prepare a concept map by pasting the wrappers of soap cakes.

Organic Reading

From what has been discussed above, it is clear that the alphabet is not taught independently. Learners develop phonemic consciousness through systematic spiralling of discourses which they experience through classroom interaction. After a few days of experience, learners will be at various levels with regard to skills of reading and writing.

Several activities can be used before learners actually enter a reading passage. These activities have been designed for facilitating meaningful reading/writing.

Organic Writing

Everyone would like to possess a good handwriting. But how to achieve this is the issue.

The conventionalist solution to this is quite straightforward. Learners are expected to improve their handwriting through constant practice. Conventional teacher training programmes have always insisted on the need to teach handwriting for which a supposedly effective methodology has been devised.

Why does the conventionalist insist on copy writing?

- Writing is a skill and as such, it can be developed and refined through constant practice.
- The ascenders and descenders of English letters demand a four line copy book.
- There are four types of letters for the English alphabet.
- Learners need practice in writing these various types of letters.
- Notice that none of these arguments can hold water for various reasons.
- There is no guarantee that the so-called good handwriting that is achieved through laborious practice will last forever.
- There are ascenders and descenders in the writing system of most languages.
- It is against the basic principles of child psychology that all children

should imitate a certain model of handwriting. A person's handwriting is a personal possession just as his or her voice is. It is a futile attempt to imitate a standard norm of handwriting.

- We know that copy writing is
 - mechanical
 - done out of compulsion
 - not helpful for catering to language skills
 - not creative
 - time-consuming
 - not monitored closely
 - boring

Suppose learners undertake writing tasks on their own. In such instances, they will certainly try to improve their handwriting. How can this urge be instilled in them? The only way to do this is to involve them in need-based writing tasks, which are meaningful.

All that has to be done is to give those writing tasks that will psychologically appeal to them since they know that by doing them, they are addressing their own needs.

For this, they must have opportunities to see good handwriting. What are the sources for these?

- The teacher's writings
- Sign boards on the road side

As facilitators, teachers have to help learners familiarize themselves with these things.

Chapter 5

Assessment Approach

Learning is a natural and continuous process in learners. Learning experiences should be based on specific objectives and learning outcomes to make learning effective. Teachers should be aware of the skills and concepts that the learner should acquire. Learning activities related to each unit should be planned in such a way that it produces the desired learning outcomes. The activities that are presented should be related to real life situations.

How far are the skills and concepts that are acquired sufficient to acquire learning outcomes? Who among the learners are yet to acquire the learning outcomes? What follow-up activities are to be provided? How can they be provided? These should be the concerns of teachers while they think about evaluation.

The process of analysing what the learner has acquired after the transaction of a unit is called Assessment of Learning. The level and excellence of the learner after learning the content area in a unit is assessed. This is one level of assessment.

But more importance should be given to an assessment that ensures learning. There can be different types of interventions by teachers or peers during the learning process, to make it more effective. This assessment that takes place along with learning and the feedback that is provided, form another level of assessment. This can be termed as **Assessment for Learning**. This has to be carried out continuously to facilitate learning and has to be incorporated with learning activities.

Along with this, there is a process of correction that involves a critical self analysis of the concepts and awareness gathered through learning and by internalising the changes. This can be considered as self-assessment. Thus, learning takes place through self assessment. This can be termed Assessment as Learning.

To make learning more effective stress has to be laid upon Assessment for Learning and Assessment as Learning. Therefore, we must adopt an approach that gives importance to an assessment process that makes learning more effective.

When we adopt a learning approach that ensures learning outcomes, we should adopt a suitable assessment approach to it. Therefore, we should adopt an 'Outcome focused Assessment Approach'. Active participation of the learner can be ensured if the learning activity is based on the learning outcomes. Critical thinking, rational thinking, reflection of learning, inter-related knowledge etc. are the characteristics of learning which are focused on learning outcomes.

Continuous and Comprehensive Evaluation (CCE)

Kerala School Curriculum has adopted an assessment method that is continuous and comprehensive. Learning is an incessant process that takes place in the learner. Therefore, the process of evaluation that examines the amount of skills and concepts acquired, should also be continuous. By comprehensive evaluation we mean the assessment of the cognitive, social and emotional domains of the learner.

Method of Grading

The method of grading is used for evaluating continuous and comprehensive assessment. At primary level, the five-point grading pattern is used. The grade point percentage and grade in five-point grading is given below.

Grade Point Percentage	Grade
75 - 100	A
60 - 74	B
45 - 59	C
33 - 44	D
33 and below	E

Two areas can be considered to ensure the continuity and comprehensiveness of the evaluation process.

CCE Areas

1. Cognitive domain
2. Social/Emotional domains

Let us examine each domain in detail.

Assessment related to development in cognitive domain

All subjects learned by the learner can be included in the cognitive domain. This area may include languages, science subjects (Basic Sciences, Mathematics, Social Sciences), Art Education, Work Education and Health and Physical Education. The desirable learning outcomes of each subject have to be delineated and assessed whether they have been achieved. Two types of evaluation are suggested here.

1. Continuous Evaluation
2. Term Evaluation

Continuous Evaluation (CE)

In the primary level a variety of skills have to be acquired through language

learning. The diverse content area includes concepts, facts, facets of knowledge and creative writing. It is difficult to fix the language skills by avoiding these elements. The skills such as internalizing facts by listening and reading, expressing one's ideas by speaking and writing and creative writing can be developed as part of language learning. Therefore, language learning cannot be categorised as a mode for developing minimal skills or gathering information.

In classes I and II, activities related to subjects such as Languages (Malayalam, English, other languages), Environmental Studies and Mathematics are arranged based on certain themes. These themes can be fixed as the content area for these classes. As the learners are at the primary stage of development of oral and written skills, listening, speaking, recognising the characteristics of spellings, reading with good pronunciation, good writing and gradation and progress in writing can be considered as the primary levels of language skills.

Three types of assessment are suggested in this context.

- **Assessment of learning process**
- **Portfolio Assessment**
- **Unit-level Assessment** (Assessment of the overall learning outcomes of each unit)

Let's look at these in detail.

Assessment of learning process

As a part of the learning process, the teacher plans various activities to make the learners acquire the desired skills. There should be an effort from the part of the teachers to make an assessment of the learners based on their participation in the activity, excellence in either performance or presentation, the aptitude to prepare write-ups/notes as part of the process and the extent to which the learners have acquired the skills. Therefore, we can use the following indicators to assess the learner during the learning process.

- 1. Involvement/Participation in activities** (willingness to take up an activity, excellence in individual activities, intervention in groups, sharing of ideas...)
- 2. Concept formation**
- 3. Acquisition of skills**
- 4. Performance/Presentation**
- 5. Documentation/Planning**

Assessment of the process should be based on certain indicators. For example, when the indicator 'Participation in activities' is assessed, learners should be categorised as excellent, good, average and those who need improvement. This has to be recorded in the Assessment part in the Teaching Manual. All learners have to be assessed and recorded with reference to each indicator in every term.

Processing the Poem/Song

‘One day the three butterflies...’

Teacher narrates the story of the three butterflies and leads the learners to the poem ‘Seeking Shelter’ and ‘A Request’.

The teacher interacts with the learners regarding the help offered by different flowers.

Interaction Questions:

- To whom did the butterflies go first?
- What did the sunflower reply?
- Did the butterflies accept the offer? Why?
- To whom did they go next?
- Did they get shelter there? Why?
- The butterflies are in the garden. Did they meet anyone else in the garden?
- What do you see there, other than flowers?
- Did they meet any birds there?
- Can you say the name of some birds?

Leads the learners Activity-3 given on Page 41.

Asks interaction questions based on the first picture.

- Look, which bird did the butterflies meet first?
- Will the peacock help them?
- What will the peacock say?

Leads the learners to the lines.

Process:

- Teacher recites/ sings the lines two or three times.
- Let the learners sing after the teacher.
- Let the learners get familiarised with the lines.
- Let the learners sit in groups/ pairs and try to sing/ recite in tune /rhythm.

Interaction questions to process the lines:

- How many lines are there in the song/ poem?
- Look at the first line. How does the peacock call the butterflies?
- What does the peacock say to the butterflies?
- Why does the butterfly go with it?
- Will it dance with the butterflies?
- What is the last line of the poem?

After asking each interaction questions, teacher writes the processed line on the chart.

Teacher recites the lines written on the chart with proper rhythm.

Gives learners chance to recite the poem individually and in chorus.

Lead the learners to the next picture on the same page.

Interaction questions to process the lines:

- Which bird is this?

- What is it doing?
- How will it call the butterflies?
- What will it say to them?
- What else will it say them?
- Will the sparrow ask the butterflies to fly with it?

Let the learners write the lines individually.

Random presentation

Self Assessment

I can construct/add lines to the poem based on the rhythm.

I can substitute apt word/s.

I can sing the song/poem with proper rhythm and actions.

Peer/Group Assessment

The added/constructed lines are apt and related to the theme.

Sing the poem or rhyme in the proper rhythm with apt actions and movements.

Follow the structural and rhythmic pattern of the given lines.

The written products are legible and have proper spacing and punctuation.

Let them share the lines in groups.

Now, teacher can supply the groups with pictures of different birds.

Let the groups construct lines based on

the names of birds. (Parrot, dove, crow, mynah, koel)

Let the groups construct one stanza (of 4 lines)

Teacher interacts with the groups when they do the activity. Write the lines on the chart.

Let the groups present.

You may consolidate all the group's products into a Big Book.

Let us examine how the excellence of the learner in this learning process can be assessed using various indicators.

Participation in the activity

Did the learner participate in the activity?

Did the learner try to complete the work individually?

Did the learner indulge in the group activities?

The interest of the learner in learning activities, participation in group activities, the method by which knowledge is constructed through various language learning devices such as library, assignment completion etc. have to be considered here.

Concept formation

The teacher has to make an assessment of the level of the learner in terms of concept formation of the content, the structure and form of the discourse, quality indicators and linguistic excellence.

Skills

The development of the learner in areas such as listening, speaking, reading, writing and creativity are assessed and given feedback. Here, the performance of the learner in various areas of the discourse, language elements and communication has to be considered.

Performance/Presentation

There are various modes for the expression of ideas. Some modes of linguistic expression are as important as writing skills (recitation, singing, acting, sketching, speaking). Here, the teacher should consider pronunciation and clarity of the learner.

Documentation/Preparation

The teacher has to carry out assessment, considering the following points:

- Has the learner made relevant recordings while going through the activity?
- Are the entries comprehensible for others?
- Were the recordings systematically done?
- Did the learner do the work/writing individually?
- Did the learner improvise in the group after discussion in the class?
- Were the learners able to create/write without making errors?

Teacher has to assess the learning process at the end of a term in the above-said areas by envisioning the comprehensive development and grade it.

All these indicators are important in the language learning process. The teacher can assess the performance of the learner in all the learning processes that ensure the specific learning objectives in various units of each term. Teacher can make entries in the 'Response Page' of the Teaching Manual.

- Take a look at the minute process of a learning activity in language (the process of preparing a description)
- The learners prepare the description of a garden.

Stages of learning process

- Based on the experience gathered (direct experience, visual) and knowledge that is acquired, the learner attempts individual writing.
- Presents in the group. Improvises by making necessary additions/deletions.
- Presentation by the groups.
- A discussion in class on the content, structure and appropriateness of language
- Familiarizes the quality indicators of the description
- Prepares a description after improvisation

What happens when this is subjected to editing?

What would be the stages of editing?

- Individual writing
- Presentation in groups - Discussion
- Preparation of group products (after discussion, each group prepares a product)
- Presentation of the description made in groups
- Presentation of teacher's version
- A product that remains at the average level is taken into consideration and appropriate questions are asked (concept level, sentence structure, word, letter, symbol)
- The learners improve their pieces of writing on the basis of discussions.

Let us examine how this activity can be assessed using various indicators.

- **Participation** - participation of the learner throughout the activity
- **Concept formation** - the concepts to be considered in the description of the garden, the structure of the description, understanding the quality of the indicators
- **Skills** - Skills acquired in speaking, reading and writing

- **Performance** - Individual writing, presentation in groups and presentation of groups

- **Documentation** - Teacher can assess and record this activity in the Teaching Manual, considering individual writing and improvisation in groups.

Teacher can make use of (i) Teaching Manual and (ii) the learners' notebooks while recording the assessment of the learning process at the end of a term.

(1) Details of the Teaching Manual

A Teaching Manual has to be prepared by the teacher to plan learning activities at the micro-level and to make continuous evaluation scientific. The following factors can be included in the Teaching Manual.

- (i) Learning outcomes
- (ii) Ideas/Concepts
- (iii) Abilities
- (iv) Values/Attitudes
- (v) Learning Materials
- (vi) Expected products
- (vii) Time
- (viii) Process page containing Activities and Assessment page containing details of Assessment
- (ix) Reflection notes based on the details of Assessment Page

(2) Details of subject-related notebooks

The notebook of the learner is an important document that has to be used for assessment of the cognitive domain. Notebooks are helpful in completing various learning activities according to the learning process. Creativity, thought process and linguistic skills of the learner are reflected in the notebook. Different strategies that are employed for the transaction of the content area, preparations that are done for their completion and interventions that are made at the various stages of activities should be recorded in the notebook. The details of the products that are formed as part of the activities should also be there in the notebook.

Teacher should provide suggestions and scaffolding after assessing the learning outcomes, within the stipulated time. Towards the end of a unit, the notebook should be transformed into a document for assessing whether the learner has attained the required learning outcomes prescribed in the unit.

The contents of the notebook should have clarity of ideas and possess references that suit the concepts and the context. It should also reflect original thoughts of the learner. The content should be presented properly. Notebooks should have continuity and comprehensiveness.

Portfolio Assessment

All the products of the learning activities have to be included in the portfolio and assessed. The portfolio performs the duty of giving feedback on learning to the learner, his/her parent and the teacher. This enhances learning.

- Notebook
- Other written products (individual write-ups, modified write-ups)
- Other evidences of learning (pictures, collections, learning aids)
- Indicators developed by the learners to assess learning
- Creative writing
- Worksheets etc. can be included in the portfolio.

The following indicators can be used for portfolio assessment.

- Clarity of ideas
- Internalisation of concepts
- Appropriate design
- Perfection
- Originality

Method of calculation of grades for the learning process and portfolio

Grades have to be calculated at the end of each term. Let us examine its methodology. Each indicator in the Assessment of learning and Portfolio assessment can be rated as Excellent/Good/Average/Need Improvement

and be awarded a scoring pattern of 4/3/2/1 respectively. If the scoring pattern of 4/3/2/1 is followed for each indicator a maximum score of 20 can be awarded when 5 indicators are considered. Score can be converted into grade using the Ready Reckoner given below.

Score	Grade
15 - 20	A
12 - 14	B
9 - 11	C
7 - 8	D
Below 7	E

Each indicator has to be awarded a score and converted to respective grades by considering the learning process and portfolio in each term comprehensively.

The teacher can make use of the response part in the teaching manual and the learners' notebook while the assessment of the learning process is recorded in the format, towards the end of the term.

Unit Assessment

In a unit, activities for various learning outcomes are distributed, in an inter-related manner. This is comprehensive in nature. While assessing a unit this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book examination, preparation of questions, identifying the indicators

and the assessment of writing, can be considered for unit assessment. Rating scale and checklist, that help in finding out how much the learner has achieved in that particular unit, can also be made use of. unit assessment should take place along with learning.

For unit assessment, scores have to be awarded on the basis of indicators and converted to grades. These have to be recorded in the prescribed format. As there is more than one unit assessment in a term, the average of assessment of all the units has to be recorded at the end of the term. Teacher has to prepare indicators that suit the tool that is used for assessment.

For Art Education, Work Education and Health and Physical Education, assessment has to be done at the process, portfolio and unit levels in order to award grades.

Method of calculating CE

After calculating the grade for the learning process, portfolio and unit assessment each grade - A/ B/C/D/E has to be given points 5/4/3/2/1 respectively. The average of the total grade points becomes the CE grade. Imagine that a learner gets A, B, B grades for the learning process, portfolio and unit level assessment in English. Then, the total point that he/she gets is $5+4+4 = 13$. Average = $13/3 = 4.33$. Therefore the grade that is awarded is B.

Term Evaluation (TE)

At the primary level, Term Evaluation of the units that were considered in the term has to be carried out by considering areas such as discourse forms, language elements, language skills etc. based on the learning outcomes. A variety of model questions can be included by stressing upon content areas and abilities. For science subjects, term evaluation has to be done by considering the content areas of the units in a particular term. For this, questions that are suitable to assess ideas and abilities to stress learning outcomes can be prepared.

Weightage has to be given to each unit/conceptual area and various mental processes (imbibing knowledge/concept attainment, the application of ideas and concepts, interpretation and conclusion, creativity etc.) while preparing the blueprint ensuring the inclusion of a variety of questions. Indicators that suit the questions have to be developed and assessment has to be done based on these indicators.

The Terminal Evaluation of Art Education, Work Education and Health and Physical Education is carried out as Performance Assessment. The models for these are given towards the end of this unit. Art Education, Work Education and Health and Physical Education shall also be given grades.

Assessment of Cognitive Domain - Terminal Consolidation

(1) Classes 1 to 4

From Class 1 to 4, CE and TE for each subject have to be envisioned separately and recorded at the end of each term. The F1 format can be used for this. F1 format is given at the end of this unit. CE and TE are recorded as grades in this format. There is provision for recording the CE and TE grades of a learner for all the three terms. The recording of the grades in such a way in a single format helps the teacher to understand the gradation in the progress of the learners and identify the ones who are under/low achievers.

(2) Classes 5 to 8

From Class 5 to 8, CE and TE for each subject have to be envisioned separately and recorded at the end of each term. For this F2 format can be used. F2 format is also given at the end of this unit.

Assessment of Social/Emotional aspects

Assessment in the Social/Emotional aspects are as important as assessment in the cognitive domain. The skills that have to be considered are 'Learning to Know', 'Learning to Do', 'Learning Together' and 'Learning to be'. The following skills have to be assessed in connection with the socio-emotional domain.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem-solving
7. Decision-making
8. Critical thinking
9. Creative thinking
10. Self-awareness

Teachers who handle subjects in the cognitive domain have to conduct the assessment in these areas. This assessment has to be done as a part of the Assessment of Process of each subject. Here assessment in connection with values and attitudes also need to be done along with the assessment of processing ability. The qualitative aspects of the excellence of the learner in the socio-emotional domain have to be assessed and recorded. The positive skills of each learner have to be encouraged.

Assessment - Annual Consolidation (1) Classes 1 to 4

F3 format can be used to consolidate annually, the CE and TE grades of the learners from class 1 to 4. In this format the CE and TE of the learner for each subject can be recorded. While considering the CE grades that are recorded in each term, the best grade in all the three terms will be considered for the annual overall grade of the learner. This can be recorded separately in the F3 format and mark a circle around it.

In the case of TE grades, the grade that the learner gets in the third term should be taken into consideration. The best of skills acquired in the socio-emotional domain have to be recorded in the prescribed column. The skills that have not been acquired need not be recorded as 'No skill acquisition'.

(2) Classes 5 to 8

For classes from 5 to 8, the CE and TE recorded by teachers of the respective subjects (using F2 format) can be consolidated in F4 format. The subject-wise CE and TE of each learner will be recorded in this format. While considering the CE grades given in each term, the best CE of the learner will be considered the annual overall grade. This can be marked with a circle in the F4 format to indicate that this is the overall grade.

While considering TE, the grade that the learner gets in the third term has to be considered.

The best of skills that are acquired in the socio-emotional domain of each learner have to be recorded in the prescribed column. The skills that have not at all been acquired need not be recorded as 'No skill acquisition'.

Thus, we can take steps to ensure the learning outcomes of the learner by assessing the excellence of the learner in the cognitive and socio-emotional domains. It is essential to take co-operative efforts to make assessment continuous and comprehensive. Through cluster level interactions among teachers, the process of assessment can be made more effective.

Chapter 6

Editing

The discourses constructed by the learners may have certain errors in them. These errors are to be eliminated through editing. Editing has to be done as a systematic process in the classroom. There should be no forceful intervention on the part of the teacher. The process of editing has to be designed in such a way that the felt need of the learners for correction is addressed. It has to be done at various levels and through various steps in a sequential manner as detailed below.

There are various levels of editing.

1 Thematic editing

This helps the learners to introspect on what they had prepared, by comparing their products with that of their peers/teacher. The teacher may prompt their introspection and elicit the missing points. The learners incorporate these ideas also in their write-ups.

2 Syntactic editing

The teacher edits only one of the group products. To begin with, the errors related to sentence structure are considered. There are three possible kinds of syntactic errors.

- Excess words (e.g. This is a Mini.)

- Missing words (e.g. The ball is the table.)

- Wrong word order (e.g. The boy apples ate.)

The teacher identifies the sentence with a wrong word order and poses the following questions: There is a problem with the word order of this sentence. What changes would you like to make?

- In the case of a missing word, the teacher underlines the part of the sentence where the word is missing and says, 'A word missing here. Can you find out the missing word?'

- If it is a case of using an excess word, the question will be: 'There is an excess word used here. Can you identify it?'

After asking these questions, the teacher may wait for some time. Most probably, some learners may come out with their suggestions. If there is no response from the learners, it is better to keep the issue aside for the time being.

Suggesting corrections and giving explanations on grammaticality is not advisable because these will contribute to learning language facts consciously and will not facilitate language acquisition, which is a non-conscious process. While dealing with syntactic

editing, other categories of errors are not to be entertained.

3 Morphological editing

After addressing the syntactic errors, the teacher focuses on errors related to morphology. There is a wide range of errors under this category.

i. Wrong tense form: There are two tenses in English: the present and the past. The learner may confuse between the two and use the present tense in the place of the past tense and vice versa. For example, consider the sentence, 'The boy sleeps yesterday'. The teacher has to underline the verb which is not in the proper form and say, 'This word is not in the proper form in this sentence. Do you want to change it?' 'Do you want to say, the boy slept yesterday or the boy sleeps yesterday?'

ii. Aspectual errors: There are two aspects in English. The Perfective (e.g. The boy has eaten a whole chicken.) and The Progressive (e.g. The boy is eating.)

If there are aspectual errors (e.g. the boy has eat, the boy is ate, etc.), the teacher may underline the wrongly represented words and invite suggestions for refining the sentence. The teacher can suggest the correct expressions, if necessary.

iii. The Passive

The learners may make errors with regard to passive constructions (e.g. The chicken eaten by the boy). The teacher has to invite suggestions for refining the expression. If the learners

fail to come with their suggestions, the correct expression is to be supplied.

iv. Agreement

There are three kinds of agreement: Agreement in terms of Person, Number and Gender.

I has a pen. (Person agreement violated.)

The boys is playing. (Number agreement is violated.)

John loves herself. (Gender agreement violated.)

In these cases also, the teacher has to sensitize the learners on the correct expression.

v. Affixes: There are prefixes and suffixes. Together these are called affixes.

Wrong prefix: e.g. Jisha was worried about her inability to swim. (inability)

Wrong suffix/ no suffix: e.g. We want to learn English quick. (quickly)

The teacher was shocked at his lazyity. (laziness)

The TV is a good form of entertainness. (entertainment)

Also, grammatical terminology (e.g. noun, verb, past tense, etc.) is to be avoided.

4. Spelling and Punctuation

Punctuation errors may be addressed by negotiating with the learners. In the case of spelling errors, it is better to tell the learners to check the spelling. They may seek the help of others, or even consult a dictionary.

Sample Teaching Manual

Unit 1

Rain of Love

Theme : Relationship

Specific theme: Warmth of human relations, bondage of love among family members.

Learning Outcomes:

The learner will be able to:

- read, comprehend, and analyse the story.
- engage in activities to collect about one's own family.
- follow the instructions given by the teacher.
- involve in interaction sessions led by the teacher.
- make presentations in the class related to the story.

Ideas /Concepts

- Family relations
- Develop an attitude to love the members in the family

Teaching-learning materials

- Pictures
- Textbook

Process

Assessment

Introductory Interaction

Teacher elicits answers to the following questions.

How many members are there in your family? Who are they?

What do you know about your Grandfather, Grandmother, Great grandfather, Great grandmother etc.?

Do you know their names?

Here is a family tree. Write their names and complete the family tree. You can seek the help of your parents if needed.

Picture reading

Teacher asks the learners to go through the picture given in Page10 of CB.

Do you have a family photo at your home? This is Raja's family. Raja is a boy of your age.

Can you guess who the members in his family are?

Who does Raja like the most in his family?

Elicits responses

Process reading

Individual reading

Let the learners read the text 'My Home' and find out the details of Raja's family.

Let them read individually. Ask them to put a question mark against the sentences they do not understand and an exclamation mark against the sentences they liked the most.

Teacher assesses the involvement of the learners in interaction.

Involved in interaction using well-formed sentences.

Responded in fragments.

Could write fully by themselves

Could write partially

Could complete with the help of others.

Could predict logically.

Could read the text.

Need help from the teacher.

Addressing slow pace learners

Teacher sits with slow pace learners and interact with them to elicit the main ideas of the passage.

e.g. Who are the members in Raja's family?

Elicit the answer- Grandfather, Grandmother, Uncle and Raja and writes on a chart.

- Who was tall and strong in their family?
- Who was kind and gentle in their family?
- Who was very young and clever in their family?
- Who are Raja's friends at home?

Elicit the answers and write them on the chart.

The teacher reads the charted text by pointing at each word.

Then asks the learners to compare the text with the charted text. (different strategies may be used to make the learners get familiarized with the charted text).

Collaborative reading

Asks the learners to sit in groups.

The low proficient learners are sent to different groups.

Asks each member in the group to say the idea he/she got from the passage.

Ensures the participation of low proficient learners by sharing ideas.

Let the learners asks the ideas they didn't understand to the group members.

Asks groups to note down the doubts yet to be clarified.

Could understand the question and respond.

Could identify the sentences and read them out.

Assess whether the learners can identify the text written on the chart.

Need more attention.

Involved in group discussion - fully/partially

Could share their ideas - fully/partially.

Need more attention.

Asks the group members to share the ideas they liked the most.

Group presentation

Each group presents the ideas they got from the passage in the whole class.

Groups take turns and ask the ideas they didn't understand to other groups.

Teacher intervenes if the groups fail to clarify the doubts.

Each group shares the ideas they liked the most and the reason why they liked it.

The teacher shares the ideas he/she liked the most.

The learners are given chances to predict the reason why the teacher liked the idea.

Loud reading by the teacher

Teacher reads the passage aloud with proper speed, gestures, voice modulation etc.

Scaffolded reading

Teacher introducing while reading questions given in the TB one by one and elicits responses.

- Do you think that Raja's grandfather was a man respected by everyone?
- Pick out sentence from the story to justify your answer?
- What will you feel if somebody insists you to do something?
- Who helps you in your family when you are in trouble?

Teacher intervenes judiciously if the groups fail to answer properly.

Reading aloud by the pupils

Let two/three pupils read the text aloud.

Could present their ideas fully.

Could clarify the doubts of other groups.

Could share striking/ interesting

ideas and logically substantiates.

Involvement of learners - fully/ partially.

Could analyze the text and respond logically.

Could express ideas reflectively.

Assess the involvement of the learners in group discussion.

Signature of the H.M

Signature of the class teacher

Reflection Notes: (Based on the evaluation of learning process or activities)

My findings

- Regarding teachers self-assessment (teacher's performance in the class)
- Regarding the transactional procedure (Process/Strategies)
- Regarding the relevant of activities
 1. Aptness - to convey the ideas
 2. Difficulty level
 3. Nature- inserting, participating
- Regarding the learners based on assessment page (outstanding responses can be included)
- Regarding the achievement of expected learning outcomes in quantitative to manner (in numbers/percentage) fully/partially/not at all

My realization

- Regarding the process/ strategy adopted in the class
- Regarding the learning difficulties of learners
- Regarding the transactional methods and teacher's interaction with the learners

Follow up activates and remedial measures (given at the time of transaction)

- How I gave feed back to my learners? (suggestions and qualitative feed backs)
- How I addressed low proficient/ gifted learners? (re-designing the existing activities/designing new activities suitable for them)
- How I changed/ adapted the strategies?
- How I modified activities to make them more participatory?
- How I simplified my language for better communication with the learners?



Subject-wise Consolidated Format for recording CE and TE for each term (F₁) - Class 5 to 8

Term : 1/20

Subject :

Class :

Division :

No.	Name of the Student	CE Items			CE Grade	TE Grade	Remarks
		Process	Portfolio	Unit Assessment			

Yearly Consolidation Format (F₁) - Classes 5 to 8

F₁

Division

Class :

Year :

No	Name of the Student	Hindi		Eng		Maths		Social Studies		Science		Art/Edu		Work Exp		Health & Phy Edu		Socio-Emotion Skill
		CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	
	I																	
	II																	
	III																	

Unit 1

RAIN OF LOVE

Theme: Family ties

Sub themes:

Love among family members

Warmth in human relations

Learning outcomes:

The learner will be able to:

- understand questions that begin with 'what', 'who', 'why' etc.
- use English confidently during class-room interactions.
- read and enjoy stories and understand the essential elements of a short story.
- write dialogues based on a given situation.
- develop a script based on a picture or a story.
- identify appropriate expressions from dialogues.
- read, enjoy and appreciate poems.
- identify the usage of present continuous tense and simple past tense.
- develop interest in collecting the names of his/her ancestors.

- write short messages.
- enjoy and appreciate films.
- undertake simple projects.

Introduction

The unit *Rain of Love* is about love among family members. The characters in this unit share joy and have a sense of belongingness. From the family, children learn values and good behaviour. The 'give and take' policy followed in a family builds up a sense of togetherness among its members. The title *Rain of Love* is suggestive of the theme of the unit. The unit helps the learners to relate the theme to their life and imbibe values and qualities that figure in the texts.

Unit Overview

Each text in this unit tries to explain how love and affection brings the members of a family together.

Life with Grandfather, an autobiographical account by cartoonist Shankar, depicts an interesting story of Raja, a little boy growing up under the care of his

Unit Frame

Unit 1: Rain of Love

Time: 25 periods

Concept/Theme	Discourses/Activities	Language Elements	Learning Outcomes
<p>Theme: Family ties</p> <p>Sub themes:</p> <ul style="list-style-type: none"> • Love among family members • Warmth in human relationships 	<ul style="list-style-type: none"> • Story • Poem • Conversation • Script writing • Short messages • Films • Description 	<ul style="list-style-type: none"> • Present • Continuous Tense • Simple Past Tense • Adjectives 	<ul style="list-style-type: none"> • Understand simple questions that begin with 'what', 'who', 'why', etc. • Use English confidently during classroom interactions. • Read and enjoy stories and understand the elements of a story. • Write dialogues based on a situation. • Develop a script based on a picture or a story they have read. • Identify appropriate expressions from dialogues. • Read, enjoy and appreciate poems. • Identify the features and usage of present continuous tense and simple past tense. • Develop interest in collecting the names of ancestors. • Write short messages. • Enjoy and appreciate films. • Undertake simple projects.

grandparents. Usually children are given proper guidance by the elders in the family and the grandparents also play a lead role in their character development. In this story, there exists a strong bond of love and affection among the members.

The Little Boy and the Old Man, a poem by Sheldon Allan speaks of the similarities between childhood and old age. The poem focuses on the human need for love, care and acceptance. The poem also stresses on the importance of providing individual care and attention to each member of a family.

Making a Mango Pickle written by Bibhuti Bhushan Bandopadhyay, explores the bond between two siblings, Durga and her younger brother Apu. Their affection for each other is reflected in their actions. This text is exclusively for the learners to read and comprehend by themselves.

The discourses which figure in the unit are poem, story, conversation, description, script, short messages and films. The language elements are present continuous tense, simple past tense and adjectives.

Entry Activity: Family tree

You may begin this activity by asking certain questions to gather information about the learners' family members. The teacher can then ask the learners to fill up the family tree with the names of their family members in the respective boxes.

Life with Grandfather

Picture reading

To arouse curiosity in the learners, you may ask the questions about the picture given on Page 10. You may then elicit answers to these questions and lead the learners to the story.

Teacher Talk

In the picture, you can see a boy named Raja.

He is a boy of your age. He lives with his grandparents.

Do your grandparents live with you?

This story tells us about Raja's relationship with his grandparents.

Let's read the story *Life with Grandfather* given in the Reader.

Process:

Reading

You may ask the learners to go through the first part of the story.

Individual Reading

- Let the learners read the passage silently. While reading, the learner can put a question mark against the difficult words and sentences and an exclamation mark against the words or sentences he/she likes the most.

Collaborative Reading

- Let the learners sit in groups to share their ideas and clarify their doubts.
- They can find out the meaning of the difficult words from the glossary.

- They can share their doubts and clarify them by sharing their answers with other groups.
- You can clarify the persistent doubts of the learner judiciously.

Loud reading by the teacher

You may read the passage aloud with proper intonation and moderate speed using appropriate gestures. Read in such a way that punctuation marks like full stop, comma, question mark, exclamation mark etc. are sensed by the learners.

Scaffolded Reading

You may ask the textual questions one by one to the whole class and elicit answers from the learners. The teacher can frame more questions to ensure better comprehension.

Hints for textual questions

1. Yes. 'People respected him. They came to him for advice and help.'
4. Coconut trees, mango trees, a very large garden etc.
5. Playing with the calves, watching the birds in the garden, looking for jackals coming out of the grove, running after mongooses, catching butterflies etc.
7. He got angry.
8. He liked to hide in a place closer to his house.
9. 'When I did not turn up..... in the garden'.
11. Grandfather lost his temper because relatives and neighbours made a big issue.

12. They searched for him in the fields, bushes, neighbour's houses etc. They couldn't find him because he was hiding in the loft of the cowshed.

13. The fear of being beaten.

You may use the hints to generate a discussion on the While Reading Questions. Answers to questions 2, 3, 6, 10 and 14 are based on the pupils' own experience and hence let the learners answer on their own.

Loud reading by the learners

You can make two or three learners read the passage aloud.

Let's revisit the story

For further analysis of the story, the teacher asks the learners to find out the answers to the questions given in this section. You may introduce the questions one by one; generate a discussion in the class in order to help the learners arrive at logical answers. These questions will help in analysing the story. The questions may be given in groups as well. Frame more questions if required.

Hints for Scaffolding Questions

1. 'She took good care of me. She could follow me like....'
2. Grandmother was kind and gentle. She took care of Raja. She was worried about Raja going away from home and being mischievous.

Grandfather was a strict man and he never liked the other children coming to

his house to play with Raja as he thought that Raja might be spoiled by them.

Answers to questions 3, 4 and 5 are based on the pupil's own experience.

Activity 1

Concept mapping helps the learners to assess whether they have comprehended the story well.

- You may ask the learners to go through the concept map of Raja's family and his homestead.
- Let the learners complete the other two concept maps.
- Let them prepare a short description based on their maps.
- You may ask the learners to
 - include the details of their family members.
 - explain each member's peculiarities.
 - include the details of their home and surroundings.

Sample Description

I live with my father, mother and brother. My brother is a mischievous boy. He is studying in the first standard. My father is a loving person and everyday he brings chocolates for my brother and me. My mother is a very strict person. My grandmother also lives with us. She is extremely caring.

We live in a village. There is a pond behind our house. We have a small garden in front of our house and a number of trees surround our house. There is a paddy field by the side of our house.

Activity 2

This activity is meant for developing a script for enactment. It has got three parts.

1. Dialogue writing.
2. Fixing the events of the story.
3. Developing the events into scenes of a script.

You may ask the learners to write the missing part of the dialogue.

- You may ask the learners to look at the pictures given in the text and identify the incidents.
- Elicit free responses from the learners.
- The learners may be asked to write each dialogue in the appropriate box.
- After that the learners can present/perform their dialogues in the class.
- All correct and possible responses should be encouraged. The answers can be as follows.

Picture 3: Shhh! Don't make noise! Grandfather might find me.

Picture 4: He should not have frightened the poor child.

Picture 5: Poor Grandfather! He is still praying for me. Will he be angry?

- Now you may ask the learners to complete the events given on Page 21. The first event has been given. Based on the dialogues written, the learners can complete the remaining events.

Event 1

Raja shakes the sandalwood tree. Rain drops shower on him and his grandfather.

Event 2

Grandfather gets angry and runs after Raja. He stumbles and falls.

Event 3

Raja hides in the loft of the cowshed. He observes everything happening at home.

Event 4

People make various comments about Raja's disappearance. Grandfather gets angry with the people gathered there and asks them to search for Raja.

Event 5

Grandfather prays to God. When he opens his eyes, he sees Raja in front of him. Raja's uncle had found him hiding in the loft.

Script Writing

You may ask the learners to develop the events into a scene of the skit. The first one has been given in the Reader. Ask the learners to follow these steps.

- Fix the events.
- Mention the place where each event takes place.
- Fix the characters in each event.
- Write suitable dialogues for different situations and characters.

- Mention the entry, exit, positions, movements and actions of each character.

- Mention the use of properties.

Group Activity

- You may ask the learners to sit in four groups.
- Distribute the events 2, 3, 4 and 5 to different groups.
- Give instructions on script writing, following the steps given above.
- Let each group perform according to the script they have written.

Teacher talk

Let's now assess each group's performance.

- How will you assess a skit?
- What are the indicators that can be used for assessing a skit?

Elicit responses.

You may write them on the BB.

Indicators for assessment

- Aptness of dialogue
- Dialogue delivery
- Stage sense
- Appropriate use of properties
- Let each group comment on the other groups' performance.

Event No. 2

(Raja runs and grandfather runs after Raja)

Raja (*laughing*): Ha.... Ha.. get me grandpa. Get me if you can.

Grandfather (*angrily*): Hmm... Are you laughing at me? I'll teach you a lesson, you naughty boy.

(Grandfather falls down while running)

Oh! Help me... help me... I have broken my legs. You little devil...

Event No. 3

(One or two desks in the class are arranged in the shape of the loft of a cowshed. Raja starts to climb onto the loft of the cowshed. Two or three cows watch Raja's actions.)

Cow 1: What's this boy doing?

Cow 2: I'm sure he has done some mischief.

Cow 3: Look.... He is sitting on the loft and looking out for somebody.

(Raja looks towards the cows.)

Raja: Shh! Don't talk. He will come here. (*to himself*) I am in deep trouble. I'm sure grandfather will beat me if he finds me.

How can I get home?

This is a better place. I can see my house.

My God. What's going on there? A large crowd is gathered there.

(*Scene changes. Grandmother who looks about seventy is seen on the stage. She has got*

a sad look on her face. She is sitting alone and thinking about her missing grandson. Grandfather enters and she gets angry with him.)

Grandmother (*angrily*): He won't come. You drove him away. I heard you say that you would beat him if he came home. Poor child, he is afraid of you and has run away.

(*Grandfather walks up and down the courtyard. Addresses the servants in an angry tone.*)

Grandfather: Why are you wasting your time?

Why don't you go and fetch him?

To himself (*remorsefully*)

Nothing has happened to the boy! I know, he is hiding somewhere.

Event No. 4

(*Grandpa's home. A big crowd in front of the house. Some people are heard talking among themselves.*)

First man: Something has happened to Raja. I think he is missing.

Second man: Yes, what a good boy he was!

First man: Yes.. Yes... he was so nice.

Second man: (*in a low voice*) Shh... stop. His grandfather is coming.

Event No. 5

(*Grandfather enters and turns towards the family temple*)

Grandfather (*pleading*): Oh God! Please give me my child back. I can't wait any longer.

(Raja's uncle who is about 40 years of age enters bringing Raja along with him. They move towards the grandfather.)

Uncle: Here's your little devil. He was hiding in the loft.

(Raja moves towards grandfather. Grandfather turns and finds Raja in front of him. He runs and hugs him.)

Grandfather (*relieved*): Thank God... You brought my son back.

Raja (*crying*): I'm sorry Grandpa. I won't repeat this. I won't leave you grandpa. I love you..

Grandfather (*in tears*): I too love you very much dear... love you very much....

(Both of them look towards the temple and pray. All the people gather behind Raja and his grandfather)

Curtain falls.

Activity 3

- Let the learners observe the given pictures.
- Let them identify the action in each picture.
- You may elicit answers to the question/s 'What is Raja/Grandfather doing?'
- Let them complete the sentences:
- Answers: 2. shaking. 3. laughing 4. is praying. 5. is hiding

Activity 4

You may begin like this: The next day Raja narrated the incidents to his

classmates. Let's see how Raja narrated them.

- Let the learners go through the given narration.
- Let them identify the time of the actions mentioned in the narration.
- Now, they may complete the narration making use of the following:

Answers: 1. shook 2. got 3. became 4. turned 5. ran 6. went 7. took 8. searched 9. could 10. got 11. found 12. thanked

Activity 5

You may follow the steps given below to do this activity.

- Prepare paper strips with the messages written on them. (One message on each strip.)
- Place the paper strips on the table.
- Let the learners pick a strip each.
- You may ask them to identify the situation in which the message they got could be used.
- The learner can also seek the help of his friends, if he/she is not able to identify the situation.
- You may ask each learner to read out the message.
- Let the learners put a tick mark against the messages suitable for observing Grandparents' Day.
- Now, let the learners write a message to their grandfather on the occasion of

Grandparents' Day in the space provided in the Reader.

- The teacher can also conduct a competition in 'Greeting Card Making' based on the messages thus prepared.

Poem : The Little Boy and The Old Man

Individual Reading

- Let the learners read the poem silently.
- The teacher may ask them to find out the meaning of the unfamiliar words from the glossary.
- Let them interpret the poem in their own way.
- Help them by asking proper interaction questions like:
 - o What is the first thing the boy tells the grandfather?
 - o What was the Grandfather's reply?

Loud Reading

- You may read the poem aloud once or twice.
- Let the learners sit in groups.
- You may ask one or two learners from each group to read the poem aloud.

Let's revisit the poem

- Review questions will help in better comprehension and appreciation of the poem. The questions may be given to groups.
- You may ask them to discuss the answers.

- Learners write answers individually.
- Refining in groups.
- Presentation
- Frame more questions if needed.

Hints for Answers

Answer to the questions 1 and 3 are based on the learner's perspective. So encourage free responses.

2. He understands what the boy says perfectly well because he is also facing the same situation.

Activity i

You may say that, the little boy in the poem feels the warmth of a 'wrinkled old hand'. Here the 'wrinkled old hand' describes old age. You may ask the learners to add a few more words to describe old age.

e.g. grey hair

poor eyesight

trembling hands

strained body movements

sleeplessness

loss of appetite

Activity ii

Teacher asks the learners to sit in groups and rewrite each line of the poem in the form of a conversation.

Little boy : Sometimes I drop my spoon.

Old man : I do that too.

Little boy : I wet my pants.

Old Man : I too do that.

Little boy : I often cry.

Old man : I also do that.

Little boy : Grown-ups don't pay attention to me.

Old man : I can understand you.

Making A Mango Pickle

You may introduce the extended reading part 'Making a Mango Pickle'.

Let the learners respond to the following questions:

- o Do you have a brother or a sister?
- o Do you share things with them?
- Let us read the story of a brother and sister who always shared things with each other.

Here is the story of Apu and Durga taken from the novel 'Song of the Road' originally written in Bengali by Bibhuthi Bhushan Bandhopadhyaya as 'Pather Panchali'.

Individual Reading

- Let the learners read the passage silently.
- You may ask them to find out the meaning of the unfamiliar words from the glossary/ dictionary.

Collaborative Reading

- Let the learners sit in groups to share their ideas and clarify their doubts.
- They can share their ideas with other groups as well.

- You must clarify their persistent doubts judiciously.

Let's revisit the story

Review questions will help in better comprehension and interpretation of the story. The questions may be given to groups.

Group presentation

Editing

Refining

Frame more questions if needed

Possible Answers

1. They have the same taste and feelings- similar features like large eyes etc. Both of them are afraid of their mother.
2. 'On her finely shaped face...her brother's'.
3. Apu fears that his mother will come.

Activity 1

You may ask the learner to read the given dialogue and identify the speaker.

Answers:

- a. Durga
- b. Apu
- c. Durga
- d. Mother
- e. Apu

Activity 2

You may ask the learners to find out and match the expressions with the given dialogue.

• 'Where did you get them from, Didi?' - express happiness and not anxiety.

a. 'You stand by the back door and keep a look out.' - Anxiety

b. 'Where did you get them from, Didi?' - Happiness

c. 'But Ma will give it to me if I bring down the oil pot from the shelf' - Fear

d. 'Where is that monkey gone?' - Anger

e. 'They are right upon the shelf. I can't even reach it.' - sadness

Project Work

You may screen the film 'Pather Panchali'. After watching the film, you may generate a discussion in the class.

- Now the learners can sit in groups and write their views.

- Based on these remarks, let the learners prepare an appreciation of the film.

I can

Make entries on this page before you proceed to the next unit.

Unit 3

GLIMPSES OF NATURE

Theme: Love of nature

Sub themes:

Developing a penchant for exploring nature and preserving it.

Every being on earth has its own significance.

Man co-exists peacefully with other creatures of the earth following the dictum 'live and let live'.

Human beings interact with all the natural phenomena around them.

Learning outcomes:

The learner will be able to:

- read and enjoy a prose passage.
- identify different expressions used in a story.
- develop a narrative/story.
- write conversations relevant to the context.
- write a speech appropriate to the situation.
- prepare a poster.
- understand the usage of 'while'.

- use prepositions meaningfully.
- edit a paragraph.
- understand the central idea of a poem and appreciate it.
- undertake simple projects.

Introduction

Nature plays a major role in the lives of all organisms. From the time a being comes into existence, it immediately becomes aware of its inevitable bonding with the outside world. The creature begins its life by exploring the new surroundings, deciding how it may be able to cope with the environment and making all the essential adaptations. As the life form grows, it becomes more and more dependent on nature, realising the importance of the trees, grass, and even the sky for its survival. Its life becomes meaningful only when it interacts with nature in a harmonious way.

Unit Overview

The unit *Glimpses of Nature* comprises of a poem *The Mountain and the Squirrel* written by Ralph Waldo Emerson and

Unit Frame

Unit 3: Glimpses of Nature

Time: 25 periods

Concept/Theme	Discourses/ Activities	Language Elements	Learning Outcomes
<p>Theme: Love for Nature</p> <p>Sub themes:</p> <ul style="list-style-type: none"> • Exploring nature and developing an attitude to protect and preserve it. • Peaceful co-existence between man and other creatures with the motto 'live and let live'. • Every being on earth has its own importance. 	<ul style="list-style-type: none"> • Story • Poem • Poster • Speech • Completing a story. • Editing a paragraph. • Project work 	<ul style="list-style-type: none"> • Prepositions like 'by', 'with', 'of', 'in', 'at'. • The usage of 'while'. 	<ul style="list-style-type: none"> • Read and enjoy a prose passage. • Identify different expressions used in a story. • Develop a narrative/story. • Write conversations relevant to the context. • Write a speech appropriate to the situation. • Prepare a poster. • Understand the usage of 'while'. • Use prepositions meaningfully. • Edit a paragraph. • Understand the central idea of a poem and appreciate it. • Undertake simple projects.

two prose pieces - *The Rightful Inheritors of Earth* by Vaikom Mohammed Basheer and Jawaharlal Nehru's *The Book of Nature*

This unit focuses on the exploration of nature and the development of an attitude to protect and preserve it.

The poem *The Mountain and the Squirrel* conveys the idea that every phenomenon on the earth is equally important. Nothing is superior or inferior to the other. Every creature in the world, big or small, has got some significance.

The story *The Rightful Inheritors of Earth* inculcates in the learners, a scientific way of living without killing any creatures.

The Book of Nature is one of the letters taken from Jawaharlal Nehru's *Letters from a Father to his Daughter*. Here he describes nature as a great book. In order to read the stories of this great book, one must learn the alphabet of nature. Through '*The Book of Nature*', Nehru teaches us the art of reading this alphabet.

The three pieces of work mentioned above reinforce in the learners, an understanding of the interdependence of man and nature and thereby developing an affinity towards nature.

The values, ideas and concepts that the learners acquire will be reflected in the discourses like poster, speech, story, etc. that they produce afterwards.

The language elements focused in this

unit are prepositions like 'by', 'with', 'of', 'in', 'at' and also the usage of 'while'.

Poem

The Mountain and the Squirrel

Entry Activity

Teacher Talk

You may ask the learners to look at their hands.

- Are all your fingers similar in size?
- Which finger is the most important? Why?

You can show signs using the fingers and ask the learners to predict its meaning. Now say which finger is important?

- Now lead the learners to the pictures given on Page 73 of the Reader.
- Elicit responses to the questions given below the pictures. Lead them to the conclusion that each finger has its own significance, irrespective of its size.

Teacher Talk

You may elicit answers to the following questions:

1. What's the poem about?
2. Who are the characters in the poem?
3. Why did they quarrel?
4. What does 'Bun' refer to in this poem?

Silent reading by the learners

The learners read the poem silently. Let them sit in groups and clarify their doubts.

Group sharing

Ask the learners to share their ideas about the poem.

You can use 'Let's review' questions also at this stage.

Loud reading by the teacher

You may read the poem aloud with proper rhythm once or twice.

Let's revisit the poem**Possible answers**

1. Because the mountain called the squirrel 'little Prig'.
2. Here the sphere refers to the 'earth.'
3. 'Talents differ'- Here it means that each person has his or her own abilities. They vary from person to person.
4. They settled their arguments by coming to a conclusion that if the squirrel cannot carry forests on his back, neither can the mountain crack a nut.
5. The mountain requests for the squirrel's help.

Let the learners sit in groups and write the answers to the questions given in the Reader.

Now the learners are ready to do the activities on Pages 76, 77 and 78.

Activity i

- Let the learners do the task individually.
- Let them sit in pairs and compare their answers.

Answer**Squirrel**

Small

Can crack a nut

Mountain

Very big

Can carry the forests on its back.

Activity ii

- You can recite the last four lines of the poem.
- You may write the word 'track' on the blackboard. Ask the learners to locate the words that end with the same sound as that of 'track'.
- Encourage the learners to find out more such rhyming words from the poem.
- Let them write individually. They can later share it with the whole class.

Answer

Squirrel-quarrel, weather-together,

Year-sphere, disgrace-place etc.

Activity iii

- You may write the given lines on the blackboard.

'The mountain and the squirrel

Had a quarrel

And the former called the latter 'little Prig'.

- Invite the attention of the learners to the words 'latter' and 'little'.

- You may also read out the example given in the text. 'My love's a red, red rose.'
- You may now explain that alliteration is the repeated occurrence of a consonant sound.
- The learners are now encouraged to locate lines in which alliteration occurs and also the sounds which are repeatedly used.
- Let the learners write examples of alliteration in the last four lines.
- Random presentation.

Answer

If I cannot carry forests on my back.

Neither can you crack a nut.

Here, the sound /k/ is repeated.

Activity iv

- Let the learners read and pick out the relevant sentences given in the Reader.
- Let them arrange the sentences, in order to prepare a summary of the poem.
- Random presentation
- Let the learners share their write-ups in groups.
- Group presentation.

Answer

The mountain and the squirrel begin a quarrel with each other. They quarrel because the mountain thinks that it is more important. The squirrel says that he is quicker than the mountain. The mountain carries the forest on his back.

The squirrel is grateful to the mountain for giving him a path to move along. The poem tells us that everyone has his/her own talent and hence, has a contribution to make.

THE RIGHTFUL INHERITORS OF THE EARTH

Teacher Talk:

You may tell the learners that the poem *The Mountain and the Squirrel* gives an important message that no one in the world is insignificant.

- Man must respect and give consideration to all the animals, birds and insects that live on earth.

You may ask:

- Have you read any story related to the interdependence between man and other living things?
- You may generate a discussion on the stories that they have read.
- Encourage the learners to share the stories with the others in the class.
- You may also share with the learners, any story that you have read. (The stories can be in the mother tongue too.)
- Now, let's read a story related to this theme.

(Refer to Unit I for reading process.)

- You may generate a discussion making use of the scaffolding questions.
- The following hints can be used for discussion.

- Let each group present their ideas.
- You may supplement more ideas if required.

Hints for scaffolding questions:

1. The author felt happy because he had become the owner of a tiny little piece of this wide earth.
2. The birds, butterflies, crows and hawks were the trespassers.
3. The author called the birds and butterflies 'trespassers' because, in spite of the fence and watchdog, they flew into the author's property without his permission. They did not seem to care for anyone in the world, not even the government.
4. A fierce creature without paws and wings... dignified and majestic with its hood spread out. It hissed as if asking the author what business he had on this land. (words/phrases will also do)
5. The cobra could not go to some other place because the whole earth had been taken over by man bit by bit.
6. God created a variety of things in this universe like fruits, edible roots, grass, grain, water etc. for the survival of all the creatures. Just like human beings, birds, beasts, reptiles and insects too have a right to these things.
7. The author thought of a scientific way of living so that man would be able to live without killing any living creature. Then there would be perfect harmony among the living things.

8. The bats were destroying the coconuts.

9. The author says that guns should never have been invented.

10. The bats were found in large numbers on a pair of banyan trees next to the old temple.

11. The people did not allow them to kill the bats because it was believed that bats were the souls of their ancestors.

Let's revisit the story

- Let the learners read the important segments of the story silently.

You may introduce the questions one by one.

- Generate a discussion in the class related to each question.
- Interact with the learners to elicit relevant and logical responses.
- Make use of the hints given below.

Possible answers

1. Here 'they' refers to the trespassers- the birds, butterflies, crows and hawks.
2. God has created a variety of things in this universe for all the living beings. Man cannot be selfish by pretending that he alone has the right to these things. All living creatures are our fellow beings and they have as much right to live on the earth as man has.
3. A discussion can be held in the class. Let the learners justify their answers.
You may channelize the discussion so that the following ideas come up.

Man encroaches on other beings habitat. They are left with no place to survive. So the animals are compelled to move into man's property, which leads to conflict. There should be peaceful co-existence between man and other creatures keeping in mind the motto 'Live and let Live'.

Activity 1

- Let the learners write the exchanges by referring to the text.
- Let them share their answers in groups.
- Group presentation
- Presentation of teacher's version

Answer

Basheer: We are the owners of this land. The birds, beasts, reptiles and insects too have a right to this land just as we have.

Wife: Are you saying, rats have a right as well? They don't seem to think we humans have any. They go about as though the earth belongs to them.

Basheer: Not me! Guns should never have been invented.

Wife: Let's buy a gun. We can shoot the bats, the foxes and the polecats with it.

Activity 2

- You may initiate a discussion on the picture on Page 85 and interact with the learners.
- Now let the learners prepare the poster individually on the given theme.

- Random display of the posters.

Activity 3

- You may pose the question 'Does the earth belong only to human beings?'
- Generate a discussion on this topic.

You may ask

What's the author's view on this?

- Let the learners pick out sentences from the text to justify the author's view.
- Random presentation

Hints

God has created a lot of things in this earth. No doubt, the birds, beasts, reptiles and insects too have a right to these things just as we have. God has created the earth for all creatures.

Activity 4

- You may introduce prepositions with the help of the sentences and pictures given on Page 86.
- Now lead the learners to the task given on Page 87.

Answers

at, with, in, by, of

Activity 5

- You may write the sentence given in the Reader on the blackboard.
- Draw the attention of the students to it.
- Let the learners identify the two ideas.

I was still wondering.

My wife decided to take things into her hands one day.

Interaction

- Look at the first sentence. How are these two ideas combined? Do these actions happen at the same time? Here the word 'while' is used to combine two sentences which talk about actions that happen at the same time.
- Now, let the learners do the task individually.

Answers

1. The author was travelling home. He heard the result of his exams.
2. I was making dinner. My sister was watching television.
3. I was speaking over phone. My friend was reading magazine.
4. I was in school. I was good at Maths.
5. He was climbing the stairs. Father tripped and fell down.

The Book of Nature

Teacher Talk

In the story *The Rightful Inheritors of the Earth* we see the relationship between man and other living things. Do we interact only with living beings? Human beings interact not only with living beings but also with all the objects in nature.

Here is a letter titled *The Book of Nature* written by Jawaharlal Nehru addressed to his daughter.

(Refer to Unit I for reading process.)

Possible answers

1. He would write short accounts of the story of the earth to her from time to time and his stay in Allahabad jail will in no way affect his interactions with her.
2. Nehru says that he cannot have talks with his daughter because he is in Allahabad and Indira is in Mussorie.
3. Nehru said that Indira would read about the earth in 'fat books' because the story of the earth is so vast and he is sure that Indira will read a lot about the earth in great books when she grows up.
4. By reading the Book of Nature Nehru means, observing Nature and interacting with it.
5. You will soon begin to learn how to read the story from rocks and mountains.
 - Every little stone... may be able to tell you something.
 - Imagine how fascinating it is!
 - 'You must learn the alphabet of nature.'
 (Here, the teacher may ask the learners to pick appropriate sentences/expressions that show Nehru's love for nature. Let the learners justify their answers.)
6. Stones, rocks, rivers, mountains, seas, etc. are the different pages of nature. In order to read these pages one must learn the alphabet of nature.

Learning the alphabet of nature can be interpreted as follows:

- Having the sensitivity to understand nature and its resources.
- The ability to perceive nature.
- Developing a positive attitude towards nature and towards each and every object in it.
- Learning means experiencing. We experience through our sense organs. So learning the alphabet of nature means experiencing nature through our senses and obtaining information about it.
- Learning the alphabet of nature is possible only if we have boundless love towards nature and all the objects in it.

7. If one observes nature closely one can learn about nature.

(The discussion in the class should lead to the notion of universal brotherhood, which is a way of life. It envisages the world as one home and all the objects of nature as members of one family. This outlook of Nehru is evident in the last part of the *The Book of Nature* 'If the river had carried it on, it would have become smaller and smaller till at last it became a grain of sand and joined its brothers at the seaside to make a beautiful beach, where little children can play and make castles out of the sand.' The discussion should help the learners to realise the worth of all the objects of nature and thereby develop universal love. It will help the learners

live in harmony with nature and with each other.)

You are at liberty to include your own interpretations as well.

Activity 1

- You may write the given sentence on the BB.
- What does the expression 'I am afraid' mean?
- Is Nehru really afraid of telling something?
- Will Indira be frightened by reading the words?
- Now, let the learners choose the right option from the given choices.

Answer

Nehru is doubtful whether his letters will be able to provide complete information.

Activity 2

- Let one or two learners read aloud the story of a pebble on Page 91.
- Imagine the pebble is telling its own story. How will it begin?
- Random presentation of the first two sentences of the story. (Once upon a time...mountainside.)
- Now let the learners write the rest of the story individually.
- Random presentation
- You may ask the learners to give a title to the story.

Teacher version**MY STORY**

Once upon a time, long long ago, I was a bit of a rock with plenty of edges and corners. Probably, I rested on some mountainside. Then came the rain and washed me down to the little valley where I found a mountain stream, which pushed me on and on till I reached a little river. And the little river took me to a big river. And all the while I was rolling and rolling at the bottom of the river. My edges had worn away and my rough surface was made smooth and shiny. Thus I became a pebble. The river carried me again and I became smaller and smaller, till at last I became a grain of sand and joined my brothers at the seaside to make a beautiful beach. There little children used to play by making castles out of sand.

Activity 3

- You may generate a discussion on the conservation of nature.
- Ask the learners to prepare a speech on the conservation of nature.

Interaction

- You may ask the interaction questions given in the Reader one by one and elicit responses.
- Let the learners write the speech individually.
- Random presentation
- Let them share and refine their write-ups in groups.

- The group members can choose the best write-up and present it in the class.
- Presentation of the teacher's version.

Speech

Good Morning,

Honourable Chief guest, HM, teachers and my dear friends,

Today we have gathered here to take part in an Awareness programme organised by the School Nature Club. As a member of the Club I'm glad to be here to talk about the conservation of nature. All of us know that our environment is getting polluted in many ways. Who is responsible for this? None other than human beings. Most of our streams and rivers are polluted. What about the land? Think about the air we breathe and the water we drink! Pollution is spreading like wild fire eating up the whole earth. Can we do anything to prevent it? Sure, we as children can make a difference. We need to protect the air we breathe, the water we drink, and the land on which we live. We have to protect nature for our future.

I'm sure our Nature Club will take the initiative in protecting our environment. Each one of us should be committed to keep our community healthy and strong. Let me ask you a question now. What do we mean by protecting nature? It is about protecting the place we live. In this moment, I remember the words of Lane Deer: 'We must all see ourselves

as part of this earth, not as an enemy from the outside who tries to impose his will on it. Being a living part of the earth, we cannot harm any part of her without harming ourselves.'

Of course, we as children can make a difference. Let us join our hands together to protect Nature so that all of us and the generations to come can enjoy a healthy and prosperous life - a life in harmony with Nature and with each other.

Thank you all.

Editing

- Let the learners edit the passage individually.

Answers

by, in, wished, a, leaves, touched, (.) full stop

The, grew, took

Project Work

- Group the learners.
- Ask each group to collect pictures and paper cuttings showing man and other beings living harmoniously.
- Let them prepare a collage.
- Ask the learners to provide a suitable title to the collage.
- The work of the learners can be displayed in the class.

I can

Make entries in this page as you proceed.

Unit 2

STILL WE RISE

Theme:

- Marginalisation of women
- Women empowerment

Sub theme:

Rights of women

Learning outcomes:

The learner will be able to:

- interact in English in various situations.
- analyse a newspaper report.
- read and appreciate a story.
- read and appreciate a poem.
- read a passage and do the activities related to it.
- write the thoughts of a character.
- develop a skit.
- prepare an announcement.
- prepare an invitation card.
- frame exclamatory sentences.
- undertake simple projects.

Introduction

Everyday we come across instances of marginalisation of certain groups, classes or races. It adversely affects the victims making them terribly insecure. Empowerment of the weaker sections of the society is essential to ensure their well-being. People of all sections should be encouraged to perfect their skills and abilities to excel in life. It helps them evolve and establish themselves in the society. Through perseverance, hard work, positive behaviour and education, one can be empowered to come up in life. This unit highlights the need to empower women in their workplace as well as in the community.

Unit Overview

In the unit, the first text is a popular fairy tale named *Cinderella*. One of the most popular versions of *Cinderella* was written in French by Charles Perrault in 1667. It is a magical tale of a fairy godmother who helps Cinderella to dress up for the ball. Another well-known version was recorded Grimm

Unit Frame

Unit 2: Still we Rise

Time: 25 periods

Concept/Skill	Discourses Activities	Language Elements	Learning Outcomes
Themes: <ul style="list-style-type: none"> • Marginalisation of women • Women empowerment Sub theme: Rights of women	<ul style="list-style-type: none"> • Story • Poem • Speech • Describing one's thoughts • Skit • Announcement • Invitation card • Analysis of a newspaper report • Framing exclamatory sentences • Listing out the household work • Editing • Project work 	<ul style="list-style-type: none"> • Adjectives (Describing words) • Exclamatory sentences 	<ul style="list-style-type: none"> • Interact in English in various situations. • Analyse a newspaper report. • Read and appreciate a story. • Read and appreciate a poem. • Read a passage and do the activities related to it. • Write the thoughts of a character. • Develop a skit. • Prepare an announcement. • Prepare an invitation card. • Frame exclamatory sentences. • Undertake simple projects.

Brothers in 1812. The tale was titled *Aschenputtel* (*Cinderella* in English translations) and here, the help comes not from a fairy godmother but from the wishing tree that grows on her mother's grave.

Women in earlier days did not get an opportunity to be successful. All that they could aspire for was a good marriage. Middle class and working women had a very different life style. The idea of a marriage on the basis of romance was also a fantasy in the 1600s when writing fairy tales was very popular. It was believed that all good things came to those who were good natured and endured all difficulties that they came across.

In the poem *Woman Work*, the famous African American poet Maya Angelou emphasizes, 'we may encounter many defeats but we must not be defeated'. The speaker in the poem is a woman who has the burden of domestic work thrust upon her. She is the mouthpiece of majority of women who are housewives and mothers who are forced to work like maids or even slaves. The umpteen tasks to be finished daunt her and she wants to run away and seeks comfort in nature's lap.

For further reading, the speech of the young Pakistani girl Malala Yousafzai, titled *One Child, One Teacher, One Pen and One Book can Change the World* is given. Here Malala, the youngest Nobel Peace Prize Winner campaigns for the rights of girl children, particularly for their

right to education. She voices to all the voiceless millions around the world and exhorts the world to acknowledge the power of education, free speech and gender equality. She says, 'Let's wage a global struggle against illiteracy, poverty and terrorism, and let us pick up books and pens. They are our most powerful weapons.'

This unit familiarises the learners with exclamatory sentences and adjectives (describing words). Various discourses such as describing one's thoughts, developing a skit, making an announcement and designing an invitation card have also been included.

Entry Activity: Newspaper Report

You may ask the learners to read the given newspaper report. Elicit the responses of the learners.

Possible answers/Hints

- a. Death of a ten year old girl
- b. Torture by her step-mother
- c. Fight for rights/help them
- d. You can either cite or elicit similar incidents

Teacher Talk

You may introduce the text *Cinderella* by asking the questions given in the Reader and elicit responses from the learners. Now, you can proceed to the story in the following manner:

I'll narrate the story of a girl. Once there lived a rich man with his wife and a beautiful daughter. One day his wife

fell ill. She felt that she was going to die. So, she called her only daughter near and said, 'Dear child, I think I have to part with you. Be good and pious. God will always be with you and will help you.' Saying thus she died. The girl felt very sad and lonely.

Do you know what happened then? To add to her grief, her father soon married a proud and unkind woman who had two daughters. Can you imagine how the woman treated the poor girl?

Now, let the learners go through the story.

Process: Reading

Individual Reading

- Let the learners read the passage silently.
- You may ask them to find out the meaning of unfamiliar words from the glossary/dictionary.
- The learners can put a question mark [?] against the difficult words and sentences and an exclamation mark [!] against the interesting ones.

Collaborative Reading

- Let the learners sit in groups to share their ideas and clarify their doubts.
- Learners can share their ideas with other groups too.
- You may clarify the persistent doubts judiciously.

Loud Reading

- The teacher may read the passage aloud in the mode of storytelling using

gestures, proper voice modulation and optimum speed.

- The passage should be read in such a way that punctuation marks like the full stop, comma, question mark, exclamation mark etc. are sensed by the learners.

Scaffolded Reading

- You may generate a discussion using the while reading questions given in the reader.
- You may modify them or frame more questions to ensure better comprehension.
- You are free to adopt strategies that suit the learners.

Hints for textual questions

1. To be good and pious. God will take care of her. Her mother's soul in heaven will always be with her.
2. The grave was covered with snow.
3. Elicit free responses from the learners such as:
 - a. They were proud and unkind.
 - b. They were wicked and ugly at heart and Cinderella was a poor beautiful girl etc.
4. She looked dusty and dirty as she slept in the cinders.
5. She would cry and feel very disappointed.
6. The step-mother treated her daughters well and encouraged them to go to the ball. As Cinderella was not her own daughter, she was ill-treated.

7. Pumpkin- a red coach.

Mice - white horses.

Lizards- foot men.

Rags- beautiful clothes made of silk and gold.

8. At twelve o'clock the magic would end and she would be back to her original self.

9. Perhaps the prince would not have noticed her.

Or

He would not have allowed her to enter the ball room.

10. To show that she had not been to any place.

11. She was enjoying the party in the company of the Prince and thus forgot about the passage of time.

12. The Prince was going to visit every home to find out the lady.

13. Let the learners pick out sentences.

e.g. The mother handed her the knife 'Cut a piece off your heel...foot'.

14. Sympathetic and forgiving.

Loud Reading by the learners

- Let one or two learners from each group read the passage aloud.

Let's Revisit the Story

- Review questions will help in better comprehension and interpretation of the story. Let the learner discuss the answers in groups.
- Ask the learners to write the answers individually.

- Presentation

- Frame more questions if needed.

Hints for textual questions

1. When Cinderella's mother died, she became a domestic slave - forced to work hard - ill treated - sits crying thinking about her mother.

2. While leaving the ball room, she left her shoe behind. The Prince fell in love with the girl with whom he had danced, searched for the owner of the glass shoe and found Cinderella. They got married and lived happily ever after.

3. Refer the text and let the learners answer on their own.

Video Presentation

- Show the video presentation of Cinderella's story.

- You may stop just before a dramatic event in the story (e.g., when the clock strikes twelve) and ask the learners to predict what is going to happen.

- You may continue the presentation.
- The learners may check whether their prediction is correct.

- After the movie, you may ask questions like:

1. Who are the important characters in the film?

2. How did the Fairy godmother help Cinderella?

- Films on different versions of the story are available on internet.

- You may choose the most suitable one for your learners.

Activity 1

- You may begin by citing an instance from the story.

'When Cinderella begged her step-mother to allow her to attend the ball, she refused. She wiped her tears and started thinking. What would be her thoughts?'

- Draw the attention of learners to the pictures given on Page 50 which will help them to generate ideas.
- Let them discuss in groups and write what her thoughts might be.
- Let the learners refer to the text.
- Group presentation.

Hints for textual questions

- My stepsisters might be enjoying the ball.
- I have no other way but to remain in the kitchen
- If my mother were alive, I would have attended the ball.
- Prince's ball party

Activity 2

- Let the learners develop a skit based on the events that made Cinderella the prince's bride.

You may ask the following questions:

- What are the important elements of a skit?
- You may elicit responses from the learners on:

Characters, dialogue, setting...etc.

- Let the learners work in groups.
- You may ask the learners to choose one event from the ladder and prepare a skit so that it can be enacted in the class.
- You may encourage the learners to expand the skit using the scenes from the story and include more dialogues and action sequences.

Sample Script**Characters**

- Cinderella
- Prince
- Stepmother
- Stepsister 1
- Stepsister 2
- A courtier

Scene 1: Cinderella's House

A neatly arranged room furnished with one or two chairs, and a table with a flower vase on it. There is a door on the left side of the stage which opens to the courtyard and a door on the right that opens to the interior of the house.

Courtier enters.

Courtier (*announces*): Victory to His Majesty! The prince is arriving.

The stepsisters enter excitedly.

The prince enters and sits on the chair.

Prince: I want every girl in the kingdom to try on the glass shoe.

Stepsister 1: Welcome Your Majesty to our small house. I am so happy to

see my shoe which I left in the palace.

Stepsister 2: But it is my shoe. I am the girl the prince is looking for.

(Stepmother enters and seems to be excited. The courtier hands over the shoe to the stepmother. Stepsisters and mother exit)

Voices heard from the backstage. Only the audience can hear the conversation.

Stepmother: Put on the shoe, my girl.

Stepsister 1 *(cries)*: But mother, my toes are big and the shoe seems to be too small.

Stepmother: Here, take this knife. Cut the toe off, my child, for when you are a queen, you will never have to go on foot.

(After sometime the three appear before the prince. Stepsister 1 looks embarrassed. She smiles. The Prince looks at her feet and sees blood.)

Prince: Oh! Blood! *(draws back in horror)* Not the right bride at all. *(To the other sister)* Why don't you try to put the shoe on?

(The stepmother and her daughters exit. Voice of stepsister 2 is heard from inside. Only the audience can hear it.)

Stepsister 2: Mother, it seems my heel is too large for the shoes.

Mother: Here, take this knife. Cut the heel off, my child, for when you are a queen, you will never have to go on foot. *(The stepmother and stepsisters enter and stand before the Prince. The Prince notices blood and screams angrily.)*

Prince: There is blood on your shoe. The shoe is too small. Not the right bride at all.

(Cinderella suddenly comes forward.)

Cinderella: Let me try it on. *(Sisters tease and laugh)*

Stepsister 1: *(Shouts)* Clear out.

Stepsister 2: How dare you come here in these dirty rags, you ugly creature? *(Laughs again)*

Prince: Let this girl try the shoe on.

Stepsister 1: She didn't go to the ball. The shoe won't fit her. *(Cinderella sits down and tries on the shoe.)*

Prince: Look it fits! *(Rising happily)*

Stepmother: *(Surprised)* It fits!

Prince *(smiling)*: You're the one I've been looking for. What is your name?

Cinderella *(smiling)*: My name is Cinderella. *(Cinderella now takes out the other shoe from her pocket.)*

Prince *(looking pleased)*: Oh! She is the right bride, the one I have been looking for.

(Cinderella looks at her step mother and step sisters. They look at Cinderella with guilt and remorse.)

Cinderella: I will be very happy if you allow me to bring them along. They are my stepmother and stepsisters.

Prince: *(happily)* Why not? They too can join you, if you wish. *(All happily leave the scene.)*

Activity 3

- You may ask the learners to read the announcement given in the Reader.
- Generate a discussion on the features of an announcement.
- You may ask the following questions.
 - i. How does the announcement begin?
 - ii. What do you notice about the sentence structures?
(Crisp and concise)
 - iii. What are the different details included in the announcement?
(event, date, time & venue)
- Now, the learners may attempt writing the announcement individually.
- Random presentation.
- Sharing and refining in groups.
- The learners prepare and present it.

Possible Answer**For the Attention of the Public**

His Majesty will marry a young maiden named Cinderella tomorrow at 12 noon. The grand ceremony will be held in the palace hall. His Majesty hereby invites all his subjects to his palace for the marriage ceremony and for the lunch that follows.

Activity 4

We usually invite friends and relatives for parties or celebrations. Imagine that you are going to celebrate your birthday in the coming week. You wish to invite

your friends and relatives. How will you invite them?

You may lead the learners to the invitation cards given in the Reader.

- Generate a discussion on the features of an invitation card. You may use the following questions:
 - What are the details that should be included in a card?
 - Whom do you wish to invite?
 - Where is the venue?
- Now, prepare an invitation card for your birthday.

You are invited to my eleventh birthday party.

Please join us for the celebrations

On Monday, 25th September 2015

11.00 am to 2.00 pm

**at Hotel Holiday Inn
(Palakkad)**

Raju

'Jyothis'

Gandhi Nagar

New Delhi

Ph: 90 96 11 55 14

email: rajujyothis@gmail.com

Activity 5

You may show the picture of Cinderella entering the ballroom and ask the learner to describe her using more words.

Possible answers

Beautiful, cheerful, pretty, energetic, etc.

Activity 6

- Read the extract from the story given on Page 54.
- Let the learners read the reactions of people as Cinderella walked into the ball-room.
- Let them make similar expressions using the words given in brackets.

Possible answers

How happy the girl is!

What a delightful sight it is!

What a strange horse it is!

What a selfish woman she is!

You may continue: The Prince exclaims, 'How beautiful she is!' We can change the expression into a sentence as 'She is very beautiful'.

- Let the learners practice writing more such examples.
- You may ask the learners to fill the blank spaces in the table given on Page 56.

Possible Answers

How smart she is!

She is a lovely girl.

How young she is!

Poem – Woman Work

You may introduce the poem by asking the questions given in the textbook and eliciting responses from the learners.

Process:**Reading****Individual Reading**

- Let the learners read the poem silently.
- Ask them to find out the meaning of unfamiliar words from the glossary.
- Let them interpret the poem individually.
- You may clarify the difficult words/expressions.
- Let one or two learners from each group read the poem aloud.
- Monitor the learners' oral reading (accuracy and fluency).
- You may ask comprehension questions, if required.

Loud Reading by the Teacher

- You may read the poem aloud with proper stress, intonation and rhythm or use the audio presentation of the poem.

Let's Revisit the Poem

- Review questions will help in better comprehension and appreciation of the poem. The questions may be given in groups as well.
- Let the learners discuss the answers in groups.
- Now, the learners write the answers individually.
- Let the learners present their answers.
- Editing

- You can frame more questions if required.

Hints for textual questions

1. Woman/housewife/mother
2. The woman is not happy about doing the household chores. Let the learner select the lines from the poem to establish his/her answer.
3. She badly needs a break.
4. 'Sun, rain, curving...I can call my

own.' Let the learners find out more lines where human qualities are attributed to nature.

5. Nature is the only enemy that she has in her life.

Activity 1

- You may present the table given in the Reader on a chart paper/BB.
- Let the learners read the instructions and fill the table.

Possible Answers (Activity 1)

Woman	Cinderella	You
tends her children	fetches water	go to shop
mops the floor	cooks in kitchen	help in cooking
mends clothes	washes clothes	sweep the floor
looks after the sick	makes fire	press clothes

Activity 2

- Let the learners read the given lines.
- You may explain that the last word in the first line 'tend' and the last word in the second line 'mend' sound alike. Such words are called rhyming words.
- Let the learner pick the rhyming words from the given lines.

Answers

mop - shop
 fry - dry
 feed - weed
 press - dress
 cut - hut
 sick - pick

Activity 4

- You may ask the learners to read the given poem 'Amanda' by Robin Klein in groups.
- You may ask the questions on Page 61.
- Let the learners write down a list of things that parents/ elders ask them to do/ not to do.
- Let the learners discuss the freedom of women in our society comparing Maya Angelou's *Woman Work* and Robin Klein's *Amanda*. They may work in groups. Let the groups present their views.

Possible Answer

In the poem *Woman Work*, we see a woman who is fed up with her busy world of household chores. In *Amanda*, the life of a girl constantly nagged by elders is portrayed. She is also like the woman in Maya Angelou's poem who is expected to rise to the standards set by the society. Our society decides how a woman should act. As a child, she has to be obedient and quiet. When she becomes a woman, her roles are limited to housekeeping and motherhood. But nowadays, women enjoy better rights and educational opportunities.

**ONE CHILD, ONE TEACHER, ONE
PEN AND ONE BOOK CAN CHANGE
THE WORLD**

You may introduce the third text of the unit by asking the questions given at the beginning.

The learners have already come across news of atrocities against women. You may ask:

- What will you do to prevent such atrocities?

Possible answers:

Make women aware of such atrocities.

Individual Reading

- Let the learners read the passage silently.
- Let the learners find out the meaning of the unfamiliar words from the glossary/dictionary.

Collaborative Reading

- Let the learners sit in groups to share their ideas and clarify their doubts.
- The learners may clarify the persistent doubts judiciously.

Audio - Video Presentation

An audio/ video presentation of the speech may be shown in class. You may lead the learners to do the activities.

Activity 1

Ask the learners to read and put a tick mark against the correct statement.

Answers

1. c, 2. b, 3. a, 4. b.

Activity 2

- Let the learners read the quotes given in the balloons.
- Ask them to read Malala's words in the given circles.
- You may ask the learners to pick out the quotes which have ideas similar to those of Malala's words and write the names of the speaker in the corresponding boxes.

Answers

We call upon all government...-
Vladimir Putin

A deal that goes ...- George Carlin

We call upon our sisters...- Harriet
Tubman

We want schools...- Nelson Mandela

Activity 3

- You may ask the learners to solve the maze given on Page 67. It will be helpful for ensuring the learner's comprehension of the speech.
- Let the learners go through the speech once again.
- Ask them to find out the correct and incorrect statements given in the maze.
- Let the learners draw a line through the correct statements and find the way to reach Malala.

Correct Statements

1. We realise the importance of light when we see darkness.
2. Peace is necessary for education.
3. A deal that goes against the dignity of women and their rights is unacceptable.
4. One child, one teacher, one pen and one book can change the world.

Editing

1. princess
2. died
3. most beautiful

4. all?

5. What a fair lady Snow White is!

6. deer

Project Work

Let the learners collect newspaper reports on women who have overcome the challenges in their lives.

The learners collect the newspaper reports and share in groups. The teacher can help the learners pick the most interesting report from different groups and prepare a wall magazine.

You may ask each group to come out with a title.

The best title for the wall magazine can be selected.

You may now interact with the learners: There are many children who are like Cinderella, who don't even have good clothes to wear. Such children even avoid going to school.

You may initiate a programme to help such learners by collecting clothes from other children and providing them to the needy. They can even visit nearby charitable institutions and give them the clothes they have collected.

I can

Make entries in this page as you proceed.

Unit 4

WORK IS WORSHIP

Theme: Dignity of labour
Importance of agriculture

Sub theme:

Need to realize the importance of agriculture.

Importance of hardwork.

Learning outcomes:

The learner will be able to:

- read and appreciate short stories.
- prepare a speech from the given hints.
- describe different life situations.
- write short descriptions.
- write a conversation based on a story.
- arrange events of a play in the order.
- use 'hardly' to convey negative meaning.
- use 'as... as' to combine sentences.
- read and appreciate poems.
- edit a passage.
- undertake simple projects.
- collect data for the project.

Introduction

The unit focuses on the importance of hardwork. It is essential for progress in life. Absence of hardwork stagnates society. Our society thrived on an agrarian culture in the past. The modern era overlooks the values upheld by such an agrarian society.

Unit Overview

This unit focuses on the importance of labour and farming to lead a healthy life. It inculcates in children respect for hard working people, especially farmers. The benefits of hard work and the virtues of agriculture are the central themes of this unit.

Entry Activity

- The teacher may ask the learners to see the cartoon given on Page 105.
- Let them come up with answers to the questions given in the Reader.
- Generate a discussion based on the cartoon. Make use of the following hints.
- Ants work hard.

Unit Frame

Unit 4: Work is Worship

Time: 30 periods

Concept/Skill	Discourses / Activities	Language Elements	Learning Outcomes
<p>Theme: Dignity of labour</p> <p>Sub theme:</p> <ul style="list-style-type: none"> • Need to realize the importance of agriculture • Importance of hardwork 	<ul style="list-style-type: none"> • Story • Poem • Cartoons and pictures • Reading a short story and a poem • Discussion on the importance of labour and agriculture • Speech • Conversation • Editing • Project work 	<ul style="list-style-type: none"> • Use of 'as... as' for comparison • Use of 'hardly' in the negative sense. 	<ul style="list-style-type: none"> • Read and appreciate short stories. • Prepare a speech from the given hints. • Describe different life situations. • Write short descriptions. • Write a conversation based on a story. • Arrange events of a play in the order. • Use 'hardly' to convey negative sense. • Use 'as... as' to combine sentences. • Collect data to prepare a project. • Read and appreciate poems.

- They collect food for the rainy season.
- The grasshopper is lazy.
- He does not work hard.
- He invites the ants to enjoy the summer delights.
- The ants say that they have no time to play.

Now, draw the attention of the learners to the pictures below the cartoon.

Discuss the work/chores that children do at home.

The teacher may use the questions given for discussion.

Consolidate the discussion and lead to the idea 'Work is Worship'.

The Grain as Big as a Hen's Egg

Teacher Talk

In a village, some boys were playing and they came across a big object, shaped like a grain of corn. It had a groove down the middle. It was as large as a hen's egg. When they were examining the object, a traveller came and offered a penny and bought it.

- Can you guess what the traveller would do with the object? Let's see.
- You may ask the learners to read the story silently.

Individual Reading

- Let the learners read the story silently.
- The learner can put a question mark [?] against the unfamiliar words and sentences. He/she can put an

exclamation mark [!] against the words and ideas that interest him/her .

- Ask them to find out the meaning of unfamiliar words from the glossary/dictionary.

Collaborative Reading

- Let the learners sit in groups to share ideas and clarify doubts.
- They can share their doubts or share their answers with the other groups.
- You may clarify the persistent doubts judiciously.

Hints for textual questions

1. The wise man thought and thought, but couldn't make head or tail of it.
2. The King would get the help of old men especially the old peasants in his kingdom.
3. His father who is older and more experienced might know where such grains grew.
4. They would have exchanged their agricultural products with other farmers.
5. The grandfather could walk easily without crutches. His eyes were clear, his hearing good and he spoke distinctly unlike his grandson.
6. Big corn grew everywhere/people lived on this corn.
7. Buying and selling of grains for earning money was considered a sin in grandfather's time.
8. Let the learners come up with their

own answers. Lead them to ideas like 'earn food through hard work/ work is worship' etc.

Let's revisit the story

You may ask the learners to read the story again.

They can now answer the questions given on Page 113.

The learners may write the answers individually and present them in the class.

Hints for textual questions

1. The wise men pondered over the corn and referred to different books.
2. The great grandfather was hard working, and had earned his living through his own labour.
3. When the great grandfather explained that men during his times lived by their own labour without being selfish and that they were much healthier, the king understood the merits of labour.
4. Men lived according to the law of nature. They had what was their own and coveted not what others had produced. The land belonged to all.

Let's write

Ask the learners to do the activities one by one.

You may follow the steps given below for discourse based activities.

- Individual writing
- Refining in groups

- Group presentation
- Presentation of the teacher's version
- Editing

Activity 1

Before beginning the activity, you may initiate a discussion on the journey of the corn from the children to the hands of the great grandfather.

You may ask the following questions to elicit the responses.

1. Who found the grain?
2. Who bought it?
3. Where was the grain taken to?

Now, ask the learners to read the instructions and fill the empty boxes.

Answers

children - traveller - king - wise men - old peasant - peasant's father - great grandfather

Now, you can lead the learners to the Activity 2.

Activity 2

Conversation

The learners may read the story again and write the conversation individually. They can present their answers in the class. The teacher can ask simple questions like:

1. Who began the conversation?
2. What did the king ask first?
3. What was the reply of the grandfather?

You may ask the learners to sit in groups and select the best lines and rewrite the dialogue accordingly. Now there can be a group presentation.

Select one or two group products for editing.

Activity 3

Initiate a discussion on the pictures given on Page 115 of the textbook.

You may ask:

You can see fresh fruits in the two baskets. Flies are hovering over basket A. What may be the reason?

- You may now ask the learners to write their findings by sharing the ideas and inviting more answers.
- An atmosphere should be created in which the children are free to interact.
- Encourage them to use language freely, acknowledge their answers and act as a mediator in the discussion.

You can consolidate the discussion and bring out the point that the fruits in basket B are coated with pesticides. Hence, there are no flies on it.

Activity 4

You may ask the learners to read the instructions and write the names of vegetables and fruits that can be cultivated in school and at home.

You may generate a discussion on the advantages of growing vegetables and fruits at home by asking simple questions like:

1. Do you grow vegetables and fruits at home?
2. What type of vegetables do you grow at home?
3. Do you buy vegetables from the market?
4. Mention the difference between the vegetables that you get from the market and the vegetables that we grow at home.

Let the learners write individually the advantages of growing vegetables and fruits.

Ask them to sit in groups and share their ideas. Then ask them to present in the class.

Teacher's version

We can lead a healthy life by cultivating vegetables and fruits at home. We must try to use only natural manure in our farm. Studies have proven that cultivation and consumption of certain vegetables and fruits can reduce our stress. They not only give fresh and nutritious food but can also be a source of income for our family. As they are free from pesticides, they can never cause diseases like cancer, liver cirrhosis etc.

Activity 5

Speech is the reflection of one's own thoughts and ideas.

(Features of a speech has already been dealt with in Unit 3. Teacher may ask the learners to refer to it on Page 92 of the Reader.)

- Ask the learners to compare the past and the present day life styles.
- Let them use the hints given in the box and prepare a speech individually.
- Refinement in group and presentation in the class.

Teacher's version

Honourable His Majesty, the king and the courtiers,

I am very happy that the court has decided to felicitate me. It is a great honour for a peasant like me and I am only happy to share with you the details of life-style and farming during our time. At that time, my grandfather and I lived by our own labour. No one coveted what others had produced. We used natural methods of cultivation. People were not selfish and self-centered so they were much happier and healthier than the present generation. But what is going on now? People live by depending on others. Moreover, they are jealous and greedy. Now farmers have a profit motive. So they use artificial methods of cultivation that lead to dreadful diseases.

I don't want to prolong my speech. I convey my wholehearted gratitude to His Majesty, the King. Before I conclude I have a humble request to the king, to promote natural methods of cultivation for the sake of all our people.

Thank you all.

Activity 6

You may ask the learners to read the features given in the box and refer to a dictionary to find out the meaning of unfamiliar words.

Hints for textual questions

Old Peasant - poor eyesight, deaf, greedy, lazy, unhealthy, irrational, selfish, toothless and indistinct speech
Great Grandfather - bright eyes, generous, healthy, clear speech, sharp ears, unselfish, rational, hardworking, strong

- Let the learners write descriptions of the old peasant and the grandfather individually.
- You may help the learners to elaborate the points.
- They can now present it in the class.

Edit group products.

Activity 7

You may ask them to read the words in the bubbles and those words which are encircled. Then let them do the activity individually as per the instructions given in the Reader.

Activity 8

Read out the sentences in the Reader in which *hardly* is used. Write them on the BB.

- The old man was so deaf that he could *hardly* hear what the king said.

Ask them which of the following is true.

- The old man could not hear.

- The king could not hear.

You may ask them how they got the idea that the old man was deaf? Which word tells them that?

- Focus on the point that 'no' or 'not' is not used in the sentences. Instead, another expression serves the purpose.
- Let the learners guess and come out with their views.
- Draw their attention to the word *hardly*. It is used to denote negativity.
- *Hardly* negates the verb that follows it.

This activity will help the learners to realize the use of *hardly* to denote negative meaning.

Hardly is used here to say 'not' or 'not at all'. It is a negative adverb

Ask the learners to write the sentences given below using *hardly*.

You may give additional sentences for practice.

- The girl could hardly walk due to pain.
- The bird could hardly fly because of heavy snowfall.

Answers:

1. The old man was so deaf that he could hardly hear what the king said.
2. The wise men thought for a long time but could hardly make head or tail out of it.
3. The learned men pondered again and searched in their books but could hardly find anything about it.

4. We hardly knew anything of money in our old days.

Activity 9

You may read out the example and encourage the learners to combine the sentences using as...as.

Let the learners try to combine the rest of the pairs on their own.

We use as +adjective/adverb+ as to make comparison when the things are equal in some way.

Answers:

2. Nithin is as young as Athul.
3. Tintu Luka runs as fast as a deer.
4. A jasmine is as beautiful as a lotus.
5. A grain is as small as an ant.

Clever Carla

Teacher Talk

Here we have a short play. Let's read the play first and then we may enact it in the class.

A poor farmer and his daughter Carla lived in Italy. The farmer worked hard and cultivated fine grains and fresh vegetables, which he sold at a nearby market. Carla helped her father in farming. One day the farmer took grains to the market in his wagon.

What happened next?

Let's read.

You may ask the learners to read the play silently.

Use the following questions to help the learners for better comprehension.

1. What was the price that the farmer demanded from the merchant?
2. Why did the merchant want the farmer to step down from the wagon?
3. Who won in the court?
4. How did the merchant return home?
5. How did Carla teach the merchant a lesson?

Activity 1

After reading the play, You may ask the learners to do the Activity 1 on Page 125.

The different events of the short play are given as pictures but they are in a jumbled order. So, let the learners write

the correct number under the pictures in the order of their occurrence in the play. Now, write the events in the correct order in the space given.

Activity 2

Ask the learners to read the lines about a farmer's work.

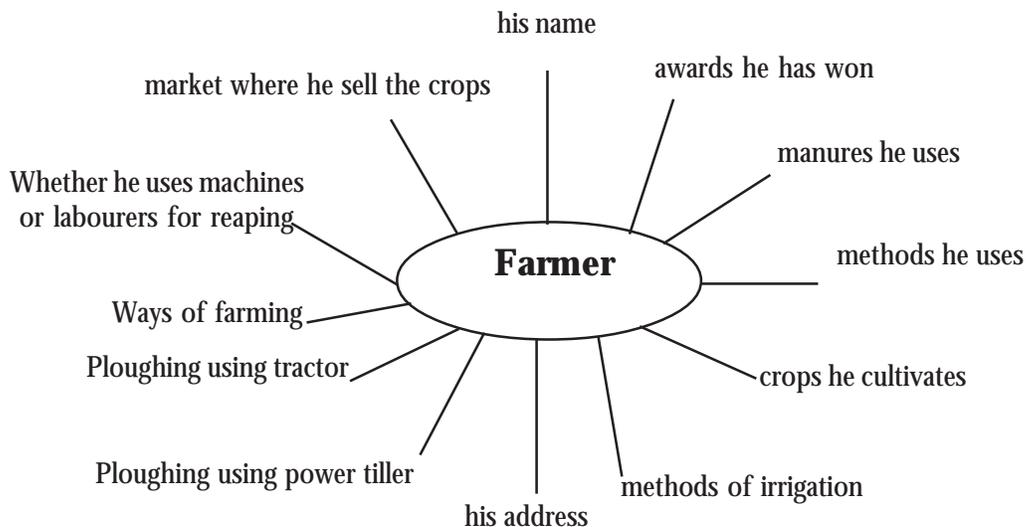
Let them write a brief description about a farmer in their locality.

Now, complete the word web about the farmer.

Lead a discussion to develop the word web. Let the learners use the hints to develop a description about the farmer.

Edit the group products.

Present the teacher's version.



Teacher's Version**OUR FARMER**

Majid is a farmer in our village. He works hard in his field from dawn to dusk. He cultivates rice, vegetables and different kinds of fruits. He uses a tractor to plough his land. He says he uses only natural manure. Majid uses modern machines to reap the crops. He sells the grains and vegetables in the nearby market. Villagers visit Poozhikkal house (Majid's residence) to buy fresh fruits and pesticide-free vegetables. He is the winner of the 'Karshakasree' award in the year 2013.

Picture description

Ask the learners to look at the picture given on Page 126 and describe it in a short paragraph.

Interact with them. Ask questions like

1. Did you like the picture?
2. What do you see in the picture?
3. What is the man in the picture doing?
4. What is the woman doing?

Now, ask them to write a description of the picture individually.

Encourage them to:

- Identify the actions being performed.
- Write the sentences in a logical order.
- Refine in groups.
- Group presentation
- Presentation of teacher version
- Editing

Teacher version

There is a small hut located at the edge of a vast field and a farmer is working in his field. His wife helps him in farming. In the picture she is busy feeding the cattle. Their children are happy and are enjoying a bath in the nearby pond. The distant hills and the trees around make a beautiful scene. The coconut tree bearing coconuts is swaying in the wind.

Editing

Let the learners edit the newspaper report on Page 127. The underlined words are to be corrected.

Possible Answers

visit- visited
 hardli -hardly
 began -begin
 was -as
 which- who

Project Work

You may initiate a discussion about the need for nutritious food in leading a healthy life. Ask them to collect the names of vegetables and fruits as well as the vitamins and other nutrients that they contain. They can use the format given on Page 127.

Poem**The Plough Man****Oliver Wendell Holmes Sr.**

The Plough Man is regarded as one of the best poems on farming. Here, the poet says that the strong hands of the

farmer gives food for all. The poet compares the farmer's work with that of a writer. The writer uses words and letters for the goodness of mankind, where as the farmer toils in the field for feeding men. The poet says that the tools of farming are as useful as the pen. He compares the letters to seeds and the words to the crops.

Entry Activity

You may invite the attention of the learners to the picture and initiate a discussion based on it.

Individual Reading

- Let the learner read the poem silently.
- Ask them to find out the meaning of unfamiliar words from the glossary.
- Let them individually interpret the poem in their own way.

After individual reading, let the learners sit in groups and share their ideas.

You may help them understand the difficult expressions.

Loud Reading

- You may read the poem aloud once or twice.
- Let one or two learners from each group read the poem aloud.

Help students to explore the poem by asking the questions given below. You can frame more questions.

- Whose hands are sturdy?
- What does the labour bring?
- What is the page mentioned here?

- Who is the scholar?
- What is the immortal pen?

These review questions will help in better comprehension and appreciation of the poem. The questions may be given in groups.

- You may ask the learners to discuss the answers.
- Let the learners write answers individually and present them in the class.

The activities given in the Reader will help the learners to get a deeper understanding of the poem. So you may ask the learners to do Activity 1.

Activity 1

Ask the learners to find out the lines that tell that the farmer turns seeds to crops.

Answer

This is the page whose letters shall be seen,

Changed by the sun to words of living green;

Activity 2

Examine the comparison between the writer's and the farmer's activities and find out the words used to describe them. Then fill in the table by using the hints given in brackets.

Answers

page - field
 letters - seeds
 words - crops
 pen - farming tools

Activity 3

Let the learners pick the rhyming words from the poem and write them down.

Answers

brings - kings

seen - green

pen - men

toil - soil

Activity 4

Lead the learners to a discussion on the importance of *Chingam* 1. Ask them to prepare the programme list to celebrate the Farmers Day. You may lead the learners to write an invitation letter by asking a few questions like:

- Who writes the letter?
- Whom is it addressed to?
- How will we begin the letter?
- What will the content of the letter be?

Ask them to write the place and the date and to begin with a good salutation.

Teacher's Version - Invitation Letter

Place

Date

Dear Madhavan,

We have decided to celebrate Chingan 1st as Farmers' day. On this occasion we would like to appreciate the hard work, perseverance and determination of the farmers who feed the world. We know that you are cultivating different crops and vegetables in your field. We are eager to know the ways and methods that you follow in farming. So, we are very glad to invite you to participate in this function and share your experiences of farming with us.

Lovingly,
Students of UP School,
Parakkal,
Tirur

I can

Make entries in this page as you proceed.

Unit 5

HELPING HANDS

Theme: Concern and kindness towards fellow beings

Sub theme:

Helping the needy

Importance of love, care and compassion in life

Learning outcomes:

The learner will be able to:

- read and enjoy a story.
- read a passage and sequence the events of a story.
- read and enjoy a poem.
- write down the thoughts of a character.
- write beautiful descriptions of nature.
- play word games.
- prepare caution notices, signboards, etc.
- use 'let's' in different contexts.
- identify the speaker and the addressee of a given quotation.
- use singular and plural nouns in different contexts.

- write newspaper reports.

Introduction

Helping others brings in a positive change to our lives. This gives us not only a sense of satisfaction and happiness, but also a sense of belongingness. It is possible to change this world with our love and care.

Unit Overview

The unit reflects the importance of kindness and love in our life. The main text *The Champ* by Girija Rani Asthana is an interesting story of a village girl whose timely action helps someone in need. It tells us the heroic deed of an innocent young girl.

In the poem, *If I can Stop One Heart from Breaking* by Emily Dickinson, the poet says that if she is able to save one person from suffering, her life will not have been lived in vain.

A Glass of Milk is a short story which reminds us that every good deed that we do makes our life worthier and more meaningful.

The unit contains two stories and a

Unit Frame

Unit 5: Helping Hands

Time: 30 periods

Concept/Skill	Discourses Activities	Language Elements	Learning Outcomes
<p>Theme: Concern and kindness towards fellow beings</p> <p>Sub theme:</p> <ul style="list-style-type: none"> Helping the needy Importance of love, care and compassion in life 	<ul style="list-style-type: none"> Story Poem Thoughts Newspaper report Description Identifying pictures related to deeds of kindness Completing a word pyramid Completing table using appropriate words Writing sentences using 'let's' Identifying countable and uncountable nouns Editing Arranging events of a story Listing various ways to help others 	<ul style="list-style-type: none"> Use of 'Let's' in various situations Countable and uncountable nouns 	<ul style="list-style-type: none"> Read and appreciate short stories. Read a passage and sequence the events of a story. Read and enjoy a poem. Write down the thoughts of a character. Write beautiful descriptions of nature. Prepare caution notices, signboards, etc. Use 'let's' in different contexts. Identify the speaker and the addressee of a given quotation. Play language games. Use singular and plural nouns in different contexts. Write newspaper reports.

poem as input discourses. The output discourses include thoughts, newspaper report, description and preparation of sign boards/ warning boards.

Activities for acquiring language elements like countable- uncountable nouns and the use of 'let's' for making a suggestion are also given in the unit.

Entry Activity

The entry to the unit is through some pictures and a few lines from the poem *Little Things*.

- Let the learners look at the pictures.
- Initiate a discussion with simple interaction questions.

1. What do you see in the first picture?
2. What are the boy and the girl doing in the second and the third pictures?
3. What does the fourth picture tell you?

- Draw their attention to the poem.

'Little deeds of kindness

Little words of love

Make our earth an Eden

Like the heaven above.'

- You may reinforce the theme by telling that kindness is such a fine quality that it can change the world and make it into a heaven.
- Now, let them put a tick mark against those pictures which show deeds of kindness.
- Provide them with an opportunity to

watch the visualization of stories like 'Grandmas Scarf', 'Berenstain Bears-Lend a Helping Hand' etc. with the help of YouTube or other sites.

The Champ

Interaction

You may lead the learners' attention to different deeds of kindness. For this, the following questions can be asked.

- Have you ever helped someone in need?
- What did you do?

Helping others makes our life meaningful. Let's read a story in which a young girl's kind deed changes the attitude of others towards her.

To the Swimming Pool

The story begins very abruptly with a conversation on the different styles of swimming. You may ask the textual questions in order to generate ideas from the learners. She/he may use the possible answers or hints given below for answering each question.

Hints for textual questions

- 1. The conversation was about different styles of swimming.

• **Freestyle:** Freestyle is the fastest of the four front primary strokes. It requires you to flutter and kick your feet while reaching forward with alternating arms.

• **Butterfly stroke:** It is performed with the face down in water. A dolphin kick is made with the legs while the arms

move in a forward circle at the same time.

- **Breaststroke:** It is performed with the face down in water without rotating the torso. The arms stay in the water and move synchronously, while the legs perform a whip kick. It is possible to keep the head elevated out of the water throughout the stroke, although the head usually dips in and out.

- **Backstroke** (also known as back crawl): It is performed lying on the back.

2. Radha's aunt supported her. She encouraged her sons to take Radha with them.

3. Radha did not have a swimming costume.

4. Here, 'hollow laughter' means a laugh that sounds artificially happy.

A Village Girl

The focus of this part of the story is on the difference in the life of children living in villages and cities.

Hints for textual questions

5. She had never been out of her small town and eagerly looked forward to her visit to her aunt's place.

6. 'But within a week of her arrival, she was thoroughly disenchanted with Delhi and felt lonely', 'She felt lost among them and thus kept mostly to herself' etc.

The Picnic

- Follow the reading process given in the earlier units.

- Generate a discussion using the while reading questions.

- You may frame more questions to ensure better comprehension.

- Let the learners present the answers.

Hints for textual questions

7. Radha went with them for a while but soon felt out of place and separated from them.

8. She warned them about the swift current.

- Now, lead the learners to Activity 5 and 6 in the Reader.

- Let them describe the picture individually.

- Let the learners do this activity individually.

- Ask them to refine their writing by sharing in groups.

- Let them improve their writing by including sensory rich words, describing words and words denoting time as given in the course book.

- Elicit more examples of sensory rich words, describing words and words denoting time from learners. The teacher can exhibit them in charts.

Teacher's version

This is a beautiful picture of an enchanting village. We can see green landscapes, dense, lush green trees, serene river and huge mountains in the picture. The blue sky reflects itself on the crystal clear water of the river. The

musical trickling of water flowing through pebbles and rocks attracts everybody.

- Activity 6 can also be connected to this passage.

Activity 6

- Read aloud the sentences given below.

'Hey! Let's go into the water. It's cool and inviting.'

- Let the learners examine the sentences carefully and find out the word denoting suggestion.
- Ask the learners to use this conversation as a role-play in groups.
- You may ask them to create new situations and role-play them in groups/ pairs.
- Lead the learners to rewrite the sentences using 'let's'.

Hints for textual questions

- It is Priya's birthday tomorrow. Let's invite our friends.
- Uncle said, 'Let's go for a picnic.'
- It is our school anniversary tomorrow. Let's decorate our school with flowers and balloons.
- It is raining. Let's play in the showers.

The Danger

Follow the reading process.

Hints for textual questions

- 9. No one dared to jump into the

current. But Radha quickly jumped into the water.

- 10. No. She was used to swimming in the swift stream in the hills.

Helping Hand

You may read aloud the first sentence in this passage.

- 'Don't panic Aman. I'm here to help you,' Radha said soothingly.
- What quality of Radha's character is revealed here?
- Ranjit and Aman had been unkind to Radha before. Still she jumped into the current to save Aman.

If you were Radha, what would you do?

- Let the learners read the passage individually.
- Let them share their ideas in groups.
- Clarify their doubts.
- Encourage them to use the glossary given.
- Help the learners refer to a dictionary.
- Ask the questions 11 and 12 to ensure comprehension.

Hints for textual questions

11. With a tinge of bitterness, Radha replied that she didn't know any 'style' of swimming.

12. They admit that what they said about Radha was wrong.

Now, lead the learners to Activity 1 and 4 given in the Reader.

Activity 1**Thoughts of Ranjit**

- Read the last part of the story aloud.
- Ask some interaction questions to lead the learners to the process of writing thoughts.
- Develop a mind map by eliciting ideas from the learners. You may use the following questions.
 - a. What might Ranjit think about Radha in this context?
 - b. What did he think about his earlier treatment of Radha?
 - c. Won't he think about her courage?
 - d. What would be his reflections on her swimming?
 - e. Will he be unkind to Radha away anymore?
- Let them develop the thoughts individually.
- Let the learners refine their writings in groups.
- Group presentation.
- Correct the errors through the process of editing.

Teacher's version**Ranjit's thoughts**

How many times did we laugh at Radha? Poor Radha! We didn't take her to the club even though she was interested in it. She was concerned about us. Didn't she warn us about the dangerous current? When Aman was

caught in the current, no one dared to save him. How quickly did she jump into the current!

Radha is really great! She is brave and helpful. What a swimmer she is! She swims like a fish. She is our real friend. We will never leave her alone.

- Activity 4 can also be done at this stage.

Activity 4**Prepare a newspaper report**

- Introduce the context as given in the textbook.
- Initiate a discussion based on the following questions:
 1. How will you prepare a newspaper report?
 2. What are the features of a newspaper report?
- Draw the attention of the learners to the features of a newspaper report given on Page 146.
- The teacher may ask the questions given in a box (Page 146) in the Reader.
- Familiarize them with different types of newspaper reports from various newspapers.

Process

- Let them write the newspaper report individually.
- Let them refine in groups.
- Let the groups present their newspaper reports.

- Present the teacher's version of the report.
- Select one or two reports for editing.
- Compile the products into a Big Book.

Sample newspaper report

A young girl to receive National Bravery Award

Delhi, August 15: A thirteen year old girl, who showed exemplary courage in saving her cousin from the swift currents of Yamuna, has been selected for the National Bravery Award by the President of India. The brave young girl named Radha, is from a small hill town, in the midst of the Kumaon hills in U. P. She dared to risk her own life in the attempt to save the boy from the dangerous current. The President of India has offered to sponsor her education.

Let's revisit the story

- Let the learners go through the review questions given in the Reader.
- Initiate a discussion in the class asking more questions related to each question in the textbook.
- For e.g. consider the first question, 'How was Radha different from her cousins?'
- You may ask some probing questions.
 1. Where did Radha live?
 2. Where did her cousins live?

3. Was there anything in common between them?

- Lead the learners to reflect on these questions and write down their answers in the space given in the textbook.

Hints for textual answers

1.

Radha	Her cousins
<ul style="list-style-type: none"> • Village girl • Used to swimming in the swift stream in the River Sarayu • Innocent, caring for her cousins etc. • Didn't understand the topics of her cousins' interests. 	<ul style="list-style-type: none"> • City boys • Used to swimming in the club's swimming pool • Mocking, indifferent to Radha. Want no companionship with her. • Talked about computers and video games, listened to pop music and watched western films.

2. Radha is brave and helpful. Some instances include:

- Radha quickly took off her shoes and jumped into the water.
- 'Don't panic Aman. I'm here to help you,' Radha said soothingly.
- 'Just hold my waist with one hand and try to paddle slowly with your feet. I'll carry you with me.'

3.

- Let the learners attempt the description individually.
- Random presentation
- Group sharing and refining

Teacher's version

On Saturday, at the foothills of Shiwalik, a group of people came for picnic. After lunch, the grown ups got busy with their card-game and the children went for swimming. Only Radha was sitting alone, reading her book. She warned her cousins about the swift current. But they did not pay any attention to her. Suddenly, one of her cousins, Aman was caught in the current and was carried away rapidly towards the middle of the river. While no one dared to jump into the current, Radha quickly jumped into the water. Her timely action saved Aman from drowning.

Activity 2**Complete the word pyramid**

- Lead the learners to the scrambled words given in the textbook on Page 144.
- Draw their attention to the hints given along with them.

- Let them find out the words describing the various qualities of a person based on the hints.

- Ask them to complete the word pyramid using the unscrambled words.
- Let them refer to a dictionary if required.

Possible Answers

1. Shy 2. Mean 3. Tense 4. Gentle 5. Selfish 6. Generous 7. Confident 8. Optimistic 9. Adventurous

Activity 3**Complete the table**

- Let the learners read the dialogues given in the table on Page 145.
- Draw their attention to the example given in the textbook.
- Let them pick out the relevant words from the bracket and complete the table.

Answer for Activity 3

Speaker	Addressee	Dialogue	Characteristic of the speaker
Ranjit	Radha	'It means you can just float or crawl, not swim properly.'	mocking
Aunt	Ranjit	'She learnt swimming even before she could walk.'	encouraging
Radha	Aman	'... don't go beyond that big boulder. The current is very fast there.'	concerned
Aunt	Radha	'Drink this. This will give you strength.'	Caring
Ranjit	Radha	'Hey champ. You're great...! You swim like a fish.'	appreciating

Activity 7**Countable and uncountable nouns**

- Write down the sentences given in the Reader on the blackboard.
- Draw the attention of the learners to the underlined words-'tears', 'a big crowd' and 'half a dozen hands'.
- Let the learners understand that the underlined words specify the number of nouns.
- You may introduce other examples of countable and uncountable nouns given in textbook.
- Let them share more examples.
- You may write them down on the blackboard.
- Ask them to classify the nouns given in brackets as countable and uncountable and write them in respective columns.

Countable Nouns	Uncountable Nouns
flower, table, bag, door, pencil, stick	ink, gold, kerosene, love, work, advice

- Let them find out the nouns from the story and write down the countable and uncountable nouns in the respective columns given in the textbook.

Possible answers

Countable Nouns	Uncountable Nouns
Son, cousin, friend, etc.	Excuse, water, breeze, etc.

Activity 8**Prepare some signboards or warning boards**

- You may invite the attention of the learners to the possibilities of danger in public places, where proper signboards/ warning boards are not placed.
- Let them share their comments/ opinions.
- Now, familiarise the learners with the features of a signboard/warning board.

Features:

- Minimum words
- Create an immediate impact on the people.
- Clearly and legibly written
- Ask the learners to prepare signboards/warning boards individually.
- Let them refine their writing in groups.
- Correct the errors through editing.
- You may also present other possible answers.

Possible answers

1. High Noise Zone,
Cover your Ears
2. Danger of Drowning,
Depth 900 mm
3. No Parking
Entrance in Constant Use
4. High Voltage

Disconnect Power before Servicing

5. Under CCTV Surveillance

Editing

- Let the learners read the passage for editing.
- Draw the attention of the learners to the words underlined.
- Let them edit the passage individually.
- Random presentation
- You may present the correct answers, after generating a discussion on why some words are underlined.
- Let them rewrite the story in the space provided in the Reader.

The corrections are:

a- an

for- four

they- They

want- wanted

call- called

give- gave

ask- asked

them- it

the- The

stick- sticks

The son-The sons

learn-learnt

A Glass of Milk

- You may use the questions in the introductory part to lead the learners into the story (Page 152).

- Let the learners read the story individually.

- Let them share their ideas in groups.

- Group presentation.

- Lead the learners to the activities in the textbook.

Activity 1

- Let the learners do the activity individually.

- Ask them to arrange the events of the story in the proper sequence.

- Let them write in the space provided in the textbook.

Possible answers

1. The boy was selling goods from door to door.

2. The young woman gave a glass of milk to the boy.

3. The woman was admitted in a hospital.

4. Dr. Howard paid the bill.

5. She read the words written on the bill.

6. Tears of joy flooded her eyes.

Activity 2

- Draw the attention of the learners to the second activity.

- Let them complete the word grid with the help of a dictionary.

Possible Answers

1. Medicine

2. Pills

3. Syringe
4. Surgery
5. Ward
6. Nurse
7. Patient

Poem

If I can Stop One Heart from Breaking

Teacher Talk:

In *The Champ*, we have seen Radha who offered a helping hand to Aman when he was caught in a swift current. The story, *A Glass of Milk* introduces a woman whose act of kindness was paid in full by another kind action of Dr. Kelly.

- Here is a poem that describes the thoughts of a person on the deeds of kindness.

Process

- Now, let the learners read the poem silently.
- Let them share their ideas in small groups.
- Let them raise their doubts regarding the theme, expressions etc. in the whole class.
- Lead a discussion so as to clear their doubts.
- Let them recite the poem in the class.

The teacher may get audio presentation of the poem from the Internet too.

The questions given in the textbook may help the learners to analyse the poem. You may frame more questions to ensure better comprehension and analysis.

Hints for textual questions

1. One's life becomes meaningful if you can prevent someone from having his/ her heart broken or stop a person from experiencing any kind of suffering.
2. The poet emphasizes or clarifies her argument that one's life becomes worthier, if one is concerned about others.
3. Let them pick out the line from the poem
4. 'Aching', 'pain' and 'fainting'
5. Happiness/ satisfaction/ self- esteem
6. Kindness

Activity 1

Choose the best alternative

- This activity will help you to ensure the learners' comprehension of the poem.
- Let them do this activity individually.

Hints for textual questions

1. c. Comfort a person when one is sad.
2. b. My life will be meaningful.
3. c. hurt the one who is happy.

Activity II - Prioritise the deeds of kindness according to your preference.

- Let the learners go through the four deeds of kindness given in the Reader.
- Let them prioritise the deeds according to their preference.

• Now, let them read the dialogues on some ways of helping others, given in the Reader.

• Ask them to list some other ways of helping others. Let them write their answers.

Possible answers

a. I help my friends when they are in

need.

b. I wash the clothes of my younger sister.

c. I assist my brother in his studies.

I can

Make entries in this page as you proceed.