



Languages

Languages have different names
But their purpose is the same,
They go beyond time and space
And make this universe one small place.



Imagine you are a postman of your neighbourhood. Tell the class about your interesting experiences.



Activity 9(a)

Write five sentences on what you want to be when you grow up:
Use the following hints:

Hints : Your aim-reasons for choosing it-its significance in society

Activity9(b)

Write five sentences on the subject you like to study the most. Give reasons for your choice.



Suppose you have been given the task to arrange a play in your school. Discuss the following points with your friends:

- ⦿ How will you prepare the stage
- ⦿ List of characters in the play
- ⦿ Names of your friends who will act in the play

Lesson 9



On your mark

Certain situations are mentioned below. Put them under Do's and Don'ts:

- (a) Helping an old man to cross the road.
- (b) Throwing water at a dog.
- (c) Giving food to a poor man.
- (d) Having tiffin without sharing it with your friend.

Do's	Dont's
(a)	(i)
(b)	(ii)

Read the actions you have listed in the 'Do' column. How would you feel after carrying them out?



Let's read

The night was **calm** and **quiet**. A man was walking alone in the dark. Suddenly, he heard some children crying. The sound came from a **nearby** hut. The man was curious. He saw a **faint** light coming from the hut. He came close to the hut. He listened carefully.

Word Trove

calm	: peaceful
quiet	: soundless
nearby	: close by
faint	: dim



Let's do

Activity 1

Write 'T' for true and 'F' for false statements in the given boxes:

- (a) It was a stormy night.
- (b) A man heard some children crying.
- (c) The sound of crying was heard from a hut close by.
- (d) The man moved far away from the hut.

Activity 2

"He listened carefully" - What do you think the man was listening to? Discuss with your partner and tell the class.



Let's continue

The man heard a woman talking to the children. "Don't cry. The rice will be ready soon," she said. The man looked inside the hut. He asked the woman, "Why are the children crying?" The woman replied, "They are hungry. I have nothing to feed them." The man saw that water was boiling in a pot. But there was not a single grain of rice in it. He was surprised. He asked the woman, "Why, then, are you boiling water?" "My children will believe I am cooking food for them. Then they will stop crying", replied the woman. She hoped they would fall asleep and forget their hunger. Tears filled the eyes of the man. He at once went back to his house. He returned with food for the hungry children. He then promised to look after them **throughout** his life.



This **incident** took place in Hooghly, over 200 years ago. This kind man was Haji Muhammad Mohsin. Many poor people were helped by him. In 1732, Mohsin was born in a **respectable** family. His father, Haji Faizulla, was a

rich **merchant**. In his childhood, Mohsin was taught by Maulavi Aga Siraji. He had a great **influence** on Mohsin. Mohsin had a large **property**. He used his riches for helping the poor. He looked after the sick and the needy. Mohsin was well-read, too. He had **knowledge** of Arabic, Persian and Sanskrit.

Word Trove

throughout	: all through
incident	: event
respectable	: honourable
merchant	: person who sells and buys goods
influence	: the effect that somebody has on another person
property	: material objects owned by someone
knowledge	: information and understanding



Activity 3

Complete the following sentences with words from the text:

- (a) The man looked_____.
- (b) The woman had_____ her children.
- (c) The mother hoped that her children_____.
- (d) _____ had a great influence on Mohsin.

Activity 4

Complete the following table:

Who/What	Action
(a)	(i) was talking to the children
(b)	(ii) crying in hunger
(c)	(iii) returned with food
(d)	(iv) taught Mohsin in his childhood



Let's continue

One night, Mohsin was sleeping. A mild sound woke him up. He saw a **stranger** in his room. Mohsin caught him stealing. He asked him, "Why do you need to steal? Can you not lead an honest life?" The stranger replied, "I have no work. There is no food in my house. My children are crying. I steal to find food for them. Please forgive me." He broke down in tears. Mohsin felt sad for the man. He went to his house. He saw that the man had told him the truth. He gave him money to start a business.



He promised to give him more money later, if needed.

Mohsin **dedicated** his life in spreading education among the Muslims. The income of his property was spent in **charity**. The poor looked upon him as their **saviour**. Hooghly Mohsin College is named after him.

Mohsin passed away in 1812. This great son of Bengal is still remembered with **reverence**.

Word Trove

stranger	:	unknown person
dedicated	:	committed
charity	:	helping people in need
saviour	:	a person who saves somebody from a difficult situation
reverence	:	respect



Activity 5

Arrange the following sentences in the correct order. Put the numbers in the given boxes:

- (a) Mohsin felt sad for the man.
- (b) He saw a stranger in his room.
- (c) Mohsin was sleeping at night.
- (d) A mild sound woke him up.
- (e) Mohsin caught him stealing.

Activity 6

Answer the following questions:

- (a) Why did Mohsin feel sad for the man?
- (b) What did Mohsin give the thief?
- (c) What did Mohsin dedicate his life to?
- (d) When did Mohsin die?

Activity 7(a)

Read the following passage carefully. Identify the Proper Nouns, Pronouns and Qualifying Adjectives and place them in the suitable boxes:

Last winter Brishti and Tupai went to Birbhum with their parents. Uncle Arup, a close friend of Tupai's father, lived there with his family. They travelled by Santiniketan Express. In the train, they enjoyed beautiful songs sung by a baul. It was an unforgettable journey.

Proper Noun	Pronoun	Qualifying adjectives

Activity 7(b)

Fill in the blanks with suitable prepositions:

- (a) I placed the vase _____ the table.
- (b) I sat _____ my desk to do the work.
- (c) The cat ran _____ the road.
- (d) The river flows _____ the bridge.

Activity 8(a)

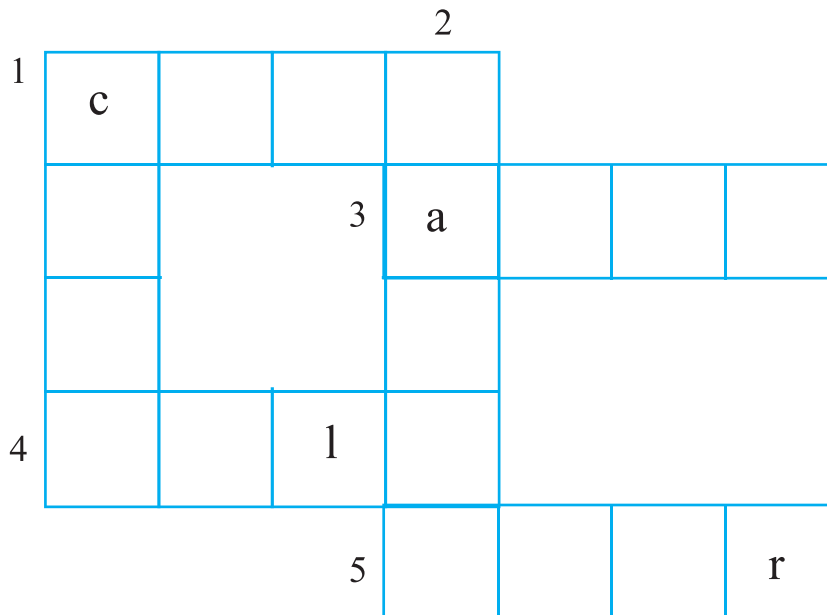
Fill in the blanks with words from the Help Box:

- (a) He was a rich and noble-----
- (b) I was-----to know the secret.
- (c) Never-----a helpful friend.
- (d) My friend has-----to meet me today.

Help Box : curious, forget, promised, merchant

Activity8 (b)

Solve the given crossword puzzle as instructed:



Across

- (1) to show love and kindness
- (3) region
- (4) say
- (5) 365 days

Down

- (1) vehicle drawn by cows or horses
- (2) opposite of late.



Let's talk

You have already read that Haji Muhammad Mohsin was kind to all. Now tell the class about acts of kindness that you would wish to carry out for those people who are less fortunate than you.



Let's do

Activity9(a)

Write five sentences on any memorable incident in your life. Use the following hints:

Hints : the incident—your feelings—why it is memorable to you

Activity9(b)

Suppose you have made a promise to your parents. Write five sentences about the promise you have made and how you have fulfilled it.

Use the following hints:

- ⦿ the promise
- ⦿ why it was made
- ⦿ how you kept it



Let's work together



- ⦿ Take a sheet of chart paper. Cut it into eight pieces. Staple it from one side. This is your scrap book.
- ⦿ Paste pictures of four social reformers.
- ⦿ Write a few lines on each of them.

Lesson 10



On your mark

1. Given below are the names of a few festivals celebrated in India. Study the names and fill in the chart appropriately:

Poush Mela, Bihu, Onam, Basanta Utsab

FESTIVALS

Celebrated in West Bengal	Celebrated outside West Bengal
(a)	(i)
(b)	(ii)

2. You have mention two festivals celebrated in West Bengal ? Where in West Bengal are they celebrated? Discuss with your friends.



Let's read

It is an afternoon in February. A **mild** wind is blowing. The sunlight is soft.

Several houses stand on a large **plot**. The houses are fixed to their spot. But they can talk to one another like human beings. The wind carries their words.

Santiniketan says, "Today I'm reminded of old days."

"You are the oldest house among us." Punoscho says. "This place is named after you." Punoscho stands by a **copse** of sal trees.



Santiniketan smiles, "There was nothing here once, just empty land. There were two chatim trees and a few palm trees.'

Word Trove

mild	: gentle
plot	: a part of land
copse	: number of trees



Activity 1

Write 'T' for true and 'F' for false statements in the boxes provided:

- (a) A storm was blowing. ☐
- (b) Santiniketan is reminded of old days. ☐
- (c) The house Punoscho stands by a copse of Banyan trees. ☐
- (d) Earlier there was only empty land around Santiniketan. ☐

Activity 2

"But they can talk to one another like human beings". Discuss with your partner how two houses can speak with each other.



Deholi is a house which is now a children's school. Deholi says, "You were the first house built here. Did you feel **lonely**?"

"Not really.", Santiniketan says, "I came up in 1863. On such a day as this, Debendranath Tagore came here. He bought this land and had me built".

"I was built twenty eight years later." Prayer House says. Prayer House is made of coloured glass. "I remember those days. There were no electricity or motor cars then."

Amrakunjo says, "I would like to join this **conversation**. I'm not a house. I'm a mango **orchard**. But I've seen the old times too. Rabindranath sat among my trees and wrote poems."

Shyamoli, an **earthen** house, says, "Has anything changed since those days? There are beautifully **carved** figures on my walls. They are as **fresh** today as they were yesterday."

"I lost five towers in a **storm**." Prayer House tells everyone.

"Sometimes changes hurt." Santiniketan says, "I vividly remember Rabindranath reading out his writings. Those days are no more."

Word Trove

lonely	:	friendless
conversation	:	dialogue/talk
orchard	:	a number of fruit trees growing together
earthen	:	made of clay
carved	:	engraved
fresh	:	new
storm	:	violent wind



Activity 3

Complete the following sentences with words from the text:

- (a) Deholi is now _____.
- (b) Prayer house is made of _____.
- (c) Amrokonja is a _____.
- (d) Prayer house had lost _____.

Activity 4

Fill in the following table:

Said by whom?	Statement
(a)	(i) I came up in 1863.
(b)	(ii) There were no electricity or motor cars then.
(c)	(iii) Rabindranath sat among my trees and wrote poems.
(d)	(iv) There are beautifully carved figures on my walls.



"Nothing has changed," Amrakunjo says, "there, see the students. They are sitting in open air. The earth is their classroom. The sky is their roof. It was the same when Rabindranath was among us."

"The bell rings at Singhasadan, the **gateway**," says Shyamoli. "It will ring for future generations."

"A **rehearsal** for a drama takes place tonight," says Punoscho, "they are using my **courtyard**."

"There is a song and poetry-reading evening with me.", says Amrakunjo.

"Santiniketan is a great center of education," says Deholi.

"Santiniketan is also the land of fun and **friendship**, "all the houses say together. "Santiniketan has always been, and will remain, the same. Let's sing ..."

"Red roads that run from the villages,
Lead my mind **astray**..."

Word Trove

gateway	:	entrance
rehearsal	:	practice before the final performance
courtyard	:	open space in front of the house
friendship	:	companionship
astray	:	to be led away





Activity 5

Arrange the following sentences in their proper order. Put the number in the boxes given:

- (a) There is a song and poetry-reading evening at Amrakunja.
- (b) Santiniketan will remain the same.
- (c) Santiniketan is a great centre of education.
- (d) A rehearsal for drama takes place at night.
- (e) The bell rings at Singhasadan.

Activity 6

Answer the following questions:

- (a) Why are the students sitting in the open air?
- (b) What will ring for the future generations?
- (c) How is the courtyard of Punascho used?
- (d) What is Santiniketan also famous for?

Activity 7(a)

Fill in the blanks with suitable Adverbs given in the Help Box:

- (a) Soldiers fight _____ for their country.
- (b) I go to school _____.
- (c) We should get up _____ in the morning.
- (d) The sun shines _____.

Help Box : daily, early, brightly, bravely

Activity 7(b)

Read the following passage. Pick out the Regular and Irregular Verbs and fill in the given table accordingly:

Rakhi got up early in the morning and washed her face. She took her breakfast at 8 a.m. and went to school at 10 a.m. At school she studied hard. During her lunch break, she played with her friends. She came back home at 4 p.m.

Regular Verbs	Irregular Verbs
(a)	
(b)	
(c)	
(d)	

Activity 7(c)

Fill in the blanks with the Present Continuous Tense of the verbs given in the brackets:

- (i) Ravi (read) a book in his room.
- (ii) I(learn) to speak English well.
- (iv) The boys (have) their lunch.
- (v) The children (listen) to a story.

Activity-8(a)

Fill in the blanks with words from the Help box:

- (a) I clearly _____ my first day in school.
- (b) _____ pots keep the water cool.
- (c) There is an _____ land in front of my house.
- (d) Children love to play with _____ balls.

Help Box : earthen, soft, empty, remember

Activity-8(b)

Make sentences of your own using the following words:

conversation : _____

electricity : _____

rehearsal : _____

sunlight : _____



It's rhyme time

Santiniketan

This is the place,
Where we play,
This is the place,
Where we learn,
In open air,
Under the sky,
Under the sun.

Many a house,
Numberless trees,
A ringing bell,
Shadowy green,
Here we run,
Here we play,
Here we learn.

This is the place,
Tagore loved,
This is the place,
We have fun,
Here we play,
Here we stay,
Here we learn.





Suppose you see an old house everyday on your way home from school. One day you decided to speak to the house. Now tell the class about the conversation you had.



Activity-9(a)

Suppose you went to Santiniketan last weekend with your parents. You saw an open-air classroom there for the first time. Write five sentences about your experience. Use the following hints:

- ⦿ students sitting under the trees
- ⦿ closeness to nature
- ⦿ difference with the classroom you are used to

Activity-9(b)

Who is your best friend? Describe her/him in a paragraph of five sentences. Use the following hints:

- ⦿ name of your best friend
- ⦿ where you met him/her first
- ⦿ why she/he is your best friend



Let's work together



On a map of West Bengal point out the following places:

- Kolkata
- Santiniketan
- The Sunderbans

Discuss in groups and write a few sentences about these places.



Teachers' Guidelines

We must understand that for all practical purposes, the students of any given classroom hardly represent a homogeneous unit. The teachers should expect to meet, and interact with, a classful of students from a wide cross-section of society. Their ability and readiness of reception may vary. This variability of competence must be considered and accommodated in the teaching methodology. This may be effected in a number of ways : (1) peer observation is a process that may be encouraged, where the comparatively advanced learners may be observed and emulated by others; (2) to talk and interact in class, so that the ones who are shy or reticent due to compromised competence get easily noticed and are then gradually helped by the teacher to participate fully in classroom conversation; (3) an environment of equality has to be carefully created within the classroom, and this is the biggest responsibility of the teacher. For the underprivileged child, the classroom must represent a window of liberation, a slice of society where class differences dissolve. This is especially relevant in the context of English teaching as the language still carries invisible links with privilege.

The vision of joyful learning that has received a significant focus in RTE Act, 2009 forms the foundation of the present textbook. The book aims to create an enjoyable atmosphere by providing an abundance of pictures and activities for the students, and it is expected that the teachers will exploit these resources to enrich the learning experience. The rubrics 'On your mark', 'Let's talk', and 'Let's work together' have been designed with the concept of co-operation and collaboration in mind, so that the spirit of belonging and camaraderie helps to enliven the classroom and remove any residual drudgery. All activities are to be transacted within the classroom in an open-ended manner, inviting multiple responses. These are to be done in line with RTE Act, 2009, clause 29(2)(g) that emphasizes upon 'making the child free of fear, trauma and anxiety and helping the child to express views freely.'

Specific guidelines for classroom transaction

Revision lesson (20 Periods) :

The main objectives of the revision lesson are:

- to reinforce the four major language skills of the students acquired in class III
- to facilitate the students to have easy access to the textbook based on the new syllabus.

The rubric **Let's do** indicates activities which the students have to do individually, in pairs or in groups. Activities 1-4 are to be done in pairs. The teacher should warm up the students before engaging them in activities. He/she will show a variety of pictures (TLM) of various animals and insects and elicit response from them by asking questions. Such oral - aural activities will help them in-

- English conversation practice

- ④ motivating them to participate in the activities mentioned in the textbook and also those that fall beyond it.

Teacher-student and student-student interactions are necessary before taking up activities 3 and 4. The oral interactions should be done in groups.

Let's talk is a listening-speaking activity. The teacher may also devise some additional topics to develop their oral-aural skills. The teacher can show them pictures of wild animals and domestic animals and ask questions regarding their activities and habits. She/he can also involve them in discussion to say a few sentences about these animals.

Activities 5-8 are to be done in pairs. The students should do activity 9 individually and the CCE is to be done. Activity 10 is to be done in groups. The activities should be preceded with oral-aural activity related to the identification and labelling of the body parts of a tiger. This activity is an integration of visual art and language learning in a joyful mode, as envisaged in NCF 2005. **Let's talk** is listening-speaking activity. The objective is to develop the English conversational skill of the students through wider exposure. Activity 11(a) is a group activity. Activity 11(b) and 12(a) are to be done in pairs. Activity 12(b) is to be done in groups. The students should discuss and take hints from the Help Box to write the sentences. The sentences should be coherent. Activity 13 and 14 are to be done in pairs.

Let's talk is a group activity. The students should narrate a story with the help of the given sequence pictures.

It's Rhyme Time is meant to provide the learners with the experience of joyful reading, involving the entire class. The teacher should recite the poem as a model recitation with correct pronunciation, stress, accent and intonation. The objective of the task is to develop the skill in performing art among the students as envisaged in NCF 2005:

"The arts, visual and performing, need to become an important component of learning in the curriculum. Children must develop skills and abilities in these areas and not treat these as a mere entertaining fringe. "

Let's work together is a group activity. The practical application of knowledge through joyful activity has to be emphasized upon.

Lesson 1: Why is the sky so high? (15 Periods)

Learning Objectives : Developing the student's skill in using Proper Nouns, enriching their vocabulary and writing short paragraphs in a coherent manner, developing their aural-oral skills, developing reading skills for skimming and scanning information.

On your mark is a pre-reading task. The teacher should motivate the children before engaging them in reading the input. The pre-reading task is a listening-speaking activity which should be undertaken in groups. The teacher should involve the students in oral-aural activity.

Let's read stresses upon the reading skill. The teacher should demonstrate to the students how to read correctly. He/she will read the text with correct pronunciation, stress, accent and intonation. He/she should show them how to read a sentence in word-clusters with proper pronunciation and intonation so that the text becomes meaningful. The learners will follow the teacher by reading aloud. At this point CCE can be done. Silent reading will follow for assessing the reading comprehension skill of the learners. Activities 1-2 should be done in pairs while reading the text. Teacher-student interaction follows and CCE can be done.

Word Trove is a collection of a new words with their meanings. The objective is to facilitate the learners to comprehend the text.

Let's continue indicates the shift to the next part of the lesson.

The rubric **Let's do** indicates an activity that has to be done in pairs or individually. Activities 3-6 are while reading activities

The objective of **Let's learn** is to develop the language/grammatical skill of the learners through functional application. Activity 7(a) is to be done in pairs. It can be preceded with an oral-aural activity. Activity 7(b), 8(a) and 8(b) are to be done in pairs. Activities 9(a) and 9(b) are group activities. They are writing tasks which should be preceded by oral-aural activity.

Let's talk is a Listening-Speaking activity. The teacher can play the role of a quiz-master. Students sitting in groups will have to respond to the questions. **Let's talk** is an oral-aural activity. The teacher will monitor the activity and encourage peer-learning.

It's rhyme time should involve the whole class. The teacher should show the students how to recite a rhyme with proper gestures or actions, correct pronunciation, stress and intonation.

The objective of **Let's learn** is to develop the language/grammatical skill of the learners through functional application.

Let's work together is a group activity. The objective here is to go beyond the boundary of textbook learning. The practical application of knowledge through joyful activity has been envisaged here.

Lesson 2: A Girl in a Fair (15 Periods)

Learning objectives: Developing the skill to identify and use noun and pronoun, developing vocabulary skill, developing performing skill to recite rhyme using correct pronunciation and intonation and expressing views in oral and written forms.

On your mark is a pre-reading activity where the learners are supposed to identify and label the picture. The given picture generates discussion on the concept of a fair. It also has an oral-aural exercise motivating the learners to read the text. The rubric **Let's do** is used for doing while-reading

activities and also for developing language and writing skills. Activity 1-8 should be done in pairs. **Let's talk** is a Listening-Speaking activity which is to be done individually. **Let's work together** is also a group activity. The teacher should organize pupil-pupil [P/P] interaction before they are engaged in the writing activity.

Lesson 3: Taste of Bengal (20 Periods)

Learning objectives: Reinforcing the skill developed in the earlier two lessons, that is, the use of proper noun, pronoun and also developing the skill to form words from a given maze.

The teacher motivates the learners. The learners are involved in discussion. Interaction occurs between teacher-pupil [T/P] and also pupil-pupil [P/P]. All the learners are expected to engage in silent reading. Activity 1 is individual work and here CCE is to be done. Activities 2-4 are pair work. **Let's talk** is an activity on English conversation. Activity 6 and 7, 8(a), 8(b) are for pair work. The students will do group work for 9(a) and 9(b). **Let's work together** is a group activity where the students are supposed to draw pictures of their favourite food and talk to their friends.

Lesson 4: The Hero (15 Periods)

Learning objectives : Developing the skill to identify regular and irregular verb, qualifying adjective and to convert present to past form.

On your mark gives an exposure to the students to different professions. Activities 1-4 are pair work. Activities 5,6 are group activities. Students are given an exposure to qualifying adjectives and past tense. The following 7(a), 7(b), 7(c) are exercises following these grammatical items. The students are then given exposure to regular and irregular verbs. Activities 8(a), 8(b) are vocabulary exercises which may be done in pairs or in groups. Activities 9(a) and 9(b) are group activities. **Let's work together** is a project which is to be done in groups.

Lesson 5: Meeting Barre Miya (15 Periods)

Learning objectives : Developing the skill to identify and use present continuous tense. The lesson begins with the rubric **On your mark** for the motivation of the students. Activities 1 and 2 facilitate the students to contextualize the text. Activities 3-6 are to be done in pairs. Activities 7(a), 7(b), 8(a), 8(b) are to be done individually. The learners' skill in making sentences not only helps them to learn how to write English correctly, but also to express themselves properly.

Activities 9(a), 9(b) are group activities. But they should be preceded with aural-oral activities. **Let's work together** is a group activity for the purpose of experiential learning which integrates visual art and craft with language learning as envisaged in the NCF 2005 page 55 which says "Crafts should be taught as projects and not as classroom exercises."

Lesson 6: Swadesh (15 Periods)

Learning objectives : Developing the skill to use adverbs

On your mark is a warm-up activity involving the learners in English conversation. Activities 1,2 help the learners to contextualize the text. Activities 3-6 are to be done in pairs. Activities 7(a), 7(b), 8(a), 8(b) are to be done individually. Activities 9(a), 9(b) are group activities which should be preceded with discussion. **Let's work together** is a project work involving the learners to work in harmony.

Lesson 7: A Dream Journey (20 Periods)

Learning objectives : Reinforcing the skill to use Present Continuous tense, Adverb and identifying the states of India with their capitals.

On your mark is a pre-reading activity. The teacher motivates the class and interacts with the students. The students identify the pictures and match them with their respective names. The students interact among themselves. The activity develops the student's skill of observation and interpretation regarding the various important sites and monuments of Kolkata. Activities 1-6 are pair activities. Activities 7(a), 7(b), 8(a) 8(b) are individual activities. **Let's Talk** intends to develop the conversational skill of the learners. **Let's work together** is a group activity. The lessons are intended to ensure "all-round development of the child; building up child's knowledge, potentiality and talent; learning through activities, discovery and exploration in a child-friendly and child-centred manner; and making the child free from fear, trauma and anxiety and helping the child to express views freely". (chapter 5, RTE Act 2009)

Lesson 8: Sisters (15 Periods)

Learning objectives : Developing the skill to identify prepositions and use them in correct sentences. The teacher motivates the class by showing the pictures and asking them to role-play. Activities 1-6 are to be done as pair work. Activities 7(a), 7(b), 8(a), 8(b) are to be done individually. Activities 9(a), 9(b) are group activities. In **Let's work together**, the students are supposed to enact a play.

Lesson 9: A Profile in Kindness (15 periods)

Learning objectives : Reinforcing the skill to use prepositions, identifying and classifying proper noun, pronoun and qualifying adjectives, ability to solve a crossword puzzle, developing speaking skill to narrate a personal experience and writing paragraphs on it.

The teacher motivates the students involving them in P-P interaction on the do's and don'ts of social ethics. **On your mark** prepares the students to learn about social values by going through a biographical writing. Activities 1-6 are to be done in pairs. Activities 7(a), 7(b), 8(a) and 8(b) are to be done individually. Activities 9(a) and 9(b) and **Let's work together** are group activities.

Lesson 10: Santiniketan (15 periods)

Learning objective : Reinforcing the skill to use adverb, identifying and differentiating between regular and irregular verb forms, using present continuous tense, developing the performing skill to recite a poem, developing conversational skill along with reading and writing skill.

On your mark is a warm-up activity where the students are motivated to learn about Santiniketan. The students develop the skill to identify the various festivals of India.

Let's do includes Activities 1-6 which are while-reading activities. They are to be done in pairs or individually and the CCE can be done. Activities 7(a), 7(b), 7(c), 8(a), 8(b), 9(a) and 9(b) are to be done individually. **Its rhyme time** is a group activity. **Let's talk** is an individual activity but **Let's work together** is a project which should be done in groups.

Continuous and Comprehensive Evaluation (CCE)

RTE Act, 2009, (Ch.5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a “child’s understanding of knowledge and his or her ability to apply the same” [R.T.E. Act, 2009]. It also makes mandatory that “no child shall be required to pass any board examination till the completion of elementary education.” These activities indicate the child’s holistic development which includes his/her knowledge, potentiality and talent. These should closely be monitored through continuous evaluations based on the child’s various activities. Various activities that test the multifarious skills of language are included in this textbook. It may be noted that peer learning and group activity facilitates a CCE round and so remedial work lessons become unnecessary.

As a last word, it may be pointed out that there is no fixed and unique methodology for classroom transaction. The teacher will use the methodology that best caters to the holistic development of the learners.

MY PAGE -1

What do you feel about the book?

MY PAGE -2

What do you feel about the book?

MY PAGE -3

What do you feel about the book?

