

TEACHER'S SOURCEBOOK

SUPPLEMENTARY MATERIALS FOR TEACHING ENGLISH IN STANDARD V



**District Institute of Education and Training
Wayanad - 2006-2007**

Published by:

The Principal,
District Institute of Education and Training (DIET)
Wayanad

For private circulation only

PREFACE

The Coursebooks and Practicebooks in English for standard VI, VII have been revised on the basis of the constructivist paradigm derived from the convergence of cognitive psychology, theoretical linguistics, experiential pedagogy and the theory of multiple intelligence. Language is viewed here as a set of discourses for communication. Hence discourse level treatment of Language has been introduced. Narratives have been used as a pedagogic tool for integrating the language skills and giving learners a holistic feel for the language.

The existing learning materials for standard V are based on the Communicative Language Teaching Approach. On the other hand, there is a paradigm shift to the Cognitive Interactionist approach in standard VI and VII. Inservice teacher training programmes are being conducted for standard V teachers to provide integrated learning materials in the class within the purview of the prescribed curriculum. Feedback on these training programmes through field visits and personal interactions reveal that teachers find it very difficult to handle lessons in Std V using the near approach as support materials are not available.

This supplementary material for standard V was designed in the district level workshops conducted by DIET Wayanad during August 2006. Hope that teachers can make use of these materials effectively in their classrooms. There are 10 units in the coursebook for standard V. Each unit in this material has been prepared correspondingly by making use of the possibilities. Units 7 and 8 of the coursebook have been merged into one unit. Thus there are nine units in this new material. The tasks in the CB and PB can be incorporated with the classroom activities by the teacher. Reading materials for children will have to be duplicated by the teachers using the TLM grant.

Your suggestions for improving the quality of this material in the light of classroom practices are solicited.

Thank You.

Sulthan Bathery
August 2006

PRINCIPAL
DIET Wayanad

CONTENTS

To the Teacher

The approach to facilitating English language acquisition

Continuous Evaluation

Curriculum Discourses Identified

Unit 1 - The Pet Parrot

Unit 2 - My School

Unit 3 - Healthy Habits

Unit 4 - The Animal Album

Unit 5 - A Great Friendship

Unit 6 - Plant a Tree

Unit 7 & 8 - My Study, The Twinkling Stars

Unit 9 - The Wealth of the Nation

Unit 10 - I Melt for you

Appendix - English for classroom Communication

TO THE TEACHER

- These supplementary materials for standard V have been designed on the basis of the existing coursebook for standard V.
 - The cognitive interactionist approach as in VI and VII standard is accepted.
 - These materials operate mainly at the discourse level.
 - Processing of various linguistic discourses like descriptions, conversations, poems, stories, narratives etc. are attempted.
 - Various skills of language are integrated in the most natural way.
Ensure the process and never expect immediate construction of discourse types. Even the attempts on the part of the learners are to be considered positive. Wait patiently and provide a low anxiety level for each child.
 - Promote creative and meaningful use of language rather than mechanical reproduction of language texts.
 - The various discourses presented to the learners and produced by them are organically inter-linked with the oral presentation of narratives.
 - The narratives provide a rich source of linguistic input to the learners in a number of ways.
 1. It allows a holistic treatment of language
 2. It accommodates all sentence varieties and provides ample slots for voice modulation.
 3. It instills in the learners a 'feel' for the language by creating emotional gestalts in the minds of the learners.
 - Every learner has an opportunity to take off from where she stands. Try to address the problem of multi-level situations by taking this into consideration.
 - Reading materials for the learners will have to be duplicated and used.
 - Ensure comprehensibility but avoid asking conventional comprehension questions. Use familiar structures and language items which are a step higher than the general cognitive ability of the class, i.e., GCA+1.
-

THE APPROACH TO FACILITATING ENGLISH LANGUAGE ACQUISITION

The way we look at language decides the approach to language teaching and learning.

How do we perceive language?

Language is a rich, complex, rule-governed vital system. Its sum is larger than its units such as sounds, letters, sentences and rules. The child has an innate cognitive ability to acquire any language. The child's speed and ease in making use of this innate capability for language acquisition is astonishing. Language is a biologically determined system. Language is a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. No language can be considered substandard.

1. The human child is genetically endowed with a language system, namely UG (Universal Grammar) and what we mean by language acquisition is the unfolding of this innate system.
2. Language acquisition is a non-conscious process, which is to be seen as distinct from the conscious process of learning language facts.
Language is acquired not through imitation, but through insightful theory construction.
3. Repetition may be helpful for learning language facts in isolation, but recurrence is relevant for acquisition.
4. Language is not the totality of the four skills but the inner competence required for the performance of the four skills.
5. Language acquisition is not a process of linear growth but is that of spiral growth.
6. Acquisition progresses from whole to part. At every stage of learning, facts of language that constitute parts are to be conceived in relation to the language system as a whole.
7. Static texts have little role in acquisition. What the child requires is a large variety of dynamic texts in the form of discourses.
8. Acquisition becomes smooth when linguistic experience is real, holistic, relevant, need-based and meaningful to the child.
9. Overt corrections or expansions cannot facilitate acquisition. What is required is a rich linguistic atmosphere that will provide enough indirect negative evidence.
10. It is not the quantum of exposure that matters but its quality. Acquisition takes place only if the learner gets comprehensible input through discourses generated inside and outside the classroom.

It is understood that these assumptions will have implications in all areas related to second language facilitation. This includes material, methodology, environment, teacher-role, atmosphere and what not.

The Cognitive Interactionist Approach

The Cognitive Interactionist Approach, which we have conceived here, strikes a balance between the linguistic autonomy of the learner on the one hand, which is largely innate, and the social interaction on the other, which takes care of the functional aspects of language. It is worthwhile noticing that the cognitive interactionist model is essentially within the constructivist paradigm.

The paradigm

- Emphasises learning and not teaching.
- Encourages and accepts learner autonomy and initiative.
- Sees learners as creatures of will and purpose.
- Thinks of learning as a process.
- Encourages learner inquiry;
- Acknowledges the critical role of experience in learning.
- Nurtures learner's natural curiosity.
- Takes the learner's mental model into account.
- Emphasises performance and understanding when assessing learning.
- Bases itself on the principles of the cognitive theory.
- *Makes extensive use of cognitive terminology such as predict, create and analyse.*
- *Considers how the student learns.*
- Encourages learners to engage in dialogue with other students and the teacher.
- Supports cooperative learning.
- Involves learners in real life situations.
- Emphasises the context in which learning takes place.
- Considers the beliefs and attitudes of the learners.
- Provides learners the opportunity to construct new knowledge from authentic experience.

Other features of the Second Language Acquisition (SLA) model

- Ensures the transaction of English through meticulous spiralling of discourses.
 - Ensures the spontaneous construction of a variety of oral and written discourses such as conversation, description, poem, letter, diary, narrative, report, debate and speech without explicit teaching.
 - Incorporates several strategies for the expansion of the Zone of Proximal Development (ZPD) of students.
 - Makes use of a number of activities meant for the development of multiple intelligences.
 - Integrates the various skills of language in a most natural way.
 - Ensures the paradigm shift from the skill-based approach to the knowledge-based approach.
 - Makes use of continuous and comprehensive evaluation scheme.
 - Promotes creative and meaningful use of language rather than mechanical reproduction of language texts.
-

- Bridges the gap between the so-called 'good' and 'bad' performers of language.
- Ensures collaborative learning atmosphere in the classroom.

It is expected that learners brought under the SLA programme will be able to construct various linguistic discourses (such as conversations, narratives, reports, essays, letters, poems, descriptions, speeches,.) effortlessly and spontaneously. Moreover, unlike in conventional English classrooms, even the weak performers will not be excluded from the classroom processes by virtue of the discourse-theme spiralling strategy that has been evolved. Activities have been designed incorporating the notion of Multiple Intelligence in order to take care of individual needs and differences. Since the Acquisition Model aims at processes that will equip the learner to make use of 'finite means infinitely', every learner will be able to perform language at his level with confidence.

Why do we have discourse level processing of learning experiences?

A discourse is a mode of communicating certain ideas meaningfully in a particular situation. Development of basic skills in language learning i.e., listening, speaking, reading and writing should be continued. But the emphasis at this level is on the use of varied modes of discourses through the basic skills. Learning experiences should be targeted to provide the learner sufficient scope for the integration of the basic skills in their language acquisition process. Language exists as different discourse modes. Moreover, one language function can be served through different forms of language and one form of language can have different functions. These possibilities should be utilized in the language acquisition process. To ensure this, we have to make use of different modes of discourses.

A student in upper primary classes should be able to communicate ideas easily and effectively in English. No sentence conveys its full meaning in isolation. Hence the context is very important. The context will be a part of discourse mode. Therefore discourse level processing of learning experiences is necessary in language learning. This and only this helps the learner to read in between and beyond lines. Discourse level processing holds good to all four basic skills. The full meaning of the sentence lies on the load of experiences received by the listener or learner. Therefore, to have holistic language experiences, discourse level processing of activities is inevitable.

Role of coursebook, sourcebook, supplementary material and the teacher

Teachers can present the narratives with slow speech, suitable actions and gestures. This helps better comprehension. The reading materials will have to be duplicated and presented in the class ensuring easy reading. This can be done either by preparing clearly written charts or by using xerox copies. Innovations within the paradigm can also be attempted by the teachers in the related activities. Collaborative learning among teachers through discussion is also suggested. Try to ensure the involvement of all the MI components.

Evaluation

Language learning process is a continuous one and hence assessment should be done then and there. Learning takes place in group discussions, pair discussions and individually. So the assessment also should be made individually, mutually and groupwise. This will help the learner to compare his strengths and weaknesses and make modifications in his learning.

Testing plays an important role in the learning process. It motivates students to become better learners and creates a healthy, competitive spirit among them to improve their ability further. It can also give teachers valuable feedback on what their students have learned. In the traditional way of testing, where learners are expected to recall details from set texts, write essays and do grammar exercises, their memory and not their language ability is measured or tested. A better approach is to test what the students have actually learned, for example skills, the use of English for effective communication, fluency and the skills acquired as a part of Continuous and Comprehensive Evaluation (CCE). This shift of focus in testing from memory to real language acquisition shall be the major concern of the tests. Any test should be valid and reliable. For the test to be valid, students should be tested on what is taught to them in the class, for example, reading and writing. The acquisition of these skills, not the ability to memorise chunks of text, should be tested. Questions shall be based on curriculum objectives and designed to test pupils' proficiency in language skills and their ability to produce various discourses.

Student Assessment

The shift from a skill-based approach to a knowledge-based approach calls for a different perspective on evaluation. If we equate language learning with a 'bricklaying' process, we can easily test whether the learner has learnt the targeted linguistic components such as vocabulary, structures, idioms and so on after transacting each module. Naturally, after administering a learning activity in the class, one can assess what the learners have learnt, based on which further input can be given to them. In this sense multilevel transaction programmes can be designed to locate the needs of a heterogeneous group with regard to various concepts, skills and processes. In this case it is always observable for an external examiner, where the learner stands at any given point of time.

Since language acquisition is an organic process, just like that of a child growing, it will be impossible to assess what the child has acquired at a given point of time. Thus we are confronting with a different situation when working with an acquisition paradigm. By virtue of the fact that we are facilitating a nonconscious process, it is not easily observable what the child has acquired after experiencing a particular module of classroom transaction. What the learner performs does not directly reveal his inner competence. The errors which occur on the part of the learners in a learning situation, whether they be at the phonological, morphological or syntactic level, cannot be addressed by designing remedial learning activities which target particular linguistic facts. Moreover, we cannot design and execute multilevel learning activities catering to the needs of the different levels of the learners because this kind of selective

linguistic input will lead to learning but not to acquisition. It may be noted that this kind of intentional input is not available for the learners in a natural language learning situation. All what we can do is give the learners further discourse inputs, which will retain the holistic nature of the language and are capable of involving them psychologically. At the same time we have to ensure that the learners get ample opportunities to reflect on what they have performed in comparison with what others have done.

The thrust here is on a process of self-evaluation. In a sense an experiential programme meant for facilitating language acquisition depends crucially on the autonomy of the learner, where autonomy is interpreted as being self-regulatory. Every instance of the learning process implicitly triggers the self-regulatory process. This is how a learning process inherently becomes a self evaluation process too.

At the same time it is to be borne in mind that the self evaluation process is a subconscious or nonconscious process within the individual which cannot be observed and assessed by a facilitator or a teacher with the help of a set of tools. As already mentioned, language acquisition is a biological process, a process more or less similar to the growth of a child. Everyone knows that the child is growing. Nevertheless, we do not have clear indicators which will reveal to us the quantum of growth that has taken place between any two consecutive days. Similarly in a language class there are no indicators which will tell us about the amount of knowledge the learner has acquired after a few minutes of teaching.

Since we are focusing on the production of discourses such as narratives, conversations, dialogues, poems etc; we must have a clear idea as to how the various language products and linguistic skills of the learners are to be assessed. Let's see how this can be done using the Continuous and Comprehensive Evaluation (CCE) mode.

CONTINUOUS EVALUATION

AREAS

1. Oral presentation

Here the proficiency of the learner to present various discourse forms is evaluated.

2. Participation in interpersonal communicative situation

This is to assess the learner's proficiency in expressing his ideas in pair work/group work/interview/seminars/debates/speeches etc.

3. Project work

Here the ability of the learner to identify and make use of the scientific processes involved in a project work is evaluated.

4. Products

The products that the learner makes in his everyday learning activity are to be assessed. They include all discourse forms he constructs such as poems, stories, dialogues, diaries, descriptions, narratives, magazines, news papers, posters, notices, forms etc.

INDICATORS FOR ASSESSMENT

Narrative story

- Sequencing of events

- Variety of sentences used. (declarative, exclamatory, tags interrogatives etc.)

Whether the thoughts and/or dialogues of the characters are included in the script.

- Well-formedness of the sentences

- Captions

CONVERSATION

- Using meaningful exchange

- Whether the communication purpose has been served or not

- Using well-formed structures

- Appropriateness of expressions (formal, informal, polite)

DESCRIPTION (PARAGRAPH WRITING)

- Cohesiveness

- Whether the sentences are justified in terms of the targeted theme

- Using well-formed structures

- Selection of verbs other than stative verbs (be, have)

LETTER

- Whether the message has been conveyed or not

- Proper beginning (salutation-Dear Friend/Sir etc.)

- Proper ending (With love, Sincerely)

- Body of letter (context, content, conclusion)

- Using well-formed structures
- Place, date

DIARY

- Events other than routine ones (woke up at six.....etc.)
- Personal feelings or reflections on these events
- Appropriateness of expressions

NOTICE

- The context
- Message (content)
- Request or appeal
- Salutation
- Endorsement (Who prepares the notice)
- Layout
- Using well-formed structures

POSTER

- Layout
- Attractiveness (Letter style, colourfulness etc.)
- Brevity
- Aptness of the expression

POEM

- Rhythm, pattern etc.
- Theme
- Selection of words

Before entering the first Unit, the ability of the students to perform various discourses is to be assessed using a tool focusing on the production of discourses. A specimen tool has been given in the Sourcebook. The same type of questions can be used for terminal and final evaluations.

CURRICULUM DISCOURSES IDENTIFIED

The processes suggested are given under each discourse type.

I. Stories

1. Find out difference in styles and messages by reading and listening to a variety of simple stories.
2. Write simple stories on the basis of pictures and clues and narrate them with proper expression.

II. Descriptions

1. Speak about things, places and persons by reading and listening to a variety of short descriptions.
2. Write about things, places and persons in simple sentences using appropriate language items.

III. Dialogues/conversations

1. Identify the contents of dialogues/conversations by listening to and reading a variety of them.
2. Identify the form and functions of language used in dialogues/ conversations and interact effectively with others.
3. Write dialogues/conversations suitable for different contexts/ situations and perform role-plays.

IV. Poems

1. Listen to and read simple poems and recite them with proper expression.
2. Read simple poems and appreciate the art in them.
3. Identify the images, thoughts, feelings and messages in simple poems.
4. Write a few lines in the similar patterns
5. Riddles, puzzles, jokes and languages games.
 1. Engage in and enjoy riddles, puzzles, jokes and language games.
 2. Make riddles, puzzles and language games.

VI. Narratives

1. Identify the features of narratives by listening to and reading a variety of narrations.
2. Develop a variety of language forms to express what the characters are saying or thinking.
3. Prepare narratives in writing by fixing a sequence of events and present them with appropriate tone variations and expressions.

VII. Notice, posters and advertisements

1. Identify the features of notices, posters and advertisements by reading and listening to a variety of them.
 2. Make notices, posters and advertisements related to school events.
-

VIII. Letters

1. Read different types of letters and identify the features and draft letters on their own.

IX. Reports

1. Read and identify features of various kinds of reports.
2. Write reports on school activities and celebrations.

X. Diaries

1. Draw ideas by comparing different samples of diaries.
2. Keep diaries on incidents and projects on their own.

XI. Paragraphs

1. Write-simple paragraphs cohesively.

In addition to the above mentioned discourses the learners are expected to carry out the following activities also:

A. Projects

1. Identify issues.
2. Decide upon appropriate methods for investigation.
3. Develop appropriate tools for collecting data.
4. Analyse data and reach conclusions.
5. Prepare the project report.
6. Present the findings before an audience.

B. Debate.

1. Conceive different perceptive on an issue
2. Decide on one's own perceptives and enumerate various points at arguments
3. Present one's own view points and arguments in a logically convincing way.
4. Develop tolerance for others points of argument.
5. Develop ability to work out counter arguments so as to defend ones own arguments.

C. Creative Collection

1. Maintain a collection of various discourses constructed as parts of learning experience.
2. Collect specimens of stories, poems, pictures etc.
3. Keep a record of one's own impressions on the collections.

D. Assignment

As a part of classroom transaction students are expected to construct a variety of discourses as their home assignment.

UNIT - 1

THE PET PARROT

The unit tells the story of Meera and her friend Anitha and their attempts to catch a parrot.

Introduction

- How many brothers do you have ?
- What is your father ?
- What is his name ?
- How many sisters do you have?
- Is she younger to you ?
- Do you have a grandmother / grandfather in your house ?
- How old is your grandfather ?
- Does your aunt or uncle live with you ?
- How many members are there in your family ?

Drawing the family

Draw a picture of your sister

Can you draw your family ? You may go around and interact with the children when they draw. Questions like, “Is this your grandmother?”, “Does she live in your house?” “Oh, you have three brothers!” “Is that your baby sister ?” etc. can be asked.

Thus the page will contain pictures of the members of their family. If possible they can write down the sentences like, “This is my father, His name is....”

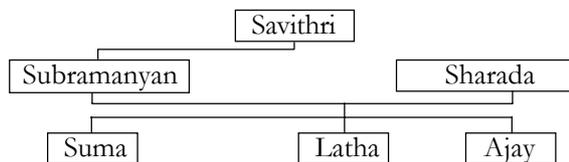
Drawing a family tree

Now the teacher completes her picture of her family on the BB.

If possible take your family photograph to the class.

You can make statements like

“I have a grandmother. Her name is Savithri. Her son is my father. His name is Subramanyan. My mother’s name is Sharada. We are three children Suma, Latha and Ajay. So my family tree will look like this.” Teacher builds up the family tree on a chart.



Children look here, I am drawing a picture. Start drawing and ask, ‘can you guess?’ What is it ? Draw the picture very slowly so that the identity is not revealed for some time. Let the children respond in any manner. Continue drawing. All the time they will guess and say some-

Developing a rhyme

Let each students write two lines individually. They share the ideas in groups. Let them then put all the lines together to make a group product. The group products are presented in the class. Now continue with the narrative.

📖 NARRATIVE 2 : (ARRIVAL OF A FRIEND)

Hearing her song, Meera's grandmother came into the room.

"Why are you so happy ?" grandma asked.

"My friend is coming" Meera replied.

"Who is that?" Grand father asked.

"My new friend, Anitha. She is very smart."

'Click' the gate opened. It was Anitha. Meera ran to the gate.

"Hi Anitha".

"Hi Meera".

"Please come in" Meera said.

Anitha was looking somewhere else.

"Oh they are beautiful. Are they yours?"

Interaction:

- * What did Anitha see?
- * What were the pets ?

📖 Reading : (Meera's pets)

"Yes they are my chickens. There are ten", said Meera. "That hen is their mother."

"See the cock near the well. It has beautiful feathers. Its crown is also beautiful . Do you have any ducks?" Anitha asked.

"No I haven't. But I have a dog. Look, there he is. His name is Bruno."

"Oh ! He is nice. He has such a fine tail and his paws are black. They look like socks on his legs."

Talking about pets

Teacher interacts with the students.

"Have you got a pet animal ? Can you draw it ?"

Teacher draws the picture of her pet animal. A guess game while drawing the picture can also be conducted. Or the teacher can present a chart with pictures of pets. *"I like this. It is a*

parrot. It is green. It has a red beak. It can talk. It can sing songs.” Teacher can describe any pet like this. Write some of these sentences on the board. Let the children draw the pets they like. Group the children to make descriptions of the pets. Conduct a guess game among the groups. Let one group describe one pet. “It has horns. It gives milk. It has a tail.” The group which says the name of the pet will get points.

NARRATIVE 3

“Don’t you have any pets?” Meera asked.

“No. I haven’t any. I like pets. But mother doesn’t like cats or dogs. But I have a beautiful garden”, said Anitha.

“I have ten different types of roses!”

“Is it so? I would like to see your garden”, Meera said.

Interaction

- * Can you make a guess about the other types of flowers in Anitha’s garden ?
- * How many flowers do you have ?
- * Develop a concept map of flowers.
- * How many of them can you draw ?
- * Can you colour them ?
- * Do you want to know more about Anitha’s garden ? Read this paragraph.

Reading (Anitha’s garden)

“My garden is very beautiful . There are many flowers in it. There is a small pond. There are water lillies in the pond. I have fish in the pond. Some of them are gold fish. There is a mango tree at one corner. There are several birds on that tree. There is a beautiful parrot. It can sing nicely. I want to catch it.”

“Very nice ! I will help you.” said Meera.

“Come to my house on my birthday. We shall catch it together.”

“All right. Let us tell about it to my grandfather.”

“Hellow children. What are you talking about ?”

It was her grandpa.

“.....”

Conversation:

What did they talk ? Elicit free responses.

- * Let the students write it individually.
- * Share and refine it in pairs
- * Present it in groups
- * Help the groups to refine the products
- * Groups present their conversation
- * Refine it in general

Teacher version of the conversation

Anitha : Good morning, Grandpa, Grandma.

Grandpa: Good morning.

Meera : Grandma, meet my friend, Anitha.

Grand pa : Good morning, Anitha.

Meera : There is a parrot in her garden.

Grand pa : Very nice.

Meera : We want to catch it.

Anith : Will you help us, grandpa ?

Grandpa : Surely.

Anitha : Thank you.

Meera's grandfather told them stories.

They were very happy.

"Come to my house tomorrow."

"Okay. See you tomorrow." Anitha went home.

🔊 NARRATIVE 4 : (THE BIRTH DAY PARTY)

Next day Meera came to Anitha's house.

There were a lot of people. Anitha came out.

"Mother, this is Anitha" Meera introduced her friend.

"Nice to meet you". "What is special today ?"

Anitha gave her some sweets.

"Today is my birthday."

"Happy birthday Anitha. It's a pleasant surprise !

"Thank you. Please come in. The party is about to begin."

They all went in.

"How nice!" Meera remarked

Free responses. Why did Meera say so?

Let children give any answer. Now read on.

Reading (Birthday presents)

The room was decorated. There were balloons and ribbons. There was a big cake. Anitha cut the cake. They all sang “Happy birthday to you.” Anitha got many presents. Her father gave her a watch. Her mother brought her a new dress. Meera gave Anitha a book on pet animals. Then they all had dinner. Friends and relatives went back. anitha and Meera sat in the garden.

“Happy birthday to you”.

It was a parrot from the tree.

NARRATIVE 6 : (CLIMB AND CATCH)

Teacher continues the story.

“Come let us catch the parrot” Anitha said. “No, Anitha. Not now. Let us call someone.”

“Don’t worry. I will try. That tree has a hole. The parrot lives in the hole.” Anitha tried to climb up the tree. “Meera stood below.

“Ayyoooo..... uppp.....”

What was that?

What happened to Anitha?

What will happen next?

What will Meera do?

Where did she fall ?

Will she cry ?

What will Meera be thinking ?

Will they call someone ?

What will Anitha be thinking ?

Blow up this event into a short narrative.

This is attempted to familiarise the students about blowing up an event.

If possible fix another event after this and ask the students to blow up that event into another short narrative.

Now do you want to know what really happened?

Read the passage.

Reading : (Forgetting the pain)

“Are you hurt?” Meera asked.

“My leg..... um.....my leg....., I cannot get up” cried Anitha.

Anitha’s father and mother came running.

Suddenly the parrot flew from the tree.

Anitha forgot her pain. She jumped up.

“My parrot, my parrot” she shouted. Everyone laughed.

“Thank God, you are alright” said father.

“Let us sing the song again. Come, Anitha”.

Meera was very happy.

.....

Other remaining tasks from the CB and PB can be done after this.

UNIT 2

MY SCHOOL

The unit is about an incident of a tree falling on a school building and the community coming forward to help the students.

Introduction

1. Where is your house?
2. How do you come to school? By bus or on foot?
3. At what time do you start from your house?
4. What are the things you see while going to school?

Teacher then describes a child, Vinod, to them.

"I know a little boy called Vinod. He lives in a small village called Tharapur. His house is very small. It has a tiled roof. Two coconut trees are behind the house.

Can you find it in the picture? "Teacher shows the picture in the Coursebook and continues the presentation.

"His school is near the playground. He walks to the bus stop everyday. Then he takes a bus to school." "Can you mark his route to school?"

Refer Page No.8 of the CB (Photo)

"Now can you draw a route map from your house to school? Mark the important landmarks only."

Do you like rain?

What will happen if you don't have an umbrella?

Have you ever got wet in a rain?

What will happen if the wind blows fast?

let us see what happened to Vinod on a rainy day.

📖 NARRATIVE 1 : (A RAINY DAY)

It was raining heavily. Vinod walked to the bus stop. He had a new uniform. He also had a new umbrella. Suddenly the wind began to blow. Vinod ran to the veranda of the post office. He looked at the rain. It was a heavy rain. The rain was falling on the tree tops on the hill, on the playground and on the road. A song came to his mind.

Rain on the tree tops

Rain on the hill

Rain on the playground

Rain on the sill

Vinod hummed the first two lines.....Rain on the tree tops, Rain on the hill, Rain on the playground, Rain on the sill....He could not remember the next lines.

Can you help Vinod? Teacher writes these lines on the blackboard and reads it to the students.

What are the places where rain falls? Make a concept map in general.

Rain on the roads, leaves, gardens, roofs, bushes, flowers, plants

Adding new lines.

Let the students write two lines each individually. Then share their lines in groups. Let them put all the lines together to make a group product.

NARRATIVE 2: (A MUD BATH)

Teacher continues the narrative.

The rain stopped. Vinod started walking. It was a mud road "Pee...Pee..." A car came speeding from behind. SPLASH! The car splashed the water in the road. "Aaaabuun...." Vinod's new trousers were covered with muddy water. What a driving!" The car rushed past. Vinod was angry. He was sad too "Oh God! What shall I do?" thought Vinod. He looked around. He saw a tap near the road. He went near the tap. He put his bag on a rock. Then he washed the mud from his pants. Water was dripping down from his new uniform. "It is very cold!" He began walking. He could see the bus stop from a long distance. There was his bus!

Interaction:

1. What will Vinod do?
2. Can you run fast in wet cloths?
3. What will you do if you are in the place of Vinod?

NARRATIVE 2: (CATCHING THE BUS)

Teacher continues the narrative.

The conductor blew the whistle two times. The bus started to move. Vinod began to run.

"Stop! Stop!" He cried.

The conductor looked out. The bus was full.

Vinod cried out again, "Stop! Don't go." The driver did not stop the bus.

The people at the bus stop tried to stop the bus. They clapped and whistled.

Interaction

1. Did the conductor hear them?
2. What did the conductor do when people tried to stop the bus?
3.

Reading: (Looking at the rain)

Poor Vinod!. He ran after the bus. But the bus did not stop. Vinod returned to the bus stop. " I will be late. What will the teacher say?", he thought.

The next bus came and Vinod got in. Luckily he got a side seat. He sat there. He looked out. The rain started again. The wind was blowing fast. "What a horrible wind!" he thought. "Thank God. I am inside the bus."

He looked out of the window. There was water everywhere. Down on the right side, he saw Shyama's house. The water level was upto the doorstep. "Shyama cannot come to the class today!" It was a horrible scene.

Developing a description:

Let the children draw the scene that Vinod saw.

Teacher interacts with students about their pictures. She asks them to write descriptions.

1. Let the students write individually.
2. Share and refine it in pairs.
3. Present some of their descriptions.
4. Collect all the products to make a magazine.

🔊 NARRATIVE 3: (VINOD IS LATE)

Teacher continues the narrative.

It was late when the bus reached the school. The classes had begun. Vinod got down from the bus and rushed to his class. Mr. James was in the class. The children were writing about their school. Vinod stood at the door. "Excuse me sir", he said looking at the teacher. Mr. James came to him.

What did he say? What did Vinod reply? How did Mr. James react? Discuss these in general.

Developing a Conversation:

You can make the children develop the conversation between Vinod and Mr. James.

1. Let the students write it individually.
2. Share and refine it in pairs.
3. Present it in groups.
4. Let each member present the first exchange in the group. Let the group members decide the best one. Let them select or reframe a suitable sentence to the first one in the next round. They have to complete all the exchanges like this. There will be a separate group product.
5. Refine it in the whole class. This can be done by the teacher as the students did in their groups. Thus the teacher can evolve the teacher's version in the class.

Refer page 14 of the CB

🔊 Narrative 4:

Teacher continues the narrative.

"Visal, Please read your essay".

Mr. James asked Visal to read his essay 'Our School'.

"This is my school. It is Malayadi UP School. It is by the side of P.K. Road. It is three kilometers away from town. There are three classes and five teachers."

"Very good". Mr. James asked Anupama to read her essay.

Can you write down that essay?

Let the children write about their school (Refer page 9 & 10 of the CB)

NARRATIVE 5: (MEASURING RAIN)

The bell rang. The next period was science. Vinod liked doing experiments. Science was his favorite subject. Sarala teacher taught them science. In the last class they could make rain gauges. Now each group has one. They are waiting for using those rain gauges. Sarala teacher came to the class.

"We are ready with the rain gauge teacher."

The children said. "Let's go outside. We have to find out suitable places." All of them got ready for the experiment.

Now you can read on.

Reading : (The crash)

Sarala teacher took them outside. "Take your umbrellas". She said. "Don't get wet". They all went to the playground. Each group started setting rain gauges. It was raining. The wind blew again. Oooobbbb! The umbrellas flew up. The children shouted. C R A S H! They heard a loud noise. They looked at their classroom.

What was the sound?

Invite free responses. Interact with their answers.

Do you want to know what really happened?

Reading: (The mango tree)

"Look!" Sumitha said. "Hei, look at the mango tree". They all looked. A big branch of the mango tree had broken. It was on the roof of their classroom! The tiles were falling down from the roof. The other building was safe.

"Where shall we go?" Prema asked. "We have no class room now." Some of them tried to take their bags back.

"Children, don't go near the class." Mr. James called out. The Headmaster came there.

He made an announcement.

Interaction

1. What could be the announcement?
2. What do you think about other classes and children?

NARRATIVE 6: (ONE HUNDRED OR ONE THOUSAND)

Teacher continues the narrative.

"All the children of class V can go home" the Headmaster said. "Students of standard VI and VII can go back to their classes." No one wanted to go. Their bags were in the class. "How many tiles are broken?" Vishal asked. "May be a hundred". "No. I think thousand tiles are broken" said Susmitha. "Pooh!" said Vishal. You don't know what thousand is ! Suddenly they heard another sound.

"Hey, there is a jeep coming."

"There are many people in it"

Interaction

1. Who could be in the jeep?
2. Accept and discuss any possible response.

🔊 NARRATIVE 7: (THE SCHOOL NEWS)

Teacher continues the narrative. "I don't know any of them." Said Vinod. "Ah, I have seen that short fat man with the camera." Said Vinod. "Where did you see him?" Vishal was curious. "Yes, he was in the TV news yesterday. They are from the Malanad Channel" Vinod recognised them. He pushed himself forward. He wanted to be on TV.

"Are you from this class?" The short man with the camera enquired. Vinod looked at him.

A tall man was also with him. He had a mike in his hand.

"Yes," said Vinod, The short man started shooting.

The tall man asked about the incident.

Here is the interview with Vinod.

📖 Reading: (Vinod's Interview)

"When did it fall?"

"During the second period."

"How many children were in the class?"

"Thirty five."

"How many were hurt?"

"Nobody."

"Nobody?"

"We were all outside" Vinod explained. "It was a science class."

"What were you doing in the rain?"

"We were measuring the rain."

Interaction

They interviewed the HM, Sarala teacher and some other students.

1. What other questions do you think they asked?
 2. List those questions.
 3. Teacher collects and writes those questions on the blackboard. Teacher can supply
 - A few new questions. For example, Was it an old tree?
 - How many branches were broken?
 - Why didn't you cut the tree?
 - What are you going to do now?
 4. Practise the interview in different groups.
 - A few groups perform the interview in the class.
-

👉 NARRATIVE 8: (AN IDEA)

Teacher continues the narrative.

"What are we going to do now?" Vinod asked his teacher. "Shall we clean the verandha, sir?" Mr. James said, "No, no. The big branch is still on the roof. It may fall on you. Don't go to the verandha."

"An idea!" Vinod thought. "Where is Vishal? Vishal, where are you?" Vinod called out. Vishal rushed to Vinod. Vinod put his hands on Vishal's shoulder and started saying something into Vishal's ears. Vishal agreed and both of them ran to Vishal's house.

Interaction

1. What may be Vinod's idea?
2. Why did they run to Vishal's house?

👉 NARRATIVE 9:

Teacher continues the narrative.

Vishal and Vinod returned quickly. There was a man with them. He had an axe on his shoulder. Who may be that? It was Vishal's father, Rajan. He was a woodcutter. He agreed to help them. They took him to the Headmaster. Vinod introduced Mr. Rajan to the Headmaster. The Headmaster talked to Mr. Rajan.

📖 Reading: (Cutting the tree)

"I need some rope." said Vishal's father.

"We have one in the office."

Mr. Rajan climbed on to the roof. He cut the small branches first. He tied the rope to the main branch. His friends helped him. They slowly brought the branch down. In two hours they removed the branch from the roof. Vinod peeped into the classroom. "Oh,..."

Interaction

1. What did he see inside the classroom?
2. What was there in the classroom?
3. What did they do after that?

Discuss all the possibilities. Let the students complete the story.

Let them select the best one.

UNIT - 3

HEALTHY HABITS

This unit is about good health habits and the need to keep our premises clean and tidy.

Introduction

Do you like rain? What will you do when rain comes? Do you like walking in rain without an umbrella?

NARRATIVE 1:

It was a fine evening. After the school Saju and his friends were playing in the ground. Suddenly it started to rain. "Hai, its raining. Let's stop the game." One of his friends called out. "Let's go home" said another. But Saju didn't listen to it. "I'm not coming," he said. Water dropped from his head. His cloths got wet in the rain. His friends went back. He enjoyed the rain bath! He played till dark in the evening. He reached home. He saw his mother Girija waiting for him near the door. She was angry.

Interaction

What did Girija ask him? What did Saju reply?

Let the students respond as they feel.

NARRATIVE 2:

"Naughty boy! What is the time now? What were you doing in the rain?" Saju kept his head down. "Change your dress and come" He went to the kitchen and took a glass of cold water. "Have these chapathis." His mother said. "I don't want anything". He went to his bed with the same cloths. He did not wash his hands and legs. Girija didn't notice this.

Next morning mother touched his forehead. "On my God! My child has got high fever. What shall I do?" She went to the kitchen and took some kaniji and pickles in a plate. "Saju, have some kaniji. Yesterday you didn't eat anything for supper. Come on get up." Saju felt very tired. He was shivering. "I should not wait for long. I must take him to the hospital." Mother thought 'Tuck - Tuck'. There was a knock at the door.

Interaction

Who could be that?

NARRATIVE 3:

'Krr.....' Girija opened the door. "Girija Chechi, where is Saju? We are going for a picnic today." Saju was very weak. He could not walk properly. His mother was thinking about the money. "How much will I have to pay in the hospital?" Tears rolled down from her cheeks. "Raju.....He has high fever. Come inside."

Raju went inside. Saju's mother stood there, not knowing what to do. Raju rushed back from the room. He ran fast.

Interaction

Where did he go?

Why did he run?

NARRATIVE 4:

Havhh... Raju reached his house panting. He called out to his father. "Daddy, where are you?" Ramesh came out of his room. What happened Raju? Why are you so? "Daddy, Saju is not well. He has got high fever. We should take him to hospital" Within a minute Ramesh and Raju reached Saju's house. 'Pe-Pe-Pe... Girija looked out.

NARRATIVE 5:

Girija saw Raju and his father getting down from an auto. Raju came running towards her. "Chechi let's take him to hospital soon." Girija took Saju in her arms and got into the auto. She looked at Ramesh with grateful eyes. For a moment her thought flew back.

Interaction

What would be her thought?

Reading Material (A tragedy)

Painful memories of the past passed through her mind. One day Saju's father came with fever. He did not eat anything for supper. Next day morning his fever increased. I could not take him to hospital. There was nobody to help me. He was not ready to consult a doctor. He asked me to prepare pepper coffee. He took it many times. But the fever did not come down. Had we consulted a doctor that day he would have been still with me. Tears began to roll down through her cheeks.

NARRATIVE 6:

The auto came to a sudden halt. Girija slipped a little forward. She woke up from her thoughts. They were in front of the Government hospital. Ramesh talked something to the man at the door. Soon an attendant appeared with a stretcher. Saju was taken inside. Girija followed Saju to the doctor's room. Raju and his father waited outside.

"Sir, he has high temperature."

Interaction

What did the doctor ask them? was Saju admitted?

Reading material (A Check up)

While checking Saju the doctor asked,

"What is your name?"

"Saju"

"Where are you studying?"

"R.C.H.S. Chundale"

"Which class?"

"Fifth standard"

Doctor took his pen torch. He checked his eyes.

"Open your mouth."

He placed the thermometer under Saju's tongue. "Close your mouth. Hold it for sometime."

After sometime he took out the thermometer.

Doctor turned to Girija and said.

"Oh its too high. 104°!" He exclaimed.

"What should I do sir?" Girija asked.

"The boy is very weak. Let me observe him for 24 hours."

"Kr....Kr....." The nurse took Saju to the observation ward.

Interaction

Have you ever been admitted in a hospital? What was your experience? What all did you see there?

Ask them to list the person and things that they see in a hospital.

Doctor, nurse, attender, sweeper, watchman, patients, visitors, newspaper boy

Things : Stethoscope, thermometer, syringe, needles, medicine trays, bed, drip stand, stretcher, notice, posters.....

Reading Material (Pure water)

"Doctor, yesterday evening he played in rain"

He slept without changing his clothes"

"Do you have pure drinking water?"

"Sir we have our own well. We take water from it."

"Does it have a safety wall?"

"Yes, doctor but it is been broken here and there"

"If there is no wall, dirty water will flow down into the well. Using it will cause fever and many other diseases."

Interaction

There are many other ways our drinking water becomes dirty. What are they?

Teacher's Version

Taking bath near the well, washing cloths near the well, stagnant water near the well, dumping wastes near the well.

NARRATIVE 7:

"Dum - Dum - Dum - Tea Tea - Coffee - Tea - Coffee."

Girija opened the door. She got a cup of tea for her son. Girija patted her son & said "Saju get up and wash your face. Have this tea". Grumbling on the bed Saju said" Mother I don't want anything. I have pain all over the body"

Doctor entered the room. A nurse followed him. He examined Saju. "Nothing to worry. You can go home today. But take care." Doctor gave them some advice. "Take a lot of water. Do exercises regularly."

Interaction

Doing exercises is good for health. What are the other factors necessary for good health?

Elicit free responses.

Ask them to write individually and in groups.

Teacher's Version

Get up early in the morning.

Take bath.

Wash hands & mouth before & after meals.

Keep your body clean.

Wear clean cloths.

Drink clean water.

Keep your house and premises clean and tidy. Have your meal at correct time.

👉 NARRATIVE 8:

Raju visited Saju with his class teacher and his friends. When he saw his teacher he dragged himself up from the bed. He sat on the bed.

"How do you feel now? Did you have your medicines?" Teacher asked, Saju and his mother kept mum. Didn't you have your medicine? Teacher asked again. "No" said Saju, "Why? what happened?" There was total silence for some time. Girija "Doctor asked us to buy two tablets from outsidebut....." "Oh, you mean money?"

"Where is the prescription?" asked the teacher. Girija looked for it. She thought for a while. Where did I keep it? Ah! I have kept it inside a book. But where did I keep that book?

"Under the pillow?" Yes, she got it.

Interaction

Where may be the teacher going?

"Pe-Pe-Pe". Teacher waved to an auto. It stopped. They got into the auto, bought the medicines and came back.

Teacher came back with the medicines. She patted Saju lovingly. Oh, Saju, don't forget to take the medicines in time. Saju's eyes filled with tears.

His mother stood there looking down. She could not utter a word. "Don't worry. He will be alright soon".

The teacher and his friends walked down.

Girija looked at them with grateful eyes.

What will be the rest of the story?

Let children complete the story.

Refine the individual materials in groups. Present some of them in the class.

UNIT - 4

THE ANIMAL ALBUM

This unit tells you about a boy's experience in a forest.

1. Do you like balloons?
2. Have you seen big balloons?
3. Is it possible to fly up by a balloon?

NARRATIVE 1:

Rahul was a ten year old boy. He was studying in Std V. As usual he waited for his friends in the waiting shed. He was alone. Suddenly he found an attractive red packet. "What is that? Nobody is here. Whose packet is that?" Rahul thought. "Shall I take it? What may be inside?"

Interaction:

Can you guess what Rahul did then? What may be in the packet?

NARRATIVE 2:

"Is it good for me to take it?" He waited for sometime. No one came there. He was eager to know what the packet contained. Finally he took the packet. It had a nice wrapper. Rahul opened it "How nice!" There was a balloon. It was a big balloon. He took it and started blowing. It began to grow. The size of the balloon increased slowly. It became the size of a water melon. He continued blowing. It grew larger and larger. Suddenly he felt a jolt. It started to move up from the ground. He stopped blowing. He held its mouth tightly. Now he was also going up. He held the balloon tight. It started flying through the sky. It was flying over the fields, over the forest over the mountains, over the valley...then it moved towards the sea. He looked down. It was a wonderful sight.

Here teacher can present the poem in page No. 26 of the CB.

NARRATIVE 3:

The balloon crossed the sea and reached over a thick forest. Rahul felt tired. His grip loosened. The air started coming out. The balloon slowly came down. He landed on the branch of a tree. It was late evening.

He could hear the sounds of different animals and birds. He could hear different voices.

Can you list the birds and animals and their sounds?

NARRATIVE 4:

There was full moon in the sky. He could see the moonlit forest from the top of the tree. The sight of the forest was fantastic. He felt afraid to come down. He stayed on top of that tree. There he felt as in a bed. He couldn't sleep for a long time.

Next morning sun rays peeped through the branches of the tree. Rahul opened his eyes. He looked around. He slowly climbed down from the tree. He was very tired. He was very hungry and thirsty. He looked for water. He walked here and there. He found nothing. He saw some foot prints of a man near the big tree. "Whose footprints, are these?" he thought.

Interaction

Free response questions about the foot prints

NARRATIVE 5:

Whose footprints can be those! He walked following the foot prints. When he moved forward a little, he could see a clean place. There was a long bamboo ladder. It led to the top of a tree. When he looked up he was surprised. There was a small hut on the top of the tree. The ladder was to climb up to the hut. He tried to climb up the ladder. He slowly moved upwards and reached near the hut. "Anybody here?...please come out" he called out. There was no response. He went inside the hut. No one was there. He looked for something to eat. There was a bamboo shelf in that hut. He found some fruits and water. He ate the fruits and drank some water. He got great relief. He sat near the wall. He thought about his mother, sister, father etc. slowly he closed his eyes. "Come on my boy, have your breakfast." Rahul's mother said.

Conversation :

What is the possible conversation between Rahul and his mother.

Teacher's Version

Rahul : What is there for breakfast, mother??

Mother : Your favourite dish, iddli.

Rahul : But for father?

Mother : I have made dosai also.

NARRATIVE 6:

"Tup....." Rahul woke up from his sleep.

There was a bag on the floor. He could see a big fellow. He was very tall and stout. She looked strange. Rahul was really frightened.

Interaction

Who is this? Why did he come here!

He couldn't realise the situation.

Can you guess who that was?

NARRATIVE 7:

"Who are you?" The man shouted. Rahul told him his strange experience with the balloon. The man became very soft. The man gave some more fruits to Rahul. They talked about animals and birds.

Reading (The Animal Album)

Write down notes below the pictures of tiger, elephant and peacock. Can you make notes for dogs and cats?

He told Rahul that he came for watching the animals and birds. He had a photo collection of different animals and birds. He gave Rahul many photos. In his album there were notes below each photo.

Rahul started to call him uncle. They became friends. Rahul liked to be there. But the thoughts about his parents and friends disturbed him. Then they came out from there. He liked the place very much. But he wanted to go back home and see his parents. They will be worried much. He told uncle Sam about this.

What will happen next?

Let the students discuss it. Complete the story.

Uncle Sam : Look, Rahul. This is a tiger. It's a wild animal. The tiger is our national animal. It's big. Do you know what our national bird is? It's the peacock. Peacocks live in forests. They are beautiful.

Rahul : what other animals are there in the forest, uncle?

Uncle Sam : Lions, leopards, bears, deer, rabbits, elephants... Is the elephant a wild animal?

Uncle Sam : Elephants are wild animals. But sometimes we keep them as domestic animals. Cats, dogs, goats, cows and buffaloes are domestic animals. Hens and ducks are domestic birds.

Rahul : What about parrots, uncle?

Uncle Sam : Some people keep them as pets. It's not good to keep birds in cages.

Rahul : Why not?

Uncle Sam : They have no freedom. Do you like to be shut up in a room?

UNIT - 5

A GREAT FRIENDSHIP

The unit tells the story of a naughty boy who becomes a good friend of a disabled girl .

- Has anyone called you a naughty boy / girl ?
- Do you help your mother ?
- How do you help your father?
- Do you love your neighbours ?
- How do you help your friends ?

NARRATIVE 1:

“Balu, can you bring my milk packet too?” Raji asked.

“I can't. Why can't you do it yourself?” Balu took a stick and beating bushes on the roadside, walked along the road. On his way he chased a dragonfly.

Raji followed him with a grumpy face. Every morning they went together to get milk from the milk man .They used to share jokes and sometimes she quarrelled with her. But today

- * Why did she ask him to bring her milk too ?
- * Is Raji a lazy girl ?

Reading

Raji is the daughtr of a businessman. He has a small shop in the city. Today she has to finish a lot of homework. If Balu brings her milk too, she can save time in the morning for her homework. This was her idea .

When they returned from the milkman, Raji did not utter a word to Balu until she reached the gate. Balu called her and said

Interaction

*Can you guess their conversation?

Balu :

Raji :

NARRATIVE 2:

"Balu, get ready for school" his mother said. "Your breakfast is ready." Balu walked towards the bathroom. He opened the tap and water began to flow. He started to wash his face and legs in a lazy manner.

"Balu , don't waste water." Mother shouted from the kitchen.

He had his breakfast and started for school. On his way , he saw some crows making the sound ca...ca....ca..... He looked up and watched them.

Interaction

- * What did he see in the sky ?
.....Only crows, eh ?
- * What were they doing ?

READING

Balu took a stone and threw it at them. All the crows began to make a loud noise and flew towards him. He stretched out his hands and ran to his left, then to right again to left and so on, teasing the crows. "ka..... ka..... ka..... " When he looked back he saw a beautiful scene at a distance.

Two crows were flying in the sky and in the middle there was a small crow. Though it began to fall, it managed to fly again. The other two crows were flying near to the little one. the were helping the little one to fly.

NARRATIVE 3:

Balu started to walk a bit fast. When he was about to cross the road, he saw a man standing on the road side. He had black spectacles . There was a white stick in his hand.

"Please help me I want to cross the road". The man said. Balu looked at him. He understood that the man was blind. But he didn't care for this man and crossed the road . The blind man was also trying to cross the road. "pee pee pee " Balu looked back. He saw a car coming at a high speed .

"StopStop ..." Balu cried out .

" Schi.....ee..... k.... " The car stopped. The old man moved back. Balu rushed towards the man and grabbed his hand . He helped the man to cross the road.

" Where are you going?" Balu asked.

Interaction

- * Can you guess where the man was going ?
- * For what ?

READING

There is a medical Aid camp at the school. The man is going to the school. He wants to know whether he could get a wheelchair for his daughter, Neethu. She is a ten year old girl but she is unable to walk. She is studying in a nearby U.P. school.

When she was studying in 4th std, she had a fever. After the fever, her legs were paralysed due to polio. She can't walk now. Now she is in fifth standard.

"My son, I want to go to W.U.P.S. Panamaram. Today there is a camp for the disabled". The old man said.

"Oh it is not for old people" Balu said.

"No not for me, but for my daughter ". Balu ran towards his school.

👉 NARRATIVE 4:

Balu was sitting in the class. Teacher called the roll. Then she began to sing a song. Children started to clap their hands. Balu looked out through the window. He saw something strange.

A little girl of his age was sitting on a wheel chair. Somebody was pushing the wheel chair from behind. The old man with black spectacles was following them. A sudden thought flashed through his mind.

"Balu where are you?"

Asked the teacher .

Balu turned to her and began to clap.

During the interval, children surrounded the new comer. Balu saw the old man standing behind the wheel chair. He went near him. Balu touched the hand of the blind man. Suddenly the man grabbed his hand and moved his finger through his shoulders. He recognized him.

"Oh boy, you are here!"

"I am in this school." Balu said.

"Sir, this boy helped me to cross the road the other day," he told the Headmaster.

"Good."

HM looked at Balu.

"Balu, this is Neethu. She is coming to your class."

Balu looked at her. She smiled feebly.

Two children brought her to the classroom. She sat on her wheelchair. Children surrounded her and began to ask questions.

Interaction

What could be their talk ?

👉 NARRATIVE 5

Next day Neethu did not come.

Balu's mind was disturbed. He thought about Neethu. He could not attend the class properly.

When he reached home something pinched his heart. "Nobody will be there to help her. I could have helped her." Balu was thinking about Neethu only.

"What happened to you, Balu?" His mother noticed Balu sitting gloomy.

"Nothing Mom. I was thinking about Neethu. Didn't I tell you yesterday about a new girl?"

"Yes. What is special today?" Mother asked.

"She was absent." Balu replied.

"Don't worry. She will come tomorrow." Saying this his mother went to the kitchen.

Balu felt his heart heavy. He took a note book and wrote something.

Interaction

* Can you write down one or two sentences that Balu wrote?

👉 NARRATIVE 6:

As days passed Neethu and Balu became good friends. But Neethu couldn't come to school regularly. Balu went to her house and helped her to come to school and go back.

Today she is not in the class. "How can she learn these?" Balu thought. That day he went to Neethu's house.

"Neethu, we learnt a good song today." Balu sang it for her.

Two little dicky birds

Sitting on a wall

One name Peter

Other name Paul

Fly away Peter

Fly away Paul

Come back Peter

Come back Paul

"We made our own poems in the class."

Add Lines:

** Can you make similar lines?*

👉 NARRATIVE 7:

Neethu and Balu talked for a long time. "See, Balu, there are two birds". She pointed at a small tree. They watched the birds for sometime.

"What are they doing?" She asked

"They are making a nest". "Balu I want to see it." "No ! How can you Neethu? you can't walk upto there."

" Please Balu, I want to see the nest".

Balu went near her. She held his hand tightly. Balu helped her to walk.

She began to drag her legs. She could not walk. They watched the birds from there.

Balu thought about the riddles that the teacher asked.

"Neethu, we had some riddles today."

"Tell me, Balu. I will try."

Balu asked her to make a guess.

"I am green

My beak is red

I am a pet bird

Who am I?"

"Parrot" Neethu answered in no time.

"Good"

"Shall I ask a similar one to you?"

Neethu asked him to make a guess.

"I have four legs

But I can't walk

I am in your classroom"

"Balu can you ?"

"Chair" Balu said loudly.

They went on with some other riddles.

* How can you make riddles about butterflies and monkeys?

* How many other riddles can you make?

NARRATIVE 8

It was Sunday Balu reached Neethu's house very early. He went straight to the nest. He saw four eggs in the nest. The little birds began to chirp "chill... chil... chil... "

"What is there balu?" Neethu asked loudly from the Verandah.

"Eggs!"

"Please Balu, let me see them." Neethu made a request.

Balu came and stretched his hand. She held his hands firmly. As usual she dragged her legs but felt more easy now.

Balu walked a little faster.

"Thup.....Ayyoooo....."

Balu's legs slipped and they fell down.

Interaction

* What will happen next?

NARRATIVE 9

"I am sorry....." Balu was sad at his carelessness.

"What is that?"

Neethu's mother ran to the spot.

"How many times have I told you to be careful?"

She helped Neethu to sit back on the wheelchair.

"Do not get down. Balu take care."

Balu could not say anything.

Neethu's mother went back.

Neethu smiled at Balu.

Next day Balu helped her to come back from school.

“Küi..... kü..... kü.....”

They could hear the sounds of little birds.

“Balu, help me to see those little birds”.

This time Balu was very careful.

In fact Neethu walked more!

Reading (A Dancer)

Now Neethu can walk. She wanted to learn dancing. When the other children heard about this, they laughed. But Balu encouraged her. His mother was a dancer. Her class teacher was also happy. But can she become a dancer?

Interaction

- * What do you think about this?
 - * Can she participate in school youth festival? Complete the story.
-

UNIT 6

PLANT A TREE

This unit is about Meenu and her friends. They are against cutting down trees.

- Teacher asks simple questions about trees.
- Names of different trees
- Names of tall trees
- Names of fruit trees
- The tree that you like best.....

List of Trees

.....

.....

NARRATION 1:

Meenu reached her home from school. It was five O'clock. "Ramla and Jithin will be there by now!" She thought. "Meenu, have your coffee." Her mother called from the kitchen.

"I will be back soon, mother."

"Where are you going?" Her mother asked.

"Please mom. Wait for a while"

Meenu walked out of the house very fast. She was eager to collect mangoes. She ran towards the big mango tree. Rahim and Meera were already there. "How many mangoes did you get today?" Meenu asked. Now and then mangoes fell down from the tree. Meenu and her friends liked much to play there. Everyday they played there. They collected mangoes. There were plenty of mangoes on the tree. A large number of birds were also there on the tree.

Interaction

Can you list the birds living on a tree?

List of Birds

.....

.....

Picture

Draw the picture of Mangotree with birds, mangoes.....

(Children draw pictures individually)

Teacher can interact and develop a picture on the board. This picture will lead to the rhyme.

"There was a tree,

The tree was in the valley

And the green grass grew.....

And the green grass grew around.....

- There was a branch
- The branch was on the tree
- The tree was on the valley

Make lines : I

Teacher uses another picture to interact with children. There can be a boy sitting, a girl dancing,

two birds flying, two men walking etc. in the picture.

Then make lines like,

There is a girl

Dancing on the stage

Two little birds are flying in the sky

..... etc., etc.,

Let the students add lines.

Present all the lines to make a complete poem.

Make lines : II

Teacher can present situations like,

a pen on the book

the book on the bag,

the bag on a table etc.

This can be used to make similar lines.

Eg : There is a book. The book is on the bag.

Conversation:

Nimmy came late

Meenu :

Rahim :

“Hai Meenu, Good evening”

Can you write down the dialogue?

Individual writing

Group refinement

Presentation.

👉 NARRATION 2:

“Oh Meenu, who planted this tree?”

Chips.....s.....s....ps.....ps.....

“Meenu, what is that sound? Is that a bird?”

“Yes, Nimmy, the tree is the house of birds.”

Chil..... chil.....Chil.....

“Look Meenu, a squirrel is there!”

“He also lives on this mango tree.”

They played under the tree upto 6 o’clock.

“Oh! Meenu, It is late. Let me go home. Goodbye.”

“OK. Goodbye. Do come tomorrow.”

Jithin, Rahim and Ramla also said good bye.

Meenu reached home.

There was a man standing there with an axe! He was a woodcutter.

“Call your father”, he said.

“Please wait,” Meenu replied.

“Hello”

“Shall we cut down the tree tomorrow?” the woodcutter asked.

“Sure. Come by 8 O’ Clock”

The woodcutter asked for some money. Meenu’s father gave a hundred rupee note. That was an advance for cutting down the tree.

Meenu slept by ten o’clock. She was thinking about the mango tree. “Why did my father decide to cut down the tree” Is he running short of money?...” A tree appeared before her. It started telling its story.

Read the story

My story

Friends, do you know me ? I am a mango tree of your age. Ten years ago, I was the seed inside a mango. Somebody ate the flesh and threw me away. I slept there for some time. I slept under the soil. Then I woke up. The soil gave me food to eat. The rain gave me water to drink. And the sun gave me light to grow up.

Nobody cared for me when I was a sapling. I grew tall and big. Now, I care for all those who come near me. I give them shade, fresh air and sweet mangoes. I like you all much. We are all friends. Let’s live together to make our world beautiful.

🔗 Narration 3:

Now Meenu is in the fifth Standard. When she was young her grandmother planted a mango seed. She said that it was a special type. It has become a big plant now. Somebody said “It will flower next year.”

A little plant

In the heart of a seed,

Buried deep, so deep,

*A dear little plant,
Lay fast asleep
“Wake,” said the sunshine,
“And creep to the light.”
“Wake,” said the voice
Of the raindrops bright.
The little plant heard,
And it rose to see,
How wonderful
The world might be.*

After presenting this poem, continue.

NARRATION 4:

Next morning she was sad.”Today the woodcutter will come and cut my mango tree. How can I save the tree?” She thought.

“Meenu....., Meenu.....”

Mother called her from the Kitchen “Brush your teeth”.

Athira and Ramla came to Meenu’s House. “Hello, why are you here so early?” Meenu asked.

Ramla said, “Meenu we will go to Sarada Teacher’s house.”

“That’s fine. But I have another problem”

“Problem?” Ramla and Athira were surprised to hear this.

“My father has decided to cut down that big mango tree”.

“How can we help you?” Ramla asked

“Come let’s go near the tree,” Meenu said.

Interaction

Why did they go near the tree?

NARRATION 5:

They reached under the mango tree..... Parrots and crows welcomed them.

“Oh dear friends this is your house. This tree gives you food and shelter.”

“We will save you”

“I have an idea, let us make a poster and paste it on to the tree.”

“That’s a good idea”

They started to prepare a poster. What did they write on the poster?

Let all the students prepare a poster each.

Interact with children to elicit some ideas to write down.

Posters (Prepare the poster)

Don’t.....

Interaction

What will happen next?

📖 Reading: (The woodcutter)

They placed the poster on the flat area of the trunk. “Now it is time. You call Rahim and Jithin”, Meera said.

Meera and Athira decided to hide behind the wall. They waited there for some time. Rahim and Jithin joined them. From that place they saw the wood cutter coming. He had an axe on his shoulder. There were two other persons following him. One had a roll of rope. The other man had another axe. They came near the tree.

Interaction

Will they see the poster? What will they do?

🔊 NARRATION 6:

“What is this?”

“Don’t cut me down”. The man with the rope read the poster.

“Who has done this?” the woodcutter snatched the poster.

The birds on the tree were chirping. The children were ready to start their work.

“I will cut the tree” the woodcutter stepped towards the tree with his axe.

“Dear friends, Please come and stand around the tree” Meenu said.

They rushed to the tree, stood around the tree and embraced it. “We won’t allow anybody to cut down this tree. You can go back”

The woodcutter went to Meenu’s house.

Meenu’s father came there. He saw the happy children singing and dancing. He was really happy on seeing this. He decided not to cut the tree.

There is a tree,,

The tree is in the yard,

Happy children play around.

There is a branch.....

.....

.....

UNIT 7 & 8

This is a combined version of unit 7: 'My study' and unit 8 : 'The Twinkling stars'.

NARRATIVE 1:

"Shyama...., Shyama...", Mother called her from the bathroom. *"Take my nighty from the shelf"*. Shyama was reading a book. *"Ha.... ha... she is always like this. Today also she did not take the dress to change."* *"Come fast, it is already seven o'clock."* Shyama's mother called her again.

Shyama gave the dress to her mother through the half opened door.

"Get ready soon, my daughter".

"I am ready mom. Let me finish reading the book."

Shyama went back to her study room.

She opened the book.

"Trring..... Trrring..... Trring..."

The telephone was ringing.

"Hello, Good morning..."

"Hello, Shyama, this is your father; where is your mother?"

"Papa, she is in the bathroom."

"Akash is okay, but today he cannot come." "Why Papa? Anything serious?"

"Don't worry dear. His doctor wanted a day's observation."

"Oh! God.... it is very sad, who will receive his prize today?"

"Ah! Papa, mother is coming"

She gave the receiver to her mother.

"Hello, what is the matter?"

"Hello, today you two go for the youth festival. Akash is kept under observation. His blood has been taken for testing. By evening we will get the result."

"Shall we come there?"

"No, no.... He is alright. You take Shyama to the function. I will take care of Akash. Let her receive his prize also. Okey?"

"Then... okay, we will come there in the evening."

Shyama lost all her interest. Happiness went away from her face. She became sad.

"Mum, let us go to the hospital, shall we?"

"Don't worry, we will go there after your programme. come on, have your breakfast"

Shyama's heart was heavy. Her mother also was not happy. They finished breakfast. "Mum, Don't forget your purse". Shyama was thinking about going to the hospital.

Mother locked the front door. Shyama walked towards the gate. Her puppy came near. The puppy wagged its tail, made a special sound. "I will manage the house" it seemed to say.

“Krrrrr.....” they closed the gate. The puppy was looking at them. Shyama and her mother walked down to the road. There was silence. Shyama was thinking.

Interaction

- * What will be her thoughts?
- * What will be her mother thinking about?

👉 NARRATION 2:

Shyama and her mother walked along the road. They did not talk anything.

“Hi, Shyama....” Shyama turned aside. Deepa was there. She walked towards them. She wished them “Good morning”. By that time Deepa joined them.

“Are you thinking about..?”

“No.... nothing”

.....

.....

Conversation

- * They continued talking.... Can you write down the next two exchanges?

Teacher presents her version of the conversation.

👉 NARRATION 3:

“Take it easy. I will also come to the hospital.”

By that time they could hear a rhythmic song. It was from their school.

“Thirty days has September

Thirty one has October.”

It was Mani, their favourite English singer.

“Thirty days has September

Thirty one has October”.

It went on like that.

Adding lines

- * Can you say the next lines?

👉 NARRATION 4:

They walked. Raju and Beena joined them. Now it was a group moving together. They were talking about the School Youth festival. They reached near the school gate. It had changed a lot. There were decorations everywhere. It was fantastic. The school was ready to receive the chief guest. It was really like a festival. There was a banner on top of the gate.

YOUTH FESTIVAL 2006

Boys and girls flew here and there like butterflies. Parents were also there. Some teachers were on the stage. PTA members were busy in arranging the stage. There was a banner on the back curtain also.

Describing the stage :

Can you draw the stage with that banner? Let children draw the picture individually. Write down a description on that stage.

NARRATIVE 5:

The inaugural function started with a prayer. Beena and Manju sang it well. Headmaster called Shyama on to the stage. The MLA was sitting at the centre. The SP of Police sat next. On the other side their HM sat. PTA president and MPTA President also were there. The school leader was there at one end. Someone was standing behind the side curtain. Shyama sat on the other end of the row. After the prayer the HM welcomed all. Bindu gave a bouquet to the chief guest. He started his speech. He talked about 'reading'. He talked about writers. He talked about Vaikom Muhammed Basheer also.

Reading

Here is the talk in writing. You can read it.

Sulthan of Beypore

Have you read the story 'Anapooda'? Who wrote that story? Vaikom Muhammed Basheer. People call him the Sultan of Beypore.

Basheer was born at Thalayolaparampu in Vaikom Taluk. He left school when he was in the fifth form. He took part in the freedom struggle. The British police arrested him many times.

Young Basheer wrote stories and sent them to publishers. The publishers didn't give him any money. But Basheer badly needed money. He didn't have money even for food.

Once he wrote to a publisher, "The ink I use is not mine. This paper and envelope are not mine. I am in need of money. Send me some". The publisher sent him some money.

He spent his life writing stories. He became one of the greatest writers in Malayalam. Stories like Balyakalaskhi and Pathummaude Aadu have been translated into many languages. He died on 5th July 1994 at the age of 86.

NARRATION 6:

His speech was very nice. Everyone listened to it carefully. Shyama thought about an incident. "I am really thankful to the librarian."

** Do you want to know the reason?*

Read :

Shyama's Study

This is Shyama's Study. Shyama has a number of books. She keeps them neatly on the shelves. This helps her to find her books easily.

Who helped Shyama to arrange her books like this?

One day she went to the Panchayat Library near her house. There she saw the books arranged on the shelves. She noticed the different titles on the shelves. She saw a man sitting

behind a table. He was the librarian, He asked Shyama, “What can I do for you?”

Shyama : Sir, can I borrow a dictionary?

Librarian : Sorry, you can't borrow it. It's only for reference.

Shyama : I'll return it this evening. It's for doing a project work.

Librarian : Ok then. Here you are. It's a children's dictionary.

Shyama : Thank you. Can I get a story-book, too?

Librarian : Which one?

Shyama : 'Balyakalasakhi.' Where can I find it?

Librarian : It's over there. Please come..... Here you are.

Shyama : Thank you. How could you get it so quickly?

Librarian : We give a number to each book. Then we arrange stories in one shelf, drama in another and so on.

Shyama : How wonderful! Can I arrange my books like this?

Librarian : Why not?

Shyama : Thank you!

NARRATION 7:

The MLA gave her collection of poems “Rain Drops” to the PTA President. Thus her first book was released. She was thrilled. All her friends clapped. Someone asked her to recite a poem.

Do your best

Do your best, your very best,

And do it every day;

Little boys and little girls,

That is the wisest way.

For he who always does his best,

His best will better grow;

But he who shirks or slights his task,

He lets the better go.

Then the SP was invited to speak. He spoke about sports and games.

Here is his speech for you to read.

The secret of success

Wilma Rudolph was an American athlete. She was born before the due time. She weighed only 2.04 kilos at birth. She was very weak. At the age of four, she had an attack of polio. Her left leg became useless. She was in bed for two years. First she walked with braces. Then she used special shoes. Slowly, her legs got stronger. She started playing basket ball. She played for her school team. A coach helped her to become a sprinter. In the 1956 Olympics, her team

won the Bronze Medal for 4 x 100 metres relay. In the 1960 Olympics she won two Gold Medals.

NARRATION 8:

Akash had won many prizes in sports. But he is not well today. Shyama became sad. Akash was invited for receiving the trophy. But he was not there. Shyama could see a car at the gate. Some of them sitting at that side of the auditorium turned back. Some of them stood up.

Interaction

* What will be the reason?

NARRATION 9:

It was Akash and his father. They slowly walked on to the stage. All the students began to clap their hands. Akash received the shield. He came near the mike. He started speaking about his favourite volley ball player.

*Do you want to know what Akash said?

Read :

A great player

Jimmy George was a famous volley ball player. He was born on 8 March 1955 at Peravoor in Kannur. He was the second son of George Joseph and Mary George. He started playing volley ball in the field behind his house. His father gave him the first lessons in volley ball.

The George family had their own volley ball team. It was called the 'George Brothers'. His mother was the manager of the team and his father was the coach.

Jimmy played for Calicut University and Kerala University. He was the captain of the Kerala University team for many years. Later he joined the Kerala Police. He led the police team for a long time. His team won many matches. At the age of twenty one he received the Arjuna Award.

Jimmy played for Dubai and Italy too. He died on 30 November 1987 in a car accident. Now there are three stadiums named after him; one in India, another in Dubai and yet another in Italy. Jimmy George Indoor stadium in India is in Thiruvananthapuram.

UNIT - 9

THE WEALTH OF THE NATION

This unit is about Shyama's feelings and worries about the loss of her pen which was given to her by the teacher as a gift for publishing her collection of poems "Rain Drops".

Interaction

- * Children have you ever lost something which you like much?
- * What is that? Did you cry over the loss?
- * How did you feel then?
- * Won't you be happy if you get it back?

👉 NARRATIVE 1 : (SHYAMA ALONE)

Shyama reached her class first. The classroom was open. Nobody was there. The windows were open. There was a gentle breeze from outside. There were no boys. There were no girls. She sat in her seat alone. There was pindrop silence. She was very sad. She felt like crying. She was thinking about the loss. "I put it in my bag. I'm sure." That morning she had searched everywhere. But she could not find it. It was very dear to her. She loved it much. She asked her mother, father and brother. Akash, her brother usually played tricks like that. "But today morning he was not teasing me." "I looked everywhere. I looked on the table. It was not on the table! Where could it be?"

Interaction

- * What could be that thing?
 - * Can it be a book?
- Do you want to know more? Read on.

📖 Reading (Don't Worry)

Her uncle saw her weeping.
 He asked, "Shyama, why are you crying?"
 "Uncle, I have lost my pen."
 "Don't worry. I'll give you my pen."
 "But uncle, that pen was a gift from my teacher!"
 "I know how you feel. Let's go and look for it."
 "Thank you, uncle. But I have searched everywhere."

👉 NARRATIVE 2:

She was thinking about her search for the pen. It was given by her teacher as a gift. When her collection of poems 'RAIN DROPS' was published, her class teacher congratulated her. She gave her an attractive pen. Shyama valued it more than anything else.

"Hello, Shyama... good morning" Rabul entered the class. But shyama sat there like a statue. She did not move. Athira and Ramla came next. "Hello, good morning." Shyama was looking out through the

windows." *What happened to you?"* There came other friends. They also greeted her. Shyama's friends started singing a poem.

POEM

Hello!

Hello's a handy word to say
 At least a hundred times a day.
 Without hello what would I do
 Whenever I bumped into you ?
 Without hello where would you be
 Whenever you bumped into me ?
 Hello's a handy word to know.
 Hello ! hello ! hello! hello!

👉 NARRATIVE 3:

Shyama woke up from day dreaming. She was a bit ashamed. There were more than ten of her classmates. All of them were laughing. "What happened to you shyama?" Athira asked once again "She may be ill" Rahul commented.

"No, nothing", Shyama did not tell them the secret. Slowly she joined the group.

The bell rang.

The prayer was over.

Sarala teacher came to the class.

She called the roll.

As usual she started her class.

Children now turn to page 76 and read. Shyama was thinking about her pen. Students started reading.

The wealth of the nation

Three men were breaking stones at a factory site. A wise man went to the first worker and asked him, 'What are you doing, my friend ?'

"Can't you see?" said the man, "I'm breaking stones."

"Why are you doing it?"

"The contractor asked me to do so. I get money for that."

"I see, you work for the wages."

The wise man went to the second worker and asked him, "Why are you breaking stones, friend?"

"To earn a living, I have a big family to look after. And, my wife is sick."

"So, you do this for your family."

He went to the third worker and asked him, "Hello, friend ! What are you doing ?"

The man replied with a smile. "Sir, I'm working for my country."

"For your country! How? What do you mean?" The wise man asked.

"Our Government is building a factory here. Many people will be able to get jobs. Our village will develop a lot. Thus the wealth of our nation will increase."

The wise man said, "You are the real wealth of the nation.!"

NARRATIVE 4:

"You are the real wealth of the nation. Why did the wise man say so"?

Shyama, tell me the answer. Shyama stood up. She did not say anything. She could not read the passage. How can she answer without reading? Sarala teacher said "Come on, give me the answer."

Shyama stood still. Teacher repeated the question. "What happened to you Shyama?"

"I am sorry, teacher. I have a headache."

Teacher came near her. She touched her forehead. "It's alright. Shall I give some medicine? Come on. You can lie down in the staff room."

Sarala teacher took her to the staff room. Shyama lay down on a bench in the staff room. "Take a rest for some time. Ill come after this period." Sarala teacher went back to the class.

Interaction

- * Why did Shyama tell a lie?
- * Do you think that she had a headache?

NARRATIVE 5:

Shyama closed her eyes. Now she was not lying on the bench. She bent her head on to the desk, over her arms. "What is the problem? Are you not well?" The peon of the school came near her, Shyama lifted her head up. She looked at him. "Headache....." Shyama said in a low voice. There was a paper with him. It was a notice from the headmaster.

A notice

To the teachers and students,

A pen found in the reading room is in the office. The owner of the pen can get it back from the office.

Sd/-

Headmaster

(Teachers can prepare this notice on a chart)

Shyama sat in the staff room. She did not see the notice. The peon did not say anything about the pen. He went to the classes with the notice. Nobody came to the office and asked for the pen.

Interaction

- * Can you say the reason?
- * What will happen next?

👉 NARRATION 6:

The second period started. Teachers came to the staffroom. All of them asked about Shyama's illness. Nobody talked about the notice. Shyama felt sorry for telling a lie. She was actually worried about her pen. "What will Sarala teacher think?" She thought. Sarala teacher stayed back in the staff room. "Shyama, shall we go to hospital?"

Shyama could not control herself. She started weeping. "Teacher.....!.....I told a lie..... Very sorry..... My pen....."

"Pen ?.....Ob! Is it your pen ?....."

"What teacher ?"

"It is there in the office !"

Interaction :

- * What will happen next ?
 - * Will it be Shyama's pen ?
 - * Will she be happy ?
-

UNIT - 10

I MELT FOR YOU

👉 NARRATION 1:

Students of Vth Std B were making a lot of noise. It was Monday morning. There were 30 students in the class. 15 boys and 15 girls. The Headmaster came to the class and banged the door with his cane. 'Oh, What a loud noise.' Akash thought.

Headmaster said, "Don't make a noise. Your class teacher will come now."

"Who is the class leader?"

Akash stood up : What do you have in the first period? he asked.

"English, sir," Akash replied.

"O.K, take your English coursebook and say the rhyme given in unit 10." All the children opened their books and started saying the rhyme. (Rhyme : I'll try")

The little boy who says "I'll try"

Will get up to the top.

The little boy who says "I can't"

Will always come to a stop.

"I'll try" does great things every day.

"I can't" gets nothing done.

So never say "I can't" but say

"I'll never say "I can't" but say

"I'll try" and things are done.

By this time, the class teacher reached the class. There was a fat, handsome boy with the teacher. Before taking attendance, teacher introduced him "My dear children, look, here is a new friend for you." She turned to the new boy and said, "Come on, introduce yourself."

The boy said, "Hi friends I am Sandeep. I am from Kochi Refinery School. I have come here to live with my grandparents. My father works in an oil refinery.

Children did not understand the word "oil refinery".

Akash the class leader stood up and asked "Teacher, what do they do in an oil refinery?"

Teacher said " It is a factory. They refine oil there. Sandeep's father is working there.

"Why can't we have a visit to the refinery?. Sandeep's father will be there to help us. Won't he Sandeep?"

"Yes, he will", saying this Sandeep went and sat with Akash..

All the children were thrilled with the news.

"Sandeep when can we visit the refinery?." Sandeep replied, "Teacher, we can visit there anytime but we need to get permission earlier."

"What shall we do ?" teacher asked.

"Shall we write a letter to Sandeep's father ? Ramya said.

"How shall we write it?"

"I will show you."

*Teacher took a chalk piece and wrote 'place' and 'date'.
They wrote a letter and send it to Sandeep's father. The bell rang. Teacher went out. Akash wanted to know more about Kochi. Sandeep said many things.
"He was born and brought up in town. He liked village life and his grandparents much. He was eager to reach home.
Sandeep's grandpa came with a car to pick him up. He had a cup of tea and sat in his study. The memories of his first day in new school thrilled him. He opened his diary. He started writing in his diary.
Let children read the diary of Meera.*

8 October Friday 2004

Here I am. Sitting idle. Can see Saleena and her brother in their study. May be they're doing their home work. Ah! Today they got electric connection!

When will we get power connection? Within two days as they said? I don't know. I have to be happy with my old friend, the candle.

11 October Monday 2004

Finally we got electricity !! Oh! What a difference! But at eight there was a great thunderstorm. Alas! The light went off. Darkness everywhere. I searched for my old friend. Continued my home work.

Dear candle, here you are on my table. Looking at you I wonder who invented you and when. Oh! I feel sleepy.

12 October Tuesday 2004

The power never failed all day. Went to Saleena's to watch TV. Had lunch with her. Together we studied Science unit IV. She also helped me with Maths. What a good friend I have in Saleena!

15 October Friday 2004

Today I went to the library. Got a book on candles. Read it eagerly.

Candle-making is a cottage industry. Many people earn their livelihood by making candles. We make candles from paraffin wax. First, we put a thread in a mould. Then we pour molten wax into the mould. On cooling, it becomes a candle. It burns giving out light.

Dear candle, now you are on my table. I feel you are smiling at me.

Now let the children write the diary of Sandeep.

Days passed. After a week the postman came to the classroom with a letter. He gave it to the class teacher.

Let the children read the letter.

Kochi

15-Aug-06

Dear sir,

Received your letter. Happy to know that you like to visit here. Please try to come on Oct. 10. I will arrange everything. Bring the whole class.

Your's faithfully,

Raghavan

"Yes children. Now shall we fix the date of excursion as Oct 10. All of you agree?"

Write a reply to the letter.

APPENDIX

English for Classroom Communication

This section gives you some hints on classroom language that the teachers of English can use for effective classroom transaction. It is designed to give you practice in effective use of classroom English and to extend your language teaching skills and techniques, with the aim of helping your pupils learn how to communicate successfully in English.

Objectives

- to give the teachers practice in the language skills specific to English language teaching
- to help the teachers of English become fluent and accurate in the use of the specialised idiomatic forms of English
- to enable the teachers to use English effectively and imaginatively
- as a means of instruction
- as a means of class organisation
- as a means of communicating with their pupils
- to show the teachers how to exploit genuine situations that occur in the classroom for meaningful and authentic practice
- to enable the teachers to plan and stage their lessons, organise their classroom and 'manage' their students in such a way as to promote maximum language learning and active communication among the students.

1. Asking about words

- What does the word mean ?
 - How do you say / spell / pronounce this word in English ?
 - Can you give me an example ?
 - Could you say that again? / could you repeat it again ?
 - Give me the past tense / past participle of '.....'?
 - Who knows what this word means : '.....'?
 - Can anyone tell me where you would see / hear the word '.....'?
 - Let us see if you can guess: I'll give you a context / an example.
 - Guessing the meaning
-

Not really. Nearly right ! Not quite ! Wait	Listen to me and I'll Watch me and I'll	explain give you another example show you draw one act it.
--	--	--

● **Introducing a new word**

I want to I am going to	teach you	a few new some useful	words we need	later on today for a dialogue for some role play
-------------------------------	-----------	--------------------------	---------------	---

● **Word in a context**

Now look at the	picture opposite		what	does that tell you? does the word '.....' tell you? is the author talking about?
	Sentence	below carefully. after beginning '.....'		
So what could this word		be about? refer to? mean?		

● **Explaining the concepts (visuals)**

Look! Listen! Watch!	Who knows Does anyone know	what	this is we call this this person is doing		in English?
			this	does shows	

✱ **Beginning from known to unknown**

You know the	word..... phrase..... idea of	O. K. well, what's	the opposite of it?		
			another word for it?		
			the	verb noun	from it?

2. Class room instructions / directions / suggestions

- ✱ Let's open the book at page 40, shall we?
- ✱ Listen to me carefully.
- ✱ Can you write the answer on the blackboard, please?
- ✱ Would you mind cleaning the board, please?
- ✱ Why don't you stop talking and start reading at once?

✱	You'd better	be careful, be quiet, listen next time, try harder, watch out,	hadn't you?
---	--------------	--	-------------

✱	If you	do that again, forget it again, don't do your homework once more, don't work harder, keep on wasting time,	I'll I'll have to I'll definitely I'll simply	send you to Mr. X set you extra work. tell the headmaster write to your parents punish you
---	--------	--	--	--

<ul style="list-style-type: none"> ✱ How about What about 	<ul style="list-style-type: none"> doing it again quickly? revising it? having another practice? going over it again?
---	---

<ul style="list-style-type: none"> ✱ I want I'd like 	<ul style="list-style-type: none"> all of you you all everybody the whole class this half that half one of you just one person 	<ul style="list-style-type: none"> to 	<ul style="list-style-type: none"> answer this question. repeat this sentence. continue this sentence. correct my statements. read my sentence.
--	--	--	--

3 Asking about activities

- ✱ Could I borrow a pen, please?
- ✱ Can you lend me a pen, please?
- ✱ Can you help me?
- ✱ Please repeat it.
- ✱ Would you repeat it?
- ✱ I'm sorry. I can't hear you. Please be louder.

<ul style="list-style-type: none"> ✱ What did you do Tell me, what you did 	<ul style="list-style-type: none"> last night yesterday after the school at the weekend during the holidays 	<ul style="list-style-type: none"> ? .
--	---	--

<ul style="list-style-type: none"> ✱ Can Could Will Do 	<ul style="list-style-type: none"> you tell us 	<ul style="list-style-type: none"> more about it? 		
		<ul style="list-style-type: none"> what the 	<ul style="list-style-type: none"> foot ball mach programme 	<ul style="list-style-type: none"> was like?

4 Greetings

- When you meet

Good	morning afternoon evening	everybody class. girls and boys. children
How are you all Are you all well How are you	today? this evening?	

- When you part

O. K. fine, see you.
O. K. so long.
Bye.
Take care.
Have a good / fine / nice/ day.
Have a nice time.

Good night.

- Other expressions (journey)

Bon voyage
Gods speed
Fare well

- Other expressions (assignments)

Best of luck
Best of start
Best wishes

5 Beginning a chat

Well,	did you have a nice did you enjoy the did anyone do anything interesting during the	week end? holiday(s)?
-------	--	--------------------------

* Oh, you 've got a new	shirt	on.	It's very nice.
	dress		
	hairstyle.		
	book		

6 *Introduce yourself*

It's a good idea to do this if it is the first time you have met a class and they don't know you.

* I'll just	introduce myself. tell you a bit about myself.
-------------	---

* I	come from..... live in have been working in
-----	---

* Can you introduce	yourselves? your neighbour to me?
---------------------	--------------------------------------

* Good morning, I'm

* Excuse me, my name is

7 *Checking attendance*

* Is	anybody absent? everybody here?
------	------------------------------------

* Right!	I'm going to	call the roll.
Now!	I'll	call your names. see, if you're all here.
OK	Let's see	who's absent if anyone is away.

* Does anyone know	where	Gopu is?
Who knows		Dhanya and Divya are?
Can anyone tell me	when	Sheel will be back

8 Physical conditions in the classroom

✱	It's	rather too very terribly very	hot sunny cold dark untidy noisy	in this school, in here, here,	isn't it?
✱	Would Could	you	open close shut	the window, the door, the shutters,	please?

9. Getting organised Seating, books etc.

✱	Please,	can would will	you someone	clean the blackboard?
✱	Would	you someone	mind	cleaning the blackboard?
✱	Could Would Will	you	straighten yourselves? move your desk this way? put that rubbish in the bin?	
✱	Pass Clean	these papers this work the blackboard,	back, round, along	please

10 Beginning with revision

✱	Let's	go over it again, revise it, do it once more,	shall we?
---	-------	---	-----------

Right	who can can anyone	remember tell me	what we wrote	did Practiced doing talked about read about last time? about learnt used.	in the last lesson?
-------	---------------------------	-------------------------	----------------------	---	------------------------

First, Then, Later (on), In a few minutes, At the end of the lesson, Now, Right,	practise this. learn this. we're going to I want you to perhaps we'll	learn something new. sing a song. play a game. do some role play. do some writing.
--	---	--

11 *Operating equipments*

Rema, Abida,	could you	plug the	tape recorder cassette player video player radio	in for me?
-----------------	-----------	----------	---	------------

Ready. I'll turn it on.

Oh! It's	too loud. not loud enough too bright. not clear enough.
----------	--

What is wrong with it?

Well, I'm sorry	it still won't work. I'll have to fetch some one to see it.
-----------------	--

The following tables contain instructions for using a tape recorder.

✱	First	you've to	insert the tape and check whether it is rewound, back to start
	Then,		wind the tape on to the empty spool.
	After that,		set the counter to 000 at the beginning of the tape.
			press the 'PLAY' switch and listen.
	At the end of the lesson	always remember to	rewind your tape back to the start. put it away in the correct box. replace the tape recorder and the tapes.

12 Choral response

✱	I want I'd like	all of you everybody the whole class one of you this half	to	answer this question repeat this sentence. continue this sentence. correct my statements. read the next sentence.
---	--------------------	---	----	---

Don't put your hands up.

Listen!

Listen and answer carefully.

Everyone can try.

Come on. Silence please.

A bit quieter please.

✱	No!	that was't very good.	very clear. Shall we	Let's try it	do it	again, ready?
---	-----	--------------------------	-------------------------	-----------------	-------	---------------

13 Individual response

- ✱ Now, one at a time.
- ✱ Hands up before you answer.
- ✱ Could you put your hands up before you answer?

- Yes, a good answer. A bit louder please, everybody can try, but one at a time.
- I'll ask one of you.
- Don't shout out.
- You can take turns. One by one. Right.

14. Late comers, interruptions

- Hello, Ravi, you're late today.
- Why are you late? What happened?
- You're rather late. Where have you been?
- Well, never mind today, but next time, try to be in time.
- Well, you shouldn't have come late.
- Alright, you mustn't be late again.

15. Lost, forgotten.

- Look, whose pen is this?
- Has anyone lost a pen?
- Who does this pen belong to?
- Have you forgotten your homework?
- Where's your exercise book?
- I'm afraid Dhanya has forgotten her homework.
- O.K. you'll have to bring it tomorrow.
- Well, come and see me after the class.

16. Control and discipline

- Don't do that. Stop that. Stop doing that. Be quiet.
- No, Ramu, this is not the way to behave in class.
- No more talking.
- Will you stop talking?
- If you do that again, I'll send you to the headmaster.
- You'd better not write it down until I tell you to.

17. Ending a teaching sequence

- Can you complete the sentence you're writing and then we'll stop?
 - Right! We'll stop here.
 - So let's go on to some-writing.
 - Most of you have done well. Thank you.
 - I think we'll stop there; you have done enough of that.
 - You've all done that quite well; but you could perhaps still do better.
-

-
- Most of you have done that better than last time.
 - Just finish the task you are on now and then we will stop.

18. Setting homework

- For homework, I want you to do exercises 2 to 5.
- Take this as a homework.
- I'll test you on it, sometime next week.
- It must be done by Tuesday latest.
- Can you give it in next time I see you.
- Before next lesson I want you to finish this piece of work.
- At home I want you to learn how to spell these words.

19. Ending the lesson

- Close your books. Clean the black board.
- Has the bell gone? What time is it by your watch?
- Pack your books up.
- Give back your answer papers.
- Right. You may go home. @ Bye.

20. Collecting things

- I would like / want to collect your homework now.
- Please write your names on your paper.
- Will you pass it to the back bench / row?
- Will you collect those answer sheets, Ali?
- Put your work on my desk as you leave.
- Thank you.

21. Announcements

- I have something to tell you. Could you listen, please?
- I have some announcements to make. Could you please listen to me?
- Don't forget to bring money for the film.
- Will you please remember there's a club meeting on

22. Review

So today we've studied.....
read about
written.....
and you've learnt how to.....
Next lesson we'll

go on to revise
a new one.
and do the next one.

23 Tidying up

Could you/would you collect the books we've been using, Ali, please? ® Could you see that all the library books are returned? ® Before you leave, make sure that the desks are straight. @ Before you go, would you see that the blackboard is clean?

24 A game or some chat

- Look, we've got three minutes left. So, Why don't we have a game / chat?
- Which one would you choose?
- Who would like to choose one?
- I'm going to the cinema tonight. What's your plan?
- It's time for us to stop now. O.K?
- It's time for you to have a break now. O.K?
- Well, I hope you'll have a good weekend.

25. Making apologies

- I'm sorry. I've forgotten to bring my book to the class.
- I'm afraid I'm late for the class.

26. Making requests

Hello friends,

may I

could I

can I

go out for a minute?

go and get a drink?

leave now?

go early?

ask you to clean this blackboard?

27. Writing based on reading work

- Tell me exactly what you're going to write.
- Practise orally the sentence you're going to write.

28. Using a model essay as a reading unit

- I want you to read this essay. It's like the one you're going to write.
 - Now read it again and underline the phrases which introduce new ideas. • Finished? Let's see what you've written.
-

-
- Could you tell me what you've written?
 - Now, we're going to write about '___', which is similar to ____.
 - What shall our main points be?

29. Examination practice

- Read the introductions carefully. Find out how many questions you must answer.
- How much time do you have per question?
- No talking. Close your books and keep them off your desk.
- Don't forget to check your work.
- See that your name and Reg. No. are written on the sheet.
- No turning back, please.

30. Returning work

- You can have your home work back today.
- Gopu, you did very well.
- I've given you grades A to E. Some of you haven't done well. Don't repeat this.

31. Preparing to write

- Before you begin to write, let's see if you can tell me what you're going to write.
- Who can read this?
- Hands up / put up your hands if you know.
- Rosa, can you read this?
- Be, careful. That's a new word.
- Listen to how I read it. O.K.?
- See, how I write it.
- Take your pens and papers.
- Watch how to do.

32. Helping students to spot their mistakes .

- There is something missing here.
 - Can you tell me what's missing?
 - You've forgotten something, here.
 - What's that?
 - Check your notes / spelling.
 - What about grammar?
 - Is that a correct sentence? .
 - Can you read it to me?
-

- Does it make sense?
- What do you think of it?

33. Expressing sympathy

- I'm sorry to hear that.....
- What a bad luck! \
- Never mind!
- Cheer up!
- Don't worry.
- It's not the end of the world.
- How awful!
- That sounds dreadful.
- Oh! dear,
- That must have been horrible...
- I can't imagine...

34. Expressing admiration

- Really?
- Did you?
- Were you?
- How amazing?
- That must have been really exciting!
- That sounds wonderful.

35. Asking for clarification

- What do you mean by?
- What does mean?
- How do you say?
- What's the English for.....,.....?
- Could you speak a little more slowly?

36. Expressing disagreement

- I doubt it.
 - That's very unlikely.
 - That's just not the-case.
 - I don't agree.
-

37. Expressing agreement

- Right.
- Absolutely.
- Exactly.
- That's it.

38. Expressions/or correcting yourself/ rephrasing

- *I mean*
- Sorry, what I meant to say was
- What I mean is.....

39. Expressing hesitation

- Now, let me think.....
- How can I put it
- Or rather.....

40. Expressions of interruption

- Hold on
- Just a minute
- I just wanted to add

41. Inviting others to give opinion

- What / How about you Reeta?
- What do you think?
- Would you agree with that?
- What's your opinion?
- Would you go along with that?
- How does that strike you?
- How does that sound?

42. Expressing surprise

- What?
- Good heavens!
- Really?
- Eh!

43. Suggestions

- Let's do something.
 - Why don't we do that?
 - How about doing that?
-

- I suppose we might / could do that.
- Why not we do that? .

44. Request for repetition

- Sorry, what was that you said?
- Could you say that again, please?
- Could you repeat that?
- Would you mind repeating that?
- I didn't hear what you said.
- I didn't catch it.
- Pardon me / Pardon / I beg your pardon.

45. Introducing the text

- Right, look at the title.
- What about the title / picture?
- What could it be about?
- Well, I don't know.
- Who can tell me something about...?
- Have you ever been to?
- Have you ever heard of...?
- Alright. This book's about ...

46. Beginning to read

- I want you to read the paragraph.
- I've got some cards with words and pictures.
- Pick out the picture which says
- Can you read the instructions for the exercise?

47. Checking whether students have understood

- I hope that's clear.
- That's clear, isn't it?
- Do you understand? •
- Do you know what I mean?
- Got it?
- I hope I have made myself clear.

48. Repeating what others said

- He / She wanted to know what time it was.
-

-
- He said he couldn't do that.
 - He said he was ill.
 - He asked me where I came from.
 - He thanked me.

49. Expressing regret

- I wish I could. .
- I'm sorry I can't.
- I wish I had done it.

50. Refusing to comply with someone's suggestions

- No, thanks.
- No, thank you, I don't want to
- I refuse to _____
- Why should I? ,
- No, certainly not.
- Anyway.....
- Sorry but
- By the way
- I'd just like to say something else
- That reminds me of another point
- Besides that

52. Expressing probability and improbability

- Very likely.
- I think so.
- Probably.
- I expect so.
- I doubt it.
- I don't think so.
- I don't expect so.
- That's not likely.

52. Expressing Preference

- Which'd you prefer / like better - or - ? (tea, coffee)
 - What'd you prefer to do - or - ? (study, work)
 - Would you like to go out to night?
 - I prefer____.
 - I like____.
-

53. Praise

- He / She is sincere.
- He / She is straight forward.
- He/She is intelligent.
- He / She is excellent.

54. Expressing pleasure and displeasure

- Good ./That's good!
- Great!/That's great!
- Marvellous!
- How exciting!
- How beautiful!
- Fantastic!
- Oh no!
- What a bore!

55. Teaching Vocabulary

- Let's learn a few new words.
- Listen? Can anyone explain this word in English?
- You all know the word —. What's the opposite of it?
- Can you give a synonym to this word?
- Look. The word ends in 'tion' / 'ness'. So it must be a noun.
- I'll give you a clue. It's something to do with ...

56. Encouraging replies

- Come on, you could say. Don't worry about mistakes.

57. How do you introduce people?

- Let me introduce - to you.
- Meet Mr Ram.
- May I introduce Mr Ram to you?
- I would like to introduce Mr Ram to you.

58. Ways of giving directions

- Go straight.
 - Take the first / last turn on the left.
 - Take a number - bus.
 - Get off at..
 - Go straight and then turn left.
 - Take an autorickshaw.
 - Is this the way to... /Is this the right way to ----?
-

PARTICIPANTS IN THE WORKSHOP

K.M. Unnikrishnan
Senior Lecturer
DIET, Kasargode

Suresh P.
Lecturer, PSTE
DIET, Wayanad

Sheela George
MB AUPS Koliyadi

Hydrose C.K.
Trainer, BRC (SSA)
Beenachi

Abdul Rahiman V.C.
PD Trainer
GUPS Pinangodu

Baby Paul
PD Trainer
GUPS Cottanad

Biju James
Trainer, BRC (SSA)
Mananthavady

Donna Williams P.
RC. LPS Chundale

Abdulla K.
Trainer, BRC (SSA)
Mananthavady

M.V. Joseph
Trainer, BRC (SSA)
Mananthavady
