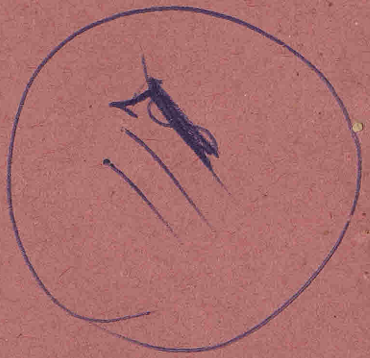
TEACHER'S HANDBOOK

FOR

STANDARD VI ENGLISH

PART II



KERALA

© Government of Kerala 1970

PRICE 90 PS

COVER PRINTED BY THE S. G. P. AT THE GOVERNMENT PRESS, TRIVANDRUM, 1970.

6219

TEACHER'S HANDBOOK

FOR

STANDARD VI ENGLISH

PART II

KERALA

©

Government of Kerala.

PRINTED AT THE
St. Joseph's Printing House, Tiruvalla.

6219

LESSON 91

Oral work

Revise the Teaching Items **someone** and **anyone** which you introduced in Lesson 87; use some of the sentences you used in that Lesson. For example,

Is anyone sitting on my right?
No. There is someone sitting in front of you
Has any one got a pencil?
Someone has taken the duster.

And so on.

Get children to practise these sentences in Chorus Drills and then to give you sentences of their own using these two words. Write the two words on the blackboard to remind children of the spelling.

After ten minutes of this introduce two new words, **meal** and **explain**. You could do this, for example, by showing children a picture of someone eating (page 15 of the Workbook for instance) and then say,

Look at this man.
He is having a meal.
What meal is he having?
He is having breakfast.
It is eight o'clock in the morning.
How many meals do you have a day?
Have you had a meal today?
What meal do we have in the mornings?
What meal do we have at twelve o'clock?
What meal do we have at night.

And so on.

Then,

Listen to me.
I am going to explain the word breakfast

Breakfast is a meal.
We have it in the morning.
Now Ravi, stand up please.
Now explain the word supper.
Turn to page 21 in your Workbook.
Please explain this puzzle to me.

And so on. Give the meanings of the two words in the mother tongue if necessary.

Write the new words **explain** and **meal** on the blackboard and get children to write them in their exercise books. (15 mins)

Reading

Ask the children to open their Supplementary Readers and to read at their own pace. Go round the class getting children to read a line to you or to answer context questions on the passage they are reading. Pay particular attention to the weaker readers. (12 mins)

Reading & Writing

Write the following sentences on the blackboard:—

1. **Please explain the word dinner.**
2. **Dinner is a meal.**
3. **Supper, breakfast and tea are meals.**
4. **How many meals did you have yesterday?**
5. **Only one.**

Get individual children to read these sentences and then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (13 mins)

LESSON 92

Oral work

Turn to page 23 in your Workbook but

do not ask the children to open their Workbooks. Revise in questions and answers the polite forms 1 to 15 given on that page. Some possible examples are given below the heavey line on the page and you can think of other examples for yourself. Many of them have been used already; for example, Lesson 86 gives a number of different sentences which you can use with these formulas. Get children to use them. (10 mins)

Reading & Writing

Ask the children to turn to page 23 in their Workbooks. Get them to read the sentences above the line. Then get children to give you two sentences using one of the sentences on the page, sentences numbers 1 to 15, combined with one of their own. For example, if you say, Mary, **No. 1.** Mary should say, **.Do you want a sweet? Yes, please.** And if, for example, you say **Jothi, No. 2.** Jothi should say, **Do you want a kick? No, thank you.**. And No. 3, for example, **Come along, hurry up. We are late.**

And so on.

Help them if necessary. Then get individual children to read sentences 16 to 23 and get the whole class to write these sentences in their exercise books. Go round the class helping and correcting where necessary. (23 mins)

Dictation

In this period give an unprepared dictation from any lesson in the Reader which the children have read. Dictate one connected passage. Read the sentences at normal speaking speed. After five minutes tell the children to open their Readers at the right page and to correct their dictation. (8 mins)

LESSON 93

Oral work

Introduce the new words **woollen, hand-**

kerchief, boot and **wrist.** Show the class a handkerchief and a piece of wool, or woollen cloth; point to your wrist; and show them a picture of a boot or draw one on the blackboard. A picture cut from an advertisement in a newspaper can also e used.

Say, for example,

Look at this man.
He is wearing a suit.
It isn't a cotton suit. It's a woollen suit.
There is a handkerchief in his pocket.
There is a watch on his wrist.
He is wearing a pair of shoes
He isn't wearing chappals.
He isn't wearing boots.
He's wearing shoes.
Soldiers wearing boots.
Boots are very heavy. (Show them a picture if possibl)

Write all the new words on the blackboard and get children to read them.

Then use the words in other situations in the classroom. For example,

Have you got a woollen blanket at home?
No, I haven't
We don't wear woollen clothes. We wear cotton clothes.
Has any one got a handkerchief?
Is anyone wearing a watch on his wrist?
No, but Padma has three bangles on her wrist.
This is the arm, from the hand to the shoulder.
Now explain the word handkerchief.
It's a piece of cloth.
Jayadev, explain the word boot.
It's a big shoe.

Are you wearing boots ?

And so on. (10 mins)

Composition

Write the following words on the blackboard:-

a cold day, a big boy, a woollen blanket N.C.C. new boots, rain, a boy falls, cuts wrist, handkerchief, home.

Ask the children to write a composition using each word or phrase in a sentence. Help them with the story if necessary. Go round the class helping and correcting where necessary. The children should write ten sentences.

e. g. **It was a cold day.**

Ravi was a boy. etc. (30 mins)

LESSON 94

Oral work

Revise all the content words taught in the last five Lessons. They are as follows:

telephone, office
hurry up, excuse me, agree, mine, take care, someone, anyone
woollen, boot, handkerchief, wrist
understand, absent,
meal, explain
dinner

And so on. (15 mins)

Reading and writing

Write the following sentences on the blackboard:—

1. **Mohan, you were absent yesterday.**
2. **Absent, sir ?**
3. **Yes. Don't you understand the word absent.**
4. **No, sir.**

5. **I'll explain the word absent. You were not here in class.**
6. **Yes, that's right. I am sorry, I went to Mysore.**

Get individual children to read the sentences as you call out the numbers and then get the whole class to copy them all into their exercise books. Go round the class helping and correcting where necessary,

(10 mins)

Revision

Use this time of fifteen minutes to revise any structure which you feel the children have difficulty with or to revise any words which you feel the children find difficult to spell. You can divide the time between Oral Work and Written Work or spend the whole time on Oral Work. (15 mins)

LESSON 95

Reading and writing

Use this time to allow children to finish any exercises in the Workbook which they have not already finished, or to make any corrections of sentences which they have written incorrectly. Go round the class seeing how they are getting on with the Workbook, making a note of anything which they find particularly difficult. Those who have completed all the exercises up to date can be asked to sit next to children who have not and to help them. (18 mins)

Oral work

Revise the use of the Future tense which was introduced in Lesson 4 and revised in Lessons 6, 8 and 10 etc. The children have by now read these in numerous passages in their Reader but some revision may well be necessary. Pay particular attention in this

period to the weaker pupils and get them to make a distinction between **shall** and **will** in persons only. For example:

I shall go to Madras next week.
You will go too.
He will not go.
He'll stay here.

Use some of the sentences which you have used in previous Lessons and new ones of your own. Write any of the words which are difficult on the blackboard and get children to read them and to write them in their exercise books. Practise some of the sentences in Chorus Drills.

Introduce the new words **different** and **straight**. For example, draw two lines on the blackboard, one long and one short.

Look at these two lines. They are different.
One is long and one is short.
I am writing G on the blackboard.
This is one way.
Now I'm writing g again.
This is a different way.
This is one G and this is a different g.
I wear a different shirt every day.
Gopal, did you wear that shirt yesterday?
Yes, I did.
Did you wear that shirt yesterday, Raju?
No, I didn't. This is a different shirt.

Draw two lines on the blackboard:

Look at these lines.
This one is straight.
This line isn't straight.
Padma, come and draw a straight line on the backboard.
No, that is'nt a straight line. It bends.

Look, this is a straight line.

The road to .... is straight.

Write the new words **different** and **straight** on the blackboard. Get children to read them and to write them in their exercise books. (15 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **These two lines are different.**
2. **The first line is straight and the second isn't.**
3. **Make the second line is straight too, please.**

Get individual children to read these sentences and get the whole class to write them in their exercise books. (7 mins)

LESSON 96

Transcription

Chose any passage from any of the Lessons which the children have done in the Workbook and ask the class to transcribe it into their exercise books. Go round the class encouraging children to read complete sentences and then to write those sentences in their exercise books rather than transcribing word by word. At the end of eight minutes ask the children to correct what they have written. (10 mins)

Oral work

Revise the Teaching Items **made of** and **full of** by asking individual questions and then practising the answers in Chorus Drills. Some possible questions are, for example:—

What's my shirt made of?

What's your ribbon made of?

What's the floor made of?
What's this desk made of?
What's this box full of?
What's this pen full of?
What's this room full of?

After ten minutes revise the phrase **a part of** and the word **exercise book** which you have used informally many times in class. Some of the sentences you could use are, for example:--

Look at this page. (Show a book)
Ravi has written on this part of the page, but not on this part.
There are twenty children in this part of the classroom and only five in that part.
I have written on a part of the board.
Which part of my face can you see?
(Look at the door)
The right-hand part of your face.
Now which part of my face can you see?
(Look at the window)

And so on.

Write the phrase and the new words on the blackboard and get children to write them in their books and to read them. (15 mins)

Reading

Revise any Lesson in the Reader which you have read so far and which you think the children find difficult. When you have read it through once and the children have followed silently in their own books, go round the class asking individual children to read you a sentence or two aloud from the Lesson Give individual attention to the weaker members of the class. (15 mins)

LESSON 97

Reading

Ask the children to read from their

Supplementary Readers. Go round the class giving individual attention and asking context questions about what the children have been reading. (15 mins)

Oral work

Revise adjectival phrases (for example, **the book on the table, the tree on the blackboard**, and so forth). Use a picture or blackboard drawings or get children to come out to the front of the class; get one or two children to ask questions after you have helped them and then get the whole class to practise the answers in Chorus Drills. Some of the phrases you can use are, for example,

The boy at the front of the class is Raju.
The tree on the blackboard is green.
The boy near the window is Subramaniam.
The girl in front of you is tall.
The man in front of the class is me.
The word at the bottom of the board is "black".

And so on.

In the last few minutes of this period introduce the new words **Africa** and **African**. Use a map of the world and say, for example,

This is India.
The people in India are Indians.
This is America. The people in America are Americans.
This is Africa. The people here are Africans.
Americans live in America and Africans live in Africa.

Write the two new words **Africa** and **African**, on the blackboard and get children to copy them in their exercise books. (10 mins)

Reading & writing

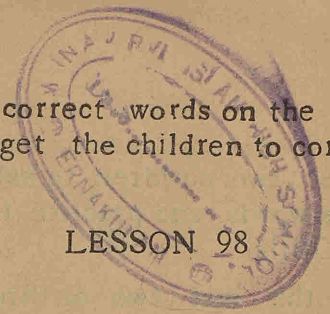
Write the following sentences on the blackboard:—

1. **Please look at this map.**
2. **It is a map of Africa.**
3. **Africans live in Africa.**
4. **This is a map of India.**

Number the sentences, read them aloud and then get one or two individual children to read out the sentences and then get the whole class to copy them in their exercise books. Go round the class helping and correcting where necessary. (10 mins)

Spelling

Ask the children to open their exercise books and give them a quick spelling test of some of the words which are commonly misspelt. Write them first on the blackboard and then rub them out. After three minutes write the correct words on the blackboard again and get the children to correct their mistakes. (5 mins)



LESSON 98

Oral Work

Revise the Teaching Items **many** and **a lot of** Remember that so far you have confined yourself to the use of **many** in negatives, in sentences such as:—

There are a lot of pieces of chalk on the table.

There's a lot of chalk on the duster.

There are not many boys in this class.

Theere are a lot of girls in this class.

Are there a lot of children in this school?

Yes, there are. But there are not many children in the High School. ercise

And so on.

Get one or two children to ask questions using these words and practise the answers in Chorus Drills.

Spend the last two or three minutes teaching words **desert** and **oasis**. If you have a picture or if the children have a picture in their social studies book, use it. Presumably they are familiar with the meaning of the two words in their mothertongue and it is probably easier to give the mothertongue equivalent. Write the new words on the blackboard and get children to read them and then to write them in their exercise books.

(15 mins)

Reading & Writing

Ask the children to turn to page 24 in their Workbooks. Ask them to number the words in the left-hand column, starting with the word **handkerchief**. Read the words in the left-hand column aloud and get individual children to read them as you call out the numbers Ask the children to look at the picture at the top of the page and then read aloud the sentence marked 1, 2 & 3. Then read the questions 1 to 5 below and ask the children to give you answers to them orally.

Ask the children to write out questions 1 to 5 and to write their own answers to them.

Then tell the children that the sentences at the bottom of the page numbered A1 to A8 are answers to questions that have not been given. Tell them to write the questions and then the answers. For example, the question to A1 could be,

What's a belt made of?
It's made of leather.

and question No. 2,

What's a sweet made of?

and question No. 3,

What's a desk made of?

And so on.

Go round the class helping and correcting where necessary. Those children who are unable to finish the work in the time provided can be asked to finish it at home.

(25 mins)

LESSON 99

Oral work

Introduce the mew words **stream** and **Island**. Use a picture or a map and say, for example.

Look at this map.
It's a map of India.
This is Ceylon.
It's an island. The sea goes round it.
India isn't an island.
The sea doesn't go round it.
Ceylon is an island.
This line on the map is a river.
A small river is a stream.
There's a stream near our village.

Write the new words on the blackboard and get children to copy them into their exercise books. (5 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **Look at this map.**
2. **It's the map of an island.**
3. **This is a desert.**
4. **This stream goes from the oasis to the sea.**

Get individual children to read the sentences as you call out the numbers and then get the whole class to copy them into their exercise

books. If there is time tell the children to draw a map illustrating the sentences.

(8 mins)

Oral Work

Revise quickly the phrases **on my left, on my right, on your right.** This can easily be done by saying to the children,

Who is sitting on Padma's right?

Suresh is sitting on her left.

Is the window on my right or on my left?

And so on.

Get children to practise some of the sentences in Chorus Drills. (5 mins)

Group Composition

Divide the children into groups and appoint a writer for each group. Carry on the group composition in the normal way.

Write these words on the blackboard:—

boy boat island coconuts fire smoke big boat came.

Ask the groups to make up a story using these words; but tell them they can use other key words if they wish.

Warn the children that in the next class you are going to give them a dictation from any of the first twenty-three Lessons of the Workbook. (22 mins)

LESSON 100

Oral work

Revise the Teaching items **something, any** and **no.** Some sentences you can use, are, for example.

There is something in my pocket.

What is it?

It's a piece of chalk.

Is there any dust on my shirt?

Is there any chalk in this box ?

Are there any flowers in our school garden ?

Are there any flowers in the classroom ?

There are no boys in this class, only girls.

There is no chalk in my hand.

And so on.

Get children to use these words in sentences and questions and get the whole class to practise such sentences in Chorus Drills.

Introduce the new words **French**, **travel** and **interesting**. Show the children a map of the world. Then say, for example,

This is a map.

There are a lot of countries on this map.

This is England.

This is India.

I'm going to travel from England to India.

I'm going to travel across here and here.

I'm going to travel from Arabia to India.

This country is France.

The people in it are French.

They speak French.

Give the mother-tongue equivalent of the word **interesting** and then use it in sentences; for example,

The story in Lesson 12 is very interesting.

The story of my travels is very interesting.

The story of the Ramayana is very interesting.

The story of Mrs. Thomas is very interesting.

Do you remember it ? (Workbook V p.46)

And so on.

Write the new words **French**, **travel** and

interesting on the board and get children to write them in their exercise books. (15 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **My brother can speak Russian.**
2. **My father can speak French.**
3. **I can speak Malayalam and English.**
4. **I shall travel all over the world.**

Get one or two children to read the sentences as you call out the numbers and then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (8 mins)

Dictation

Dictate four or five sentences from any of the Lessons in the Workbook which you have done so far. When you have finished the dictation ask the children to correct their own work by looking at the correct Workbook Lesson. (10 mins)

Correction

Ask the children to write down correctly any sentences in the past lessons of the Workbook which they have made mistakes in; or to write out some of the words which they often misspell. Write these words on the blackboard. Go round the class encouraging and correcting where necessary. (7 mins)

LESSON 101

Oral work

Revise the Teaching Item: Subject, verb, indirect and direct object (for example, Raman gave me a pencil.) Revise this pattern by bringing children out to the front of the class and getting them to carry out actions and then asking the class questions; for example,

What did Raman do?
He gave me a pencil.
What did Raman give Padma?
He gave her a piece of chalk.
What did Padma do?
She asked him a question.

And so on.

Practise the answers in Chorus Drills. Then go on to introduce the new words **throne**, **set off** and **husband**. A picture is useful for this and probably you can find one in their Malayalam Readers. A picture of the court of Dasaratha at the begining of the story of the Ramayana would be ideal. You will have to suit your sentences to the picture; but you might say, for example,

This is Dasaratha. He's sitting on the throne.
This is Rama.
He's standing in front of the throne.
This is Sita.
She is standing at the side of the throne.
Rama is Sita's husband.
They are going to set off for the forest.

After a few minutes of this use the words in other contexts. For example,

Look at the picture in your Workbooks on page 36.
That is Mrs. Rajan. Her husband is Mr. Rajan.
Do you remember the story of Mohan's visit to Mysore?
He went to the palace.
He saw the Maharaja's throne.
Is there a throne in your house?
No. there isn't.
What time did Ravi set off for Mysore?
I've forgotten.

And so on.

Write the new words **throne**, **set off** and

husband on the blackboard and get children to read them and copy them into their exercise books. (17 mins)

Composition

Remind the children about the story of the Ramayana which they must have already read in their Malayam Readers. Show them a picture illustrating the words **throne, set off** and **husband.** Introduce the new words with a few sentences; for example,

Look at this.

It isn't a chair. It's a throne.

Rama is Sita's husband.

They are setting off for the forest.

Now I'm going to explain the three new words.

Listen carefully.

A throne is a chair for a king.

Set off means start on a journey.

Husband means ഭർത്താവ്.

Write the three new words on the blackboard and get children to read them. Then ask the children to write the story of the Ramayana in a few simple sentences, using the three new words on the blackboard. You may need to start them off by asking a few questions. For example,

Who was Rama?

Where did he live?

How many brothers did he have?

What was his father's name?

What did his father do?

Who was Sita?

Then go round the class helping and correcting where necessary. (28 mins)

LESSON 102

Oral work

Revise the Present Perfect tense and introduce the new forms **blown, chosen, worn** and **grown.**

You can use these words in sentences such as :—

There is a piece of paper on the table.
I'm blowing it off on to the floor.
What have I done ?
I've blown it on to the floor.
Padma, come here.
Take this piece of chalk.
Put your hands behind your back.
Put the piece of chalk in one hand and then put both hands in front of you.
I'm going to choose one hand.
I choose this one.
Have I chosen the right hand ?
No, you haven't.
You've chosen the wrong hand.
The piece of chalk is in this hand.
Has anybody in the class ever worn a coat ?
Have you worn a coat ?
Padma, have you ever worn a shirt ?
No, I haven't.
Raju, have you ever worn a skirt ?
No, I haven't.
Have you ever worn a pair of shoes ?
Yes, I have.
Have you ever worn a hat ?
No, I haven't.
Ramu, has your father any land ?
Yes, he has. He has two acres.
What have you grown this year ?
We have grown paddy and ragi.
What have you grown on your land, Ravi?
Nothing.

And so on.

Practise sentences containing the new forms in Chorus Drills, e.g. Ravi has grown.....

etc. and write the new words on the blackboard.

After ten minutes of his go on to introduce the new words **moment** and **during**. Use sentences such as,

What are you going to do during the interval?
I a'm going to play football?
Padma, come out here.
Blow this piece of paper off the table.
No, wait a moment. I'll blow it.
What have I done?
I've blown the piece of paper off the table.
Now write your name on the board.
No, wait a moment.

And so on.

Write the new word **during** and the sentence **Wait a moment**, on the blackboard and get children to read them. (13 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **Listen to me for a moment.**
2. **Please don't talk during this test.**

Get one or two individual children to read these sentences and then get the whole class to copy them into their exercise books. (5 mins)

Reading and Writing

Ask the class to turn to page 25 in their Workbooks. Ask individual children to read the words in the columns at the right and the left of the page as you call out the numbers. Then get individual children to give you a sentence using the word you call out. For example, you say,

Daisy, stand up.
Give me a sentence using Number 8.

And Daisy should say,

I've eaten three idlis this morning.

And so on.

When you have used all the twenty-three words ask the children to read the sentences in the three divisions of the page, adding in one of the twenty-three words in each of the blanks. Remind the children that the words are not in the right order. When you have done the three exercises orally ask the whole class to fill in the blanks in their books. Those who finish before the others can copy out the complete sentences, if you have corrected them, into their exercise books. Go round the class helping and correcting where necessary. (22 mins)

LESSON 103

Oral work

Revise any of the structures which you have taught so far and which you think need revision.

Then go on to revise the content words which you taught in recent Lessons. They are :—

desert oasis
stream island
Africa African
French travel interesting.

Use some of the sentences you have used in previous Lessons and practise them in Chorus Drills. (15 mins)

Reading and Writing

Ask the children to turn again to page 25 in the Workbook and to write out some of their own sentences using the Past Perfect forms given in the columns at the side of the page. Go round the class helping and correcting where necessary and, if the

children find this difficult, give them some oral examples. (15 mins)

Reading

Ask the children to read from their Supplementary Readers at their own pace. Go round the class asking context questions about what the children have already read and paying particular attention to the reading of the weaker members of the class.

Warn the class that in next period you are going to give them a dictation using some of the words from page 25 of the Workbook. (10 mins)

LESSON 104

Dictation

Dictate a number of sentences of your own composition using the words in the columns at the sides of page 25 of the Workbook.

If the children find these forms difficult to write, write them on the blackboard and tell them to try to write without looking at the blackboard; but to look at the blackboard if they feel they are going to make mistakes. (10 mins)

Oral work

Revise the use of uncountables which you have taught so far. Examples of these can be found in Lessons 73, 80, 81, 83 and 90. Then go on to introduce the word **wave** as a noun (e.g. **the waves of the sea**) by showing the children a picture. There is a good picture on page 70 of the Standard 6 Reader if you have no larger picture Write the word wave on the blackboard and get children to write it in their exercise books. (10 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **Are you going into the sea ?**
2. **No, the waves are very rough today.**
3. **You can swim.**
4. **Yes, but not through those waves.**

Number the sentences and get individual children to read them as you call out the numbers. Then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (8 mins)

Reading

Bring an English newspaper to the class and read some of the simpler bits of news and headlines to the children. You will find that by now the children understand a great deal of what is written in the newspapers, especially about things that interest them. Some of the sports news can be understood and often enough some of the advertisements. Use this period for teaching them one or two content words after getting them to read aloud some of the headlines as you hold up the paper in front of the class. If there is time get them to read one or two sentences but you may have to write these on the blackboard. (12 mins)

LESSON 105

Dictation

Give the class quick dictation. Choose a passage from any of the Lessons in the Reader which the class have done so far. Dictate two or three sentences only and then ask the children to correct their work by looking at the relevant Lesson in their Readers. Ask them how many mistakes they made. (5 mins)

Oral work

Introduce the new words **move, shoulder and body.** Use a picture of a boy, for example and say,

Look at this picture of a boy.
This is his head.
These are his arms.
These are his legs.
His legs are part of his body.
His arms are part of his body.
His head is part of his body.
Rama, stand up.
How many bodies have you?
I have one.
Yes. Your head is in the top half of your body.
Your legs are in the bottom half of your body.
This is your shoulder. (Touch it.)
Can you move your arm? (Show them by moving your arm).
Yes, I can.
Can you move your leg?
Yes, I can.
Can you move your shoulders?
Yes, I can.
Keep your mouth shut. Can you move your teeth?
No, I can't.

And so on.

Write the new words on the blackboard and get children to copy them into their exercise books. (8 mins)

Reading and Writing

Ask the children to turn to page 26 in their Workbooks. Read the words in the left-hand column aloud to the class and then get individual children to read them as you call out the numbers. Do not read the passage aloud but get the children to read it silently. Then ask them context questions

on the passage. Some of the questions you can ask are, for example,

Is the wind blowing ?
Is the sea rough ?
Is the boat going fast ?
Where is Hari putting the lamp ?

And so on.

Then get the whole class to write the passage as if it happened yesterday; in other words they should change all the verbs into the past. For example,

The sea was very rough that night and a strong wind was blowing.
The boat was going slowly through the waves.
Hari lit the big lamp and put it near the sack.

And so on.

Note that the **Present Continuous is blowing** changes to the **Past Continuous was blowing** ; and the General Present **lights** changes into the Simple Past **lit.**

Go round the class helping and correcting where necessary. (25 mins)

LESSON 106

Oral work

Revise the Teaching Items **someone, any** and **no** introduce the new words **hide, bomb** and **terrible.** Use some of the sentences which you used in previous Lessons. Get children to practise them in Chorus Drills. For example,

Someone came to the school yesterday.
Who was it ?
Someone in the back row is speaking.
Who is it ?

Someone in this class has a red pen.
Who is it?
Are there any boys in this class?
No, there aren't. There are no boys in this class.
There are only girls.

And so on.

Then go on to introduce the new words. You can do this by telling the children the story of Guy Fawkes trying to blow up the houses of Parliament. Guy Fawkes lived in England from 1570 to 1606 and he dug a hole under the Houses of Parliament and put barrels of gunpowder there, intending to blow it up. He was unsuccessful. You can say, for example,

In 1605 in England there was a man called Guy Fawkes.
He went to the Houses of Parliament.

(Give the meaning in the mother-tongue.)

He said to his friends, "The King is a bad man.
I'm going to hide a bomb under the Houses of Parliament.
There will be a terrible noise and the Houses of Parliament will fall down."
He went to the Houses of Parliament one night and hid a bomb.
But some people knew about this and told the King.
The King sent his soldiers and they caught Guy Fawkes and killed him.
In England people buy fireworks and make a lot of noise on November the fifth.

Write the new words on the blackboard

and get children to write them in their exercise books. (15 mins)

Reading

Ask the children to open their Readers at page 54. Read the story of Krishnan and the King's daughter aloud to the class while the children follow in their books. The story continues for three Lessons and you will have to read all three Lessons consecutively. Then get the children to read the three Lessons silently while you go round the class helping if necessary and getting individual children to read one or two sentences to you.

As there are three Lessons there will not be time in this period to ask context questions about the story. (25 mins)

LESSON 107

Dictation

Dictate a few sentences to the children from any Lesson in their Reader from 1 to 9. Then ask the children to open their books and to correct their work. Get them to tell you how many mistakes they made. (5 mins)

Oral work

Revise the Simple Past paying particular attention to irregular forms.

After a few minutes of this introduce the new words **joke**, **upstairs** and **downstairs.** **Joke** is a loan word. You can introduce the new words by showing the children a picture of a house and saying,

Look at this house.

There are two rooms downstairs and two rooms upstairs.

There is a big room downstairs and next to the big room is the kitchen.

Upstairs there are two bedrooms.

And so on.

Get children to repeat some of these sentences after you. Then ask them questions and get answers using these words.
For example,

Where is the bedroom?
Where is the kitchen?

And so on.

Write the new words on the blackboard and get children to read them and then write them in their exercise books. (15 mins)

Composition

Write the following on the blackboard:— **boy — father asleep downstairs — joke — upstairs — papers — lights paper—smoke — cries — father runs — brings water.**

Go round the class helping and correcting where necessary. If the children find this composition difficult, help the children first by getting the brighter ones to give you sentences orally. (20 mins)

LESSON 108

Oral work

Revise the Teaching Items **made of** and **full of** using sentences which you used in previous Lessons.

What's this box full of?
What's my pocket full of?
What's this bag full of?
What's the blackboard made of?
What's the floor made of?
What are idlis made of?

And so on.

Get children to use these phrases in

making up questions of their own. Practise the questions and answers in Chorus Drills.

Then go on to introduce the new words **drinking water**, **ice** and **dip**. If you have in the class room a large pot of water say,

Look at that pot.

It's full of drinking water.

Don't dip your hand into it. (Demonstrate.)

I shall give you some in a glass.

If the children do not know the word ice give the meaning in the mother-tongue. Get children to use these words in sentences, to practise the sentences in Chorus Drills, and then to write the words in their exercise books. (12 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **Look at the bucket of drinking water.**
2. **I can't dip my glass into it.**
3. **The pond is covered with ice in winter.**

Read the sentences aloud, get individual children to read them as you call out the numbers and then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (8 mins)

Reading

Get children to read once again Lessons 10, 11 and then ask them context questions about the Lessons. They should keep their books open in front of them while you do this as they cannot be expected to remember all the details of the story. Some of the questions you can ask are as follows:—

Who was Krishnan's father?

When was Krishnan born ?

Where did he live ?

How many acres of land did his father have ?

Was there a High school in the village ?

How many brothers did he have ?

And so on.

(20 mins)

LESSON 109

Oral work

Revise the content words you taught in the last few Lessons. They are as follows:—

wave

move shoulder body

head bomb terrible

joke upstairs downstairs

drinking water ice dip

Use some of the sentences you used when you introduced these words and write the words which the children find difficult on the blackboard. If there is time and you have practised them sufficiently in Chorus Drills (always in sentences), the children can write a few sentences of their own using these words. (18 mins)

Reading and writing

Ask the children to turn to page 27 in their Workbooks. There is no need for any oral preparation for this exercise ; tell the children that they must fill in the blanks with one of words or phrases from the left-hand column. Go round the class helping and correcting where necessary. When the whole class has filled in all the blanks ask them to copy the whole passage into their exercise books. (22 mins)

LESSON 110

Free Activities

Ask the children to complete any exercises in the Workbook which they have not done so far or to read any Lessons in the Reader which they would like to read again; or to practise their handwriting or to transcribe any passage from the Reader or Workbook which they choose. Go round the class helping and encouraging where necessary and making sure that all the children are writing or reading. (15 mins)

Oral work

Revise the Future tense using some of the verbs you have introduced in recent Lessons. Some sentences you can use for example, are

I shall hide this bomb
I shall play a joke on my father,
I shall dip my hand into river.
I shall set off for the forest tomorrow.

And so on.

Use other verbs in the Future tense. Get children to practise the sentences in Chorus Drills.

Then go on to introduce the new words **grand-daughter, weak, cure** and **heart.** Use a picture of an old lady cut from a newspaper and say, for example,

This is Mrs Ramakrishnan.
She is very old.
Her heart isn't strong. (Demonstrate.)
It's very weak.
This little girl is her grand-daughter.
She is not her daughter.
She is her grand-daughter. (Give the word in the mother-tongue if necessary.)

Mrs Ramakrishnan goes to the doctor every week.
She is very ill.
Will the doctor cure her?
Yes, he will.

Practise some of these sentences in Chorus Drills and then write the new words on the blackboard and read them aloud. Then get individual children to read them aloud and then get the whole class to write them in their exercise books. (15 mins)

Transcription

Ask the children to transcribe Lesson 1 from their Readers into their exercise books. While they are doing this go round the class looking at their Workbooks and also at their exercise books, correcting where necessary and making a list of any words which the children are obviously finding difficult to spell. Towards the end of the ten minutes write these words on the blackboard, read them aloud and then get the whole class to copy them into their exercise books. (10 mins)

LESSON 111

Oral Work

Introduce the new Teaching Item **everyone** and **no one.** Say, for example,

Everyone in this class has a pencil.
Has anyone got two pencils?
Yes. Gopal has two pencils.
Has anyone got four pencils?
No. No one has got four pencils.
Everyone has got one pencil.
Everyone in this class has got two legs.
No one has got three legs.
Has everyone in the class come to school today?

Yes. No one is absent today (or Has everyone in the class come to school today ?

No. Three children are absent.)

Everyone comes to School on Mondays.

No one comes to school on Sundays.

Does everyone in this class eat rice?

Does anyone in this class eat wheat?

And so on.

Write the new words on the blackboard. Get children to read them and then to write them in their exercise books.

Introduce the new word **language** and write it on the blackboard. Say, for example,

Malayalam is a language.

Telegu is a language.

Kannada is a language.

English is a language.

Does everyone in this school learn three languages ?

No one in this class knows five languages.

How many languages do you know?

Everyone in this class speak two languages. (15 mins)

Reading & writing

Ask the children to turn to page 28 in their Workbooks. Ask the children to write the numbers 1 to 9 by the side of the words in the left-hand column. Then read all the words aloud to the class and then get individual children to read them as you call out the numbers. Tell the children to look at the pictures at the top of the page and get one or two children to suggest names for Mr A and Mr B, say for example Mr Anantanarayanan and Mr Balakrishnan. Then read the first set of sentences to the class getting a bright child to fill in the blanks for you.

Read the full name instead of the initial. For example,

My name is Mr. Balakrishnan.

My parents are Mr. and Mrs. Anantanarayanan.

I have three children.

The name of my pretty daughter is Surya.

My wife is Mrs. Balakrishnan.

Then do 2 and 3 orally and then go on to numbers 4 to 6 which are more difficult because the children will have to supply all the sentences themselves. When you have done sufficient oral work get the whole class to write out all six sets of sentences in their exercise books. Go round the class helping and correcting where necessary.

You will have to judge for yourself how much oral work is necessary; do not go on with the oral work if the children are able to do the exercise by themselves. (25 mins)

LESSON 112

Reading

Revise the reading of Lessons 10, 11 and 12 in the Reader. Read these Lessons aloud to class from beginning to end. Then get children to read them silently two or three times. Go round the class asking individual children to read a few sentences to you, if you think it necessary. Ask one or two children context questions about what they have read. Pay particular attention to the weaker readers. (20 mins)

Oral work

Revise the Teaching Item **many** and **a lot of.** For example,

Are there many pictures in this Workbook ?

Yes, there are a lot of pictures in this Workbook.

Are there many pictures on page 32 ?
No, there are'nt any.
Are there any pictures on page 7 ?
Yes, there is one.
Are there any pictures on page 36 ?
Yes, there are a lot of pictures on page 36 but there aren't any pictures on page 33.
Are there many pieces of chalk in this box ?
There aren't many lines on the blackboard.
There aren't many girls in this class.

And so on.

Go on to introduce the new word **inch** showing the children a ruler and writing the word on the blackboard. It is a common loan word and they are probably familiar with it. (12 mins)

Reading & Writing

Write the following sentences on the blackboard:—

1. **Have you ever been to Africa ?**
2. **Some people there speak an African language and some people speak English.**
3. **In France everyone speaks French.**

Get children to read these sentences to the class, get individual children to read them as you call out the numbers and then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (8 mins)

LESSON 113

Spelling

Use the lists which you have made from time to time of words which the class as a

whole find difficult to spell. Write them on the blackboard and put a number by the side of each and get children to read them as you call out the numbers. Then rub out the numbers and dictate the w rds to the children, not in the order in which they are written on the board, and get the children to write them in their exercise books.

Then rub all the words off the blackboard. Get the children to turn over to a clean page in their exercise books and dictate them to the class once more. Then write them on the blackboard again and ask children to correct their work and to tell you how many mistakes they made. (12 mins)

Oral work

Revise the Teaching Item **someone, anyone, no one** and **everyone.** Use sentences such as you used in Lesson 111 and concentrate on the weaker members of the class. Practise some of the questions and answers in Chorus Drills.

Then go on introduce the new words **pretty** and **quite.** A number of pictures of beautiful girls are useful for this. The word **pretty** was used in page 28 of the workbook but use it again in sentences. For example,

Look at this girl.
She is quite pretty.
Look at this girl.
She is very pretty.
Who has a pretty sister in this class ?

Note: **Very pretty** means prettier than most of the other girls; **quite pretty** means pretty, but not very pretty.

Is she very pretty or quite pretty ?
Is it hot today or is it very hot or is it quite hot ?

And so on.

Write the new words on the blackboard and get children to write them in their exercise books. (15 mins)

Transcription

Ask the children to transcribe from their Readers any Lesson which they choose from the first nine. Go round the class helping and correcting where necessary. (13 mins)

LESSON 114

Oral work

Introduce the new Teaching Item **Whose is this ? Whose are these ?** Note that the word **whose** is not new to the children and they are used to answering questions in the form:—

Whose book is this ?

It's Gopal's.

Go round the class taking a variety of objects from children, holding them and saying.

Whose is this ?

Whose is this pencil ?

Whose is this book ?

And so on.

Note that you have not yet introduced possessive pronouns used as a predicate (for example, **It's mine, It's yours.**) and answers therefore should be confined to the possessive 's in the form:

Whose are these ?

They are Prasad's.

Whose is this ?

It is Padma's.

And so on.

After five minutes of this go on to revise content words which you taught in the las few Lessons which are as follows :—

grand-daughter weak cure
language
inch
pretty quite.

Note that some of these words have difficult spellings. It is a good idea to get children to write them two or three times in their exercise books and if there is time to write one or two sentences using the difficult words.

Composition

Ask the children to write a description of an imaginary visit to the Zoo It is a good idea if they can write this composition on their own without help from you. If you feel they cannot, however, you can ask them to read, before they write anything, the two stories about Ravi's visit to the Zoo in Mysore and also page 5 in the Workbook. If you feel that oral work is necessary and that the class is unable, even with this written material, to produce their own composition, spend five minutes on questions and answers about the zoo and what they could have seen in it.

Go round the class helping and correcting where necessary. (25 mins)

LESSON 115

Oral work

Revise any structure which you think the children find difficult using material given in the previous Lessons which deal with this Teaching Item. Pay particular attention to the weaker members of the class and get them to ask questions. Practise the answers in Chorus Drills.

Introduce the new words **bleed, sword** and **bone.** You could introduce these words

best by telling a story, for example, and showing them perhaps a picture from their mother-tongue Readers or from some other picture-book which shows two men fighting with swords. Say, for example:—

Look at these two men.
They are fighting with swords, not with guns.
A sword is a long knife. (Give the meaning in the other tongue).
This man has cut his enemy in the arm with his sword.
His arm is bleeding.
He has cut his arm but hasn't cut the bone.

And so on.

Then go on to use the words in other contexts, for example,

I am cutting my finger. (Mime)
It's bleeding.
Please give me a piece of cloth.
I am tying the cloth round my finger.
Now it has stopped.
Isn't bleeding.

Then draw a sword on the blackboard. Say for example:—

Look at this.
It's a sword.
It is very sharp.
Do people fight with swords today ?
No, they fight with guns.
Does a policeman carry a sword ?
No, he doesn't. He carries a stick.
Look at your leg.
There are bones in your leg.
The bones are hard.
There is a bone in your nose.

This is hard. (Point to your tooth)
It is a bone ?
No, it isn't. It's a tooth.
Is there a bone in your ear.
No, there isn't.

Write the new words on the blackboard and show the children the silent w in **sword.** Get them to write the new words in their exercise books. (15 mins)

Dictation

Dictate any passage from the Reader to the children. After seven minutes of this tell the children to open their Readers and to correct their work. Get them to tell you how many mistakes they have made.

(10 mins)

Reading and Writing

Get children to read from their Supplementary Readers. Go round the class asking context questions paying particular attention to the weaker members of the class. After about seven or eight minutes reading the children can be asked to transcribe any passage they choose from their Supplementary Readers into their exercise books.

(15 mins)

LESSON 116

Oral Work

Revise the Simple Past tense, paying particular attention to the irregular verbs which you have taught in previous years. Give practice in the question forms, e.g. **ran, wrote, spoke, taught, thought, slept, ate, drank, fell, began** and so on and then get children to practise the answers in Chorus Drills. Pay special attention to the weaker members of the class.

Go on to introduce the new words **yard** (= 36 inches) and **cover.** Say for example;

It is three yards from here to the door.

A yard is thirty-six inches.

A metre is one yard and three inches.

Is your desk a yard long?

How many yards is it from here to the school gate?

And then,

Look at this piece of cloth.

I am putting it over my hand.

The cloth is covering my hand.

I am putting this book on top of the pencil.

The book is covering the pencil.

A yard of cloth costs two rupees.

Write the new words on the blackboard and get children to read them and write them in their exercise books. (15 mins)

Reading and Writing

Ask the children to turn to page 29 in their Workbooks. Ask individual children to read the words aloud from the book; ask the first child to read all the words in the list labelled **Number 1.** Then ask another child to read those labelled **Number 2** and so on. Write one or two words which are difficult to spell on the blackboard (e.g. **wrist, sword, ache, stomach, medicine**) and get children to read them and to write them in their exercise books. Then get the whole class to look at the four lists and then to read the sentences underneath the pictures. The sentences underneath the pictures refer to the first picture only. Tell the children that you want them to write similar sets of sentences describing the other three pictures. For the picture at the top right they should use all the words in list **No. 2,** for the picture at the bottom left they should use all the words in list **No. 3** and for the picture at the bottom right they should use all the words in **No. 4.**

If necessary you may have to give them some sentences orally about these pictures; but do not do any oral work if you feel that the children can write the necessary sentences without your help. Go round the class helping and correcting where necessary.

(25 mins)

LESSON 117

Oral work

Revise the use of **whose** in sentences such as

Whose is this ?
It's Padma's.
Whose are these ?
They're Raju's.

Note that you have not yet used the possessive pronouns used predicatively and you cannot expect answers therefore, such as

It's mine.

Get children to ask questions as they go round the class holding up objects, belonging to other children. They should call on individual children to answer their questions.

Go on to introduce the new words **bent** and **wrong** (**wrong** meaning here the opposite of **right**). They have probably heard you use the word **wrong** in many classroom situations but make sure they know what it means by doing one or two sums on the board, some correctly and some incorrectly and then saying to the class,

Look at this. It's right.
Now look at this. It isn't right.
It's wrong.

The word **right** meaning **correct** was taught in Standard 5

The word **bent** can be used in describing bent nails, bent pieces of wire, bent stick

bent arms and so on. Say, for example,

Look at this nail. It's bent.
Look at this piece of wire. It's bent.
Look at my arm. It's bent.
Now it is straight.

Write the words on the blackboard; get children to read them and then to write them in their exercise books. (10 mins)

Reading

Revise the Lessons in the Reader Numbers 10, 11 and 12. Read them all yourself once aloud to the class, and then get children to read them silently to themselves. Go round the class getting the weaker children to read a sentence or two aloud to you from the book and asking them context questions about the passage they are reading. (20 mins)

Reading & Writing

Write the following sentences on the blackboard:—

1. **The roof is five yards long.**
2. **I am going to cover it with new grass.**
3. **I am going to put two new pieces of wood in it too.**
4. **I cannot use these nails. They are bent.**

Read the sentences aloud, get individual children to read the sentences as you call out the numbers and then get the whole class to copy them in their exercise books. (10 mins)

LESSON 118

Oral work

Rivise the Simple Past tense once more —list in Lesson 16—and pay special attention

to the weaker members of the class. Give them a chance to ask questions and to answer them and to practise the answers in Chorus Drills and also the questions.

Introduce the new words **discover** and **explorer.** Give the meanings of these words in the mother tongue. (10 mins)

Composition

Tell the story of Vasco da Gama using your own words; for example:

Vasco da Gama was born in 1460 in Portugal. He came to India in a ship in 1497. He landed at Calicut, in Kerala. He took home a ship full of food. Then he came to India again in 1502.....

And so on.

Then ask the class to write the story for themselves.

Warn the class that in the next period you are going to give them a dictation and that they should read Lesson 6 to 9 in the Reader at home. (30 mins)

LESSON 119

Dictation

Ask the children to keep their Readers shut while you dictate consecutive sentences from any Lesson in the Reader (Lessons 6—9) which you have not chosen so far. Dictate at normal speed and do not pause between the words in a sentence. When you have dictated five or six sentences, or more if the children can write them down in the time, ask the children to open their books at the relevant page and to correct their neighbours' books. (10 mins)

Reading and writing

Write the following sentences on the blackboard:—

1. **What language do they speak in Bombay?**
2. **I don't know. I haven't been to Bombay.**
3. **I have been to Calcutta.**
4. **They speak Bengali there.**

Number the sentences and get individual children to read as you call out the numbers. Then get the whole class to copy them in their exercise books. (8 mins)

Oral work

Revise the Teaching Item **everyone** and **no one.** Instead of using a class situation you can now go on to talk of things that they know about, such as:—

Everyone knows the story of the Ramayana.

No one has ever been to Mars.

Everyone wears clothes.

No one in this school reads Bengali.

And so on.

Then get the children to practise some of these sentences in Chorus Drills and also to make questions based on them; for example,

Does everyone in this school play cricket?

No, no one does.

Has anyone here been to the moon?

No, no one has.

Does everyone in this class wear a shirt?

Yes, everyone does.

And so on. (10 mins)

Reading

Ask the children to read silently from their Supplementary Readers. Go round the class helping the weaker members of the class and getting individual children to read one or two sentences to you. You can vary the procedure by asking the children context questions about what they are reading. (12 mins)

LESSON 120

Correction

Let the children spend this part of the period on correcting any of the written work which they have not so far corrected or in writing out once more any exercises, dictations or other types of written exercises which contain a number of mistakes. Go round the class helping and encouraging. (20 mins)

Oral work

Revise any structure which you think needs revising or which you feel the children find difficult. After a few minutes of this introduce the words **strange** (use the mother tongue) and **sledge**. Pictures are useful and you can say, for example, about a picture,

This man is wearing a strange hat.
This man is playing a strange drum.
This man is driving a strange motor car.
This man is sitting on a strange cart.
It's a sledge.
Six dogs pull it along, over the snow.
It has no wheels.

There is a picture of a sledge on page 31 of your Workbooks and also on page 101 of the English Reader for Standard VI.

Write the new words on the blackboard and then get the children to read them and write them in their exercise books. (10 mins)

Reading

Ask the children to read once more Lessons 10 11 and 12 in their Readers. Go round the class helping and encouraging where necessary, and get children to read a few sentences aloud to you Make sure that they know the meaning of the difficult words, by asking them to use such words in sentences of their own. (10 mins)

LESSON 121

Oral work

Introduce the new Teaching Item: Possessive pronouns used predicatively.
Examples are :—

This pen is mine.
That pen is yours.
These books are mine.
Whose book is this?
It's hers. That one is his.
And so on.

Give plenty of examples of similar sentences and get children to practise them in Chorus Drills and to ask questions using the word **whose.**

Write the new words on the blackboard, **mine, yours** and **hers** and also the word which they have already learnt, **his.**

After ten minutes of this go on to introduce the new words **icy** and **get out.** The picture on page 31 of the Workbook will be useful for this and you can also revise the word **sledge** which you taught in Lesson 120. Write the new words on the blackboard ; get individual children to read them and then to write them in their exercise books. (15 mins)

Reading and Writing

Ask the children to turn to page 30 in

their Workbooks. Read the words in the left-hand and right-hand columns aloud to the class and then get children to read the words aloud as you call out the numbers Then read the passage below the picture and get the children to read it to themselves, once. Then get oral suggestions for the completion of the passage. For example, ask them what further questions the newspaper man could have asked the explorer and suggest some possible replies. When you have given sufficient oral preparation (probably about ten minutes will be sufficient) get children to write the whole passage in their exercise books and to compose sentences of their own to complete the story.

If there is not enough time to finish this exercise in class they can be asked to do it at home. (25 mins)

LESSON 122

Oral work

Revise the words **anyone, no one, some one, everyone, anything, nothing** (taught in Lessons 55, 87, 88, 111). Use sentences which you have used before and also new sentences of your own making. Pay particular attention to the weaker members of the class and write some of these words on the blackboard and get children to copy them in their exercise books. Pay particular attention to whether these items are one word or two by writing them on the blackboard. For instance we write **anyone,** but **no one; everyone** but **every day,** except in special cases (e g. Answer **any one** question in the following This is and **every day** happening and so on.)

Then go on to introduce the new words **headmaster, meeting** (common loan words) and the word **receive.** While you are doing so revise the word **guest.** Some possible sentences are :—

6219

NATIONAL BOOK TRUST, INDIA

Yesterday there was a meeting of the Panchayat Board.

The teachers had a meeting yesterday.

There is a meeting at the Town Hall tomorrow.

The Headmaster of this school is Mr...

All Headmasters are teachers.

Mohan receives his pay at the end of the week.

The teachers receive their pay at the end of the month.

Holy men don't receive any pay.

Did you receive any letters yesterday?

Last night I received some letters.

And so on.

Write the new words on the blackboard and get children to read them and to write them in their exercise books. Note that **eceive** is a difficult word to spell and children should be given an opportunity of writing it a number of times.

(14 mins)

Reading and writing

Write the following sentences on the blackboard;—

1. **Tomorrow there will be a meeting for teachers and parents.**
2. **The meeting will be at six o'clock.**
3. **Our teacher is going to receive a present.**
4. **Then the headmaster will talk to the teachers and parents.**

Read the sentences aloud to the class; then get individual children to read out sentences as you call out the numbers. Then get the whole class to copy the passage in their exercise books. Then go round the class

correcting and helping where necessary.
(8 mins)

Reading

Ask the children to read from their Supplementary Readers, or from their class Readers, or get them to do any corrections which they have not done. Go round the class helping and encouraging.
(18 mins)

LESSON 123

Oral work

Introduce the new Teaching Item; demonstrative + adjective + noun. For example.

This picture-book is yours.
He gave me these three green ribbons.

This is a very easy Teaching Item for the children to master and you can introduce it with classroom objects and sentences about things needed by various members of the class. For example,

This long red ribbon is Padma's.
These three pencils are Victor's.
These five lines on the board are red.
These five lines on the board are blue.

And so on.

Then go on to teach the new words **prize, sports, race, independence** and **lead.** Some of these are common loan words but write them on the blackboard and get children to copy them in their exercise books. Then use them in sentences. For example.

When is Independence Day ?
Is Independence Day on August the second ?
Who came to the Sports Day last year?
How many races were there ?

Who got the prizes ?
Look at this drawing. (draw on the blackboard).
It is a drawing of three boys.
They are running a race.
The first boy's name is Raman.
The second boy's name is Padmanabhan.
The third boy's name is Sankar.
These two boys are behind Raman.
Raman is leading.
He's going to win the race.

Then bring children out to the front of class and say.

Look at these boys.
They are walking to the door.
Gopal is leading them.
He is at the front of the line.

And so on.

Get the children to practise these words and sentences in Chorus Drills. (25 mins)

Composition

Ask the children to write a composition on **Our Sports Day**. You willl be the best judge of whether it is necessary to do any oral preparation for this. If the children of the class are bright they could probably write a number of sentences about Sports Day without your help. But do not leave out the oral work, if children find difficulty in writing more than one or two sentences.

The children can be asked to finish the composition at home if there is not enough time in this poriod. (20 mins)

LESSON 124

Oral work

Revise the Teaching item whose with

possessive pronouns used predicatively. For example,

Whose book is this ?
It's mine.
Whose book is this ?
It's hers.
Whose skirt is green ?
Yours is.
Look at these girls. Whose shirts are yellow.
Theirs are yellow.

And so on.

Write the words once more on the blackboard and get children to write them in their exercise books.

Go on to revise all the content words you have taught in the last few Lessons, which are :—

yard (36 inches), cover
bent, wrong
discover, explorer
strange, sledge, icy
headmaster, meeting, receive
prize, sports, race, independence, lead

Use these words in sentences of your own ; get children to write them in their exercise books and to practise them in sentences in Chorus Drills. (17 mins)

Reading and Writing

Ask the children to turn to page 31 in their Workbooks. Read the words in the left and righthand columns and then get individual children to read them as you call out the numbers. Then get children to give you orally a number of sentences about the picture using some of the words which are printed on the page.

Then get the whole class to write a composition on the picture. It should be possible for them to write sixteen sentences, using one of the words on the page in each sentence; but there may not be time for this. Go round the class helping and correcting where necessary. (23 mins)

LESSON 125

Oral work

Revise any structure which you think is difficult for the children or requires extra oral work. Use sentences which have been given in previous Lessons and pay special attention to the weaker members of the class. (15 mins)

Composition

Get children to write a composition similar to the one they wrote in the previous Lesson, but this time on an Indian situation instead of the Eskimo's situation. They will have to imagine a picture of, for example, a farmer in his fields, or a factory worker in his factory, or a bus driver near his bus, or a teacher near his school, and describe some of the incidents in his life as they did with regard to the picture of the Eskimo in the Workbook. (25 mins)

LESSON 126

Reading

Ask the children to read from their Supplementary Readers. Go round the class helping and encouraging where necessary.

Spend the last five minutes of this time in asking children context questions about what they have been reading. (12 mins)

Oral work

Introduce the new Teaching Item **none of' all of, some of.** Children are already con-

versant with these phrases but they will need some practice in sentences such as :

None of these boys are my friends.

None of this sugar is mine.

None of this cloth is yours.

Some of these marbles are mine.

Some of these marbles are Padma's.

All of these are glass marbles and none of them are made of mud.

Use pictures or children to create situations in which you can use these sentences. Note that we say,

All boys have two legs.

All of these boys have two legs.

Some girls wear ribbons.

Some of these girls are wearing ribbons.

but NEVER

All of boys are....or

Some of boys are....

Write these phrases on the blackboard, read them aloud and get children to read them. Then get children to practise some of these sentences in Chorus Drills. (10 mins)

Reading & Writing

Write the following sentences on the blackboard:—

1. **There are twenty people in this room.**
2. **None of them are women.**
3. **Not all of them are children.**
4. **Some of them are boys and some of them are girls.**
5. **Are there any men in the room?**

Read these sentences aloud and get individual children to read them; and then get the whole class to copy them into their exercise books. Then go round the class

helping and correcting where necessary.

(10 mins)

Oral work

Introduce the new words **produce** (v), **mean** and **become**. Show them, for example, a picture of a factory. Say,

This factory is a cloth factory.
They make cloth in this factory.
This factory produces cloth.
A bicycle factory produces bicycles.
A car factory produces cars.
A tractor factory produces tractors.
A watch factory produces watches.

And then, for example, take a glass full of water and slowly pour some into another glass. Say,

Look at this glass in my left hand.
It is becoming empty.
The glass on the table is becoming full.
Look at this piece of chalk.
I am going to put it in this bottle of ink
The chalk will become blue.
I am going to put this piece of chalk in a glass of water.
It will become wet.
If you play with mud your hands will become dirty.
Eat a lot of vegetables and drink a lot of milk.
You will become strong.
Produce means make.
Water means വെള്ളം.
Boy means....

And so on.

Write the new words on the blackboard. Get children to read them and then to write them in their exercise books. Then

get children to practise some of the sentences in Chorus Drills. (8 mins)

LESSON 127

Oral work

Revise the possessive pronouns used predicatively. For example,

None of these books are mine.
This book is yours.
These are Kamala's.
Some of them are my friend's.
Gopal, give me your rubber.
This rubber is Gopal's. It is not mine.

Create suitable situations in which to use them. Get children to use these pronouns in sentences and to practise them in Chorus Drills.

Then go on to introduce the new word **thing** and **underneath**. Say, for example (using appropriate objects)

Look at this thing.
What is it?
It's a match.
What's that thing on the table?
It's a glass of water.
What's that thing underneath your desk, Padma?
It's a duster.
What's the thing underneath my foot?
It's a piece of paper.

Write the new words **thing** and **underneath** on the blackboard. Get some of the children to read them aloud and then get the whole class to write them in their exercise books. (15 mins)

Reading and writing

Ask the children to turn to page 32 in their Workbooks. Tell them that page 32 is a piece cut out from a newspaper. The name of the newspaper is The New Leader Read the three articles aloud to the class and then get the whole class to read them again silently, twice. Then ask context questions about the passages as you do with Lessons in the Reader. For example,

What's the name of the paper?
What date is it?
How much does it cost?
What does it say about the Independences Day Meeting?
Where was the meeting?
Who gave out the prizes?
Who got a prize for Malayalam?

And so on.

Then get the children to copy out the headlines into their exercise books and to write their own passages, similar to what has been written in the Workbook. Give them a little help orally if necessary, but it is more useful if they can write the passage out of their own heads rather than having to rely on your suggestions.

Go round the class helping and encouraging where necessary. If there is no time in this period to finish all three passages, ask the children to finish them at home, (25 mins)

LESSON 128

Oral work

Revise the Teaching Item: demonstrative + adjective + noun in sentences such as:

This green ribbon is mine.
Not all of these blue pencils are mine
This old man is a tractor driver.

That young man is a postman.

Get children to practise this Teaching Item in sentences of their own, in Chorus Drills.

Then go on to introduce the new words **educate** and **education**. Say, for example.

This is a school.
There are ten teachers in it.
They educate you.
Teachers educate children.
Mothers educate babies.
A baby is very young and doesn't know anything. His mother educates him.
Then he can eat and drink and walk.
Then he comes to school and the teacher educates him.
He gets education from his mother and he gets education from his teachers.

Educate means teach.
Education means teaching.

Write the new words on the blackboard and get children to read them and to write them in their exercise books. (15 mins)

Reading

Ask the children to turn to Lesson 13 in their Readers. Read the whole Lesson aloud to the class and then get children to read it twice silently. Then ask context questions. For example.

When was John Clement born?
How old was he in 1892?
What did his father do?
Where did John go to school?
How far was the school from the farm?

And so on.

This Lesson ends on an exciting note half way through the story and it is to be hoped that children will want to know what will happen to John after he crawled out of the icy water. Tell the children, if they are interested, to read the next part of the story at home. (25 mins)

LESSON 129

Oral work

Introduce the new Item **both of** and **which of;** this is of course very similar to the Teaching Item you taught in Lesson 126 and you can conveniently revise those items here. For example.

Both of these boys are tall.
None of these three boys are short.
None of my friends are bus drivers.
None of this chalk is mine.
None of this money belongs to the school.
It's mine.
Which of these books is yours?
Which of these three books is yours?
Which of these two books is yours?
The red one is.

Then go on to introduce the new words **conquer, Greece** and **continue.** Show them a picture of Alexander. (there may be one in their History books) and say, for example,

This is a picture of Alexander.
He came from Greece.
He was a great man.
He conquered the Persians and then he continued across Mesopotamia into India.
He fought with the Indian Army in the Punjab.

He died in 323 B.C.

Then go on to use the words in other situations e. g.

Who did Shivaji conquer?

Asoka conquered the Kalingas.

Don't stop. Continue your work for five minutes more

The Headmaster continues his work in the evening.

Write the new words on the blackboard; get children to read them and to write them in their exercise books (17 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **Alexander came from Greece.**
2. **He conquered half the world.**
3. **He was a great man.**

Read these sentences to the class and then get individual children to read them as you call out the numbers. Then get the whole class to copy them in their exercise books. Go round the class helping and correcting where necessary, (5 mins)

Composition

Ask the children to turn to page 32 in their Workbooks and get them to read the whole page again to themselves. Then ask them to write their own edition of the newspaper in the same form as **The New Leader** on page 31 They should write their own compositions in the place of the three columns on that page. They may need some help in this and you could suggest some suitable topics for the columns. It is important to relate these topics to the children's own lives and to suggest things which are connected with events in your village or

in your town. Some possible subjects for writing pieces of news about are, for example:–

Very heavy rain last week
Sports meeting
Football matches
Important visitors to the town or village
New wells
New buildings
Local festivals.

And so on.

You will have to give as much help as necessary, but do not give more. If the children can write simple paragraphs of news without your help let them do so. Go round the class helping especially the weaker ones with suggestions about subjects and help with sentences and spelling.

(18 mins)

Revise the sentences using demonstrative + adjective + noun, i.e. sentences with the pattern **This big box —. These long pencils —.** and so forth. Use sentences you have used on previous occasions and get children to repeat them in Chorus Drills.

(10 mins)

Write the following sentences on the blackboard:-

1. **These three headmasters are walking home.**
2. **They are coming away from a meeting.**
3. **The meeting was about the new bank building.**
4. **It was not about education.**

Read the sentences aloud then get individual children to read them and then copy them into their exercise books (8 mins

Oral work

Revise the content words you have taught in the last few Lessons. They are:–

nearly bedroom
list plan
produce mean become
thing underneath
educate education
conquer Greece continue.

Use the sentences you used when these words were first introduced and also new sentences of your own. (See Lessons 126 to 129). Write some of the more difficult words on the blackboard and get the children to read them and to write them in their exercise books. Get some of the children to practise the sentences in Chorus Drills.

(12 mins)

Corrections.

Spend the last ten minutes of this period in allowing the children to carry out corrections of past exercises which they have not so far completed. Go round the class helping and correcting where necessary.

(10 mins)

LESSON 131

Oral work

Revise the Teaching Item **How many** with answers **some of, all of** and so on. For example,

Look at the board.
How many of these red lines are long?
All of them are.
How many of the circles are blue?
Some of them are.
The big ones are blue and the small ones are red.
Look at Krishna.

All of his brothers are drivers.
All of his sisters are nurses.

And so on.

Use these phrases in sentences of your own on the pattern of the ones above and then get children to practise then in Chorus Drills.

Then go on to introduce the new words **railway, goods, passenger, fast**. A picture of a station with one or two trains is useful for this. You can talk about the picture and say, for example,

Look at this.
It's a station.
It isn't a police station.
It's a railway station.
This is the railway line.
This is the railway bridge.
This is a railway train.
The train is carrying wood and sacks of sugar.
It's a goods train.
It doesn't carry people.
This train is a passenger train.
It doesn't carry sacks of sugar and it doesn't carry wood.
It carries people.
Some trains are fast and some trains are slow.
Goods trains are slow trains.
Not all of the passenger trains are fast.
Some of them are fast and some of them are slow.
A tiger runs fast but a cow doesn't.
Can you run fast?

Write the new words on the blackboard and read them aloud; then get children to

read them and to write them in their exercise books. (15 mins)

Reading and Writing

Write the following words on the blackboard:-

1. **How many trains are there in this big station ?**
2. **There are six.**
3. **Some of them are goods trains and some of them are passenger trains.**

(8 mins)

Reading

Ask the children to read from their supplementary Readers. Some of the brighter children could be asked to write a paragraph or two about some of the characters in the story they are reading or a paragraph describing some of the actions in the stoty. Encourage them to do this with their books shut if possible. Go round the class helping and correcting where necessary (17 mins)

LESSON 132

Oral work

Introduce the new structure **in** in measurements in sentences such as,

There are twelve inches in a foot and 1760 yards in a mile.

There are two and a half acres in one hectare.

There are two and one-fifth pounds in a kilogram.

There are two and a half centimetres in an inch.

There are a hundred centimetres in a metre.

There are sixty seconds in a minute.

There are seven days in a week.
There are four weeks in a month and fifty-two weeks in a year.

And so on.

While you are using these sentences introduce the new word **year** (12 months) and revise the words **mile** and **yard.** Get children to practise these sentences in Chorus Drills. (15 mins)

Reading and Writing

Write seven or eight sentences which you used in the oral part of this Lesson on the blackboard. Read them aloud to the class; then get children to read them. Then get them to copy them in their exercise books. (10 mins)

Reading

Ask the children to turn to Lesson 13 in their Readers. Read the Lesson aloud once again; then get the children to read it silently. Then ask context questions continuing from where you left off in Lesson 128.

LESSON 133

Oral work

Revise the phrases **which of** and **both of** and also the answers to the question **How many** which you did in Lesson 131 (**some of, all of,** etc.) Use some of the sentences you used in Lesson 131 and any new ones you can think of. After five minutes of this go on to introduce the new words **avoid** and **blame.** Give the meaning in the mother-tongue. You can do this by asking the children to turn to page 34 in their Workbooks and saying,

Look at the bus.
It crashed into the gate.

The bus driver is blaming the engine driver.

The engine driver is blaming the bus driver.

The bus could not avoid the gate.

It crashed into it.

Then go on to introduce the words in other contexts. For example,

Somebody has taken my pencil.

I am not going to blame you, Govind.

I'm not going to blame you, Padma.

Murthy took my pencil.

Did you take my pencil, Murthy?

No, I didn't, sir.

I'm blaming Murthy, but he didn't take it.

He's a good boy.

Shut your eyes and walk across the class towards the table. Say, for example,

Look at me.

My eyes are shut.

I am going to crash into the table.

I can't avoid it.

I am opening my eyes.

Now I can see it and I can avoid it.

Don't go fast on your bicycle.

Try and avoid an accident.

And so on.

Get children to use these new words in some of these sentences and practice them in Chorus Drills; then to read the words on the blackboard. (10 mins)

Reading & Writing

Write the following words on the blackboard:-

1. **The driver did not avoid the bullock cart.**

2. **He hit it and one of the wheels fell off.**
3. **The policeman blamed the driver.**

Read the sentences aloud; then get children to read them. Then get the whole class to copy them in their exercise books. Go round the class helping and correcting where necessary. (8 mins)

Reading and Writing

Ask the children to turn to page 33 in their Workbooks. Read the words in the left-hand column and then get the children to read them as you call out the numbers.

Then tell the class that the sentences on the page have been printed with all the words joined together. They have got to write these sentences in their exercise books leaving the proper spaces between the words. While the children are doing this exercise go round helping and correcting.

Those children who finish before the others can copy one or two sentences from their Readers into their exercise books, joining all the words together as has been done in the exercise. They could then change books with their neighbours and write the sentences out again correctly.

(22 mins)

LESSON 134

Oral work

Revise the use of the Present Perfect tense paying particular attention to those forms which the children find most difficult. A useful list of irregular Present Perfect forms can be found on page 25 of the Workbook. Use some of the sentences on this page of Workbook or use sentences of your own, Get the children to practice them in

Chorus Drills and to write some of the more difficult forms in their exercise books.

After eight minutes of this go on to introduce the word different. Say, for example,

Look at these two pencils.

One is red the other is blue. They are different.

This pencil is red and this one is different.

It's blue.

Turn to page 16 in your Readers.

Now turn to a different page.

Is this page 16 ?

No, this is a different page.

It's page 18.

Take out your History book.

Now take out a different book from your bag.

Take out your Malayalam Readers.

Where did you take your Malayalam Reader from, Padma ?

I took it from my bag.

Now put it in a different bag.

Put it in Govind's bag.

And so on.

Write the new words on the blackboard; get children to read them and then write them in their exercise books. (15 mins)

Reading and Writing

Write the following sentences on the blackboard:–

1. **Is January the 1st a Monday every year ? No, it is not.**
2. **January the 1st is on a different day every year.**

Read the two sentences aloud and then

get individual children to read them. Then get the whole class to copy them in their exercise books. Go round the class helping and correcting where necessary.

(5 mins)

Composition

Ask the children to write two or three short paragraphs about their families and about their homes. By now they ought to be able to think of sentences of their own about such a familiar subject. They can describe their parents and tell you what work they do; whether their brothers and sisters go to school or not; what class they are in; how old they are; whether they are married or not; and then they can go on to describe the house they live in, the street they live in, and so on. Go round the class helping and correcting where necessary.

(20 mins)

LESSON 135

Oral work

Introduce the new Teaching Item adjectival clauses, in the pattern,

The box I gave you was shut.
The box I gave him was empty.
The words I spoke are true.
The cake I ate was sweet.
The bicycle you saw was mine.

Use words which the children know already and make up sentences of your own. At this stage omit the word **which** and do not use sentences on the pattern, **The box which I gave him was shut.** but say **The box I gave him was shut.**

Start off with classroom situations, using such sentences as

The pencil I gave Padma was red.

The line I drew on the blackboard was long.

The line I drew on the floor was short.

The biscuit I ate was brown.

The coffee I drank was hot.

The coffee you drank was cold.

Get the children to practise some of these sentences in Chorus Drills and then get them to give you sentences of their own on the same pattern. (15 mins)

Reading & Writing

Write two or three sentences on the pattern of those you have just taught on the blackboard and get children to read them and then to write them in their exercise books. Go round the room helping and correcting where necessary. (5 mins)

Oral work

Introduce the new words **government** and **transport**. These words are both fairly common loan words and children have probably heard of government buses and transport companies and so forth. There is no need to go into long explanation of these words. The children will meet an explanation of the word **transport** in Lesson 16 of the Reader and the word **government** can remain as a loan word without explanation at this stage. Write the two words on the blackboard and get children to read them and then to write them in their exercise books. Then give them two or three sentences, e. g.

Where is the Government High School?

Where is the Government College?

Has the college any transport?

Yes, it has. It has a bus.

(7 mins)

Reading

Ask the children to read from their Supplementary Readers. Go round the class asking context questions and getting the weaker children to read a few sentences to you from their books. (13 mins)

LESSON 136

Oral work

Revise any structure which you think the children are finding difficult. Pay particular attention in this period to the weaker members of the class and get the class to answer questions and also to ask them and if possible to make up sentences of their own using the Teaching Item you are revising.

Then go on to introduce the new words **necklace, tight, lid** and **thread**. Use children from the class and say, for example,

Padma, show me your necklace.
It's made of black and red beads.
There's a piece of thread in it.
Now look at this tin. Open it.
The lid is tight.
I'll open it.
This is a tin and this is a lid.
(12 mins)

And so on.

Reading and Writing

Write the following sentences on the blackboard:-

1. **The thread of my necklace broke yesterday.**
2. **The new one is very tight and not very strong.**
3. **Please give me a long, strong piece of thread.**

Read the sentences aloud then get children to read them; then get the whole class to copy them in their exercise books. Go round the class helping and correcting where necessary. (8 mins)

Reading

Ask the children to turn to Lesson 14 in their Readers and before you read the Lesson aloud to the class remind them of the story so far. Then read the whole Lesson aloud and then get the class to read it silently twice. Then ask context questions on the Lesson while the children keep their books open in front of them. Some of the questions you can ask are, for example,

What did John think?
Where did he run?
What did he see?
What happened to him at front door?
Who ran down the stairs?
What did his mother say?

And so on. (20 mins)

LESSON 137

Oral Work

Revise quickly the structure you were revising in Lesson 136 and then go on to introduce the new words **ashram, prayer, spinning-wheel** and **love.** A book on a famous guru would be useful for this or a picture of Mahatma Gandhi in his ashram or some similar scene. **Ashram** is a loan word of course, and **spinning-wheel** they may know from using one, but if they do not give the translation in the mother tongue. Then go on to talk about the picture. Say, for example,

These people are living in an ashram. They get up every morning at five o'clock and say their prayers.

Then they make thread on their spinning-wheels.
This is the Guru.
He lives in the ashram, too.
He loves all the people in the ashram.

Write the new words on the blackboard and get children to read them for you Then go on to use the words in other contexts, for example,

Have you ever seen a spinning-wheel?
Can you use a spinning-wheel?
Can you make thread on a spinning wheel?
Do you go to the temple on Fridays?
Do you go to the mosque on Fridays?
Do you go to church on Sundays?
What do you do in church?
You say prayers.
What do you do in the mosque?
You say prayers too.
What do you do in the temple?
You say prayers.
Your parents love you and your sisters and brothers.
Does a teacher love his pupils?

When you have used these words in sentences get the children to practise some of them in Chorus Drills. Then get the whole class to copy the words in their exercise books. (15 mins)

Composition

Show the children a suitable picture of an ashram and ask the children to write a composition about it in their own words. You may have to help them if necessary by using some sentences similar to the ones you used in the oral part of this Lesson. While the children are writing the composition go round

helping the weaker members of the class and write up on the blackboard any words which you feel the children will have difficulty in spelling.

Warn the children that in the next class you are going to give them a dictation of a passage from any one of the Lessons in the Reader from 1 to 13. (25 mins)

LESSON 138

Dictation

Dictate nine or ten consecutive sentences from any Lesson in the Reader which you have not used for dictation already. Dictate each sentence as a unit and do not pause between individual words. After six or seven minutes ask the children to turn to the relevant page in their Readers, to change exercise books with their neighbours; and to correct their neighbour's books. They should write at the bottom of the dictation the number of mistakes which their neighbours have made; and then hand them back. Ask the children to tell you how many mistakes they have made and write on the blackboard any words which a number of children have misspelt. (10 mins)

Oral Work

Revise the Teaching Item **in** in measurements which you taught in Lesson 132 in sentences such as:-

There are 30 days in September.

There are four weeks in a month.

There are twelve inches in a foot.

And so on.

Get the children to give sentences of their own of this kind using the word **in.** (8 mins)

Reading & writing

Ask the children to turn to page 34 in their Workbooks Read aloud the words in the left-hand column and then get children to read them as you call out the numbers. Then ask the children to look at the picture and to read carefully the sentences printed below it. Tell them that some of them are true and some are false. When they have read the whole passage tell them to copy into their exercise books those sentences which are true statements about the picture. They should not write out the false statements.

When they have written out all the true statements they should then write ten new sentences of their own about the picture. Go round the class helping and correcting where necessary.

Children might find the new sentences difficult and if they do, you should suggest a few so that they can make more along those lines. For example,

The driver is shouting.
Two men are standing by the gate.
There is a lamp on the gate.
There is a lamp on the top of the engine.

And so on.

Go round the class helping and correcting where necessary. (22 mins)

LESSON 139

Reading

Ask the children to read any textual material which they like to choose, from their Readers or from their Supplementary Readers or even from past Lessons of the

Workbook. Go round the class helping individual weak readers and getting them to read a sentence or two to you aloud.

(12 mins)

Oral work

Introduce the teaching item **What** used as an interrogative adjective in sentences such as:

What subject do you learn at eleven o'clock in the morning?

What work does your father do?

What tree is growing in the school garden?

This is a very easy teaching item for the children as they have already had examples of it in previous structures, e. g. **What colour is this?** and so on.

Then go on to introduce the new words **loaf, jug** and **salt** Some children may have seen loaves of bread and you should be careful to distinguish between **a piece of bread** and **a loaf of bread.** Introduce the plural **loaves** and write both **loaf** and **loaves** on the blackboard. Show how it compares with **leaf** and **leaves.** A jug is something which they probably know already and you can easily bring some salt to the class. Get the children to use the new words in sentences such as:

This jug is empty.

I am drawing a jug on the blackboard.

It is full of coffee.

There is some salt in my hand.

Do you put salt in your coffee ?

Do you put salt in your tea ?

This is a loaf of bread. (If you can show them or draw one on the blackboard).

This is a piece of bread.

How many pieces of bread are there in this picture?

How many loaves are there on the blackboard.?

And so on.

Get Children to write the new words in their exercise books, and if there is time get them to write sentences containing these words.

(12 mins)

Composition

Ask the children to write quickly in English any story from their mother tongue readers. If necessary remind them of one or two of the well known stories; there are usually stories from Aesop's Fables and they ought to be able by now to write half a dozen sentences telling the story.

If they find this difficult without oral preparation get them to give you some sentences about the story by asking suitable questions.

(10 mins)

LESSON 140

Oral work

Introduce the new Teaching Item **What kind of .....** with a variety of answers, for example,

What kind of jug is this?

It's a milk jug.

What kind of box is this?

It's a big one. It's made of wood.

What kind of book is this?

It's a thick book. It's a Tamil book.

What kind of envelope is this?

It's a long one.

What kind of car is this?

It's an Ambassador.

And so on.

Draw one or two objects on the blackboard and get children to ask questions begining **What kind of.....** Get other children to give suitable answers in Chorus Drills, and write one pattern sentence, e.g.

What kind of paper is this?

It's brown paper.

on the blackboard. (10 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **What kind of sweets do you like?**
2. **Every kind.**
3. **What kind of sweets did you eat yesterday?**
4. **I didn't eat any.**

Number the sentences, read them aloud to the class and then get individual children to read them as you call out the numbers. Then get the whole class to copy all the sentences into their exercise books. Go round the class helping and correcting where necessary.

(8 mins)

Reading

Ask the children to open their Readers at Lesson 15 and read aloud the story of John Clement, Part 3. Make sure that the children are following as you read. Then ask the whole class to read the Lesson again to themselves. Then ask questions on the context of the story but make sure that the children have the books open in front of them as you do so. Some questions you can ask are, for example,

Who was cooking the meal?

Who was looking after the camels?

Who was looking after the maps?
What's an oasis?

And so on.

Let the children find the answers in their books before they answer orally (22 mins)

LESSON 141

Reading

Ask the children to read silently from their supplementary Readers, at their own pace. Go round the class helping the weaker readers and getting them to read a few sentences to you. You can ask them context questions about what they have been reading. (15 mins)

Oral work

Revise adjectival clause in sentences such as,

The pencil I took was yours,
The picture I rubbed out was in blue chalk.
The boy I talked to was Kannan.
The man I saw at the circus was a clown.

After a few minutes of this introduce the new words **screw** and **oblong.** You can introduce the word **screw** by showing the children one; probably some parts of the classroom furniture are put together with screws. Then go on to teach the word **oblong** by drawing on the blackboard a square, a triangle and a circle. Then draw an oblong and show them that in a square all four sides are equal and in an oblong they are not. Say for example,

Look at this.
It's a square.
This side is six inches long.
This side is six inches long.

This one is six inches long and this one is six inches long.

Now look at this.

This side is twelve inches long.

And this side is six inches long.

It isn't a square. It's an oblong.

It has two short sides and two long sides.

Write the new words on the blackboard and get children to write them in their exercise books. (10 mins)

Reading and writing

Write the following sentences on the blackboard:-

1. **Have you ever used hammer?**
2. **Have you ever made a box or a table?**
3. **Here is some wood, some screws and nails and a saw. Please make a box.**

Number the sentences, read them aloud and then get children to read them as you call out the numbers. (8 mins)

Dictation

Dictate any passage you like from any of the Supplementary Readers available to you. You have not told the children that you are going to do this so they will not be prepared for it. Dictate whole sentences. Collect the books and make a note of any words which a number of children have misspelt. (7 mins)

LESSON 142

Reading

Read aloud to the class Lessons 10, 11 and 12 in the Reader while the children

follow in their books. Then get the children to read the whole story through, silently. Go round the class asking context questions of individual children about the page they are reading. (18 mins)

Oral work

Revise the Teaching Item demonstrative + adjective + noun in sentences such as,

This long pencil is mine.
This short pencil is yours.

Get the children to practice such sentences in Chorus Drills and in contrast to other sentences such as,

This blue pencil is yours.
That long red pencil is mine.
This green book is mine.
That thick red book is yours.

Now look at these boys.
That thin boy is Mohan.
This tall clever boy is Suresh.

Then go on to introduce the word, **another**. Ask children to take objects out of a bag and give them to you; and then say, for example,

Look at this bag.
It's full of marbles.
Raju, give me a red marble.
Now give me another red marble.
Now give me a green one.
Now give me another green one.
Look at these marbles.
This is a green one. This is another green one.
This is a red one. This is another red one.

This is a blue one. This isn't another blue one.
Here's a yellow one. There isn't another yellow one.

And so on in other contexts.

E. G.

There is a boy in this class with a blue shirt.
Here he is.
Is there another boy with a blue shirt?
Yes, there is. Kumar has a blue shirt.
Have you another blue shirt at home?
No. I have a red shirt and a white one but haven't got another blue one.
Is there another school in this village?
Is there a temple in this village?
Yes, there is.
Is there another temple in this village?
No, there is only one.

And so on.

Write the word **another** on the blackboard. Get children to read it and then to write it in their exercise books. (12 mins)

Reading and Writing

Write the following sentences on the blackboard:–

1. **This mango is bad.**
2. **Please give me another.**
3. **This one is bad too.**

Number the sentences. Read them aloud to the class and then get children to read them as you call out the numbers. Then get the whole class to write them in their exercise books. (10 mins)

LESSON 143

Transcription

Ask the children to open their Readers

at any page they choose and to transcribe from their texts into their exercise books. Tell them not to look at each letter or at each word but to do their best to read a whole sentence from the book and then to write it in their exercise books without looking at the book again. Go round the class while they are doing this making sure that they are not copying word for word into their books but that they are in fact reading whole sentences from the page.

(6 mins)

Oral work

Introduce the new Teaching Item **some, any** and **none** used as pronouns. Use a variety of objects on the desk and drawn on the blackboard and say, for example,

Look at these.
They are glasses.
There are some on the blackboard and there are some on the table.
There aren't any on the floor.
Look at these pieces of blue paper.
There are some in my hand.
Now I am putting some on the table.
Now I am giving some to Mohan.
Now I have given ten pieces to Mohan.
How many pieces of paper are there in my hand?
None.
How many glasses are there on the floor?
None.
Are there any on the blackboard.
Yes. there are. There are six.
Are there are any on the table?
Yes. There some on the table and some on the blackboard.

And so on.

The word **none** is a new word for the children. You can write it on the blackboard and get children to write it in their exercise books. Get the children to practise some of the sentences in Chorus Drills.

(12 mins)

Reading and writing

Ask the children to open their Workbooks at page 35. Read aloud the words in the left-hand column and then get children to read them as you call out the numbers. Then ask the children to tell you what is in the picture and, when they have told you, ask them to read the sentences underneath the picture and get individual children to read them. Then ask the children to make sentences on the pattern of the sentences underneath the picture; For instance instead of

Which of the bottles is full?
The one on the right is full.

they can write

Which of the screws is brass?
The one on the right is brass.
Which of the necklaces is gold?
The one on the left is gold.

And so on.

Make sure that the children use the words in the left-hand column and that they read instruction at the bottom of the page telling them what the capital letters in the picture stand for. Go round the class helping and correcting where necessary.

(25 mins)

LESSON 144

Oral work

Revise the Teaching Item **What** used as an interrogative adjective in sentences such as,

What subjects do you learn at school?
What sweets do you like?
What clothes do you wear on Deepavali?
What train do you catch to Madras?
What bus goes to Alwaye from here?

And so on.

Then go on to introduce the new words **helper, honey, servant** and **holy**. Show the children a picture of, for example, an ashram. Say,

Look at this man.
He is very holy.
He says a lot of prayers every day.
He cooks his food on that fire every day.
He doesn't wear many clothes.
There are no servants in the ashram.
Those boys over there are his pupils.
They help him every day.
They get wood from the forest and bring fruit from the trees.
Sometimes they find honey in the trees (Give the mother tongue word for **honey**.)
They bring the honey and the fruit to the holy man.
They are his helpers.
They are not servants.
They are helpers and he teaches them every day.

Write the new words on the blackboard and get children to read them and then to write them in their exercise books.

(15 mins)

Composition

Ask the children to draw a map, of their own town or village, and then to write a description of it. You may have

to help them by asking suitable questions but do not give the answers. For example,

Look at these lines on the blackboard.
This is a road from X to Y.
This road goes to A.
What is the first building on the right?
Yes, it's S's house.
What comes after that?

And so on.

Get them to make their own map and then to make some sentences about the town or village, for example,

In our town there are two temples.
There isn't a church.
The river is on the right of the village.

And so on.

If they need help ask them questions but do not give them the answers. Go round the class helping and sorrecting where necessary. For this kind of composition work it is essential to allow the children to write as many sentences as possible of their own; In no circumstances should you write four or five sentences on the blackboard and get children to copy them and learn them off by heart. They should write their own sentences and even the weaker members of the class should be encouraged to write a few sentences. The important thing is that it should be their own composition and not yours.

(25 mins)

LESSON 145

Writing

Ask the children to engage themselves in various writing activities, transcription from the textbook or from the Workbook,

handwriting practice or the completion of; unfinished Lessons in the Workbook. Go round the class giving particular help to the weaker members of the class and making sure that all the Lessons have been completed in the Workbook up to and including Lesson 35. (10 mins)

Oral work

Revise the teaching Item **How many of .... in** sentences such as,

Look at these lines.

How many of them are red?

Look at these boys.

How many of them are tall?

How many of you have radios at home.

How many of these leaves are yellow?

And so on.

Get children to ask questions and to practise the answers in Chorus Drills. (10 mins)

Reading and Writing

Write the following sentences on the blackboard:

1. **My friend is always reading.**
2. **He gets up at five o'clock in the morning.**
3. **He goes to school at nine and returns at five.**
4. **Then he works in the evening and goes to bed at nine o'clock.**

Number the sentences, get children to read them as you call out the numbers and then get the whole class to copy them into their exercise books. Go round the class while they are doing this helping and correcting where necessary. (10 mins)

Oral work

Revise some of the content words you

have taught in the last ten Lessons. They are:–

government transport
necklace tight lid thread
ashram prayer spinning-wheel love
loaf jug salt
screw oblong
another
return study always
helper honey servant holy

Use the words in sentences (some examples of sentences are given in Lessons 134 to 144 where these words have been taught) and get children to give you other sentences using these words. Dictate one or two of the words which you think are difficult to spell, after you have written them on the black-board and rubbed them out. (10 mins)

LESSON 146

Oral work

Introduce the teaching item adverbial phrases such as **next morning, last night, this afternoon.** Note that in English we say **last night** but **yesterday evening, yesterday afternoon** and **yesterday morning.** We do not say **today morning** etc. but **this morning, this afternoon, this evening.** Ask children questions, for example.

What did you do yesterday evening?
I studied at home and read some books.
What did you do yesterday morning.
I came to school.
What are you going to do this evening?
I am going to the cinema.

And so on.

Note the absence of prepositions (**in, on**) before **morning, yesterday,** etc. and point

this out to the children. For example.

We say, 'I came to school this morning.' but

'I come to school in the mornings'.

'I came to school yesterday morning.

'I come to school on Saturdays.'

Get children to use these phrases in sentences of their own and write some of them on the blackboard. (12 mins)

Reading

Ask the children to read from their Supplementary Readers and get good readers to sit next to weak readers and to help them. Go round the class helping and correcting where necessary and get individual children to read a sentence or two aloud to you or to answer context questions on what they have been reading. (15 mins)

Oral work

Introduce the new words **hyphen** and **dot**. For example,

I am writing the word chiken-house on the blackboard.

What's this line in the middle of the word?

It's a hyphen (Write two or three words with hyphens not long ones) on the blackboard and repeat the word a number of times; then write the word **hyphen** on the board and get children to read it.) Then continue,

Please look at the blackboard.

I'm writing the word 'ink'. (don't dot the i.)

What's wrong with it?

There' no dot over the i.

How many letters have dots over them?

Two.

What are they?

Small i and small j.

They are not full stops; they are dots
Capital I doesn't have a dot over it.
Turn to page 24 in your Reader.
How many hyphens are there on the page?
I can see three. Can you?
Now look at page 25.
How many hyphens are there on that page?
Now look at page 30.
Look at the last line.
Is there a hyphen between 'door' and 'way'?
No, there isn't.

And so on.

Get children to write the words **hyphen** and **dot** in their exercise books and to count the hyphens on one or two pages of the Reader. (13 mins)

LESSON 147

Oral work

Revise the Teaching Item **both of** and **which of** using sentences similar to the ones you used when you introduced this Item. For example,

Look at these two lines.
Both of them are red.
Look at these two lines.
Which of them is red?
The long one.
Which of them is blue?
The short one.
Look at these two children.
Both of them are girls.
Which of them is Padma?
This one.

And so on.

Get children to practise these questions and sentences in Chorus Drills.

Go on to introduce the new words **law** and **lawyer**. Give the translation of **law** in the mother tongue and then use the Ennlish word in sentences. For example,

Can you rob any one?
No you can't.
There is a law against it.
The Government makes the laws.
Are there any laws in this school?
Yes, there are
What are they?
Don't talk in class.
Don't run about in school.

The introduce the word **lawyer**, preferably by mentioning the name of a local lawyer; if this is not possible give the meaning in the mother-tongue. Go on to tell them some of the famous lawyers in India, starting with Gandhi and Nehru. Write the new words on the blackboard and get children to read them.

(10 mins)

Reading and Writing

Write the following sentences on the blackboard:-

1. **My father is a lawyer.**
2. **My brother is going to be a lawyer too.**
3. **He is studying law in Bombay.**
4. **I am not going to be a lawyer.**
5. **I am going to be a teacher.**

Number the sentences and get children to read them and then to write them in their exercise books. (8 mins)

Reading and Writing

Ask the children to turn to page 36 of their Workbooks. Ask them to look at the pictures at the top of the page and to describe to you the things which belong to Mrs. Veni, the things which belong to Ravi and those which belong to Padma. Then ask them what words they would put in the blanks in numbers 1 to 8. Remember that in this case Mrs. Veni is talking to Ravi, and she would therefore say,

Number 1. **This blouse is mine.**
2. **Is this ball yours ?**
3. **This top is yours.**
4. **Is your top blue ?**
5 **Is my sari red ?**
6. **Look at Padma. Is this her comb ?**
7. **Is that skipping-rope yours ?**

8. Padma's ribbons are blue.

If the class understand how to fill in these blanks ask them to complete the exercise in their workbook and to go on to the next two paragraphs. Make sure that they understand that in the second paragraph Ravi is talking to Mrs. Veni and in the third paragraph Padma is talking to Ravi,

Those children who finish before the others can be asked to make similar exercises with Ravi talking to Padma, Padma talking to Mrs. Veni and so on.

Go round the class helping and correcting where necessary.

(22 mins)

LESSON 148

Oral work

Revise the Teaching Item in in meas-

urements. Some suitable sentences can be found in Lessons 138 (Oral Work) and 132 (Oral Work) E. g. **There are 2 1/5 pounds in a kilogram**. Get children to give you sentences of their own if possible. While you are doing so revise their knowledge of hectares, kilos, pounds, feet, inches, metres etc. Make sure that they know what these measurements are; for some years to come they may have to know both sets of measurements.

Go on to introduce the new words **bunch of**, and **slice of** in sentences such as,

This is a bunch of bananas.
How many bananas are there in it ?
There are six bananas in this bunch.
This is a bunch of green bananas.
This is a bunch of yellow bananas

And then,

This is a slice of bread.
This is a slice of cake.
How many slices of bread can you eat ?

Write the new phrases on the blackboard. Get children to read them. (12 mins)

Reading

Ask the children to read silently Lessons 13, 14 and 15 in the Reader. Go round the class helping the weaker readers where necessary and getting them to read a few sentences to you aloud. (15 mins)

Dictation

Dictate the following sentences:–

My father gave me a bunch of bananas yesterday.
He also gave me two slices of bread.
I gave one slice of bread to my brother.
I gave three bananas to my sister.

(13 mins)

LESSON 149

Oral work

Introdnce the new Teaching Item **five past ten** in telling the time. Use a blackboard drawing or a model clock and say, for example,

It's ten o'clock.

Now it's half past ten.

Now it's a quarter to ten.

Now it's five (minutes) to ten.

Now it's ten (minutes) to ten.

Now it's twenty-five (minutes) past ten.

Now it's twenty (minutes) past ten.

Write two or three of these sentences on the blackboard and get children to write two or three sentences and to draw a clock by the side of each showing the correct time given in the sentences.

(15 mins)

Oral work

Give the children a short general knowledge quiz and while you are doing so teach them the new words **general knowledge, state** and **minister.** They probably know the words **state** and **minister** as loan words and you can give the meaning of **general knowledge quiz** in the mother tongue. Ask them e. g.

Which state do you live in?

How many states are there in India?

How many states begin with the letter R?

How many states are there in South India?

How many rivers are there in your State?

Who is the Chief Minister of your State?

Who is the Chief Minister of the next State?

What were the dates of Gandhi's birth and death?

How many newspapers are there in Malayalam?

And so on. (10 mins)

Reading & Writing

Write the words **general knowledge, state** and **minister** on the blackboard and get children to read them and then to copy them into their exercise books.

Then get children to write their own general knowledge quiz making up their own questions. Go round the class while they are doing this helping and correcting where necessary. Make sure of the correct question forms. After they have spent ten minutes on this choose one of the better quizzes and read it out to the class and get individual children to give you the answers.

If they would like to do so ask them to write another quiz for homework. (15 mins)

LESSON 150

Oral work

Revise the Teaching Item **What kind of.....** by asking children questions such as,

What kind of cloth are you wearing?
Cotton.

What kind of books do you like?
Malayalam books.

What kind of breakfast did you have?
Iddlies.

What kind of chalk is there in this box?
White chalk.

What kind of sweets do you like? All kinds.

And so on,

Ask individual children to make up questions of their own and ask other members of the class.

Introduce the new word **bookcase** (a set of shelves in which books are kept; note that the word is not written with a hyphen); write it on the blackboard, get children to write it and to read it and get them to tell you how many bookcases there are in the headmaster's office or in the school library. (12 mins)

Dictation

Choose any passage from the last five or six Lessons from the Reader which the children have read and dictate two or three sentences Read whole sentences; do not pause between individual words. Tell the children where you have taken the sentences from, so that they can correct the sentences at home. (6 mins)

Reading & Writing

Ask the children to turn to page 37 in their Workbooks. Read the words in the left-hand column aloud and then the words in the right-hand column. Then get individual children to read the words in the right-hand column as you call out the numbers. Then get children to read the whole passage; one child at the time should read a sentence from the passage aloud to the class, putting in suitable prepositions in the blanks provided.

Then get the whole class to write out the complete passage putting in the prepositions where necessary. Go round the class helping and correcting where necessary. (22 mins)

LESSON 151

Oral work

Revise the teaching Item **some** and **any** used as pronouns in sentences such as,

Look at these lines.

There are some at the bottom of the blackboard and some at the top of the blackboard.

Are there any on this piece of paper?

(Show a blank piece of paper.)

No, there aren't.

There are some at the top of the blackboard and some at the bottom of the blackboard.

Are there any girls in this class ?

No, there aren't.

There are some in Standard 5 and some in Standard 3, but there aren't any in Standard 8.

And so on.

Get children to use these words in sentences of their own and practise them in Chorus Drills. (10 mins)

Reading

Ask the children to read silently from their Supplementary Readers. Go round the class helping the weaker readers and getting individual children to read a sentence or two to you aloud. (12 mins)

Oral work

Introduce the names of some of the States in India and make sure you include the word **Rajasthan.** Also introduce the word **western.** Use a map. Say for example

What State do we live in ?

What State is north of Madras?

What State is Calcutta in ;

What's this State?

It's Rajasthan.

What State is next to Rajasthan.

This State is in Western India. (Point to Gujerat.)

And so on.

Write some of the States including **Rajasthan** on the blackboard and also the word **western** and get children to read them and write them in their exercise books.

(8 mins)

Reading and Writing

Write four or five sentences from the Oral Work above on the blackboard and also the word **western.** Number the sentences and get the children to read them as you call out the numbers; then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (10 mins)

LESSON 152

Oral work

Revise any Teaching Item which you have taught in the last four or five weeks and which you think is difficult for the children or which you think for some reason or other needs revision. Use sentences from the Handbook which were given when the Item was first introduced and write the important words on the blackboard.

Then introduce the new words **stump** and **try.** You can do this by telling the children about a cricket match or showing them a picture of people playing cricket and saying for example,

This is a bat.

There are three stumps.

This is a stump.

One boy is standing in front of the stumps.

One boy is holding the ball in his hand.

The boy in front of the stumps has a bat in his hand.

The ball is hitting the stumps.
Now he's out.

Then go on to introduce, the new word **try.** Remember not to use it in sentences such as **Don't try to do it.** (that is. with **to** plus the infinitive) For example,

Look at the line on the blackboard.
Mohan, take this duster and rub it out.
(Mohan cannot reach the top of the blackboard.)
Come on, try again.
Now try again. Jump. Ah ! or,
Ravi, come out here.
Write the word Rajasthan on the board.
No, that's wrong. Try again.
No, that's wrong too. Try again.

And so on.

Write the new words **stump** and **try** on the blackboard . nd get children to read them. (12 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **I can't get him out.**
2. **I can't hit the stumps.**
3. **Try again.**
5. **Ah ! Out at last.**

Number the sentences and then get children to read them and then write them in their exercise books. (8 mins)

Reading and Writing

Ask the children to turn to page 38 in their Workbooks. Read the words in the columns at the two sides of the page and get children to read them as you call out the numbers. Then dictate the words and get

children to write them in their exercise books. Tell them to look at the book if necessary. Then read the sentences in paragraph 1A and point out to the children that the **word cigarette-packet** has a hyphen. Then ask the children to read sentences using the words in paragraph 1B on the pattern of the two sentences in paragraph 1A. e.g. the first two examples would make the sentences:

What is the difference between a milk-jug and a jug of milk?
A jug of milk is full, a milk-jug is empty.

When they have given you these examples orally ask them to write the three sets of exercises in their exercise books. When they have finished this ask them to look at the paragraph at the bottom which contains a list of words which have to be broken up. In some cases a hyphen is to be inserted, in some cases the word **of** with, of course, a space before and a space after it. For example,

match-box box of matches slice of bread
milk-bottle bottle of ink ink-bottle
cigarette-packet bunch of bananas
bunch of keys number of objects line of boys
bookcase teacup coffee-pot water-jug
basket of eggs piece of string fountain-pen

Note that in some cases (**bookcase** for example) there is neither a hyphen nor an **of**. Go round the class helping and correcting where necessary. (20 mins)

LESSON 153

Oral Work

Introduce the new Teaching Item **to have**

in phrases such as **to have an English Lesson, to have breakfast** and so on.

Say, for example,

Every morning at ten o'clock you learn Malayalam.

Every morning at ten o'clock you have a Malayalam class.

Every morning at seven o'clock you eat your breakfast.

Every morning at seven o'clock you have breakfast.

I am going to have my lunch at one o'clock.

I am going to have tea at five o'clock this afternoon.

Every day I have a music lesson at seven o'clock in the evening.

Do you have a music lesson every day?

No, we don't.

Do you have a Malayalam lesson every day?

Yes, we do.

We have a Malayalam lesson every day and we also have an English lesson every day.

Get children to answer some questions with **have** and to practise the answers in Chorus Drills. Then write some of the sentences with **have** on the blackboard and get children to read them, e.g. **What time do you have breakfast every morning?**

(15 mins)

Reading

Ask the children to open their Readers at Lesson 16. Read the lesson aloud while the children follow in their books. Then Get the whole class to read the Lesson silently. Then ask some questions about the Lesson. For example,

Where did Karim live?
What did he see at the side of the road?
What was his uncle doing?
What did he say to his uncle?

And so on.

If there is time get the children to read the Lesson once again, silently. (25 mins)

LESSON 154

Oral work

Revise the Teaching Item **very**. You have used this word a number of times and you should now go on to consolidate the children's knowledge of its use. Use some classroom situations and make the contrast between, for example, **tall** and **very tall, fat** and **very fat, good** and **very good.**

For example,

Look at Padma.
She is short.
Rani is also short.
Lakshmi is very short.
Look at these lines on the blackboard.
The blue line is long.
The red line is long.
The green line is very long
X is a big town and Y is also a big town.
Madras is a very big town. It's a city.
The Ganges is a very long river.

Write the word on the blackboard and get children to read it and then to give you some sentences using the word very. (10 mins)

Writing

Ask the children to transcribe any passage which they choose from their Readers or from their Workbooks. They should tra-

nscribe a passage from one of the Lessons which they have already read. Tell them once again to make an effort to read whole sentences from the book and then to write them in their exercise books without looking at them again. They should not be allowed to transcribe word by word. Go round the class while they are doing this making sure that they are trying to carry out your instructions. (10 mins)

Oral work, Reading and Writing

Introduce the new word **foreign** and write it on the blackboard. Use sentences such as,

India is our country.
England is not our country.
It's a foreign country.
America is also a foreign country.
This pen is made in India.
This pen is made in a foreign country.
It's an American pen.
India sends cloth to foreign countries and the foreign countries send us machines.

Get children to write one sentence with the word **foreign** in it and then write five or six sententences on the blackboard containing the names of states. For example,

1. **Kerala is our state.**
2. **Rajasthan is in the north of India.**
3. **Bombay is in the west of India.**
4. **Bengal is in the east of India.**

And so on.

Number the sentences and get children to read them and then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (20 mins)

LESSON 155

Dictation

Choose a passage from any Lesson of the Reader before Lesson 14 and dictate a few sentences from it. Be careful to dictate whole sentences and leave the children enough time to write each sentence before going on to the next. In the last three minutes ask the children to open their books and to correct their own dictations. Ask them how many mistakes they made.

(10 mins)

Oral work

Revise the adjectival clause with the relative omitted. For example,

The piece of paper I gave Govind is blue.
The piece of chalk I gave Mohan is red.
White is the book I gave you yesterday?
Where is the picture you painted yesterday?
Who won the match you played last week?
Who remembers the song we sang yesterday?
Who remembers the rhyme we learned yesterday?

And so on.

Get children to practise some of these sentences in Chorus Drills.

(10 mins)

Writing

Revise some of the content words you have taught recently. They are, for example.

foreign, quiz, puzzle, easy, stump
names of states **minister, general knowledge.**

Use them in sentences and then repeat the word. Let the pupils write down the words in their exercise books. Ask the children to write not the whole sentences but only the words you have mentioned. Go round the class while they are doing this seeing which words they find difficult and if necessary write them on the blackboard, and get children to write them two or three times again in their exercise books. (20 mins)

LESSON 156

Reading

Ask the children to read from their Supplementary Readers. On this occasion put the good readers next to the weak readers and ask the weak readers to read aloud, but quietly, to the good readers. Go round the class helping where necessary.

(10 mins)

Oral Work

Reivse the Teaching Item what in sentences such as,

What subject do you learn at nine o'clock in the morning ?
What songs did you learn last week ?
What sweets do you like ?
What clothes do you wear at Deepavali?
What Lessons do you like in your Readers?
What stories do you remember ?
What games do you play on Saturday afternoon ?
What towns have you been to?
What words have I written on the board ?

And so on.

Get children to practise some of these sentences in Chorus Drills and perhaps to give

you sentences of their own on the same pattern. (8 mins)

Reading and writing

Ask the children to turn to page 39 in their Workbooks. If necessary do some of the work orally but do not do this if you feel it is not necessary. Those children who finish before the others can be asked to write similar questions of their own, on the lines of those on page 39. When they have written three or four questions they can change books with their neighbours and write the answers to their neighbour's questions. (12 mins)

LESSON 151

Dictation

Dictate a number of content words, all those you have taught in the last 30 Lessons. Call out the word you want to dictate, then use it in a sentence, and then repeat the word. Go round the class seeing what the children are writing. In the last five minutes write on the blackboard those words which a number of children in the class are getting wrong and get them to write them two or three times. If there is time children can be asked to use these words in sentences of their own. (15 mins)

Oral work

Introduce the new Teaching Item, Possessive pronouns used non-predicatively, on the pattern **Yours is red. Mine is blue. Hers is green.** Use a classroom situation and talk about, for example, blouses, cigarettes, pencils, books, etc., e.g.

Look at Padma.
Look at her blouse.
Hers is green and mine is red.

Take special care with the forms **theirs, hers** and use one or two situations outside the classroom, for example,

Where do you live, Padma ?
I live near the temple.
Where do you live, Govind ?
I live near the river. (Then speak to Padma and point to Govind.)
His house is near the river and yours is near the temple.

And so on.

(10 mins)

Reading

Ask the children to open their Readers at Lesson 16. Read the Lesson aloud to the class once more and then get them to read it silently. Go round the class asking individual children context questions. Ask the children to make a note of any words which they do not understand. When you have collected half a dozen of these, write them on the blackboard, get children to give you sentences using them Then get the whole class to copy the words and, if there is time, to write out the sentences in their exercise books.

Warn the children that in the next period you are going to give them a dictation of some sentences from Lessons 14—16. Ask them to read these Lessons in the Reader at home. (15 mins)

LESSON 158

Dictation

Ask the children to keep their Readers closed. Dictate as many sentences as possible from Lessons 14, 15 or 16 in a consecutive passage. Leave three or four minutes of the time so that children can turn to the

page in their Readers and correct their dictation. Ask them how many mistakes they made. (12 mins)

Oral work

Revise the adverbial phrases without prepositions, and such as **next week, next month, next year, tomorrow morning, yesterday evening, last night,** etc. Note that we say **last night** but **yesterday morning, yesterday evening** and **yesterday afternoon.** Get children to practise some sentences using these phrases. (8 mins)

Reading

Ask the children to turn to their Supplementary Readers and to read from them at their own pace. Go round the class helping the weaker readers with their work. (15 mins)

Transcription

Ask the class to transcribe from the pag of their Supplementary Readers which they have just been reading. Make sure that they write whole sentences and do not transcribe word for word. (5 mins)

LESSON 159

Oral work

Introduce the new item. Subject + verb + direct object + to + noun or pronoun with **give, show, bring** etc. Use a classroom situation and teach the children sentences such as,

I am giving this book to Raju.

I am showing this picture to Padma.

I am bringing this glass of water to Mohan.

I gave my money to an old man.

And so on.

Such sentences are easy for the children

to learn ; but spend a little time on question forms ending in to. For example, use children at the front of the class and say,

Who have you given my pencil to ?

Who have you shown this letter to ?

Note that many grammar books expect you to say,

To whom have you given my pen ?

but current English usage allows us to say

Who have you given my pen to ?

The children have not yet learned the word **whom.** (15 mins)

Composition

Ask the children to write the life story of some famous man. They can draw on their own memory of some of the Lessons in the Malayalam Reader for this and choose one of the historical figures written about in that Reader. Go round the class helping and correcting where necessary.

If the children find this very difficult take a historical character from the Malayalam Reader and ask them questions about it in English and get oral answers. Then ask them all to write the story of that particular person. (25 mins)

LESSON 160

Oral work

Revise the Teaching Item, Adjectival clauses with the relative omitted, in sentences such as,

The picture I drew on the blackboard is bad

The eggs the shopkeeper sold me yesterday were bad too.

Where is the book I gave you yesterday ?

The book I am going to give you tomorrow has pictures in it.

Get the children to practise some of these sentences in Chorus Drills and to give you others of their own. (10 mins)

Transcription

Ask the children to transcribe from any page of their Supplementary Readers which they choose. Go round the class helping and correcting where necessary Make sure they transcribe whole sentences from the book and not single words. (8 mins)

Reading & writing

Ask the children t, turn to the last page in their Workbooks, page 40. Ask them to do the crossword puzzle at the top of the page, which they should find quite easy; but help them if necessary.

When they have done this ask them to copy the complete crossword puzzle containing the words, **ball, blue, easy** and **lazy** into their exercise books and to make up questions which will give these answers. For example, the question giving the answer **blue** might be **What clour is the sky?** And the clue for the answer **ball** might be **You play cricket with a bat, three stumps and a.....** And so on Help them if necessary but do not help them if they can manage on their own.

When they have finished this they can go on to complete the puzvles at the bottom of the page. They can be asked to finish them at home. Go round the class helping and correcting where necessary. (22 mins)

LESSON 161

Oral work

Revise telling the time with minutes, **five minutes past, ten minutes past** and **two minutes past** and so on; and also revise the

Teaching Item to have in phrases such as to have breakfast, To have a Tamil lesson and so on. You can easily combine the two Teaching Items in sentences, such as,

Yesterday I had breakfast at five minutes past seven.

I was late for school.

Tomorrow morning I am going to have breakfast at five minutes to seven.

And so on

When the children have practised some of these in Chorus Drills ask them to write half a dozen sentences dealing with these times. Draw clocks on the board showing appropriate times, e g. **five minutes to eleven, ten minutes past one, twenty minutes past two** and so on. Number them in order, 1, 2, 3 etc. and ask children to write sentences with the same numbers using the times shown by the clocks. Go round the class helping and correcting where necessary.

(15 mins)

Reading and Writing

Write the following sentences on the blackboard:—

1. **I have my breakfast at five minutes to eight.**
2. **The train leaves at three minutes to nine.**
3. **I have lunch about twenty minutes past twelve.**
4. **Dinner is at five minutes to seven.**

Number the sentences, read them aloud and then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary.

(8 mins)

Reading and Writing

Ask the children to spend this time on corrections. They can write out correctly some of the spelling mistakes they have made in the last week or two; or complete any exercises in the workbook which they have not already done; or re-write sentences which they got wrong in recent dictations; or other written work. Go round the class helping if necessary and telling children what to do. (17 mins)

LESSON 162

Composition

Ask the children to write a story in their own words from their Supplementary Readers. If the Supplementary Reader contains a number of short stories they can write a whole story, if it contains one long story they can write an incident from that story. Allow the class to choose their own incidents or stories and do not give them all the same story to write. It should be their own choice. Go round the class helping and encouraging and correcting where necessary. Do not allow them to look at their Supplementary Readers until twenty minutes have passed; and then they may open their books and see whether they have made any mistakes or not. If they have they should write out the corrections below their compositions.

(25 mins)

Oral work

Revise the use of possessive pronouns used non-predicatively in sentences such as **Here is blue. Mine is yellow.** Some suitable sentences can be found in Lesson 157 of the Handbook. Get the children to practise some of these sentences in Chorus Drills and if possible to take your place at the front of the class and to ask other children questions,

getting answers using this Teaching Item. For example,

Padma is holding a piece of chalk.
Sita is also holding a piece of chalk.
Hers is blue and Padma's is green.

And so on. (7 mins)

Oral work

Spend the last eight minutes of this class in dealing orally and on the blackboard with any content words you have taught recently which you feel are difficult for the children. These may be difficult either because the meaning is difficult or because the spelling is difficult. Write them on the blackboard, get children to read them, to use them in sentences and then write them in their exercise books.

(8 mins)

LESSON 163

Oral work

Revise the Future tense and the Simple Past tense. Make sure the children understand the contrast between these two tenses ; in the early stages it is better perhaps to use **yesterday** and **tomorrow** to make quite sure that it is understood. But after a few minutes drop these two words and concentrate on getting children to understand the difference in the verbal forms. One or two contrasting sentences, are for example,

I went to school yesterday.
I'll go to school tomorrow.
I went to Madras in 1963.
I shall go to Trichy in 1975.

These will help to consolidate the item for the children even though this is a revision.

Concentrate on the weaker members of the class and make sure that they all understand what **I'll** stands for and that **I'll** is the short form and **I shall** is the long form.

(12 mins)

Dictation

Dictate as many forms as possible of the Simple Past tense and concentrate particularly on the strong or irregular forms, e.g. words like **wrote, ate, spoke** rather than words like **jumped, hopped** and **danced.** Ask the children to write only the verb forms, but give them in a sentence. For example, dictate,

Wrote.
He wrote a letter to his mother.
Wrote.

They should only write the word **wrote** and so on. You can easily do this by reading down the word list at the end of this Handbook and choosing any verbs which have strong past forms. After you have dictated each word and the children have had enough time to write it, write the correct forms on the blackboard so that the children can write the correct forms if they have made any mistakes. (15 mins)

Reading

Read aloud to the class any Lesson from the Reader which you feel requires more attention. Then get the whole class to read it silently while you go round asking individuals context questions. (13 mins)

LESSON 164

Oral Work

Revise the Teaching Item **give and show** with the word **to** and go on to contrast it with the other pattern without **to.** For example,

I gave my book to Padma.
I gave Padma my book.
I gave the blue pencil to him.
I gave him the blue pencil.

Write one or two contrasting sentences on the blackboard and get children to read them and to understand the difference. Of course they can use either.

You might, for example give a child an example of the first pattern, **I gave John a book** and ask him to change it to the second, **I gave a book to John.**

And so on.

(12 mins)

Reading and Writing

Write four or five sentences on the board using both the patterns you have just revised. Number them, get children to read them as you call out the numbers and get the whole class to copy them in their exercise books. (10 mins)

Reading

Ask the children to read silently any Lesson from the Reader which they choose. Go round the class giving particular help to weaker members of the class and make a note of any words which they find difficult. Spend the last five minutes of the class in writting these words on the blackboard and getting weaker children to read them aloud; then get the whole class to copy them in their exercise books. (18 mins)

LESSON 165

Oral work

Revise quickly the Teaching Item **What lesson do you have at two o'clock? What sweets do you like? What games do you**

like? What colours do you like? Get children to give you the answers and then practise the questions and answers in Chorus Drills. You can go on to get one child to ask the question and the child whose name he calls out to answer it. (10 mins)

Dictation

Choose any consecutive passage from the Workbook and dictate it, a sentence at a time. Do not dictate word by word. After ten minutes get the children to open their Workbooks and to correct what they have written and to write at the bottom of the dictation any words which they have mis-spelt. (15 mins)

Team game Spelling

Divide the class into two teams. First tell a child in Team A to say a word, and then to use the word in a sentence, and then to repeat the word. Child No. 1 in Team B should spell it. Child No. 2 in Team B should then say a word, a sentence and repeat the word. Child No 2 in Team A should then spell it. And so on. Each team gets a point for each word correct. (15 mins)

LESSON 166

Reading

Ask a child to stand up and to read two sentences from any Lesson in the Reader. Ask other children in the class to guess the story which the sentences have been taken from. Continue round the class in this way. (15 mins)

Oral work

Revise the Teaching Item **What kind of**.....in sentences such as,

What kind of house have you got? A small one.

What kind of food you eat? Any kind of food.

What kind of sweets do you like? All sweets.

What kind of flowers are there in the school garden? Red ones.

What kind of books do you read? English and Malayalam books.

Write two or three sentences on the black board and get children to read them and then to write them in their exercise books together with the answers. Go round the cla s helping and correcting where nessary. (15 mins)

Transcription

Ask the children to transcribe any passage from the Reader which they choose. Go round the class making sure that they are transcribing whole sentence, or at least large parts of sentences; and not single words. (10 mins)

LESSON 167

Oral work

Revise the Teaching Item some any and none with a blackboard drawing. Draw lines, triagles, houses, boys, circles and anything else you like on the blackboard, using different coloured chalks. Then ask the children questions; for example,

Are there any green lines on the board?

There are some circles on the board.

How many are red?

Are there any trees?

No, there are't any.

When children have answered these questions successfully get one of the bright children to take your place at the front of the class and to ask other children questions. Practise the questions and answers in Chorus Drills. (15 mins)

Reading and Writing

Write the following sentences on the black-board:-

1. **Look at this General Knowledge Quiz.**
2. **Do you know any of the answers?**
3. **Yes, I know some.**
4. **My friend Govind knows none.**

Number the sentences, get children to read them as you call out the numbers, then get the whole class to copy them into their exercise books. Go round the class helping and correcting where necessary. (12 mins)

Game

Get one child in the class to start a game by saying,

I went to the market and bought .....

The child you choose next should repeat the first child's sentence and add something on to the end. In other words, if the first child says, **I went to the market and bought a bottle of milk.** The second child should say, **I went to the market and bought a bottle of milk and a packet of tea.** And the third child should say, **I went to the market and bought a bottle of milk, a packet of tea and .....** And so on round the class When the sentence gets too long start a new one.

(13 mins)

LESSON 168

Oral work

Revise quickly adverbial phrases such as **next week, next month, last week, last month, yesterday morning, last night** and so on. Ask the children questions. For example,

What did you do last night?
Where are you going next week?

Are your holdidays starting next week or next month?
What are you going to do next year?

And so on.

Practise some of these questions and answers in Chorus Drills: (10 mins)

Composition

Ask the children to write their own description of a visit to the zoo tellling you all about it.

If oral preparation is necessary you can do this by asking children questions. For example,

When did you go?
Who did you go with?
What time did you start?
Did you go on the bus?
Where is the zoo?
How much was the ticket to the zoo?
What did you see first?
Then what did you see?

And so on.

But do not give any oral preparation at all if you feel it to be unnecsesary. Go round the class encouraging the weaker members and helping them if necessary. (30 mins)

LESSON 169

Oral work

Revise quickly the Teaching Item **give and show with to** and contrast it with **give and show without to.** For example,

My father gave my brother a rupee
My father gave a rupee to my brother.

Practise some of these sentences in Chorus Drills. (10 mins)

Reading and Writing

Write the following sentences on the black-board:

1. **That poor old man showed his house to me.**
2. **There's a hole in the roof and the rain came in.**
3. **I gave a rupee to the old man and went home.**

Number the sentences. Get individual children to read them aloud and then get the whole class to copy them in their exercise books.

(10 mins)

Reading

Ask the children to open their Readers at Lesson 17. Read the Lessson aloud while the children follow in their books. Then get the whole class to read the Lesson silently. Then ask questions about the Lesson while the children keep their books open in front of them. Some questions you can ask are, for example,

When was Gandhiji born?
What did his father do?
Where did he go to school?
What did he do in England?
Where did he go in 1893?

And so on.

(20 mins)

LESSON 170

Reading

Ask the children to read from their Supplementary Readers while you go round the class helping the weaker readers with any words which they find difficult. At this stage of the year the better readers in the class should have read at least five or six Supplem-

entary Readers and the weaker ones at least two. (15 mins)

Oral work

Revise telling the time, with **five minutes** and **ten minutes** and **twenty minutes** as well as **a quarter past** and **a quarter to.** While you are doing so contrast the Past tense with the General Present by asking questions using these two tenses, For exomple,

What time do you come to school?

What time did you come to schoo yestesterday?

What time did you have your breakfast this morning?

What time does the bus go to X?

Did it go at six o'clock this morning?

And so on.

After a few minutes of this get children to ask questions using these two tenses. Practise some of the questions and answers in Chorus Drills. (12 mins)

Reading and writing

Write on the black board some of the questions and answers you have been using in the Oral Work, not more than six. Number them, get children to read them aloud, then get the whole class to copy them in their exercise books. (13 mins)

LESSON 171

Oral work

Revise the Simple Future and while you are doing so ask the children in the class what they are going to be and get them to tell you. For example,

In 1978 I shall be an engine driver.

In 1979 I shall be a doctor,

or whatever it is they want to be. Practise some of the difficult words in sentences and Chorus Drills. (10 mins)

Test 1 —Dictation

Dictate a connected passage from any Lesson in the Reader. Dictate each sentence at a normal speed and as a unit and do not pause between the words.

(20 mins)

Reading and Writing

Ask the children to read whatever they choose from any English book. (10 mins)

LESSON 172

Oral work

Revise the Teaching Items **whose** and **possessive pronouns** in sentences such as,

Whose book is this?
It's Padma's.

Go on to contrast it with something that sounds exactly the same, i.e. **Who's sitting on my right?** Write whose and who's on the blackboard. Give one or two sentences using either of these two. Ask the children to tell you which one you are using.

(10 mins)

Test 2—Dictation

Dictate about 40 of the following content words:–

railway goods passenger fast
year avoid blame different
government transport necklace
tight lid thread ashram
pryer spinning-wheel love
loaf jug salt screw oblong
another none helper honey
servant holy hyphen dot
law lawyer bunch slice

general knowledge state minister
bookcase western Rajasthan
stump try foreign.

Dictate a word first; then a sentence containing the word and then the word again. The children should write only the word and not the sentence. (20 mins)

General Reading

Ask the children to read any Lesson they choose from the Reader. (10 mins)

LESSON 173

Test 3--Composition

Write one (only one) of the following subjects on the blackboard and get children to write a composition on it:

1. **Butterflies**
2. **My Father/Mother**
3. **The Postman.**

(30 mins)

Reading

Read Lesson 17 again to the class while they follow in their Readers; then ask the whole class to read the Lesson silently. (10 mins)

LESSON 174

Oral work

Revise the Teaching Items **How many of, What kind of, both of, which of.** You can do this most easily by asking children to turn to page 35 in their Workbooks Use the picture on the page and ask them a variety of questions about it. (15 mins)

Test 4—Comprehension

Choose one of the following passages

and ask the children comprehension questions about the passage:—

1) One day a man was walking through a forest. He heard a loud noise. It was an elephant. The elephant was in pain. It could not walk.

The man was sorry for the animal but he was afraid. He walked up to the elephant. The elephant lifted its foot. There was a big thorn in it. The man pulled the thorn out and the elephant walked away.

Questions

1. Why couldn't the elephant walk?
2. What was there in the elephant's foot?
3. What did the man pull out?

2) Monkeys are very clever. They have hands and feet like men. Here is a story about a man and some monkeys.

An old man was walking along a path between two villages. The sun was hot and he was very thirsty. He came to a coconut tree. "Those coconuts look very nice," he said.

But the man couldn't climb the tree. The coconuts where high up the tree and he was an old man.

Then he saw a monkey in the tree. He picked up a stone and threw it at monkey. The stone hit the monkey on the arm.

The monkey was very angry. He took a coconut off the branch and threw it at the man.

"Thank you very much," said the old man to the monkey. He broke open the coconut and drank the milk.

Questions :

1. What did the man throw at the monkey ?
2. Where was the monkey ?
3. What did the monkey throw at the man ?

Meals

3) The first meal of the day is breakfast. We have idlis and sambar, or pooris and potato, or dosais. We have coffee with our breakfast.

The meal in the middle of the day is dinner. We have rice and sambar, rasam and buttermilk Sometimes, we have pappadums. A lot of people eat rice with meat or fish.

We have tea and vadais in the afternoon. Or we have tea and biscuits. This meal is called tea. Some people have coffee at tea-time.

The meal at night is called supper.

Questions :

1. When do you have breakfast?
2. What do you have for supper?
3. What do we have for tea?

(25 mins)

LESSON 175

Oral work

Revise the word in measurements. For example,

How many kilos are there in a quintal?
How many inches are there in a foot?
How many hours are there in a day?
How many minutes are there in an hour?

And so on.

Practise some of these questions and answers in Chorus Drills. (10 mins)

Test 5

Choose one of the three following passa--ges and write it on the blackboard, ommitting the prepositions. The children should write out the passage filling in the blanks :-

"It was——two robbers," said Raju. "They took ten thousand rupees——a bank and then went——America——an aeroplane But the American police caught them—— the airport and sent them back to India—— ship. Then the police put them into the Bombay prison. One night they climed—— the prison wall and ran away. They took a car——a garage and drove off to North India. They arrived in Delhi and went to a small hotel. One of the robbers had a cut ——his face. The Bombay police sent a pict-ure of the men to the Delhi police, and also the number of the car.

2) Krishnan fell into the water. He shut his eyes and the sea came——his head, but——a minute his head came——and he looked——him. Next to him he saw the short man——the black bag. Suddenly the man shouted. "Help! Help!" His head went—— the water, Krishnan swam to him and held him——.

Krishnan swam for half an hour and then in front of him he saw a black rock—— the water. He caught hold of it——one hand and pulled the man up——him. Krishnan took the black bag out of the man's hand and put it——the rock.

3) Then the day of the wedding arrived. Krishnan put——a beautiful coat of gold, and at ten o'clock the music started and he rode to the palace——a white horse. A large crowd of guests was standing——the temple, and Krishnan could see the flags and flowers and hear the loud music of the drums. Sudd-enly the white horse flew——into the air

and carried Krishnan——him. They flew over the heads of the wedding guests and high ——into the air. Krishnan thought, "Am I a live or dead? This isn't a horse, it's a machine." They flew——and——and at last they came——the sea. Krishnan looked down and saw the sand and the coconut trees. Suddenly the white horse turned——the sand—down, down, down – and they touched the ground at last. (30 mins)

LESSON 176

Test 6 Comprehension Reading

Choose one of the following three passages from the Reader. Let the children keep the passage open in front of them; or you can write the passage on the blackboard. Ask the children questions on the passage and get them to write answers.

1) "Is your farm in England like this?" asked Venu.

"No, it isn't like this;" replied the man.

"The fields here are very flat. You divide them into little flat squares and then the water runs into them. In England we have very large fields, not very flat, with fences round them. On my farm in England I have one field of fifteen hectares."

"What's a hectare?" asked Venu.

"A hectare is about two and a half acres," replied the man.

2) Kriahnan joined the Navy in September. In October they sent him to Calcutta and he worked in the Navy Training school for two months. He liked Calcutta. It was a very big city and he went to every part of it. There were temples, mosques, churches cinemas and shops; tall buildings and small

buildings; canals, bridges and boats; he saw every part of the city. He went to the zoo and looked at the birds in the cages, and rode on the camels and the elephants. He went to football matches and cricket matches. Every day he went to the newspaper office and read the news of the day.

3) John Clement went back to school in June and stayed there for six years. He left school in 1898 and went to Oxford in October; he was eighteen yeaars old. He was at Oxford for three years and his teachers were very pleased with him. He read all the books about Africa; he drew maps and pictures and talked to people about strange countries and their languages. One day in a shop he met at an old man. John was buying a book and the old man came into the shop. He passed John and dropped his handkerchief. John bent down and picked it up.

(40 mins)

LESSON 177

Oral work

Revise quickly the Teachiug Item **to have (breakfast, lunch**, etc ; very and possssive pronouns (e. g. **Yours is blue.** etc·) Use the sentences you have used in previous Lessons or get children to give you new ones of their own·

(10 mins)

Test 7 Compehension

[Refer to plate 46 of HOW TO USE THE BLACKBOARD IN TEACHING ENGLISH by David Horsburgh·]

Draw on the blackboard a picture with these details in it: a road in a big town; there is a big building and two small ones at the far side of the road; a clock on one of the buildings **showing 5 p· m·** ; the sun in

the sky; three cars on the road; four men riding bicycles; a bus; a lorry; a scooter; a tree on this side of the road with a dog under it; a man; a woman and a child crossing the road; five windows for the building with the clock; a tree behind the second building.

Cyclostyle, print or write on the blackboard the following sentences:

1. There is an elephant on the road. 2. There is a lorry on the road. 3. There are four cyclists in the picture. 4. Two men are standing between the cars. 5. It is five o'clock in the afternoon. 6. There is a dog under the tree on this side of the road. 7. There is a boy on the road. 8. The moon is in the sky. 9. The conductor is standing at the door of the bus. 10. The sun is in the sky. 11. It is ten o'clock at night. 12. The clock is in the sky. 13. The scooter is in the middle of the river. 14. There is a tree behind the second building. 15. The scooter is in the middle of the road. 16. A man, a woman, and a child are crossing the road. 17. A bus is going along the road. 18. There are three cars in the pictute. 19. There is a river in the picture. 20. This is a busy road.

Ask the children to write out the correct sentences from the above into their exercise books. (30 mins)

LESSON 178

Oral work.

Revise the Teaching Item **show** and **give** with **to** and write a few sentences on the board. **Get** children **to** read them and then to write them in their exercise books. (10 mins)

Test 8 Multiple Choice

Cyclostyle, print or write on the black-

board the following sentences with verbs omitted· Three possible forms of the verb are given in brackets. Ask the children to choose the right form from brackets :

1· On a cold day in 1892 young John Clement——in his classrroom· (was sitting, will sit, sat)

2. His father——a farm or about forty hectares· (have, had)

3. Mohan was a small boy and he—— in Ernakulam with his mother and his two sisters (lived, living, live)

4. Mohan put the money in his pocket, ——the basket and walked down the street towards the market (take. took, will take)

5. It——very hot in th narrow street and Mohan walked slowly. (is, are, was)

6. Mohan looked back and——a red bus. (see, saw)

7, Mohan——down and saw the old lady's basket on the ground· (will look, is looking, look, looked)

8, Mohan's mother was busy in the garden and his father——the newspaper inside the house· (will read, is reading, was reading)

9, Mohan brought the pair of scissors and——them to his father· (gave, is giving, give)

10. Mohan said goodbye to his mother and——to the railway station with his father. (go, will go, went)

11· At twenty to three the train—— in Bangalore and Mohan saw his uncle on platform. (arrived, will arrive, was arriving)

12. Mohan's aunt was busy and could not go with him, but they ——— at ten o'clock. (will start is starting, started)

13. Mohan —— up a small ladder on to the elephant's back and went round the zoo. (climbed, climb, will climb)

14. In England they ——— rain every month. (get, got, will get)

15. In England it ——— very cold in winter. (are, is)

16. In England they ——— wheat in the winter. (plant, will plant, planted)

17. The robbers took ten thousand rupees from a bank and then ——— to Ameria. (go, is going, went)

18. The American police ——— them at the airport. (caught, catch, was catching)

19. One night the robbers climbed over the prison wall and ——— away. (run, running, ran)

20. Rajan looked at him Suddenlyhe—— him. (recognise, will recognise, recognised)

21. Then his uncle came in and the man ——— in the barber's chair. (sat, sit, will sit)

22. The Inspector called the policeman and they ——— up the road to the barber's shop. (run, is running, ran)

23. The man picked up his coat and ——— off between the Inspector and the policeman. (walked, walking, walk)

24. Ramu whistled to his dog Tiger and they——off along the narrow path. (walking, walked, walk)

25. Ramu was leaning against a mango tree and ——— his flute. (play, played, playing)

26. The path was hot and the sand —— Ramu's feet. (burnt, burn, burning)

27. His mother was cooking the dinner and his father was ———beside her. (stand, standing, stood)

28. The next morning Ramu woke up: at five and ——— the bullocks their feed. (give, gave, giving)

29. He whistled for Tiger and then ——— into the cart. (jumped, jumping, jump)

30. The bliocks walked slowly along and they——the temple outside the village. (pass, passed, passing)

31. The birds were singing and Ramu— a song too. (sing, singing, song.) (30 mins)

LESSON 179

Test 9 Reading

Call individual children to your desk and get them to read any part of the Reader they choose. Test them for reading aloud and then ask comprehesion questions on what they have read.

(40 mins)

LESSON 180

Test 10 Reading

Continue with testing the children in reading aloud and then asking comprehension questions on what they have read.

(40 mins)

STANDARD VI. VOCABULARY

a
about
above
absent
accident
ache
acre
across
address
aeroplane
after
afternoon
afraid
again
against
age
ago
agree
air
airport
alive
all right
along
also
always
am
ambulance
an
angry
and
animal
another
answer
ant
any
anyone
anything
appear
apple
are
arm
army
arrive
article
ask
asleep
at
attack
aunt
avoid
awake
away
axle
baby
back
bad
badminton
bag
ball
bamboo
banana
bang
bangle
bank
barber
basket
bat
battle
be
bean
beautiful
become
bed
before
beginning
behind
believe
bell
belong
below
belt
bench
bend
beside
between
bicycle
big
bird
birthday
biscuit
black
blackboard
blame
blanket
bleed
blood
blouse
blow
blue
board
boat
body
bomb
bone
bonet
book
bookcase
boot
born
borrow

both
bottle
bottom
box
boy
brass
branch
brave
bread
break
breakfast
brick
bridge
bright
bring
broom
brother
brown
brush
bucket
build
building
bullet
bullock

bunch
burn
bus
bus-ride
bus-stand
busy
but
buterfly
button
buy
by
cage
cake
call
camel
camera
camp
can
canal
cannot
cap
captain
car
care

carpet
carry
cart
cart-horse
cat
catch
ceiling
cement
centre
chalk
chair
chicken
child
chimney
chin
choose
church
cigarette
cinema
circle
circus
city
class
classroom

clean
clerk
clever
climb
climp
clock
close
cloth
clothes
cloud
clown
coat
cock
coconut
coffee
coin
cold
collect
colour
comb
come
comma
conquer
contain

continue
cook
cooking-pot
cool
copy
corner
correct
cotton
cough
count
country
course
cousin
cover
cow
crack
cracker
crash
crawl
cricket
cross
cross-word
crow
crowd

cruel
cry
cup
ccure
cut
cutting-machine
dance
danger
dangerous
dark
date
daughter
day
dead
dear
deep
deer
dentist
describe
desert
desk
die
different
dinner
dip
dirty
discover
divide
do
doctor
dog
donkey
door
dot
down
downstairs
dozen
drag
draw
drawer
drawing
dream
drink
drinking-water
drive
driver
drop
drum
dry
duck
during
duster
eagle
ear
early
earn
earring
earth
east
easy
eat
educate
education
egg
electric
elephant
empoly
empty
end
enemy
engine
enjoy
enter
envelope
evening
ever
every
everyone
excuse
explain
explorer
eye
face
factory
fair
fail
family
farm
farmer
fast
fat
father
feather
feel
feet
fence
few
field
fight
fill
film star
find
finger
fire
first
fish
flag
flame
flat
floor
flour
flower
flute
fly
fold
follow
food
foot
football
for

foreign
forest
forget
fountain-pen
fox
friend
frog
from
front
fruit
full of
full-stop
game
garage
garden
gate
general
geography
get own
get up
girl
give
glad
glass
go
goat
going to
gold
good
good afternoon
good evening
goodbye
goods
got
government
grandfather
grandmother
grass
grass-cutting
great
green
grey
ground
group
grow
guest
gun
hair
haircut
half
half past
hammer
hand
handkerchief
handle
happen
happily
happy
hard
hat
have
he
head
headmaster
hear
heart
heavy
hectare
hello
help
helper
hen
her
hers
here
hermit
hide
high
hill
him
his
hit
hold
hole
holiday
holy
home
homework
honest
hop
horse
horseman
hospital
hot
hotel
hour
house
how
hub
huff
hundred
hungry
hunter
hurry up
husband
hut
hyphen
I
ice
icy
ill
in
inch
independence
ink
inside
inspector
interesting
into
invite

iron
is
island
it
join
joke
jug
jump
keep
key
kick
kill
kilo
kind of
king
kitchen
kite
knee
knife
knock
know
knowledge
ladder
lady
lamp
land
language
large
last
late
laugh
law
lawyer
lay
lazy
lead
leader
leaf
lean
learn
leather
leave
left
leg
lesson
let
letter
letter box
lid
lie
lift
life
light
like
line
lion
list
listen
litre
little
live
loaf
lock
long
look
lorry
lost
lot of
loud
love
lunch
machine
machinery
madam
made of
make
man
manager
mango
many
map
marable
market
marry
mat
match
me
meal
mean
measure
meat
medicine
meet
meeting
metal
middle
mile
my
mine
minister
minute
mirror
mistake
mix
moment
money
mongoose
monkey
month
moon
moonlight
morning
mosque
mother
mouse
mouth
move
Mr
Mrs
mud

music
my
nail
name
narrow
navy
near
nearly
neck
necklace
nest
net
new
news
newspaper
next
nicest
night
no
no one
noise
noisy
north
nose

not
note
nothing
now
number
nurse
nut
oasis
oblong
o'clock
off
offer
office
oil
old
on
one
only
open
or
orange
others
our
ours

out
out of
outside
over
packet
paddy
page
pair of
palace
paper
parents
part
pass
passenger
past
path
pay
pen
pencil
people
period
petrol
photograph
piano

pick up
pick pocket
picture
piece
pig
pin
pink
pipe
place
plan
plane
plant
plate
platform
play
player
place
pleased
plough
pocket
point
police
policeman
police-station

pond
poor
post-card
post-office
postman
pot
potato
practise
prayer
present
prettty
price
prime minister
print
printer
prison
prize
produce
pull
pump
pupil
push
put
puzzle

quarter
question
question-mark
quiet
quite
quiz
rabbit
race
radio
railway
railway-station
rain
rainy
razor
reach
read
ready
receive
recognise
red
remember
reply
return

rhyme
ribbon
rice
rich
ride
right
ring
ripe
rise
river
road
rob
robber
rock
roof
room
root
rope
rough
round
row
rub
rubber
ruler

run
sack
sad
salt
sandalwood
save
saw
say
school
science
sissors
screw
sea
seat
second
see
seed
seem
sell
send
sentence
servant
set off
shade

shake
shall
sharp
shave
she
sheep
shell
shine
ship
shirt
shoe
shoot
shop
shopkeeper
shopping-bag
short
shorts
shoulder
shout
show
shut
sick
side
silver

sing
sir
sister
sit
skip
skipping-rope
skirt
sky
slate
sledge
sleep
slice
slip
slow
slowly
small
smell
smile
smoke
smooth
snake
snow
soap
social studies

soft
some
someone
something
son
song
sorry
sound
south
sow
speak
spend
spider
spinning-wheel
splash
spoon
sports
square
stamp
stand
standard
star
start
state

station
station-master
stay
steep
step
stick
stomach
stone
stone
stop
stork
storm
story
straight
strange
stream
street
string
strong
study
stump
suddenly
sugar
sum

summer
sun
sunny
supper
sweets
swim
sword
table
tail
take
talk
tall
tank
tax
tea
teach
teacher
telephone
tell
temple
tent
test
terrible
thank you

that
the
their
theirs
them
then
there
these
they
thick
thing
think
third
thirsty
this
those
thousand
thread
three
throne
through
throw

tie
tiger
tight
time
timetable
tin
tired
to
today
toffee
tomato
tomorrow
tonight
too
tooth
top
touch
towards
towel
town
toy
tractor
train
training

trans
travel
tree
triang
troub
tro
tru
try
tu
v

port
gle
ge
sers
nk

rn
mbrella
uncle
under
underneath
understand
up
upstairs
us
use
van
vegetable

very
very much
village
visit
voice
wait
wake up
walk
wall
want
war
warm
was
wash
watch
water
wave
way
we
weak

wear
web
wedding
Week
well
well done
were
west
western
wet
what
wheat
wheel
when
where
which
whisper
whistle
white
who

whose
wide
wife
will
win
wind
window
windy
winter
with
with
without
wolf
woman
wood
wood-cutter
wool
woollen
word
work

work-bench
worker
workshop
world
wrist
write
wrong
yard
year
yello
yesw
yesterday
you
young
your
yours
zoo

This list includes **all the words** taught in Standards III to VI

6-19

transp
travel
tree
triang
troub
tror
tru
try
tu
u

6219