

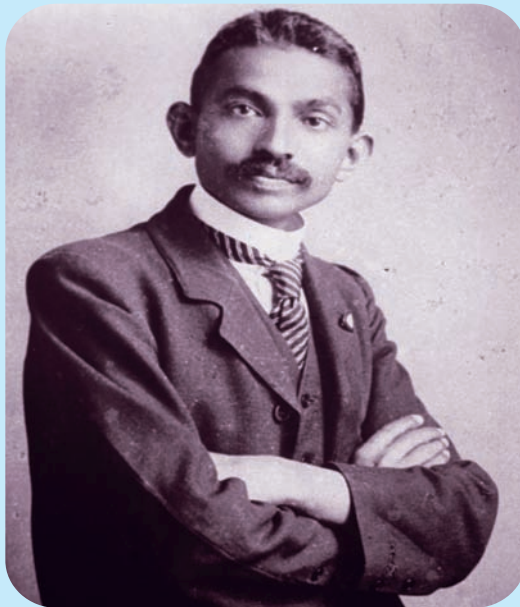
LESSON - 8

A MUG FOR MAHATMA

Session-1

I Pre-reading

Look at the two pictures. Each of them has a picture of a man. One is young. The other is old. Are they the same person or different? It is difficult to be simple. Long experience makes one simple. Let us read a lesson about Gandhi to understand this.



II While-reading

- SGP-1 **TEXT**
- Read the paragraph-1 silently and answer the questions that follow.

1. This is all about an incident during Gandhiji's Padayatra in Odisha in 1934. Gandhiji wanted not to spend a single pie on his visit. He would eat whatever was available. This was also his instruction for the villagers of Kadua where he spent a day.

- **Comprehension Questions:**

1. What is this paragraph about ?

2. When did Gandhiji have his padayatra in Odisha ?
3. Where did he stay? How long?
4. What did he tell people not to do?
5. What did he eat there?
6. Can you think how he spent his time there ?



Session-2

B SGP-1

- Read the paragraphs 2 - 3 and answer the questions that follows
2. Gandhiji got up very early in the morning. He shaved himself every day. A teacher who was in charge of looking after Gandhiji brought some water in an aluminium mug.
 3. Gandhiji saw that the mug looked very new. He had doubts. Had the teachers bought a new mug for his use? Did they think that he wouldn't like to use an old mug or lota ? He stopped shaving. "When did you buy this mug?" he asked the teacher. A difficult question to answer. Who could remember the date of buying ? The Headmaster of the school came in. He said, "We didnot buy the mug sir. A rich man had donated a number of utensils, including the aluminium mug, a long time ago. It was in the store room. We brought it now for your use."

● Comprehension Questions

1. When did Gandhi get up?
2. What did he do then?
3. Who looked after Gandhiji?
4. What did he bring for him?
5. What was the mug made of ?
6. What did Gandhi see?
7. What was his doubt?
8. Why did Gandhi stop shaving?
9. What did Gandhi ask the teachers?
10. Why was it a difficult question?
11. Who came in?
12. What did he say?
13. Who donated the utensils?
14. Where was the aluminium mug?
15. Why did the teacher bring it then?

Session-3

● SGP-3

● Read the paragraph 4 - 5 and answer the questions that follows

4. Gandhiji was happy with his answer. He thought that he had disturbed the teachers. He folded his hands and said to them gently, "I hope none of you will misunderstand my words. My only request to you is this: we should all try to be sure that no money is spent on this Padayatra. If we need more, we spend more. None of us should make such mistake".
5. After this incident, the mug became an interest for everyone in the area. It is not to be seen now. But the story has lived long.

● Comprehension Questions

1. Were the teachers worried?
2. Did it upset Gandhi?
3. What did he do?

4. What did he say?
5. What was his only request to them?
6. 'None of us should make this mistake'. What does 'this mistake' refer to?
7. The mug was a great interest for everyone. Why?
8. Is the same mug seen now? Which line tells you so?
9. What has lived till today?
10. What kind of person was Gandhi – a showy one or a simple one?
11. Did Gandhiji like a simple or a luxurious life.
12. What was Gandhiji's ideal ? (simple living and high thinking)

Session-4

III Post-reading

1. Visual Memory Development Technique (VMDT):

Whole Text:

- A teacher brought water in an aluminium mug
- Gandhiji's Padayatra in Odisha in 1934
- The story has survived.
- The mug looked new.
- Gandhiji's request

Part-Para-1 : Kadua village , padayatra, 1934

2. Comprehension Activities:

(a) MCQs:

Choose the right option and fill in the blanks.

- (1) The Padayatra of Gandhi in Odisha took place in _____.
 (A) 1930 (B) 1932
 (C) 1934 (D) 1935

(2) A teacher brought water in _____mug.

- (A) a silver (B) a copper
(C) a gold (D) an aluminium

(3) Hearing the explanation from the Headmaster, Gandhiji was_____.

- (A) upset (B) displeased
(C) angry (D) happy

(4) It this lesson Gandhiji requested people to lead a _____life.

- (A) luxurious (B) rich
(C) poor (D) simple

(b) (i) What did Gandhi tell people of Kadua ?

(ii) How did the teacher bring water to Gandhi?

(iii) Why did the teachers give him a new aluminium mug ?

(iv) Did the teachers buy that mug?

(v) Who donated the mug to school?

(vi) What was Gandhi's request to people?

Session-5

3. Listening:

Your teacher will read the following paragraph aloud. Listen to him carefully and fill in the blanks.

This is all about an _____ during Gandhiji's _____ in Odisha in 1934. Gandhiji had given _____ instruction that not a single pie was to be _____ on his visit. He would _____ whatever was available. This was also his instruction for the _____ of Kadua where he spent a day and a night.

3. Speaking:

(a) Chain-drill : "We should not increase our needs."

"If we need more, we spend more"

(b) Dialogue

(i) Gandhi : Did you buy this mug?

Teacher : I don't know, sir.

Gandhi : Who knows this ?

Teacher : I think our Headmaster .

(ii) Gandhi : When did you buy the mug?

Headmaster : No sir, I didn't buy it. A rich man donated it.

Session-6

5. Vocabulary

Look how words are made. Words become negative when we use 'dis-', 'mis-', 'un-' etc before them. Examples-When the word 'pleasure' takes 'dis-' before it, it becomes 'displeasure'. Use 'dis-' before the following words to get some new words opposite in meaning. appear, honest, hearten. Use 'mis-' before the following words to get some new words opposite in meaning.

fortune, match, credit, understand

Use 'un-'before the following words to get some new words opposite in meaning.

happy, rest, easy, lucky

_____	_____	_____
_____	_____	_____
_____	_____	_____

Session-7

6.

Usage

Look at the following sentences.

Gandhiji got up early.

He shaved himself early in the morning.

The action words in the above sentences 'get up' and 'shave' take simple past. It means actions that took place in the past or things that were true in the past.

Use the correct form of verbs in brackets and fill in the blanks. One is done for you.

- (i) Santosh _____ TV yesterday. (watch)

Santosh watched TV yesterday.

- (ii) Kalam _____ a lot of books in his childhood. (read)

- (iii) John _____ the harmonium in the school's Annual Function last month. (Play)

- (iv) My dog _____ mutton last night. (eat)

- (v) I _____ in a village last week. (live)

(vi) Mary _____ a lot of money on clothes on her birthday last year. (spend)

Session-8

7. Writing :

(a) Answer the following questions.

(i) When did Gandhiji come to Odisha for a padayatra?

(ii) What was his instruction to the people?

(iii) Why was Gandhi not happy with the teachers at first?

(iv) Did they actually buy the mug? Who told it?

(v) What did Gandhi do when he saw teachers to be upset ?

(vi) What did he request everyone ?

(b) Fill in the blanks choosing appropriate words given in the box below.

(A teacher was narrating one of his experiences to his wife. It was related to Gandhiji's staying at his school in Kadua.)

I was in charge of _____ Gandhiji . Gandhiji used to get up very _____ in the morning. He would _____ himself. When I knew that he wanted some water for his shaving, I _____ it for him in an aluminium _____. Gandhi saw that the mug looked _____. He asked, "When did you buy it?" I said, "I do not know. We may ask our _____. "Our Headmaster came. He said, "We didn't buy it. A rich man had _____ it a long time ago. It was in the store-room." Listening this Gandhiji was _____ because he never wanted anyone to spend a pie on his visit.

brought , early, looking after, shave, new , mug ,
Headmaster, satisfied ,donated

Session-9

8.

Mental Talk:

"It is too difficult to be simple."

"Take care of your money; it will take care of you."

9.

Let us Think:

"Should we spend money unnecessarily?"

FOLLOW-UP LESSON

THE PENCIL STORY

1. Once Gandhi lost a small pencil. He asked the members of his Ashram to look for it. But they brought a new pencil for him. Gandhi did not like this. He said, "I want the old, the small one that was lost". And he was very happy when his men searched for it and brought him the old small pencil.



2. This is what Arun Gandhi , his grandson says about a similar incident in his life. 'Once I lost my pencil. I was then studying in a school. When I asked my grandfather to give me a new pencil, he asked , "Where is your old one I gave you?" I said, "I lost it". "Go back and look for it," my grandfather said. I then said , "It is very dark grandfather. I'll not be able to find it in the darkness". But my grandfather did not give in. He said, "Take this torch light and look for it". I took the torch light , searched for the pencil and got it.'
3. Just not with pencils , Gandhiji did not want to waste anything . He wrote letters on the backside of old letters. He made notes on the backside of old bills. This was also true of time. He was very punctual and never wasted a minute or even a second.

● **Comprehension Questions:**

1. Who is Arun Gandhi ?
2. Why did Arun Gandhi ask for a new pencil?
3. What did his grandfather say?
4. Why could he not go out to find the lost pencil ?
5. How did Gandhi help him ?
6. Did Arun get the lost pencil ?
7. What is the last sentence of the paragraph about ?
8. Why did Gandhiji write letters on the backside of letters ?

III Post-reading

Session-2

1. VMDT (Visual Memory Development Technique) :

Whole Text : Arun Gandhi , punctuality , pencil Arun lost

Paragraph 2 : back side of old letter, punctual , back of bills

2. Listening :

Your teacher reads aloud a passage about Gandhiji. (out of the text)

You listen to him and fill in the form.

Name : _____

Birth place : _____

Father's name : _____

Mother's name : _____

His wife's name : _____

Grandfather's name : _____

The year he was born : _____

The year of his death : _____

Session-3

3. Speaking :

Chain –drill: “ Gandhi cared for small things.”

Dialogue :

Arun : Grandpa, give me a new pencil.

Gandhi : Where is your old one?

Arun : I lost it.

Gandhi : Go back and look for it.

Session-4

4.

Vocabulary :

See how words are made . Short words become long when we add ' -ness ' to them. Add ' -ness ' to the words given below. One example is given.

Example :

(great + ness = greatness) good + _____ = _____

ill + _____ = _____ blind + _____ = _____

mad + _____ = _____ thin + _____ = _____

5.

Writing :

(a) Answer the following questions.

1. Who was Arun Gandhi ?

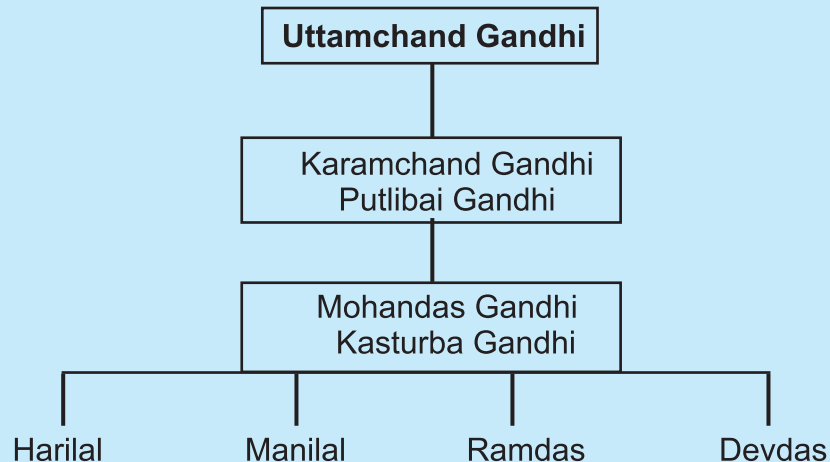
2. Why did Gandhiji write letters on the backside of a letter ?

3. Why could not Arun find the pencil ?

4. How did Gandhiji help him ?

Session-5

- (b) Given below is a family tree of Gandhiji. See the family tree and write about it. Helps are provided.



The name of Gandhi's _____ is _____.
_____. The name _____ is _____.
_____, The name of Gandhi's Mother is _____.
_____. The name of _____
_____ wife is _____. They had
four sons. They are _____, _____,
_____, _____, _____.

For teacher

1. Read aloud the following passage for the listening activity under [2]. Mohandas Karamchand Gandhi was born on 2nd October 1869 at Porbandar. His father's name was Karamchand Gandhi. His mother's name was Putlibai Gandhi. Kasturba Gandhi was his life. They had four sons - Harilal, Manilal, Ramdas and Devdas. He passed away on 30th January, 1948.

6. Mental Talk:

"Waste not, want not."

Word Note : *(The words/phrases have been defined mostly on their contextual meanings)*

gave rise	- increased - ବଢ଼େଇଲା
incident	- something happened / matter - ଘଟଣା
instruction	- advice / direction - ନିର୍ଦ୍ଦେଶ, ଉପଦେଶ
look for	- to find - ଖୋଜିବା
misunderstand	- don't take it wrong, fail to understand - ଭୁଲ ବୁଝିନାହିଁ, କିଛି ମନେ କରନାହିଁ
punctual	- one who keeps to the time - ସମୟାନୁବର୍ତ୍ତୀ
searched	- tried to find out - ଖୋଜିଲେ
utensils	- vessels for kitchen - ବାସନ କୁସନ

TEST - 2

Full Mark - 100

1. Read the passage carefully and answer the questions that follow : [16

Once a happy-go-lucky ant was living in a small hole. He was fond of singing and dancing. Throughout the spring he only sang and danced. He did not store any food for winter. When winter came, he had nothing to eat. So he went to an old ant to borrow some food. But the old ant was a miser. He asked the young ant many questions : "What were you doing in spring ? Why didn't you store food for winter ? etc". And finally he refused to lend him food. With great difficulty he managed the winter with a very little food. When spring came, he did not sing and dance. He kept himself busy in collecting food and storing them for winter.

Answer the questions :

1. Where was the ant living ?

2. What was the ant fond of ?

3. What did the ant do in spring ?

4. What happened to him in winter ?

5. Why did he go to the old ant ?

6. Why did the old ant refuse him to lend food ?

7. How did the young ant spend the winter ?

8. Did the ant learn a lesson from his suffering in the winter ?

2. Given below are some incomplete sentences. Complete them with suitable part-sentences choosing from the alternatives. [5

- (i) The young ant was fond of _____
(A) collecting food for winter.
(B) borrowing food from others.
(C) singing and dancing
- (ii) When the young ant had no food in winter, _____
(A) he went to an old ant to borrow some food.
(B) he decided to spend the winter without food.
(C) he went out to play with other ants.
- (iii) When the old ant refused to lend him any food, _____
(A) he worked hard and managed to collect some food.
(B) he managed the winter with a little food.
(C) he cried throughout the winter.
- (iv) When the spring came, _____
(A) the young ant once again played and danced.
(B) the young ant collected food and stored for the winter.
(C) the young ant went to the old ant to learn how to collect food.
- (v) The old ant refused to lend any food to the young ant because _____
_____.
(A) he had a little food in his store.
(B) he wanted the young ant to suffer.
(C) he was a miser.

3. Fill in the blanks with suitable words given in the box. [3

beautiful; expert; distant; princess; handsome; borrow; refuse; store.

- (i) The youngman was very _____.
- (ii) She is an _____ in dancing.
- (iii) I live in a _____ place.
- (iv) Priyanka is very _____ to look at.
- (v) Do not _____ money from your friends.
- (vi) _____ food for bad days.

4. Write the opposite words (antonyms) choosing from Group B for the words given in Group A [6

A	B	
beautiful	near	_____
princess	town	_____
day	prince	_____
long	ugly	_____
distant	night	_____
village	short	_____

5. Observe your classroom and answer the questions. [5

- (i) How many students are there in your class ?
- (ii) How many boys and how many girls are there in your class ?
- (iii) How many benches / tables are there in your class ?
- (iv) How many windows and doors are there in your class ?
- (v) How many blackboards are there your class?

6. Teacher reads out some words from the group of words given. Listen to him/her carefully and tick those words. (Teacher reads out five words) [5

king, daughter, servant, princess, expert, young, story, distant

7. Now speak the two words that are spoken (pronounced) alike. [5

market, tell, pleasure, cat, song, bell, ticket, mat, measure, long

8. Write these names in English [8

ସୁନାମଣି; ମଧୁମତି; ମିତୁ; ସୁଜାତା; ଡମ୍ବୁ; ଅନାମ, କନକ, ସସ୍ମିତା

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

9. Read the following stanza taken from the poem 'Good morning' and answer the questions that follow : [9

Good morning, sky,
Good morning, sun.
Good morning, little winds that run.
Good morning, birds;
Good morning, trees ;

And creeping grass, and brownie bees.

● **Comprehension questions :**

(a) How many times 'Good morning' has been used in the stanza ?

(b) Which words have been used before 'grass' and 'bees' ?

_____ grass ; _____ bees.

(c) What do the little winds do ?

(d) Who does the child say 'Good morning' ?

Make a list –

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. Match column A with column B

[3

A	B
brownie	wind
creeping	bee
little	grass

11. Read the poem and answer the questions that follow :

[5

I love little pussy
Her coat is so warm.
And if I don't hurt her,
She'll do me no harm.
So I'll not pull her tail
Nor drive her away,
But pussy and I

Very gently will play.

Questions :

(a) What is the poem about ?

(b) Who is 'I' in the poem ?

(c) What does 'coat' refer to in this poem ?

(d) If the child hurts the cat, what will the cat do ?

(e) What does the child decide not to do with the cat ?

12. Read the passage and answer the questions that follow : [10

Manoj was sleeping in a train. A thief took away his suitcase. The next morning Manoj's friend told, 'your suitcase is stolen'. 'I know' said Manoj. 'But it does not matter. The thief will come back. He cannot open it. You see, I have the key.'

Questions

(a) Who are there in the story ? _____

(b) Where was Manoj sleeping ? _____

(c) Who took away Manoj's suitcase ? _____

(d) Will the thief comeback ? _____

(e) The key is with Manoj. How will the thief open the suitcase ?

13. Read the poem and answer the questions : [10

I am a big engine
puff, puff, puff,
waiting to set off
chuff, chuff, chuff,
I blow my whistle,
Toot, toot, toot.
The station bell is ringing,

Ding, dong, ding, dong.
Soon my wheels will turn around
And I'll be homeward bound.

Questions

- a) What is the poem about ? _____
- b) What is it waiting to do ? _____
- c) What does it blow ? _____
- d) How does the station bell ring ? _____
- e) When will its wheels move ? _____

14. Read the passage and answer the questions that follow. [10

Have you seen palm sparrows ? They are also called engineer birds. They make beautiful bag-like nests. Their nests hang from tall palm trees. They catch a lot of glow-worms. Do you know why ? They paste wet earth on their nests. And then stick the glow-worm to the wet earth. Why do they do so ? The glow - worms provide light to their homes.

- a) What is the text about ?

- b) Where do they live?

- c) Why are palm sparrows called engineer birds ?

- d) Why do they catch glow worms ?

- e) Are they clever ?

APPENDIX-I

NOTES FOR TEACHERS

In helping learners learn, the teacher's role is very crucial. A country's education is as good as its teachers. In order to help our learners learn English we wish you to read the introduction to class-III English Primer before you read the introduction of this book. We have revised all our English textbooks from class III to class VIII and all these books now follow a common pattern well supported by sound pedagogy. It will, therefore, be easy on your part now to deal with all these textbooks to help your learners learn English. In our introduction to class III English textbook, we have stated, in some details, the problems of teaching English in the first year of learning English and how we have solved these problems. There was a big gap between the class III and class IV English textbooks. We have bridged the gap by carefully redesigning both the textbooks. Now the class III students, who will read the new book, will have no problem in reading this book. But students who have studied the old book and now studying in class IV, are likely to have some problems.

But we have tried to solve these problems through the introduction of remedial trailer lessons to class IV textbook. Stated below are some suggestions for you on how to deal with different parts of a lesson.

Socialization – Every class should start with socialization and end with leave taking as suggested in the introduction to class III textbook.

Teacher: Good Morning students.

Students: Good Morning sir/madam.

Teacher: How are you students?

Students: Fine, thank you sir/madam. And you ?

Teacher : I'm fine, thank you.

Leave Taking

Teacher: Good bye students. See you in the next class. Have a good day.

Students: Thank you sir/madam. Good bye.

Trailer-Lessons

The main purpose of trailer lessons, as stated before, is to help the learners learn what they did not learn in the previous classes. It includes learning to write capital and small letters with right strokes and learn how to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of this task, we have placed different tasks in between songs. Learners will sing a song together, enjoy and forget the hard work done before and get ready to work again after brief relaxation. It is good to take the learners in confidence in this regard. Tell them this is little bit hard work. We will work hard and enjoy with a song. Once taken into confidence, they will cooperate. Impositions will not work. As the main purpose is setting the learner's handwriting right, the instructions for good handwriting are provided in Appendix-III; Notes on Methods.

After a session of writing, you are to see what the learners have written, correct their errors and provide feedback. If the class is large and you cannot see everyone's script, it is better to see some scripts, find common mistakes and provide class feedback (feedback for the whole class) using the blackboard. To help students who lag behind, who fail to do the task, you have to help them personally and/or ask your good students to help them (as most of the good students complete their tasks early). If we do not help them at this stage, they will be problem for us in future.

Each trailer lesson has six sessions, one session for one class of 45 minutes; duration.

Main Lessons

Each main lesson, as stated before, has three sessions- pre-reading, while-reading and post-reading.

Pre-reading

At this stage, your role is to motivate your learners to read the text and we have suggested ways to help you. All the instructions for you and your learners are to be spoken by you to the learners. You just see them, read aloud what is written as if you are speaking to your students. Finding a pre-reading activity is difficult if you have no better alternative, better stick to the one that is provided.

While-reading

This, as stated before, is the most important part of a lesson. Take extra care not to read aloud and explain. Allow students to read on their own and comprehend as much as they can. When you ask them to read silently, you do two things – see that all are engaged in reading and get yourself ready for the question answer part. Even if some of your students are incapable of reading, let them see the text. Even seeing the text and getting a picture of it will be of some help for learning, better than your explanation of the text. While asking questions, follow the suggestions provided in Appendix-III

Do not ask your students to write at this stage. This phase is purely for verbal transaction. Students will keep open their textbooks and locate the answers in their texts. Students who cannot read and comprehend will also gain if they just look at the text again and again. And if they do this for long, they will somehow learn to read. All our previous experiences are stored in our brain as pictures- the places and sights we have seen whether we have understood them fully or not. Let them store the picture of the page /paragraph in their mind in this way. Some comprehension questions can be asked both in English and Odia. Students can answer in words / phrases and at times in Odia, Student should not be forced to answer in complete sentences.

Post-reading

As stated before this phase has a series of mind engaging interesting activities for the students. Your job is to make the learners do these activities. While doing these activities, learners will most of the time, keep open their books and will be allowed to consult the text at the time of need. Remember, at this stage the learners will read and reread the text many a time on their own without being aware of the fact that they have read the text so many times. What they have not understood during while-reading phase, they understand now. The self-learning that you have initiated during while-reading now bears fruit. To do the activities, they read the text on their own again and again.

For easy transaction of post-reading activities of all the main lessons follow a common pattern. There are nine kinds of activities for each of the lessons bearing

the same number. For example, the VMDT activity bears the number -1 and comes first in all the main lessons. Let's describe what you have to do for each of the activity from activity 1 to 9.

1.VMDT (Visual Memory Development Technique)

Please read about this method in Appendix-II. The objective of this method is to develop the visual memory of the learners. Once visual memory is developed, learning becomes easy. Usually under this, two kinds of activities are provided – the whole text and the part of a text. First VMDT is done for the whole text and then for a smaller part of it. Learners take photograph of the part with their eye cameras and then locate the answer as per your question. Then open their eyes and verify. For each item this procedure is followed. Students are found to enjoy this activity very much. And the advantage of this activity is that the teachers need not always verify whether the learners have done the activity correctly or not. The teacher can see only some. The learners take the responsibility of identifying and correcting their own errors.

2.Comprehension Activities

The purpose of these activities is helping learners get an overall comprehension of the text. Different types of activities are provided in the text .

3. Listening

Listening lays the foundation for other language skills. Therefore, we have included listening activities – you are to read aloud either some words or a chunk (a small paragraph or a stanza) your students listen to you and do the task provided in their book. You have to read aloud slowly and clearly. You can also repeat the part. After your students do the task, you can provide class feedback, if the students are more in number. You write the correct answers on the blackboard. The learners self-correct their scripts.

4. Speaking

Usually three kinds of activities are included under speaking—reading aloud, chain-drill and dialogue. For reading aloud, follow the suggestions provided in Appendix-III; Rules of Reading Aloud.

For chain-drill read about the method stated before. The lines to be drilled are provided. If students are low – proficient and shy, you can first have a rehearsal – you read aloud the line, students repeat after you. Do this two times. You can also write the line on the blackboard in good handwriting.

For dialogues, follow the following steps;

1. Write the dialogue in good handwriting on the blackboard.
2. Have a rehearsal – you read aloud, students repeat.
3. 2 rounds: Teacher- vs. - students, students –vs. - students

5. Vocabulary (as suggested)

6. Usage (as suggested)

Very simple activities are provided under these two heads (5 and 6) .

7. Writing

Writing is a very important activity. More time should, therefore, be given for the purpose. The writing activity is placed towards the end as all the previous activities prepare ground for writing which is a very difficult task. Activities provided under this head are of two kinds: one sentence answer type questions from the text and other interesting/ creative activities. The first kind of activities lays the foundation for the second type of activities.

For one sentence answer type questions

- Help students to locate the answer in the text
- Get half the answer from the question itself and half from the text
- The tense for question and answer should be the same.

If the question is in the past tense, the answer should be in the past tense, for example.

- It will be better if you yourself do these writing tasks as your preparation before asking students to do.

8. Mental Talk (MT)

Read about the method provided in Appendix-II. You yourself practise mental talk first before asking your students to do mental talk.

9. Let's Think

As the name suggests, the objective of this task is to activate the mind of the students – to think.

10. Follow-up Lessons

These lessons, as stated before, are sub-lessons based on the main lessons but comparatively simpler and shorter. Though based on the main lesson, these lessons take learner bit away from the main lesson, open up for them a broader world. Both you and your learners need to learn on your own. While the main lesson is more strictly structured and everything is done for you, in case of these lessons you have freedom to frame your own activities and learners can learn on their own. This will assess whether as a teacher you have grown professionally or not, whether you can frame activities on your own or not. Similarly whether your students have developed the language skills or not is also to be assessed. You have to prepare yourself and make tasks for your learners from these sub-lessons under the following heads-

1. Reading aloud if the lesson is a poem.
2. Divide the lesson into SGPs for silent reading.
3. Frame comprehension questions.
4. Have task for VMDT.
5. Prepare tasks on chain-drill / dialogue activities.
6. Prepare tasks for Mental Talk and
7. Writing activities.

It is seen that our teachers do not develop professional skills because the textbooks provide everything for them in cut and dried ready made form and everything centre round the textbook. In contrast, in educationally developed countries, teachers prepare their own materials as often there are no fixed textbooks. Having fixed textbooks in cut and dried form has some advantages but many disadvantages, one of them being teachers not developing professional skills. These follow-up lessons will help you develop your teaching skills as you have to prepare the activities yourself. You have not only to prepare the tasks but often to write these tasks on the blackboard in good handwriting using them as blackboard texts. During inspections, the inspecting officials have been advised to see whether you have designed activities for the follow-up lessons. They have also been instructed to see whether you have got the post-reading tasks done by the students with your correction and feedback.

You have been provided with time schedule for each lesson – about 6 classes for a trailer lesson and about 10 classes for a main lesson and 5-6 classes for follow-ups. But this is not fixed. You have freedom to readjust.

NOTES TO PARENTS

In educationally developed countries parents, tutors and teaching shops do not help learners to learn. But, unfortunately, here they have to help the learners mainly because the schools do not do their jobs properly. If you are helping your child in his/her learning, kindly see that your child mostly learns on his/her own and develops the skills not just mugs up and scores good marks. In our current education there is a wide gap between learners' marks and skills. They pass with high marks without developing skills. This has increased your responsibility as you have to see that your ward not only scores good marks in examination but also have skills matching the marks she/he scores or else she/he will be unemployable. The employer these days do not believe in certificates and marks and conduct their own test to measure their future employees' skills to see whether they are employable.

This book is based on learner-centred approach. Learners are to learn on their own with little outside help. Kindly, therefore, see that they are not helped more than what is necessary or else these helps will become interferences, intervening more than helping in your wards learning. We will request you to go through the introduction to this book before helping your child learn English through this book.

NOTES TO GUIDES

You have a role to play in our current education. In case you are helping class V students of Odia medium schools learning English, kindly go through the introduction to the book and the lesson before you teach English to them. This will help both you and your learners. We promise, if you teach English through this book as we want you to teach, both your learners and you yourself will gain.

NOTE TO INSPECTING OFFICIALS

It is comparatively easy to be an administrator and an educationist. But it is difficult to combine both to become an educational administrator. You must have understood how difficult your job is.

If you are to inspect an English class of class V, kindly go through the introduction to the class V textbook and see how the lessons are designed. When you inspect a class, please first know in which phase of teaching a lesson the teacher is. Is s/he in the pre-reading, while-reading or post-reading phase? The learners' role is different in these three phases of a lesson. Please identify the phase and evaluate the class accordingly. Following a learner-centred approach we have done away with teacher's reading aloud and then explaining a text. Please see that teachers do not do this rather give learners to read the text and do the activities on their own, the teacher playing the facilitator's role.

During inspection kindly see the learners' textbooks – the workbook part of it. See whether the learners have done the activities and the teacher has corrected the scripts with feedback. In the follow-up (sub-lessons) teachers are asked to frame comprehension questions and language activities. Please see whether they have done this. We provide at the end of the book indicators of learning, which will help you judge the quality of teaching.

N.B.-

- Currently the greatest danger to education is cheap helps , particularly through cheap bazaar notes (meaning books) which , by spoon feeding , cripple the learners. We , therefore , request all to avoid these books.
- For any query / clarification contact to :

ELTI, Odisha , BBSR

(9861955904/ 9861454167/9437463273

Directorate of TE & SCERT, Odisha, BBSR

(0674-2502928)

APPENDIX-II

Four Basic Techniques

1. Brainstorming (BS)

We have to frequently use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm ,umbrella ,flood, mud-----etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. If we have not done this before, let's make this a part of our present teaching.

2 . Visual Memory Development Technique (VMDT)

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT. Ask students, after they read the text, to take a photograph of the text with their eye cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right , middle of the text). The students can also be trained to use this method on their own. They read a paragraph, take a mental photograph of the paragraph in their eye cameras. Next they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. This they can keep on doing till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method over a period of time helps learners to memorise contents.

3 . Mental Talk (MT)

This is a very good method for learning language, particularly a second

language like English. Language is a very complex matter. How humans pick up language so quickly, particularly the small ones do so at homes. Earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we mentally talk. This mental talk helps us master a language which is so complex.

But the thing is we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop-----) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have. Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have read or a dialogue they have practised to start with.

4. Chain-drill

Chain-drill is an utterance of a word, a phrase or a sentence, a line from a text or the title of a story – which the learners of a class repeat one after another in a serial order, usually at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example, "I'm _____. I am from _____. What about you?" Chain-drill has the advantage of making everyone in a class speak something. Apparently, chain-drills seem boring but in reality it is interesting. When used, many think it is waste of time for many as one has to wait too long to get his/ her chance. But during this time the person waiting for his/her turn, in fact, keeps on mentally repeating what s/he plans to say when his/her turn comes. It is, therefore, not a waste of time as mental repetition helps one learn language and remember things better.

Appendix-III

Some Important Tips on Handwriting, Asking Questions and Reading Aloud

Instructions for Good Handwriting :

1. Put your writing paper on a hard plain surface, not on heaps of books, on your lap or on a pillow.
2. Use ink /pencil (well sharpened) dot pen; bad dot pens affect handwriting.
3. Provide margins at the top and left of the sheet of paper you are going to write on.
4. Write in straight line. Ruled paper is more useful for the beginners.
5. Use unjoined printed letters.
6. Always tilt all your letters slightly to the right.
7. Provide proper space between words and lines.
8. Use neither too big nor too small letters.
9. Avoid over-writing.
10. Maintain distinction between your capital and small letters.
C,K,O,P,S,U,V,W,X,Y,Z
c,k,o,p,s,u,v,w,x,y,z
11. Take care of your problem letters –m,n,u,w , for example. You write the blackboard text on BB, then, move inside the class to help your students to follow these principles of good handwriting. Correct and instruct them where necessary.

Suggestions for Asking Questions during the While-reading stage:

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.
4. Never answer questions to yourself-provide clues to help your students to ask you questions.

5. Encourage your students to ask you question.
6. Encourage your students' question. Ask other students to answer.
7. If one fails to answer your question ask the question to the whole class (You can answer his/her question)
8. Allow your students to answer in words/phrases....don't force them always to answer in full sentence.
9. Allow them to answer in chorus at times so that the shy ones can join with others develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia if it is difficult on their part to answer in English.

Rules of Reading Aloud:

1. Make yourself familiar with the text before you read it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of people in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is speaking a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.
9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.

APPENDIX-IV

Learning Indicators for Class V (English)

Skills and sub-skills	Learning Indicators	How to achieve
1. Pure Listening	<p>Learners :</p> <ul style="list-style-type: none">● listen to stories with 60-70% comprehension● listen to simple and moderately complex instruction in English and act accordingly.● listen to a paragraph /paragraphs and fill in forms and blanks in a given passage.listen to a small poem /stories read aloud by the teacher and locate the right answer given in texts.	<ul style="list-style-type: none">● Storytelling, TPR activities, reading aloud texts and classroom instructions● Doing activities under “Listening Skills “provided in every lesson of the textbook
2. Listening and Speaking	<p>Learners :</p> <ul style="list-style-type: none">● socialise● greet and respond to greetings in English● Introduce self and introduce someone to others.● participate in chain-drills and dialogues.● listen to and repeat number, letter and words	<ul style="list-style-type: none">● Socialization at the beginning of every lesson.● Making students repeat phrases, lines from texts after the teacher in chorus and individually● Making students do role-play and act with dialogues.● Doing chain-drills and mental talk. Practicing short conversations

- listen to phrases and sentences and repeat in chorus and individually.
- read aloud a stanza or a paragraph from the prescribed textbook.
- listen to and answer questions about themselves
–“What is your name? Where are you from?...
- Answering questions from the textbook during the while-reading stage of a text transaction

3. Reading Learners-

Learners :

- read a paragraph or a stanza from a text silently with 70% comprehension.
- read and comprehend a larger chunk – a whole poem or a text of 4-5 paragraphs.
- read and locate information in a text.
- summarize simple texts.
- partially guess the meaning of unfamiliar words from a simple text.
- read and predict what will happen next.
- read and comprehend simple instruction provided in the textbook and do the task.
- match the stanzas and paragraphs with themes.
- read and comprehend road and other instructions in public places.
- read and comprehend letters, applications and brochures.
- Silent reading sessions, especially at the while- reading stage of a lesson.
- Reading the instructions provided for tasks in the texts.
- Answering comprehension questions of different kinds – global, factual, local, inferential, predictive etc.
- Using authentic materials.

4. Writing

Learners

- write one sentence answer type questions.
- answer questions in 30-50 words.
- make list of things.
- describe objects.
- make simple notes from a paragraph.
- copy from blackboard small chunks written by the teacher. write moderately difficult names of persons and places.
- Doing tasks provided in the post-reading stage of a lesson.
- Doing simple guided compositions.
- Copying Black Board Texts.

5. Vocabulary

Learners

- have stock of 2000 to 3000 words
- join two words to form new words
- correctly spell about 70% of the words they know.
- solve cross-word puzzle.
- tolerably pronounce words with 50% accuracy.
- Doing the tasks on vocabulary provided in post-reading section.
- Doing cross-word puzzle.
- Practising dialogues.

6. Grammar and Usage

Learners

- tolerably identify word category.
- Know and use simple rules of grammar.
- know and use singular, plural forms of nouns, present and past tense forms of verbs
- Doing Grammar tasks in the post-reading sections of all lessons