

Notes for the Teacher

UNITS 4-7

Bepin Choudhury's Lapse of Memory

- ◆ A Satyajit Ray story with a surprise ending that brings in its wake the much needed psychological relief to the sophisticated executive beleaguered by a conspiracy, which is a humorous take after all.
- ◆ Before asking children to read the text, tell the story part by part, each part ending where the listener wonders what comes next.
- ◆ Activity 3 under **working with language** is about two tense forms — *simple past* and *present perfect*. Notice how both have been used in conjunction with each other. The following explanatory notes may be useful.
 - The *present perfect* tense is used to refer to an action initiated and completed in the past and is associated with the present. It has its effect on the present situation.
 - I have seen the Taj. (I know what it looks like.)
 - He has arrived. (He is here.)
 - I have finished my work. (I am free now.)
- ◆ *Present perfect* tense is usual with **already, so far, not yet, ever, never** etc.
- ◆ It is not used with **ago, yesterday, last week/month/year**, etc.

The Last Bargain

- ◆ Here is a method of teaching that may be tried.
 - (a) Let children read the first stanza silently.
Ask the following questions.
 - (i) How many persons/characters are there?
 - (ii) Who are they?
 - (iii) Who is big and who is small?
 - (iv) What does the person in the first line say?
 - (v) What does the other one in the fourth line say?
 - (vi) Do they stay together or part company? Why?

(b) Now reconstruct the episode. Begin like this.

I was walking on the road looking for work. I saw the king in his chariot. He had a sword in his hand. He was very kind to me. He shook my hand and offered to hire me. I did not accept his offer. To me, power is not a valuable thing. It is not permanent. It won't make me happy. I was looking for something else as a reward for my work.

What is he looking for?

Let us read the next stanza.

(c) Do the other stanzas in the same way.

- ❖ The clue to what the person is looking for lies in the last line. The operative phrases are 'the child's play' and 'a free man'.
- ❖ The child and her/his play is a metaphor for innocence and inward happiness, which gives this person a sense of fulfilment and freedom from stress and strife. He feels genuinely free and happy in the company of the child.
- ❖ Recite each stanza with feeling, pausing at the right places.
- ❖ The method suggested may work better for a poem with a story.

❖ The Summit Within ❖

- ❖ Adventure and the world of nature – the arduous task of reaching the highest summit in the world makes the climber reflect on the 'internal summits' which are, perhaps, higher than the Everest. The text underscores the physical, emotional and spiritual aspects of the adventure in a single perspective.
- ❖ Divide the text into three parts. A convenient division is suggested here.
 - ❖ '.....that mountains are a means of communion with God'. (end of Part-I)
 - ❖ 'It is emotional. It is spiritual'. (end of Part-II)
 - ❖ The remaining is Part-III.
- ❖ Design while-reading comprehension questions for each part. The multiple choice items are given at the end of the lesson. You may try the following as additional questions.
 - ❖ What is the author's personal answer to the question as to why people climb mountains?
 - ❖ How is the same question answered in Part-II in a different way?

- ❖ Famous climbers have recorded how they needed *just that help*? Explain the italicised phrase.
- ❖ Looking round from the summit, you tell yourself that _____.

(a) Complete this sentence using the same words as in the text without referring to the book.

(b) Now complete it using a clause/phrase of your own without changing meaning.

- ❖ Activities 2 and 3 under **working with language** provide ample opportunities for vocabulary development. Extend Activity 2 by choosing new words from the text to cover their adjective and/or adverb forms.

remark – remarkable – remarkably

type – typical – typically

Use each item in a meaningful context, involving more than one sentence.

‘What you say is not appropriate, though it’s a good remark.’

‘Isn’t that remarkable?’

‘It may be so, but it doesn’t mean you are remarkably objective.’

- ❖ You may not find the dialogue above remarkable enough, but it meets the immediate requirement appropriately.
- ❖ Re-read and discuss passages where the author’s admiration for the mountains and passion for adventure comes through.

❖ The School Boy ❖

- ❖ A school is a place where children and teachers assemble every morning to learn from one another. Find out if any child would like to describe school in a different way.
- ❖ An interesting discussion on different types of schools, supported by pictures from magazines/newspapers, may ensue — a village school where children are sitting on the floor; another school where they are sitting at long desks; an outdoor lesson under a tree, etc.
- ❖ Ask children how they reach school. Do they walk or take a bus, etc.? What problems others in remote areas may face in reaching school on time?
- ❖ Any suggestions as to how to make school an interesting and enjoyable place!



This is Jody's Fawn

- ❖ A story about a child's emotional preoccupation with the fawn whose mother had to be killed to save his father's life. The story highlights values such as compassion and justice, care and concern for human and animal life.
- ❖ Spend some time on a discussion about 'home remedies' for commonplace health problems/ailments. Should we see a doctor about every little thing, or should we talk to the grandmother first?
- ❖ The growing concern about preservation of environment and protection of animal life has gone a long way in persuading schools to refrain from dissecting animals for experiment. Elicit children's comments on the issue and on the law that punishes humans for hurting animals.
- ❖ Activity 1 under **working with language** is about reporting questions – yes/no and wh-questions. The use of 'if/whether' in the case of yes/no type questions should be explicitly explained. Devise separate exercises for teaching the use of 'if/whether', the appropriate reporting verb, the changes in pronominals in the reported speech and the sequence of tenses.

Here is a simple exercise to exemplify some of these points.

Choose the correct word to complete statements in indirect speech given below. Write words in the blanks given.

(a) "Where do you come from?"

I _____ (said/asked) him where _____ (he/you) come from.

(b) "What is your name?"

He asked me what _____ (my/his) name. (is/was)

(c) "Are you happy?"

I asked him _____ (if/whether) he _____ (is/was) happy.

(d) "Do you live here?"

He asked me _____ (whether/if) I _____ (live/lived) _____ (here/there).

(e) "Why are you crying?"

The teacher asked the child _____ (if/why) she _____ (is/was/were) crying.

Here is another exercise.

Read the following dialogue between Jody and his father. Rewrite their conversation in indirect speech.

Penny lay quiet, staring at the ceiling.

“Boy, you’ve got me hemmed in.”

“It won’t take much to raise the fawn.

It will soon start eating leaves.”

“You are smarter than boys of your age.”

“We took its mother, and it wasn’t to blame.”

“It seems ungrateful to leave it to starve.”

Begin like this:

Penny lay quiet staring at the ceiling. He said to Jody that _____ . Jody replied that it wouldn’t _____

- ❖ Activity 2 under **working with language** deals with transitive and intransitive verbs.

Ask children to underline the direct object in the following sentences.

He brought me a colourful umbrella.

I will write a letter to him.

You should give yourself a chance.

- ❖ Activity 3 under **writing** may be linked with the first task covering home remedies under ‘Before you read.’ It will be useful to take it up separately also.

📖 A Visit to Cambridge 📖

- ❖ Excerpt from a travelogue highlighting exchange of views between two extraordinary persons on what it means to be ‘differently abled’. A tour through Cambridge had a surprise, both pleasant and poignant, for the author. He met the brilliant and completely paralysed author of *A Brief History of Time*, and talked to him for a full half-hour.
- ❖ Activity 2 under **working with language** is about the *present participle* (dancing/walking) used as adjective.
- ❖ Running on the road, he saw _____. (participle)
- ❖ The train is running. _____ (verb)



- ❑ The running train _____ (adjective)
- ❑ The use of *past participle* as adjective may also be illustrated here.
- ❑ He has broken the window. (verb)
- ❑ The window was broken when the almirah was taken out (verb — in passive)
- ❑ See the broken window. (adjective)
- ❑ Activity 3 under **speaking and writing** may be done as a project. Lot of oral work to precede the writing task. The final draft should be edited and improved before it is put up on the board.
- ❑ Activities 1 and 2 under **speaking and writing** are about word stress. Stressed syllables to be pronounced clearly and loudly. Some words of more than one syllable from the text may also be listed according to whether the stress falls on the first or the second syllable.

❑ When I Set Out for Lyonesse ❑

- ❑ The poem has a clear beginning-middle-end structure. The beginning is 'setting out', the middle is 'sojourn' and the end is 'return'.
- ❑ Draw children's attention to appropriate words/phrases/lines that suggest and reinforce each phase of the journey.
- ❑ 'Lyonesse' to be pronounced as *lie-an-ness*. The last syllable receives the primary stress.
- ❑ If feasible and useful, explain the rhyme scheme and its musical effect on the listener.

Stanza 1	-	A B B A A B	Lyonesse	-	A
Stanza 2	-	A C C A A C	away	-	B
Stanza 3	-	A D D A A D	there	-	C
			eyes	-	D

Notes for the Teacher

UNITS 8-10

A Short Monsoon Diary

- Some extracts from the diary of a nature lover who enjoys the monsoon in the hills and observes the accompanying changes in the world of flora and fauna.
- Activities under **working with language** are numerous and of different types. Spend sufficient time on each activity and devise, wherever necessary, new but related exercises for further practice.
- The following project may be tried under **writing**.
 - Do you notice the changes that occur in nature as the seasons change? Write five or six sentences about what you see in nature in your part of the country during the months of May, August and December.
 - Record the daily temperature for a fortnight and note down the maximum and minimum temperatures.
 - Comment on the rise and fall in temperature.
 - Record the time of sunrise and sunset for a fortnight and check if there is any appreciable change in the time.

On the Grasshopper and Cricket

- This poem is relatively difficult. The difficulty lies in its brevity of expression and complexity of thought.
- The introductory note and activities under **working with the poem** should be done elaborately adding additional explanatory notes/tasks, wherever necessary.
- Compare it with *The Ant and the Cricket* to bring out differences of style and theme clearly with examples.
- To concretise 'the poetry of earth' or 'the sounds of nature', use the poem given below, which is all about animal cries.

Ask children to rearrange the lines taking note of the words that rhyme. The last line of each stanza begins with 'But'.

Cows moo.

Lions roar.

But I speak.

Bears snore.

Doves coo.

Crickets creak.

Dogs growl.

Horses neigh.

But I talk.

Wolves howl.

Donkeys bray.

Parrots squawk.

📖 The Great Stone Face – I and II 📖

- ❏ A classic piece of American fiction juxtaposing mellowness of humanism with magnificence of art. Ernest, an unschooled dweller of the valley, has close affinity with the 'Stone Face' atop the hills beyond. Who resembles the splendid Stone Face — not someone for all his wealth, not someone else for all his heroic deeds, and not someone else yet again for his poetry and sublime ideas. It is none other than Ernest who personifies a rare blend of basic simplicity, practical wisdom and deep love for humanity.
- ❏ The original story has been heavily abridged. Simplification has been avoided in the interest of authenticity. You may like to read the unabridged text for pleasure and edification.
- ❏ Design three or four while-reading comprehension questions for each section of the text (parts I and II)
- ❏ The writing activity (Part-II : IV) is for further practice in language analysis. Rearranging phrases to construct sentences and then rearranging sentences to construct a paragraph will provide many opportunities for thinking about cohesion and coherence.
- ❏ Activities 1 and 2 under **working with language** (Part I) on adding **-ness** and **-ity** for forming nouns and adding **-ly** to adjectives for forming adverbs should be completed in three or four sessions. One period may be devoted to each item including resolving intermittent queries and offering explanations and the writing work involved.

Notes for the Teacher

General

- ❖ Learning a language means using it for a wide variety of purposes. Language is best acquired when attention is focused on meaning, not on form.
- ❖ Words and phrases not closely related to objects and action remain empty and lifeless to young learners. Language comes alive when presented in meaning-making contexts.
- ❖ Words/phrases that are used to accomplish many useful purposes follow a certain system inherent in the language itself.
- ❖ Learners become familiar with the system through continuous exposure to the language in meaning-focused situations.
- ❖ Interaction, discussion and sharing of ideas among learners provide opportunities that elicit 'real' information about them and their experiences and opinions.
- ❖ Encourage learners to work in pairs and small groups and let them go beyond the textbook by providing a variety of language inputs for spontaneous and natural use of language.
- ❖ Build on the exercises given in the textbook and design more tasks/activities in keeping with learners' interests, needs and surroundings. Employ free-response exercises (with more than one possible response).
- ❖ Promote reading habits through story reading (not merely teaching stories as texts), story retelling, choral reading, shared reading, etc.
- ❖ Create class libraries for exchange of books and shared reading. The library may also move with children to the next higher class.
- ❖ Poems need not be taught line by line, word by word. You may give a model reading but let every child read the poem on her/his own to feel the richness of language, rhythm and music of words. Exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items.
- ❖ Advertisement is also literary genre. You will find that some advertisements have been given on the inner covers of the textbook. Have a discussion in the class on these concerns. You

may ask them to do a project on these social issues and concerns. Such as educating the girlchild, environment protection.

- ❑ Encourage learners to tell new stories, narrate anecdotes, compose short poems in English or their own language, talk about pictures, illustrations in the book and cartoons in newspapers/magazines. Don't get anxious about the errors they will make. Constant exposure, practice and correction in the form of feedback will help them improve themselves by and by.
- ❑ Every page has a column for words and meanings. Encourage children to write down other words they find difficult, along with their meanings, in this column.



UNITS 1-3



The Best Christmas Present in the World

Some suggestions given below are applicable to all prose lessons in the book.

- ❑ A war story against the backdrop of Christmas, a festival marked by family reunion, exchange of presents and universal bonhomie. Connie, aged 101, receives a present from a stranger whom she mistakes for her long-awaited husband. What is the present — the letter or the mistaken identity of the visitor?
- ❑ Spend about 20 minutes discussing the dates and events given under **Before you read**. Since the answers are given later in the book, the focus should be on the nature of each event — whether, in human terms, the event recalls defeat and destruction or endeavour and success. Let children express their own views. Even if their observations do not reveal any understanding of the nature of events, the discussion session will provide an excellent base for initiating work on the story under reference.
- ❑ The story is sectioned into three parts. Parts II and III may be sectioned further according to convenience and time available.
- ❑ Discuss each illustration with reference to the story. Illustrations are given for better comprehension and sharper visual appeal.
- ❑ **Comprehension Check** at the end of each section is a recall of what children have read so far. Design while-reading comprehension exercises in the form of factual comprehension questions, multiple choice questions and/or completion of sentences, etc.

- Here is one example in three formats:
 - Factual or inferential comprehension (Answer the question in your own words.)

Why is Jim 'ashamed to say' that Fritz 'began it'?

- Multiple choice (Mark the right answer.)

Jim is 'ashamed to say' that Fritz 'began it' because

- (i) he didn't know how to do it.
- (ii) he wishes he had done it first.
- (iii) he didn't want to do it.

- Sentence completion : (Choose the right item and complete the sentence.)

But it is true, _____, that Fritz began it.

(much to my delight / shame / dismay)

- A related item here is the use of 'begin' and 'start' in appropriate contexts.

Use 'begin' or 'start' appropriately in the following sentences.

- (i) What time do you _____ work in the morning?
- (ii) If we want to get there, we should _____ now.
- (iii) The film _____ at 7 pm.
- (iv) No matter how you try, the car won't _____.

- Very often 'begin' and 'start' can be used in the same way, though 'start' is more common in informal speech. [See sentences (i) and (iii)]




- In some constructions only 'start' can be used. [See sentences (ii) and (iv)].

- Questions under **working with the text** to be answered orally, later to be written in the copy book.





- At the end of the lesson, draw children's attention to the two quotations given in the box. Let them discuss how the story illustrates the same ideas. Then, ask them to find sentences in the story which appeal to them most. Here are some examples:

- We agreed about everything and he was my enemy.
- No one dies in a football match. No children are orphaned. No wives become widows.
- I know from all that happened today how much both armies long for peace. We shall be together again, I'm sure of it. (It's a good example of the use of 'irony' in the story.)

The Ant and the Cricket

-  Spend about 15 minutes eliciting, and listening to, fables or fable-like stories from children, preferably in their own language(s). Help them retell one or two in English by providing appropriate words and phrases.
-  The story about the Sun and the Wind at the end of 'Glimpses of the Past' may be used here. Ask them if it's a fable, though there are no animals in it.
-  Try the following writing task.

Rearrange the following sentences to construct a story. Start with sentence 4.

 1. One cold day, a hungry grasshopper came to the anthill and begged for a little something to eat.
 2. He replied, "Alas! I spent all my time singing and playing and dancing, and never thought about winter."
 3. One ant asked him how he had spent his time during summer and whether he had saved anything for winter.
 4. A nest of ants had been occupied all through the summer and autumn collecting food for winter.
 5. They carefully stored it in the underground chambers of their home.
 6. Then we have nothing to give you.
 7. Thus, when winter came, they had plenty to eat.
 8. People who play and sing all summer should only dance in winter.
 9. The ant answered.
-  Find three adjectives in the first stanza associated with summer and spring.
-  Find four phrases/lines in the same stanza associated with the onset of winter.
-  Suppose the last line of the first stanza were to be rewritten as 'Oh! What will become of me? Says the cricket.' Would you find it acceptable in the poem? If not, why not?
-  Speak the words given below. Ask children to write the word, and against it two new words that rhyme.

- sing _____
- crumb _____
- through _____
- wished _____

(Last sound in 'crumb' is 'm'. In 'wished' it is 't'.)

- Activity 4 under **working with language** needs patience and time. Punctuation in writing sentences is an important teaching point. Since the activity is to be taken up in groups, there will be several versions of each sentence to begin with. Encourage children to discuss why only one version is grammatically acceptable and not the other.

The Tsunami

- A natural calamity causing huge destruction and loss of life and property. Alongside the story of deep sorrow are reassuring details of courage, survival and resilience.
- While covering sections and sub sections of the text, focus on situations in which children realise the importance of doing whatever possible to save human and animal life, to participate in relief work and to understand the concept of disaster management.
- Elicit their comments on, and reactions to, the stories of Meghna and Almas. Focus on values such as courage, care and compassion in the bitter struggle for survival and rehabilitation.
- The activity under **Before you read** is like an elementary geography lesson. Map reading along with language work (asking/answering questions, spotting location/ direction and describing them with precision) is a good example of softening subject boundaries and conforming to the idea of language across the curriculum. Use other maps from the geography/ history textbook for further practice.
- While dealing with 'Active/Passive voice' (working with language: Activity 3), provide samples of texts exemplifying the use of passive voice such as short newspaper reports and descriptions of processes/experiments. As far as possible, avoid a mechanical transformation exercise confined to isolated sentences. Try a simple exercise given here.



Complete the passage using passive forms of the verbs given in brackets.

Olive oil _____ (use) for cooking, salad dressing, etc. Olives _____ (pick) in autumn when they are ripe. They _____ (shake) from the trees and _____ (gather) up, usually by hand. Then they _____ (grind) to a thick paste which _____ (spread) onto special mats. The mats then _____ (layer) up on the pressing machine which will gently squeeze them to produce olive oil.

- ❑ The last activity under **speaking and writing** is a step towards reducing the gap between children's life at school and their life outside the school.

❑ Geography Lesson ❑

- ❑ Children already know words like 'aeroplane, airport', etc. Draw their attention to words like 'jetliner', 'jet engine' and 'jetlag' in the following activity.

(i) Match items under **A** with those under **B**

A

Jetliner
Jetlag
Jet engine
(the) jet set

B

- fatigue/tiredness after a long flight
- rich social group flying around the world for business or pleasure
- aircraft powered by a jet engine
- engine that emits high-speed hot gases at the back when it moves forward.

(ii) Check the meaning of 'jet black' and 'jetsam' in the dictionary. Complete the idiom : jetsam and _____

- ❑ Today, if there is a border dispute or any other contentious issue between two countries, an organisation called the United Nations acts as a mediator to keep peace and order in the world. Encourage children to gather information about the UN and its constituent bodies.
- ❑ Peace Memorial Park is the only park of its kind in the world. It is in Hiroshima, Japan, and marks the spot where the first atomic bomb was dropped on _____ (Children will remember the date and event if they recall the activity under

Before you read in *The Best Christmas Present in the World*.
A mini project could be planned on this.

- Ask children to draw a map of their locality/village depicting its physical features and distances between places, etc.
- Recite and write on the blackboard the following poem and discuss the items given at the end of the poem.

*Wake
gently this morning
to a different day.*

*Listen
There is no bray
of buses,
no horns blow.*


*There is only
the silence
of a city
hushed
with snow.*

- Name a few cities in India which the poem reminds you of.
- Which words/phrases in the poem evoke images different from those suggested by 'the silence of the city'?

Glimpses of the Past

- 'Glimpses' of the history of our country to be understood through pictures with strips of text for support. Children have a natural enthusiasm for this kind of material in the textbook.
- Children may read the comic strip aloud. Then they break up into small groups, discuss what they have read and write a summary. Each group presents its summary one by one. The whole class then enters into a general discussion, and a consolidated draft of the composition is prepared with the active support of the teacher.
- Conversely, divide the class into small groups. Let each group look at and describe a set of pictures (assigned to them) and construct their own text. Texts thus produced can be put together to form a coherent story, to be edited for accuracy.



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- ❑ If necessary, texts may first be produced in the child's own language and the teacher can help them to reformulate these in English. For children fluent in English, this may be an opportunity to formulate equivalent texts in their own languages.
 - ❑ Some details of each 'glimpse' of the past may be had from the history textbook of the same class. The history teacher may be invited to facilitate the activity.
 - ❑ Picture reading under **speaking** and **writing** to be attempted in the same manner.
 - ❑ Creating a comic (Activity 5) will be great fun if children can be persuaded to draw/learn to draw matchstick figures. Enlist the help of the art teacher.

❑ Macavity - The Mystery Cat ❑

- ❑ Have you ever wondered why people generally communicate with their pet dog mainly in English?
- ❑ What would you say to persuade your cat to leave the mouse alone? Try to say it in English.
- ❑ Which sentence about Macavity has been repeated four times in the poem? Why has it been repeated? Think about it.
- ❑ Mention a couple of 'crimes' discovered in the kitchen, and your Macavity was nowhere to be seen.
- ❑ *a fiend in feline shape*
Does it remind you of a similar expression about a wolf? What is it, and what does it mean?
- ❑ Here are four lines about someone's cat. Read them and say whether it is a mystery cat.

*My kitten walks on velvet feet
And makes no sound at all.
And in the doorway nightly sits
To watch the darkness fall.*