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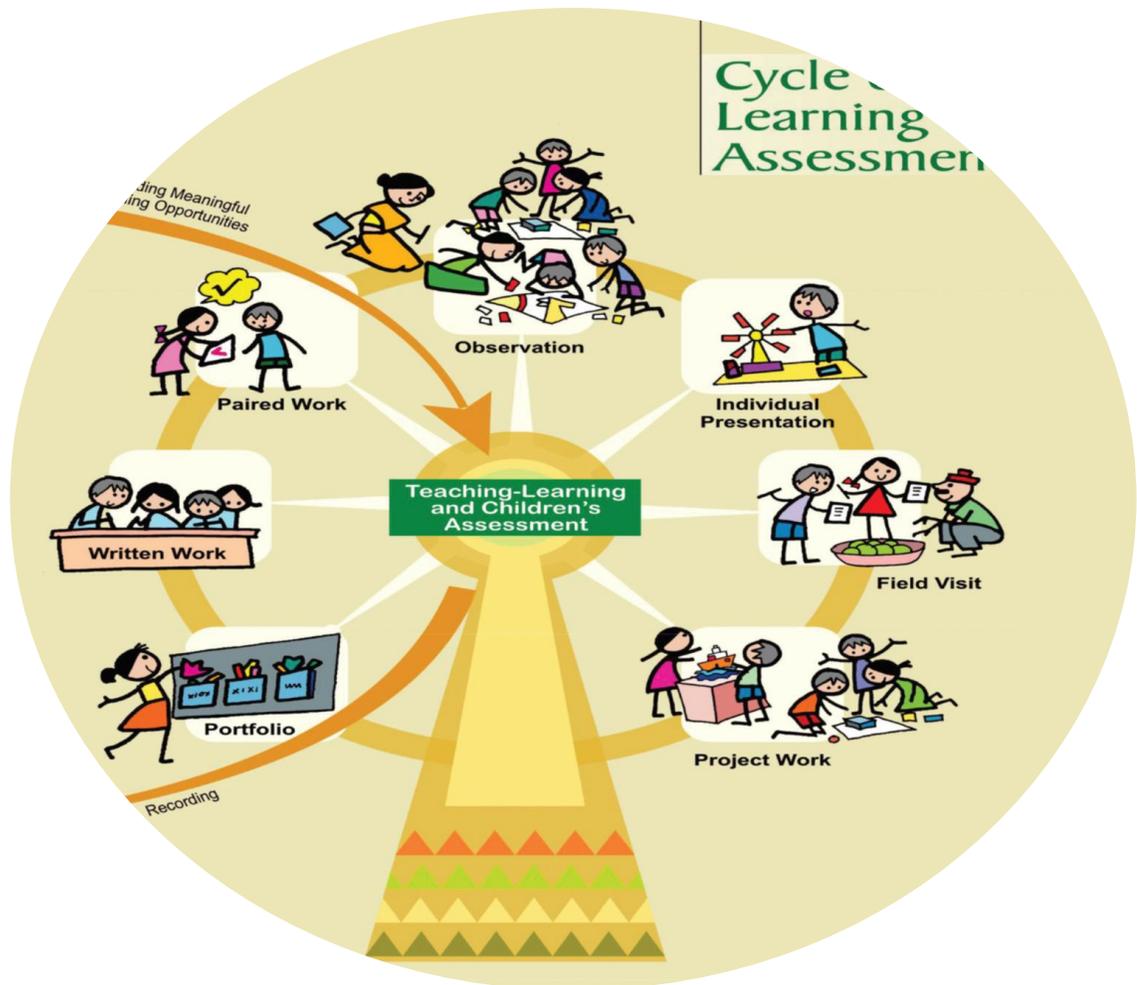
# ***TEACHER'S HANDBOOK ON LEARNING OUTCOMES***

***SUBJECT: ENGLISH***

***CLASS: V***

***VENUE: RIE SEC 32, CHD.***

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**ASSESSMENT TOOLS/QUESTION BANK**

**BASED**

**ON**

**LEARNING OUTCOMES**

**SUBJECT-ENGLISH**

**CLASS-V**

**VENUE: RIE- 32, CHANDIGARH**

## **FOREWORD**

A classroom consists of heterogeneous group of students in terms of learning proficiency. These students exhibit a wide variety of abilities. However, the assessment procedure many times is ignored at the school level. The results of assessment therefore, are not a true representation of level of students. As a result of such negative washback effect of assessment, the learning process slows down. The assessment tool produced at RIE aims at assessing different levels of learners. It measures various learning outcomes of English language (Classes I-VIII) very systematically assessing each focused outcome at a time and other outcomes also. Assessment should explore ways of making the students active contributors with an independent expression that allows individualization in a classroom and assessment should enable students to consistently reflect their true abilities in English language learning using the language holistically in real life situation. Assessment must be continuous and unstressful. It needs to be carried out continuously over a period of time with emphasis on understanding the cultural dimensions of English language learning and teaching for exploring their proficiency in English, its vocabulary and its grammar which are the fundamental features that give children their space and time in learning in their individual ways.

## Subject: English

### About the document :

The document includes unit wise plans of assessing learners as per learning outcomes prepared by NCERT for classes I to VIII in English along with the open ended questions, group activities, individual tasks and paper pencil test.

### Assessment in Language

- One does not need special test for keeping a record of the students or for preparing a report card; learning activities themselves provide the basis for such ongoing observational and qualitative assessment.
- The types of questions that are set for assessment need not be restricted to those found in the **text** book.
- Questions that are open ended and challenging could also be used.
- Grading and correction has to be carried out in the presence of the students and feedback has to be provided on their answers regarding their correct and wrong responses with justified reasons.
- Not only learning outcome but also **learning experiences** themselves must be evaluated. Exercises, both individual and collective can be designed to enable the learner to reflect on and assess their learning experiences.
- Self assessment may be encouraged. Every classroom interaction with the children requires the review of their own work and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not.
- Idea of this document is **NOT** to give the teacher a finite inventory of items on the basis of which she/he can evaluate a child. The idea is to empower to create a large inventory of his/her own, as a **teacher's portfolio** which is constantly enriched and enlarged by experience.
- Assessment should be part of teaching learning process rather than a one time activity.
- Every unit taught and assessed must integrate all the skills.
- Learning outcomes are best achieved when language skills are integrated for a holistic development of language.

Director  
Regional Institute of English  
Chandigarh

**PREPARATION OF SUBJECT WISE ASSESSMENT TOOLS/SAMPLE QUESTION BANK  
IN ENGLISH FOR PRIMARY AND UPPER PRIMARY CLASSES**

**(VENUE – REGIONAL INSTITUTE OF ENGLISH, SECTOR-32C, CHANDIGARH)**

**10.09.2018 TO 19.09.2018**

<b>Venue Coordinator</b>	<b>Dr. Vandana Lunyal, Director, RIE-32, Chandigarh</b>	
<b>Programme Coordinator</b>	<b>Ms. Sarita Tewari,</b>	
<b>Advisory staff</b>	Ms. Preeti Deo Ms. Opendejeet Kaur Ms. Tejinder Kaur	
<b>Primary (Group-1)</b>		
<b>Resource Person</b>	Mr. Munish Kumar JBT, GMS, Palsora Colony, Chd.	Class-5

**CLASS-V**  
**ENGLISH**

## Class V (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs</li> <li>• participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard</li> <li>• look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning</li> <li>• prepare speech for morning assembly, group discussions, debates on selected topics, etc.</li> <li>• infer the meaning of unfamiliar words from the context while reading a variety of texts</li> <li>• refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms</li> <li>• understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context</li> <li>• relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context</li> <li>• read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc.</li> <li>• find out different forms of writing (informal letters, lists, stories leave application, notice etc.)</li> <li>• learn grammar in a context and integrated manner ( such as use of nouns, adverbs; differentiates between simple past and simple present verbs.)</li> <li>• use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc.</li> <li>• take dictation of sort texts such as lists, paragraphs and dialogues.</li> <li>• enrich vocabulary through crossword puzzles, word chain etc.</li> </ul>	<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read.</li> <li>• recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.</li> <li>• acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc.</li> <li>• reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs</li> <li>• conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.</li> <li>• uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions</li> <li>• uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context</li> <li>• reads text with comprehension, locates details and sequence of events</li> <li>• connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc.</li> <li>• uses the dictionary for reference</li> <li>• identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs</li> <li>• writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers</li> <li>• writes a ‘mini biography’ and ‘mini autobiography’</li> <li>• writes informal letters, messages and e-mails</li> <li>• reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries</li> </ul>

## Contents

### *About the package*

<b>Sr. No.</b>	<b>Content</b>	<b>Page No.</b>
1.	Teachers logbook/rubrics	
2.	Progress Sheet	
3.	Index of Assessment Sheet/ Question Banks	
4.	Assessment Sheet/ Question Banks	
5.	Suggested group activities	
6.	Exemplar Lesson Plan	

**PLAN TO ASSESS THE CHILD'S PERFORMANCE AND PARTICIPATION  
(TEACHER'S LOG BOOK/ PORTFOLIO)  
CLASS 5**

<b>MONTH</b>	<b>CHAPTER/ UNIT/ THEME</b>	<b>PROCESS/ TO BE DEVELOPED BY THE TEACHER (Focus on customizing lesson plan)</b>	<b>ASSESSMENT STRATEGY</b>	<b>LEARNING OUTCOMES</b>
As per DEO	UNIT- 1 ICE CREAM MAN WONDERFUL WASTE	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>• shares games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. (E5.2)</li> <li>• appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc (E5.19)</li> </ul>

As per DEO	UNIT- 2 TEAMWORK FLYING TOGETHER	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>• <b>acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’etc (E5.3)</b></li> </ul>
As per DEO	UNIT- 3 MY SHADOW ROBINSON CRUSOE	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>• <b>uses synonyms such as ‘big/large’, ‘shut/close’, and antonyms like inside/outside, light/dark from clues in context (E5.7)</b></li> </ul>

As per DEO	UNIT 4 CRYING MY ELDER BROTHER	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>• <b>conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. (E5.5)</b></li> </ul>
As per DEO	UNIT 5 THE LAZY FROG RIP VAN WINKLE	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>• <b>uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions (E5.6)</b></li> </ul>

As per DEO	UNIT 6 CLASS DISCUSSION THE TALKATIVE BARBER	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>• <b>identifies kinds of nouns, adverbs; (E5.12)</b></li> <li>• <b>differentiates between simple past and simple present verbs (E5.12)</b></li> <li>• <b>writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers (E5.13)</b></li> </ul>
As per DEO	UNIT 7 TOPSY-TURVY LAND GULLIVER'S TRAVELS	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> </ul>

				<ul style="list-style-type: none"> <li>• reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries (E5.16)</li> <li>• writes informal letters, messages and e-mails (E5.15)</li> </ul>
As per DEO	UNIT 8 NOBODY'S FRIEND THE LITTLE BULLY	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>• connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences (E5.9)</li> <li>• writes and speaks on peace, equality etc suggesting personal views (E5.18)</li> </ul>
As per DEO	UNIT 9 SING A SONG OF PEOPLE AROUND THE WORLD	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Story Narration</li> <li>• Recitation</li> <li>• Observation</li> <li>• Drawing</li> <li>• Total Physical Response</li> <li>• Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>• recites and shares English songs &amp; poems (E5.2)</li> <li>• answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>• reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>• uses the dictionary for reference (E5.11)</li> <li>• takes dictation for different purposes,</li> </ul>

		process as per mentioned in the NCERT learning outcomes documents.		<p>such as lists, paragraphs, dialogues etc. (E5.10)</p> <ul style="list-style-type: none"> <li>reads independently English storybooks, news items/ headlines, advertisements talks about it, and composes short paragraphs (E5.4)</li> <li>attempts to write creatively (stories, poems, posters, etc) (E5.17)</li> </ul>
As per DEO	UNIT 10 MALU BHALU WHO WILL BE NINGTHOU?	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets Suggested pedagogical process as per mentioned in the NCERT learning outcomes documents.</p>	<ul style="list-style-type: none"> <li>Group work</li> <li>Story Narration</li> <li>Recitation</li> <li>Observation</li> <li>Drawing</li> <li>Total Physical Response</li> <li>Paper pencil test</li> </ul>	<ul style="list-style-type: none"> <li>recites and shares English songs &amp; poems (E5.2)</li> <li>answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read (E5.1)</li> <li>reads text with comprehension, locates details and sequence of events (E5.8)</li> <li>uses the dictionary for reference (E5.11)</li> <li>takes dictation for different purposes, such as lists, paragraphs, dialogues etc. (E5.10)</li> <li>writes a 'mini biography' and 'mini autobiography' (E5.14)</li> </ul>

## NOTES:

- The entire year is divided into four quarters and the syllabus to be covered in each quarter is divided accordingly.
- Monthly bifurcation of the content to be done as per the plans sent by DEO
- One unit consists of one prose and one poem along with exercises given at the back of the text book.
- The teacher can customize the aforesaid plan as per the classroom requirement and needs of the learner.
- The teacher must use the teacher's handbook prescribed by the NCERT.







**Note for the Teacher :**

**Teacher can use any grading system or can devise any ranking system in order to identify the level of learner corresponding to each learning outcome.**

The teacher will add the month as per the DEO bifurcation

The teacher can assess the learning outcomes as per his/ her convenience.

March, September, February, June are not included (examination and review time and summer vacation month)

<b>Needs lot of support</b>	★
<b>Able to do with support</b>	★ ★
<b>Age appropriate</b>	★ ★ ★
<b>Beyond expected level</b>	★ ★ ★ ★

**Teacher can also write Lowest Performing Learning Outcomes towards the end of quarter out of her targeted outcomes for that quarter (Teacher will plan her learning process in the next quarter as per her lowest learning outcomes)**

For example:

Lowest Performing Outcomes towards the end of April

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of May

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of July

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of August

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of October

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of November

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of December

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of January

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of **Session**

- \_\_\_\_\_
- \_\_\_\_\_

## Index (Class 5)

Code No.	Learning Outcomes The Learner	Sheet No.
E5.1	answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read.	3
E5.2	recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.	2,4
E5.3	acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.	1
E5.4	reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs	12,13
E5.5	conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.	23
E5.6	uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions	16,22
E5.7	uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context	14
E5.8	reads text with comprehension, locates details and sequence of events	11,12
E5.9	connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences	3
E5.10	takes dictation for different purposes, such as lists, paragraphs, dialogues etc.	15
E5.11	uses the dictionary for reference	11
E5.12	identifies kinds of nouns; differentiates between simple past and simple present verbs	17
E5.13	writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers	19,20
E5.14	writes a 'mini biography' and 'mini autobiography'	18
E5.15	writes informal letters, messages and e-mails	21
E5.16	reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries	13
E5.17	attempts to write creatively (stories, poems, posters, etc)	19,20
E5.18	writes and speaks on peace, equality etc suggesting personal views	22
E5.19	appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc.	22

# 1. Assessment Sheet

	<p><b>Learning outcomes:- (Listening &amp; Speaking)</b></p> <p><b>The Learner</b></p> <ul style="list-style-type: none"><li>• acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc</li></ul>
	<p><b>Language Items:-</b></p> <p>The teacher will give instructions to the students and the students will carry out the instructions.</p> <ol style="list-style-type: none"><li>1. Come here. Take the chalk. Look at the blackboard. Write your name on the blackboard.</li><li>2. Go there. Open the door. Shut the window. Go out. Come in.</li><li>3. Open your books. Open your books at page 56. Bring me your book. Pack up your books now.</li><li>4. Hit the ball. Run to the finish line. Throw the ring. Wash your hands.</li><li>5. Head down. Stand up. Sit down. Make a single line.</li></ol>

## 2. Assessment Sheet

Learning outcomes:- (Listening & Speaking)

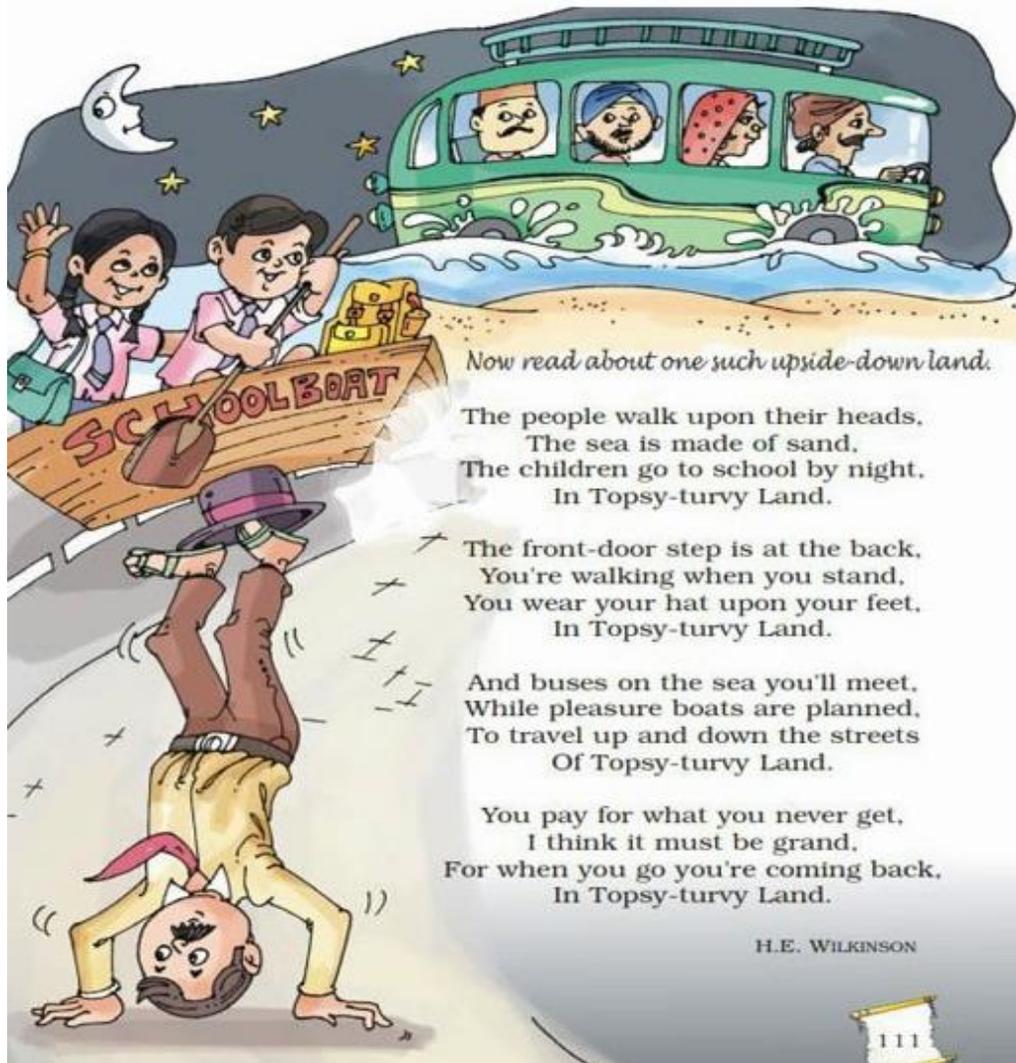
The Learner

recites and shares English songs & poems

Ref. Marigold Text Book Units

Language Items:-

The learner will learn the poems by heart and recite it with actions.  
The poem given in text book and from other sources as per his level can be taken up.



*Now read about one such upside-down land.*

The people walk upon their heads,  
The sea is made of sand,  
The children go to school by night,  
In Topsy-turvy Land.

The front-door step is at the back,  
You're walking when you stand,  
You wear your hat upon your feet,  
In Topsy-turvy Land.

And buses on the sea you'll meet,  
While pleasure boats are planned,  
To travel up and down the streets  
Of Topsy-turvy Land.

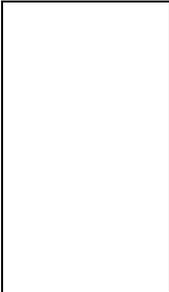
You pay for what you never get,  
I think it must be grand,  
For when you go you're coming back,  
In Topsy-turvy Land.

H.E. WILKINSON

### 3. Assessment Sheet

	<p><b>Learning outcomes:- (Listening &amp; Speaking)</b></p> <p><b>The Learner</b></p> <ul style="list-style-type: none"><li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read</li><li>• connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li></ul> <p><b>Ref. Marigold Text Book Units</b></p>
	<p><b>Language Items:-</b></p> <p>The teacher will narrate the story using bilingual language to the students and they will respond orally to the questions related to the story in any language.</p> <p>In the city of Cashgar, lived a barber who was a great talker. Once the Sultan called the barber to shave his head. The barber started talking non-stop instead of shaving him. The Sultan got angry.</p> <p>“When are you going to stop talking and begin to do your work?”</p> <p>The Barber replied, “You do me an injury by calling me a chatterer.”</p> <ol style="list-style-type: none"><li>1. Q Where did the barber live?</li><li>2. Q Who called the barber to his Palace?</li><li>3. Q Why did the Sultan call barber?</li><li>4. Q Why did the Sultan get angry?</li><li>5. Q What did the barber reply?</li></ol>

# 4. Assessment Sheet



**Learning outcomes:-**

**The Learner**

shares games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.

**Ref. Newspaper Children Section**

**Language Items:-**

The student will cut out the children section from the newspaper and share it with his classmates.

## KID'S CORNER

### Easters Many Symbols

*Replace the missing words*

**SUNDAY      GOD      CHRISTIAN**  
**EGGS      WEEK      RESURRECTION**

Easter is known to be the \_\_\_\_\_ that marks the end of the Holy \_\_\_\_\_, an event that commemorates the death and \_\_\_\_\_ of Jesus Christ. It is greatly influenced by the \_\_\_\_\_ faith as it reminds believers to remember the last sacrifice of the Son of \_\_\_\_\_. Others think of it as a time of celebration with Easter \_\_\_\_\_, bunnies and peeps.



**EXTRA**

In the old days pretzels were associated with Easter because the twists of the pretzel were thought to resemble arms crossing in prayer.

Answer the math questions and use the color key to color Peter Rabbit.

0 gray
1 yellow
2 blue
3 green

### EASTER

WORD SEARCH

S	U	E	X	I	W	R	K	Y	B	C
I	A	C	I	D	B	X	V	U	R	S
B	D	V	E	J	K	T	N	O	R	E
J	N	P	I	B	V	N	S	E	T	G
M	E	J	H	O	Y	S	W	E	Q	L
R	Y	M	E	V	R	O	K	V	X	S
N	G	C	D	I	L	S	T	N	A	U
C	C	L	S	F	A	E	G	G	S	S
I	S	E	H	B	J	A	U	D	W	E
D	N	V	Y	Y	A	D	N	U	S	J
D	O	S	W	T	T	O	M	B	X	S

RISEN      SUNDAY  
 CROSS      FLOWERS  
 TOMB      EGGS  
 JESUS      BASKET  
 SAVIOR      BUNNY

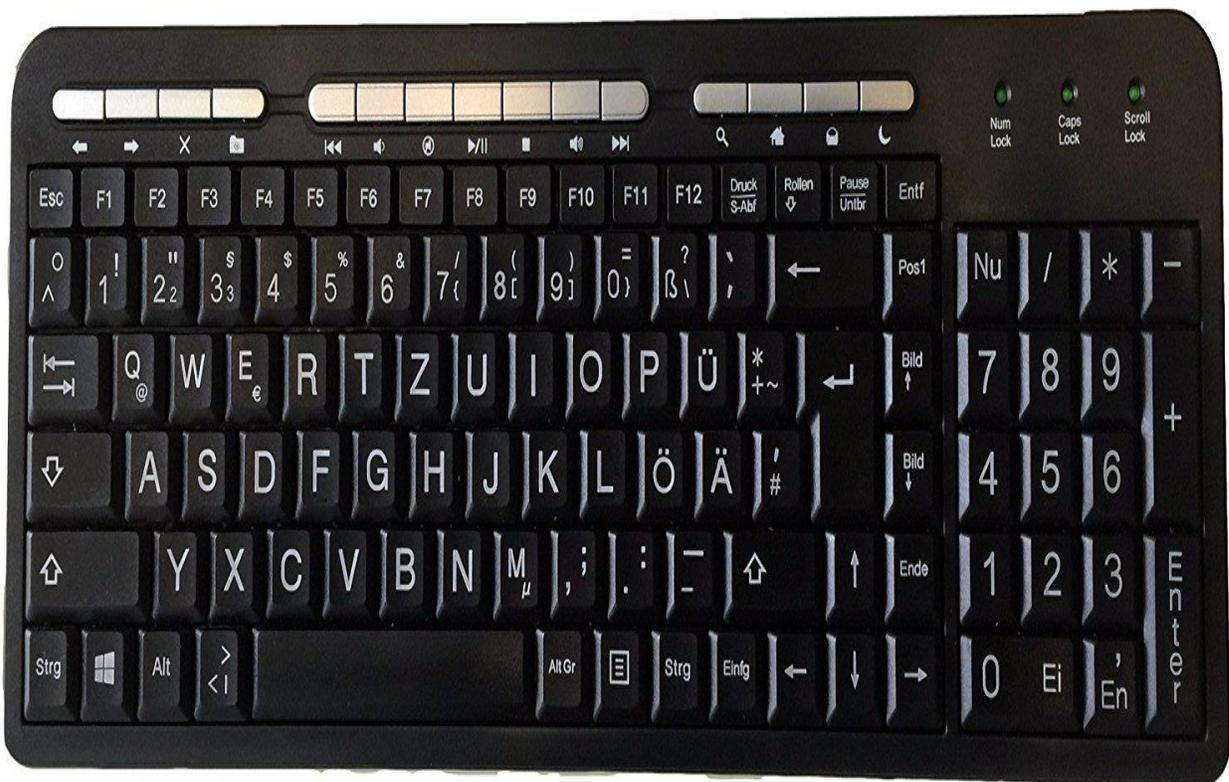
What is your favorite part of Easter?

## 5. Assessment Sheet

**Learning outcomes:- (Reading & Writing)**  
**Basics of Reading**

**Language Items:-**

**Recognize the letters given in the keyboard**



## 6. Assessment Sheet

Learning outcomes:- (Reading & Writing)  
Basics of Reading

Language Items:-

Recognize the letters given in the keyboard



# 7. Assessment Sheet

Learning outcomes:- (Reading & Writing)  
Basics of Reading

Language Items:-  
Read aloud:-

**a**  
at  
an  
as  
at

**e**  
be  
he  
me  
we

**i**  
if  
in  
is  
it

**o**  
go  
no  
so  
lo  
of  
on  
or  
ox

**u**  
up  
us

Rhyming words:-

- 1. at      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- 2. in      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- 3. be      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- 4. no      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

## 8. Assessment Sheet

Learning outcomes:- (Reading & Writing)  
Basics of Reading

Language Items:-

Read the passage and answer the following questions:-

**A fat dog sat in the cab. The dog had a red pup. The pup did not run. The dog was sad for it. He led the pup but the pup hid in the bin. It got a bun in the bin. The dog sat in the gap. The pup ran in a big fun. It had bun in its lap. The dog fed the bun to his pup and got it to run. The pup did so. It ran as a jet and met a boy. The boy got it in its lap.**

1. The dog had \_\_\_\_\_.
2. It got a bun \_\_\_\_\_.
3. The pup ran \_\_\_\_\_.
4. It ran as a jet and \_\_\_\_\_.
5. The boy got \_\_\_\_\_.

## 9 & 10. Assessment Sheet

**Learning outcomes:- (Reading & Writing)**  
**Basics of Reading**

**Language Items:-**

9.

a	no	how	what	with
am	to	now	more	each
an	my	you	some	were
as	by	our	away	from
at	can	out	many	these
i	ran	her	very	those
if	had	who	said	there
in	has	the	once	their
is	was	she	over	where
it	saw	one	your	could
be	may	all	down	would
he	day	and	here	should
me	did	are	went	other
we	him	this	told	which
up	his	that	into	under
us	for	than	also	shall
of	not	them	came	little
on	too	then	made	about
or	but	they	have	every
so	its	when	will	asked

10.

**Read the passage and answer the following questions:-**

Once there was a man. One day a little boy came to him. The man said, "Where are you from? What can I do for you?" The boy said, "We have to dig a well. It is May and we should do this now." The man asked him how they could dig without men. The boy said, "These are the men who will dig the well with us if you too." The man saw at the men. He went away with them. They were very fat. All the men had more than one sac in their bags which were very big. But when they reached, they said, "We shall not dig the well. This is your job." Each of them sat down. Many other men came there. The boy said, "No, this is not my job. The well is for all. So do it for you, me and all." Then there came a woman. She had an axe. She said, "Be a man and dig the well or go away. I am here and I will dig it alone." She made the men to do so. They got up on her words.

**Q 1. Who came to the man one day?**

ans. \_\_\_\_\_

**Q 2. What did the boy say to the man?**

ans. \_\_\_\_\_

**Q 3. What did all the men have in their bags?**

ans. \_\_\_\_\_

**Q 4. Complete the sentence**

We shall not \_\_\_\_\_

## 11. Assessment Sheet

<b>11.</b>	<p><b>Learning outcomes:- (Reading &amp; Writing)</b> <b>The Learner</b></p> <ul style="list-style-type: none"><li>• reads text with comprehension, locates details and sequence of events</li><li>• uses the dictionary for reference</li></ul> <p><b>Ref. Marigold Text Book</b></p>
	<p><b>Language Items:-</b> <b>Read the passage and answer the following questions:-</b> On the 16th of June 1730 we discovered land. Our captain sent a dozen men with vessels for water, if any could be found. When we came to land we saw no river or spring nor any inhabitants. I went on to explore. The country was barren and rocky. I turned back to join the crew, only to see them getting into the boat and rowing for life to get to the ship. Before I could reach them I discovered a huge creature walking after them in the sea as fast as he could. The water of the ocean reached only till his knees.</p> <p><b>Q 1. When did they discover the land?</b></p> <p>ans. _____</p> <p><b>Q 2. Who sent a dozen of men?</b></p> <p>ans. _____</p> <p><b>Q 3. What type of country was it?</b></p> <p>ans. _____</p> <p><b>Q 4. What did he observe?</b></p> <p>ans. _____</p> <p><b>Q 5. Write the meaning of 'discovered'</b></p> <p>ans. _____</p>

## 12. Assessment Sheet

12.	<p>Learning outcomes:- (Reading &amp; Writing)</p> <p>The Learner</p> <ul style="list-style-type: none"><li>• reads text with comprehension, locates details and sequence of events</li><li>• uses the dictionary for reference</li></ul> <p>Ref. Marigold Text Book</p>
	<p>Language Items:-</p> <p><b>A fox was walking through the forest when he saw a crow sitting on a tree branch with a fine piece of cheese in her beak. The fox wanted the cheese and decided he would be clever enough to outwit the bird. "What a noble and gracious bird I see in the tree!" proclaimed the fox, "What exquisite beauty! What fair plumage! If her voice is as lovely as her beauty, she would no doubt be the jewel of all birds." The crow was so flattered by all this talk that she opened her beak and gave a cry to show the fox her voice. "Caw! Caw!" she cried, as the cheese dropped to the ground for the fox to grab.</b></p> <p><b>Q 1. Where was the fox walking?</b></p> <p>ans. _____</p> <p><b>Q 2. Which animal was sitting on the tree?</b></p> <p>ans. _____</p> <p><b>Q 3. What did the fox want from the crow?</b></p> <p>ans. _____</p> <p><b>Q 4. What happened when the crow opened its beak?</b></p> <p>ans. _____</p> <p><b>Q 5. Write the meaning of 'lovely'</b></p> <p>ans. _____</p>

## 13. Assessment Sheet

13.

Learning outcomes:- (Reading & Writing)

The Learner

reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries

Language Items:-

Look at the advertisement given below and answer the following questions by choosing the correct option:-



Q 1. The advertisement is about \_\_\_\_\_

- a) icecream      b) biscuit      c) chocolate      d) Wafer

Q 2. The name of the ice cream brand is \_\_\_\_\_

- a) Vadilal      b) Amul      c) Havmor      d) Kwality Walls

Q 3. The quantity of ice cream given in the box is \_\_\_\_\_

- a) 1.3 L      b) 1.2 L      c) 1.5 L      d) 1.8 L

Q 4. \_\_\_\_\_ ice cream is free.

- a) 28%      b) 50%      c) 25%      d) 33%

Q 5. The quantity 1.2 L is equal to \_\_\_\_\_

- a) 900+200 ml      b) 800 + 300 ml      c) 900 + 300 ml      d) 800 + 500 ml

## 14. Assessment Sheet

14.	<p>Learning outcomes:- The Learner</p> <ul style="list-style-type: none"><li>• uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context</li></ul> <p>Ref. Petals Pg. 22</p>
	<p>Language Items:- Write the antonyms of the underlined words:-</p> <ol style="list-style-type: none"><li>1. The window is <u>shut</u> but the door is _____.</li><li>2. Pinky is <u>present</u> but Jai is _____.</li><li>3. The story is not <u>true</u>, it is _____.</li><li>4. My belt is <u>tight</u>, her belt is _____.</li><li>5. The see-saw goes <u>up</u> and _____.</li></ol> <p>Underline the word in each set that is opposite to the word in bold letters.</p> <ol style="list-style-type: none"><li>1. <b>enemy</b> – friend      child      toy</li><li>2. <b>heavy</b> - tall      light      thin</li><li>3. <b>upper</b> - middle      behind      lower</li><li>4. <b>rude</b> - noisy      polite      tiny</li><li>5. <b>happy</b> - joyful      sad      best</li></ol>

**15. Assessment Sheet**

<b>15.</b>	<b>Learning outcomes:-</b> <b>The Learner</b> <ul style="list-style-type: none"><li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc.</li></ul>
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<b>Language Items:-</b>	
<p><b>LIST</b></p> <p>chatterer</p> <p>defect</p> <p>opinion</p> <p>exhausted</p> <p>dessert</p> <p>examine</p> <p>inhabitants</p> <p>barren</p>	<p><b>PARAGRAPH</b></p> <p>Once upon a time, not so very long ago, there was a small boy called Hari. Although he was not very big, he was strong and he loved to tease all the boys and girls who went to school with him. What he loved to do most was to pinch. He could make a big bruise appear in half a second. Another trick he played was pricking people with a pin.</p>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

## 16. Assessment Sheet

<b>16.</b>	<b>Learning outcomes:-</b> <b>The Learner</b> <ul style="list-style-type: none"><li>• uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions</li></ul>
	<b>Language Items:-</b> <b>Rewrite the following sentences:-</b>  1. going/ he/ is/ market/ to.  ans. _____.  2. honesty/ policy/ is/ best/ the.  ans. _____.  3. you/ late/ are/ why/ today?  ans. _____?  4. favourite/ English/ my/ subject/ is.  ans. _____.  5. are/ what/ doing/ you/ today?  ans. _____?

## 17. Assessment Sheet

<b>17.</b>	<b>Learning outcomes:-</b> <b>The Learner</b> <ul style="list-style-type: none"><li>• identifies kinds of nouns</li><li>• differentiates between simple past and simple present verbs</li></ul> <b>Ref. Petals Pg. 5</b>
	<b>Language Items:-</b>  <b>Underline the nouns in the sentences below and identify their kinds.</b>  1. Rohan is very happy today. _____  2. She is my good friend. _____  3. Gold is very costly. _____  4. He was awarded for his bravery. _____  5. Our class won the medal. _____  <b>Write the type of tense:-</b>  1. He went to school with his friend. _____  2. I play football in the evening. _____  3. They live in Chandigarh. _____  4. The lion came out of his den. _____  5. She likes to read books. _____

## 18. Assessment Sheet

<b>18.</b>	<b>Learning outcomes:-</b> <b>The Learner</b> <ul style="list-style-type: none"><li>• writes a 'mini biography' and 'mini autobiography'</li></ul>
	<b>Language Items:-</b> <b>Write a paragraph on your daily routine.</b> <hr/> <hr/> <hr/> <hr/> <b>Write a paragraph on 'My Best Friend'</b> <b>Write a paragraph on 'My Family'.</b> <b>Write a paragraph on 'My Best Teacher'.</b> <b>Write a paragraph on 'My good qualities'.</b>



**20. Assessment Sheet**

<p style="text-align: center;"><b>18.</b></p>	<p><b>Learning outcomes:-</b> <b>The Learner</b></p> <ul style="list-style-type: none"><li>• writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers</li><li>• attempts to write creatively (stories, poems, posters, etc)</li></ul>
	<p><b>Write a story on 'The Lion and the Mouse' with the help of following clues</b></p> <div style="text-align: center; border: 1px solid orange; border-radius: 50%; padding: 10px; background-color: #ffe4c4; margin: 10px auto; width: 80%;"><p>Forest sleeping mouse jumping woke up pity Hunter net roaring cut freed thanked</p></div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>Write a story on 'A Thirsty Crow'.</b></p> <p><b>Write a story on 'Union is strength'.</b></p>

## 21. Assessment Sheet

<b>18.</b>	<p><b>Learning outcomes:-</b> <b>The Learner</b></p> <ul style="list-style-type: none"><li>• writes informal letters, messages and e-mails</li></ul>
	<p><b>Language Items:-</b> <b>Write a letter to your friend inviting him on birthday party.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p>_____</p><p>_____</p><p>_____</p><p>Dear Vishal,</p><p>_____</p><p>_____</p><p>_____</p><p>_____</p><p>Your Friend,</p><p>_____.</p></div> <p><b>Imagine yourself as Rohan Sharma son of Madan Sharma. Write an email to your father telling him about your result. Use the given format.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p style="text-align: center;">e-mail writing</p><p><b>From:- <a href="mailto:rohan@gmail.com">rohan@gmail.com</a></b></p><p><b>To:- <a href="mailto:MadanSharma@yahoo.com">MadanSharma@yahoo.com</a></b></p><p><b>Date:-</b></p><p><b>Subject:- regarding examination result</b></p><p>_____</p><p>_____</p><p>_____</p></div>

## 22. Assessment Sheet

	<p><b>Learning outcomes:- (Listening &amp; Speaking)</b></p> <p><b>The Learner</b></p> <ul style="list-style-type: none"><li>• speaks on peace, equality etc suggesting personal views</li><li>• appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc</li><li>• uses meaningful grammatically correct sentences to describe and narrate incidents.</li></ul>
	<p><b>Language Items:-</b></p> <ol style="list-style-type: none"><li>1. Speak some lines on your favourite dish.</li><li>2. Speak some lines on Diwali festival.</li><li>3. Speak some lines on peace.</li><li>4. Speak some lines on equality.</li><li>5. Speak some lines on visit to a zoo.</li><li>6. Speak some lines on your favourite movie.</li></ol>

## 23. Assessment Sheet

	<p><b>Learning outcomes:- (Listening &amp; Speaking)</b> <b>The Learner</b> conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.</p>
	<p><b>Language Items:-</b> The teacher will ask the students to perform a small role play as a grandfather and a grandson. The students may ask the following questions during the interview.</p> <ol style="list-style-type: none"><li>1. What is your name?</li><li>2. Where are you from?</li><li>3. What do you do?</li><li>4. What is your residential address?</li><li>5. How many members are there in your family?</li><li>6. What does your brother do?</li><li>7. What is your hobby?</li><li>8. What do you do in free time?</li><li>9. Who is your ideal?</li><li>10. What is your aim in life?</li></ol>

**ASSESSMENT  
THROUGH  
GROUP  
ACTIVITIES  
AND  
TASKS**

### **Guessing: Ten Questions**

One player (learner) thinks of an object; others try to find out what it is by asking not more than ten questions normally of yes/no type.

You may tell the learners the category it belongs to (animal, something found in the house, an action, made of metal, etc.)

Sample questions:

Is it in the classroom?

Is it red/brown/yellow?

Can you eat it?

### **Memory game**

Use a wall picture with a number of things happening. Divide the learners into two teams. Show the picture for two to four minutes. Now ask the teams to make statements from memory about the picture.

For example

*There are two birds in the sky.*

(The other team has to say whether this statement is true or false.)

Team 1: *The birds were black.*

Team 2: *No. They were grey.*

### **Reaching a consensus**

Going to a Wild Life Sanctuary

#### **Step 1**

Ask the learners to write down ten items they would like to take with them if they were going to a wild life sanctuary on a picnic.

#### **Step 2**

Divide the class to work in pairs. Instruct them to discuss and agree on a list of ten items.

#### **Step 3**

Take a whole class feedback session in which the common choices are noted on the blackboard. Ask each group to justify its choice of items (which are not common) and prepare a final list of ten items.

(Note: You may decide on alternative trips or destinations.)

A: Why don't we go for dinner?

B: Fine. I'll see you around seven.

A: OK.

Substitute tonight with afternoon, evening, summer. Substitute dinner with going for shopping, meeting another friend, going for a walk, going to an exhibition, going to a beach, going to a hill station, etc.

### **Finding uses**

Provide a list of objects to the learners. Ask them where they can be used.

For example, scissors

You can use them to cut hair

paper

cloth

Other objects:

Knife

Matchbox

Radio

Gun

Pen

As a variation you can ask the learners to find uses of the objects within a particular environment (e.g., school and home).

### **Sentence building**

Give the first sentence. Then either write a list of words you want to practice with the learners or ask them to provide. Each learner has to add a word to the previous sentence and extend.

**I went to the market and bought some bread.**

The second learner will continue by saying

**I went to the market and bought some bread and butter.**

The third learner will continue by saying

**I went to the market and bought some bread and butter and eggs.**

The other learners will continue.

### Substitution drills

Provide the pattern first to the learners. Then write a few words on the board as prompts.

There is a river in the city.

(learners practise this structure initially)

Then substitute the word river with other words like park, fort, garden, museum etc.

### Transformation drills

Use this to practise changes from affirmative to negative; from one pronoun to another.

I get up early every morning. (use Rahul)

Rahul gets up early every morning.

I have a bath.

He has a bath.

I have breakfast at about seven.

He has breakfast at about seven.

Once this structure is drilled well, change it with other pronouns and negatives.

I get up early every morning. (Reema does not.)

Reema does not get up early every morning.

I have a bath.

She does not have a bath.

I have breakfast at around seven.

He does not have breakfast at seven.

### Dialogues

Provide model for learners.

What are you doing this weekend?

Nothing really, why?

Why don't we go to watch a movie?

OK. I'll see you around five.

Fine.

Now vary the places and the times.

What are you doing tonight?

Nothing really, why?

bit-beat  
 fit-feet  
 sit-sit  
 pick-peak  
 sick-seek

peach-pitch  
 leap-leap  
 see-sea  
 lick-leak  
 sip-ship

**Grids**

Listen to the following groups of words in three. Put a cross in box 1, 2, or 3 to show whether the first, second or third word is different from the other two. If they are all the same put a cross in the box marked O.

1. leave-leave-live
2. bin-bean-bin
3. pin-pin-pin
4. is-ease-is
5. peep-peep-peep
6. sheep-sheep-ship

S.No	1	2	3	O
1				
2				
3				
4				
5				
6				

Put a cross or a tick in the table as you listen to the following text.

Rahul, Rohith and Rohan are good friends. While Rohan and Rohith like games, Rahul does not. Rahul is fond of all kinds of food. Rohith also likes to eat all varieties of food. But Rohan does not. Rahul prefers in settling down outside India. But Rohith and Rohan want to settle in India.

	Games	Food	Country
<b>Rahul</b>			
<b>Rohith</b>			
<b>Rohan</b>			

**EXEMPLARY LESSON  
PLAN  
FOR  
TEACHING**

## **Unit 6: *Class Discussion, The Talkative Barber***

### **General Theme: Talkativeness vs Silence**

#### **General Objectives:**

Language is best taught when set in context. Contexts selected typically deal with different aspects of life. Before beginning the unit to teach language to students, the teacher must identify the aspects covered and observe how language is used by writers and poets to deal with those aspects.

#### **Aspects and settings of life covered in the unit:**

Setting:	classroom, kingdom, haircutting salon
Society :	sultanate period, kingdom, king, barber, modern society, students, classroom
Literary Activities:	class discussion, debate, declamation, writing (notices, letters, reports, dialogues)
Qualities/Traits:	good, bad, talkative, silence, speaking, importance of speech
Message:	communication skills enhancement, being an orator, to think before you talk, why be shy, too much talk is bad
Genre:	poem, story

#### **Part 1: Poem: Class Discussion**

#### **Audio-Visual Aids needed:**

The following audio-visual aids can be used:

- Pictures/cut outs: Class room discussion in progress, students engaged in a debate or declamation, teacher can draw the picture of a silent student with finger on her lips and that of one talking too much on the board and ask the students to compare and contrast.
- Charts/ toy models: They can be made taking old clothes and cotton and tying strings of thread to form face and arms. They can be decorated using crayons and sketch pens by the students and arranged to depict a classroom scene.
- A puppet show can also be organized using the same toy models.
- Dialogue Enactment between the teacher and the shy, silent student can be performed.

Field Visit: The students can be taken to another class and made to participate in a group discussion.

**Pre- reading:**

Draw the picture given in the book on a chart and paste it on the board. Ask the students if they know what is happening in the picture. Initiate a class discussion by inviting the students as speakers and asking them to come forward and describe the scene. Then ask them the following questions to lead them to the topic.

1. What do you understand by class discussion?
2. Do all of you always participate in group/class discussions?
3. If not, why you do not speak out in class or what holds you from speaking?
4. Do you feel shy of speaking in front of everyone?
5. How many of you are afraid of making mistakes and therefore do not speak?
6. Do you feel guilty or ashamed of not speaking out or not performing after you have missed your chance? Can we do something about it?

Note: Discuss the questions in such a way that students get spontaneously involved in the theme and get mentally ready for the lesson.

**Reading:**

1. Read aloud the poem with correct stress and intonation (students' books closed). Let them enjoy the rhythm and encourage them to visualize what is there in the poem.
2. Now ask them the questions given in the textbook.
3. Ask the students to read aloud the poem two to three times either taking turns or in chorus.

**New words:**

discussion:	when two or more people talk about something in detail (action)
hardly:	only with great difficulty
aired:	to voice one's opinion
opinion:	a belief or what one maintains as a thought process (in mother tongue)
barely:	(demonstration: The teacher can make one student stand to stand in the middle and a few others around him.
surrounded:	
chatter:	talk on and on for a long time
stared:	(show it by doing it)

plain: simple  
 quiet: make no noise  
 matter: an affair Eg. If you don't do your homework. I'll take up the matter with the Principal.

**Think and write:**

- Do as suggested in the book.
- Students can be asked about some function held at their home or school, like a birthday party, marriage, etc. Ask them if their parents discussed beforehand about the arrangements. Then make them write five lines each about what they discussed.

**Let's talk and do things:**

- Do as directed in the textbook
- Now encourage the students to prepare a play. Some students can engage in discussion whereas some in spite of being a part of the play will speak a few dialogues.
- Teacher can write the names of a few students of his class on the blackboard and give some clues about their qualities. Then he can make a table and ask the students to fill in the grid their qualities.

**Clues:**

1. Arniket always says thank you after getting something from others.
2. Nisha is just like a chatterbox.
3. Manbhujia does not talk in the classroom.
4. Ravi always teases everyone.
5. Shubham is always seen with a book in his hand.

	Brave	Naughty	Quiet	Talkative	Generous	Studious
Arniket						
Nisha						
Manbhujia						
Ravi						
Shubham						

**Let's Read and do:**

Do as directed in the textbook.

**Post Reading:**

1. Discuss the vocabulary items if the students really find them difficult.
2. Make pairs of rhyming words using the words in the box given below.

Word, chatter, low, heard, know, matter, slow, hook, look,  
flow, Jane, sight, plain, bright

3. Read the following statements and answer the questions given below:

- Radha is a naughty girl.
- Rakesh is helpful to everyone.
- Ravi is regular and punctual.
- Sunita is an intelligent girl.
- Savita is very friendly but careless.
- Pooja is studious but irregular in her work.
- Gopal is punctual but irregular in his work.
- Sahil is intelligent but lazy.

Now answer the following questions.

- Who is/are intelligent but lazy?
- Who is/are punctual?
- Who is/are helpful to everyone?
- Who is/are careless?
- Who is/are studious but irregular?

**Let's Write:**

1. Do the activities given in the textbook. Teacher should first introduce the students to what a notice is and how to write it.
2. The students can be asked to write a small descriptive paragraph on any of their habits which they feel is not good and can be improved.
3. Write the correct option in the blanks given:
  - (i) This is the \_\_\_\_\_ story I have ever read. ( sad/saddest)
  - (ii) A mouse is \_\_\_\_\_ than a cat. ( tinier/ tiniest)
  - (iii) Renu is the \_\_\_\_\_ girl in the family. ( younger/ youngest)
  - (iv) This is the \_\_\_\_\_ school in the town. (best/good)
  - (v) This horse is \_\_\_\_\_ than the last one. (strong/stronger)
4. Complete the following adjective chart:

Positive	Comparative	Superlative
Tall		
	Younger	
White		
Beautiful		
	More honest	

5. Write the opposites:

Up- \_\_\_\_\_  
 Silence- \_\_\_\_\_  
 Open- \_\_\_\_\_  
 Careless- \_\_\_\_\_

## Part 2 Story: The Talkative Barber

### Audio visual Aids Needed:

- Pictures/cut outs: The teacher can draw different hairstyles on the board and show a cut-out of barber cutting hair.
- Charts/toy models: They can be made and charts displaying the whole scene at the king's palace can be drawn on different charts and then displayed on the board in order to make it easy for the students to follow it up with the text lesson.
- A puppet show can also be organized using toy models.
- Dialogue Enactment between the king and the Barber can be presented before the class.
- Field Visit: Going to a barber shop
- Realia: Mirror, scissors, knife, shaving kit, food items

### Pre-Reading:

1. Ask students to keep their books closed.
2. The following questions can be asked, in order to initiate the students to the scene and setting of the story.
  - What are the harmful effects of excessive talking?
  - Do you want to be a friend of that child who is very talkative?
  - Where do you go for a hair cut?

### Reading:

1. The teacher will read the story aloud with the students just listening.
2. Books should be kept closed.

3. The teacher will then ask the students to open their books and look at the pictures, keeping in mind the story.
4. The teacher can now divide the whole chapter into smaller units and ask the students questions relating to each portion.

Example:

The following unit divisions can be followed while teaching intensively in the class:

1. 'In the city-----I have shaved you'.
2. 'He then began----- he said'.
3. 'The Sultan was ----- be brought in'.
4. 'The Barber looked----- were so generous'.

Based on the unit divisions now the teacher should ask the following questions:

Example: Unit 1

- Where did the Barber live?
  - Why did the Sultan call the Barber?
  - Why did the Sultan get angry?
  - What were the names of the barber's brothers?
  - What did the Barber do while shaving?
5. Now introduce new words by asking the students to underline the words.

**New Words:**

- |              |  |
|--------------|--|
| chatter box: | (show it by doing it)  |
| defect:      | when there is some problem in a thing it is said to have a defect  |
| opinion:     | 'in view' (follow up by an example)                                |
| exhausted:   | (show it by doing it, Eg. by sinking in a chair with a tired look) |
| dessert:     | (by showing it, also ask some of them their favourite dessert)     |
| examine:     | look carefully   |
| at length:   | (show through mother tongue use)                                   |
| humpbacked:  | (by showing the picture)   |
| narrating:   | to talk/tell something Eg. I couldn't narrate the story nicely.    |
| feast:       | a big party  |

**Let's Talk:**

Ask the students the following questions:

1. Did the Sultan enjoy the Barber's talk?
2. Which part of the story did you find the funniest?
3. What are the things that the Sultan gave to the Barber?

**Reading is Fun:**

- Do as suggested in the book.
- Now ask the following questions :
  1. How many brothers did the Barber have?
  2. Write down the names of barber's brothers?
  3. How many coins did the Sultan give to the Barber?
  4. Why did the Barber take so long to shave the Sultan?
  5. Why did the Barber want a lot of food?

**Post-Reading:**

**Activity 1**

Write True or False for the following:

1. The Barber was very talkative. (            )
2. Sultan was very happy with the barber. (            )
3. Barber had two brothers. (            )
4. The Sultan gave the barber three silver coins. (            )
5. The Barber asked for fruits. (            )

**Activity 2**

Match the columns by choosing the correct meaning of the words given below.

Exhausted	Someone who talks a lot
Opinion	A fault
Defect	To look carefully
Chatterer	Our idea about someone else
Examine	Tired or fed up

**Activity 3**

Put a tick mark on the correct sentences:

1. The Barber lived in the city of Cashgar.
2. The Barber was very talkative.
3. The Sultan was not angry with the Barber.

4. The Sultan gave the barber five coins.
5. The Barber left the sultan's shaving midway to examine each dish separately.

**Let's Write:**

Do the activities given in the textbook. Minor variations can be built in.

**Activity 1**

Who said the following lines and to whom?

Statement	Who said	To whom
1. You do me an injury by calling me a chatterer.		
2. I am very quiet and sparing with words.		
3. Give him three pieces of gold.		
4. I have enough food for you.		

**Activity 2**

Give the comparative and superlative degrees of the following adjectives.

1. Young----- Younger----- Youngest
2. Great                    \_\_\_\_\_                    \_\_\_\_\_
3. Important            \_\_\_\_\_                    \_\_\_\_\_
4. Quick                    \_\_\_\_\_                    \_\_\_\_\_
5. Quiet                    \_\_\_\_\_                    \_\_\_\_\_

**Activity 3**

Fill in the blanks using prepositions given in the box from the text.

at, of, to, with, in

1. The sultan called the barber \_\_\_\_\_ shave his head.
2. I am the youngest \_\_\_\_\_ my family.
3. I have to go out \_\_\_\_\_ noon.
4. Sultan was really angry \_\_\_\_\_ him.
5. Sultan was \_\_\_\_\_ the mercy of the barber.

**Activity 4**

Fill in the blanks using the adjectives from the box given below.

large, important, fine,  
talkative

1. This is an \_\_\_\_\_ affair.
2. Stop making your \_\_\_\_\_ speeches.
3. The sultan ruled over a \_\_\_\_\_ kingdom.
4. Sultan was angry with the \_\_\_\_\_ barber.

**Say Aloud:**

1. The teacher can ask the student the following questions and make them repeat the answers loudly in the class in chorus.

What do you want to become when you grow up? Tick the following one in the box and say aloud.

(i) Policeman \_\_\_\_\_

(ii) Teacher \_\_\_\_\_

(iii) Doctor \_\_\_\_\_

(iv) Businessman \_\_\_\_\_

2. Write down the opposites of the following words using un-im-dis and speak aloud.

(i) Obedient

(ii) Like

(iii) Possible

(iv) Patient

(v) Pure

3. The teacher can read the words given in the book and the students can be asked to circle the relevant ones, as per the instructions.

**Word Building:**

1. Do as recommended in the book.
2. Match the opposites. One has been done for you.

a. talkative

take

b. stop

cruel

c. give

many

d. generous

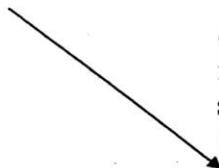
slow

e. few

quiet

f. quick

start



3. Look at the list of numbered words and connect them with the ones given in the box:

sit, drink, play, dance, sing, serve, run, enjoy,  
buy, wave, greet, ride, win, cheer, compete

1. Race \_\_\_\_\_
2. Cricket Match \_\_\_\_\_
3. Cinema \_\_\_\_\_
4. Fair \_\_\_\_\_
5. Party \_\_\_\_\_

**Project Work:**

1. Describe in five steps how to make a sandwich.
2. The students can be asked to collect wigs of different hairstyles and present a fashion show.
2. Write a story on the habit of talking too much.