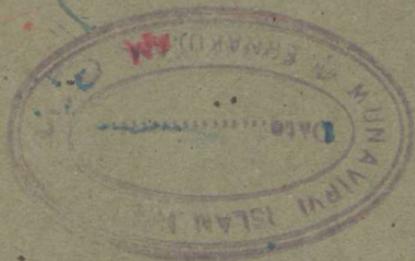




TEACHERS' HAND  
BOOK  
for  
STANDARD V  
(Kerala)



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GOVERNMENT OF KERALA

1965



## NOTE TO TEACHERS

This *Handbook* follows in general the principles set out in the Handbooks for Standards III and IV. The main points are :—

1. Oral teaching of all new words and sentence forms in situations other than those used in the Reader (Pupils' Book),
2. Giving the pupils a lot of practice in the new items through questions and answers, substitution tables and exercises designed for practice only, and
3. The " lesson " being used as reading material (and not the basis of teaching) where the pupils see the words and sentence forms in different contexts, recognize them and understand their meaning.

A few changes were, however, found necessary as a result of the changes made in the form and subject matter of the Reader (Pupils' Book).

*The Reader.*—A few new elements have been introduced in the Reader for Standard V, they are :

- (a) a setting or Plan for the whole book,
- (b) the division of the lesson into well marked sections,
- (c) pictures illustrating structure and vocabulary,
- (d) naming " the story part of the lesson " the *Reading Passage*, and
- (e) providing Teaching Tables and Exercises in the Reader. The purpose of each section of the lesson and how to teach it is explained in the Foreword to the Reader.

## The Setting

Four families are introduced in the Reader. Three of them, Mr. and Mrs. Madhavan and their children Gopal and Kamala, Mr. and Mrs. Ahmad and their children Salim and Jameela, and Mr. and Mrs. Asirvatham and their children John and Mary, live in towns in different parts of Kerala. They are educated, well to do and are used to the ways of city life. They go out for holidays, visit places, eat and stay in hotels and exchange visit with friends. These three families are close friends and the children often write to each other. The fourth family is that of Shri Narayanan. He is a farmer and lives in a village near Aranmula, with his wife and three children, Kesavan, Chandran and Sulochana. Their way of life is different. They work hard, the father in the fields and the mother in the home, the children helping them in their work when they are not at school. They live a very simple life and are friendly with their neighbours.

The families meet at the boat race at Aranmula on the Thiru Onam day. The children have holidays, and are there to see the famous boat race. They spend two days together. From Aranmula Kamala and Gopal go off to Madura to see the temple there. Mr. Ahmed had planned to take Salim and Jameela to the Cochin Harbour. He invites John and Mary to go with his children to Cochin and Mrs. Asirvatham agrees to it. On their part Mary and Mrs. Asirvatham invite Salim and Jameela to Trivandrum for a brief stay. This is also accepted. Since none of the parents could go with the children from Cochin to Trivandrum it is decided that they must fly to Trivandrum from Cochin.

All the reading passages are based on the experience or activities of one or more of these:

*The pictures illustrating the structures and vocabulary.*—An attempt has been made to make the meanings of the new sentence forms clear through pictures. This is just to help the child remember the situation and the relevant expression. The new sentence forms however have to be taught in a number of contexts, of which this may (not necessarily) be one.

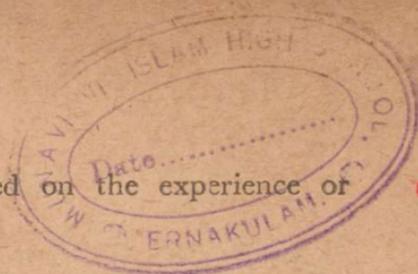
The pictures illustrating the new word are put in for the meaning. The children must associate the object with the word and grasp the meaning. No explanation of the word is necessary. The teacher must however, teach the pronunciation and spelling of these words. In some cases where the picture is not clear or is a bit complicated (e.g. *along, across, take off*) the attention of the children must be drawn to the specific point.

*The Teaching Tables and Exercises.*—These in the Reader save the teacher the trouble of writing them out on the blackboard. As it is, the teacher need write only a few examples and then get the children to use their Reader.

### **How to use this Handbook**

This handbook is closely linked to the Reader, since part of the material that is usually put in the Handbook is put in the Reader, to help anyone teach the language.

*The Teaching Time available* for these 20 lessons is about 28 weeks. This gives roughly nine periods a lesson. Some may need more and some less, depending on how easy or



difficult the sentence form is as also the number of new words to be taught in the lesson.

The *Notes* are for *teaching points* and *not* for *individual periods*. Each 'Lesson' is divided into two units, unit (i) dealing with *Structures* or sentence forms and unit (ii) with *new words*. Instructions are detailed in the earlier sections and does so in the later ones since the method of teaching is the same. In the closing lessons only a few illustrative sentences are given. It is expected that the teacher will give enough practice in the new items, throughout. If the teacher is ready with a situation more suitable to his class, or a better picture than the one in the book, he is welcome to use it.

As far as possible, only words suitable to the class are used in the examples. There may be a few, outside the vocabulary of the class. Explain these, if necessary.

*New Words.* The words are arranged in the order in which they occur in the Reading Passage, so that the teacher may be able to do a few words and pass on to reading a part of the lesson. The verbs, adverbs and adjectives are treated in greater detail than nouns which are largely illustrated. Recognition words are not dealt with here, since they need no formal teaching. The Teacher will however teach the pronunciation. It is likely that they are often distorted by being used with Malayalam words.

The *Reading Passage* is divided into units, so that a section may be read after teaching *all the structures* and *a few new words*. When children read a section of the Reading Passage they must also answer the comprehension questions on the section.

**Reading:**

Children get practice in loud reading, when they read out from the Tables, Exercises and from the blackboard. Children also read out small sections of the reading material to their teacher, when he goes to their group to give reading practice. For purposes of comprehension, silent reading is expected.

*Comprehension Exercises.* These are largely questions to be answered after a careful reading of the passage. There are both direct questions and implication question. (Implication question means a question where the answer is not found as such in the passage, but has to be made up from other points given in the passage). A second type of exercise set is to read the statements given, compare them with the facts in the Reading Passage and decide whether they are right or wrong. A third one, is to give alternative answers and ask the children to choose the right one. A fourth type is introduced in the later lessons, based on vocabulary to find words with the same meaning as the ones given, to find one word for a given phrase, etc. All these have to be done carefully. Give the children as much help as needed in making the meaning clear, *but do not help with the answer.* In the earlier lessons use group work.

*Pronunciation.* In Standard IV, phonic reading was used to teach the important sounds. Here that is substituted by regular *Pronunciation drill.* The procedure is simple. Read a word and get the class to repeat it group by group. Draw attention to the points noted in the relevant section in the Reader. For revision, groups can repeat after their leaders,

who must be given special practice. Refer to instructions in the Foreword to the Reader.

*Writing.* By this time pupils are expected to have mastered the mechanics of writing and so no section is specially devoted to it. But in all writing work, whether it is a few sentences from the substitution tables, exercises or answers to questions, the teacher must see that the letters are correctly formed and legible. The pupil must write with reasonable speed too. A few points to note at this stage are:

1. that the children do not mix up capital and small letters,
2. that they use capitals, full stops and question marks correctly (question marks when copying), and
3. that they space their words properly,
4. all exercises are copied into neat note books after correction.

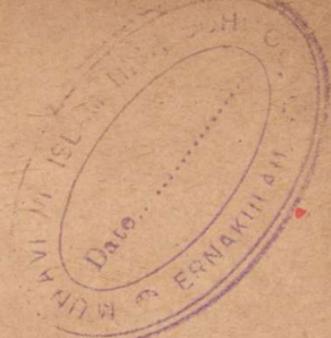
*Group work.* Continue group work as suggested in Standard IV Handbook. Wherever possible use it for practice. Use games when you can to make the exercises interesting.

*Revision Exercises.* Do these carefully and add more, so that the new material taught gets revised and better remembered.

*Rhymes.* A few rhymes are given in the Reader. Teach about half a dozen others. Choose small poems suitable to your class.

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LESSON I—UNIT (i)



**A Structure**

61. Comparative of Adjectives,

Aids:	{	Two pencils	One longer than	Two pencils one	
			the other	short and another	
				very short	
		Two ribbons	„		
		Two sticks	„		
		Two pieces of string	„		

A. Revise sentences with adjectives, e.g.

This pencil is long.

Ram's brother is short.

A match-box is small.

Ram's father is tall

Revise the use of 'one' instead of the noun in the second sentence. e.g. This pencil is blue. That one is red. Give plenty of practice in the use of simple adjectives before beginning to teach the new item. Let a number of children give sentences with adjectives. Stick to the pattern given above.

Introduce the new structure, using only old vocabulary:

**(a) longer than**

Hold up the two ribbons (one blue and the other red) one by one and build up,

This ribbon is blue. It is long. (Repeat)

This ribbon is red. It is long too. „

Now put the two ribbons together so that children notice the difference in length, and say

*The blue ribbon is longer than the red one.* (Repeat)

Draw two lines on the blackboard one below the other, a long white line and a longer green line. Draw attention to the difference in length.

Tr: Which line is longer? Pl: the green one.

*The green line is longer than the white one.* (Drill) (bb)

Which ribbon is longer? Pl: the blue one.

*The blue ribbon is longer than the red one.* Drill (bb)

Similarly build up relevant sentences with the other objects. Let the children read the two sentences, group by group. Drill *longer than* (bb).

### **(b) shorter than.**

Use two pencils, ribbons, etc., one short and the other very short. Build up.

The blue pencil is short. The yellow pencil is very short.

*The yellow pencil is shorter than the blue one.* (Repeat)

Similarly.

The black ribbon is shorter than the white one. ,,

The second line is shorter than the first one. ,,

This piece of string is shorter than that one. ,,

Hold up the two pencils and ask,

Tr: Which pencil is shorter? Pl: the yellow one.

The yellow pencil is shorter than the blue one. (Drill)  
(bb)

Which ribbon is shorter? Pl: the black one.

*The black ribbon is shorter than the white one* (Drill) (bb)

And so on with the other objects.

Get the children to read out the two sentences from the bb group by group. Drill *shorter than* (bb)

**(c) taller than**

Needs careful teaching. It should not be confused with *longer than*. Choose your examples carefully. Ask two boys, one taller than the other, to come to the front. Build up,

Abdul is 3 feet 5 inches tall.

Gopi is 3 feet 2 inches tall.

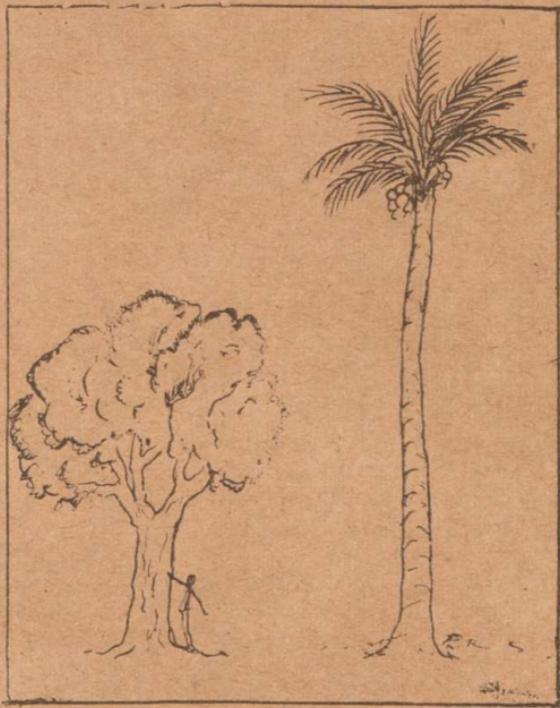
*Abdul is taller than Gopi.* (Repeat)

Draw quickly two trees on the bb., a mango tree and a coconut tree.

The mango tree is tall.

The coconut tree is tall.

The coconut tree is taller than the mango tree.



a mango tree.

a coconut tree.

Pointing to the picture ask

Which tree is taller? Pl: The coconut tree.

*The coconut tree is taller than the mango tree* (Drill) (bb)

John is taller than Mohan. (Drill) (bb)

Drill *taller than*. (bb)

Similarly build up *smaller than*—use boxes, bags, books, etc.

For a quick revision use objects other than the one you used for teaching and ask the question

Which is smaller/longer?

Who is taller/shorter?

Help the children to give full answers.

#### **(d) higher than.**

Teach with reference to two different levels., e.g., This bench is higher than that one.

Now open the Reader on page 1. Let children look at the pictures and read the sentences. Explain difficulties if any.

#### **Practice**

(a) Use the Substitution Table given in the Reader. Write it in bold letters and fix it on the blackboard. Read out two or three sentences, pointing to the words as you read. Next point to different words in different columns (one word from each column) and guide the children to read three or four sentences. When they are familiar with the table, ask each child to read a different sentence.

When everybody has read a sentence, ask the pupils to write out any two Sentences from the table.

(b) Do the exercises orally. See that every child gets a chance to speak. Ask one boy in each group to read a sentence and drill it, so that each group is drilled in one sentence at a time.

Let each group write down two sentences.

## UNIT (ii)

**B. Vocabulary**

- |              |               |                             |
|--------------|---------------|-----------------------------|
| I. 1. young  | II. 1. maidan | III. 1. round (to go round) |
| 2. crowd     | 2. clothes    | 2. (to) ring.               |
| 3. bicycle   | 3. (to) wear  | 3. bell                     |
| 4. (to) buy  | 4. funny      | 4. poor                     |
| 5. (to) ride |               |                             |

- Aids:—1. A picture of some one riding a horse.  
 2. A picture of a clown, cut out of a newspaper or magazine.  
 3. A coin.  
 4. A picture of a shop.

**I. 1. young/er**

Teach with reference to two children in the class. Build up as you did in teaching *taller than*.

This is Ram. He is ten years old. He is young.

This is John. He is eleven years old.

He is young too.

*Ram is younger than John.* (Repeat) (Drill).

I am old. You are *young*. (repeat).

young younger (bb)

Get the pupils to read the words in chorus.

**2 & 3. crowd, bicycle**

Teach with the help of the pictures in the Reader. Put them on the blackboard.

Let the pupils read out in chorus or group.

Notice pronunciation.

*ow* in *crowed* like *ou* in *house*

*i* in *bicycle* like *y* in *sky* and

*y* in *bicycle* like *i* in *sink*.

**4. to buy**

Hold up your pen and tell the class

Look ! This is my pen.

*I bought it last month. (Repeat)*

*I bought it from Venu's shop. (Repeat)*

Now ask, When did I buy my pen ? Answer it yourself.  
I bought it last month.

Repeat the question and help the children to answer  
You bought it last month.

Tr: Where did I buy it ? Pl: From Venu's shop.

Yes, *I bought it from Venu's shop* (bb)

Use the present tense. Build up,

I buy my books from (name of some book shop) P's  
book shop.

*We buy fruit from the market. (Repeat) (bb)*

Where do we buy fruit ? Pl: From the market.

Where do we buy.... ? Pl: From the shop,

When did you buy your Reader? Pl: In July.

Where did you buy your Reader, Pl: From the Book shop  
shirt, etc.? Pl: From the.....

Show a picture of a shop.

What are the people doing? Pl: They are buying....

Yes. The shopman is selling.....

The men are buying..... (Repeat and drill)  
*buy, bought. (bb)*

Get the pupils to read the sentences and the words.

**5. to ride.**

This is illustrated in the Reader. Show a picture (cut out  
of a newspaper or magazine) of someone riding on a horse,  
and build up,

This is K. He is riding a horse. (Repeat)

Referring to the picture in their Reader,

This is T. He is riding a bicycle. (Repeat)

What is K. doing?—Pl: Riding a horse.

What is T. doing?—Pl: Riding a bicycle.

Yes, *he is riding his bicycle.* (Repeat) (bb)

K. is riding his horse now.

He rode his bicycle yesterday. (Repeat)

*ride, rode* (bb)

### Reading :

Now the children must be able to read and understand the first unit in the Reading Passage—

*At the Maidan* (1) From the beginning to the end of the first paragraph on page 4 of the Reader.

Read the section aloud clearly. Then let one boy from each group read aloud. Tell the class to read silently and give them the relevant questions from Section D.

## II. 1. maidan

Is a word borrowed into English from Indian languages and so needs no teaching. Give the Malayalam version and pass on.

### 2. clothes

Is illustrated. You can refer to items of clothing that the children have on and teach the word.

### 3. to wear.

Build up

This is a shirt. I am wearing it. It's my shirt.

This is a dhoti. I am wearing it. It's my dhoti.

This is a shirt. You are wearing it. It's your shirt.

I am wearing a shirt and a dhoti.

You are wearing a shirt and drawers.

She is *wearing* a skirt and blouse.

(if there is a girl in the class).

She *wore* a blue skirt yesterday.

Draw a stick figure with a hat on.

What is Mr. Menon wearing on his head?

Pl: A hat.

Tr: Yes, he is wearing a hat. (Repeat and drill.)

Let the children give the full answer with reference to various boys in the class.

E.g. Ram is wearing a blue shirt and brown drawers.

Gopi is wearing a white shirt.



Mr. Menon.

wear, wore, wearing (bb)

#### 4. funny.

Use a picture of a funny-looking man (cut out of a newspaper or magazine) and draw the attention of the class to it.

Look at this man. He is wearing a tall cap.

He is wearing ribbons too.

He is *funny*. (Repeat and drill) (bb)

The context in the Reading passage will make the meaning clear.



**Reading.**

At the Maidan (i), Unit II, from 'Near the bazaar.....' to 'we wear them,' on page 4 of the Reader, and the relevant questions from Section D.

**III. 1. round, running round.**

Show the picture in the Reader. Make the meaning clear. Show a coin, run your finger along the edge and say

This is round. (used in st. IV).

Walk round the table and tell the children

*I am walking round the table.* (Repeat)

Ask a boy to walk round the class,

M. walk round the class.

What is he doing? Pl: He is walking round the class.

This man is running round the trees. (Repeat & drill)  
round (bb)

**2. to ring.**

The action is familiar. Children know the meaning. Refer to the picture in the Reader.

*This man is ringing the bell.*

Use gesture to bring out the meaning of *ringing*

The peon rings the bell in our school. (Repeat)

Who rings the bell? Pl: the peon.

What does the peon do? Pl: He rings the bell.

When does the second bell ring? Pl: At ten o'clock.  
ring, rang (bb)

**3. poor.**

Build up.

An old man is sitting on the roadside.

He is asking everybody for a paisa.

*He has no money, He is poor.* (Repeat)

*A rich man has a lot of money.* (bb).

Get the children to read out the two sentences.

Drill the word for pronunciation.

*poor* (bb).

**Reading.**

At the Maidan (i), Unit III. The rest of the lesson, and the relevant questions from Section D.

Let the children learn the positive and comparative degrees of adjectives as shown on page 5 of the Reader. Draw their attention to the spelling—*i* in group (a) and doubling of the consonant in group (b).

**D. Comprehension Exercise.**

1. Where do Kamala and Gopal live?
2. Is Kamala taller than her brother?
3. Who is older, Kamala or Gopal?
4. Do a lot of people go to the shops?
5. Does Gopal walk to his school?
6. Are these shops near the maidan?
7. Are there more people in the bazaar than in the maidan?
8. Where is the man riding the bicycle?
9. What do people give him?
10. What does he do with the money?
11. Does he give money to the rich children?
12. What do we wear?
13. The man on the bicycle wears a sari today. Does he always wear a sari?
14. 'He is cleverer than I am', says Gopal. Why does he say so?

**E. Exercises.**

These exercises are for consolidation. Spend some time over this section. You can even do the practice Table and Exercise over again. Do the exercises orally first. See that children do not note down anything in their Readers or notebooks at this stage.

When the oral preparation is over, tell the pupils to do them in their notebooks. They may do them in groups\*.

NOTE.—It is necessary that children make a neat copy of their exercises after correction.

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\*For Group Work, see Note to Teachers, Teachers' Handbook, Standard IV.

## LESSON 2—UNIT (i)

**A. Structure**

63. Superlatives of adjectives.

62. Very—adjective.

Aids: Pencils, boxes, etc of different lengths, sizes and heights.

**A. (a) Longest**

Revise the positive and comparative degrees of adjectives. Use objects other than the ones you used in teaching structure 61. Introduce the new structure—the superlative degree—only after a thorough revision of the other two.

Use three or more pencils, boxes, etc., of different lengths, sizes, heights and demonstrate. Build up the contexts.

Tr: Here are three pencils.

The blue pencil is long.

The green pencil is longer than the blue one.

The red pencil is longer than the green one.

*It is the longest of the three.* (Repeat)

The red pencil is *the longest* of the three. (bb)

Question: Which pencil is the longest of the three?

Pl: The red one.

Similarly build up suitable contexts for the use of the superlatives of *small, big tall, short, fat, thin*, etc. Build up more than one context for each. Put the important sentences on the black board and get the children to read them out. (group by group).

As you build up the sentences put the three forms of the adjectives on the black-board to make up a list such as the one given in the Reader. When you have finished teaching, get the pupils to read out the list. Guide by pointing to the

words. Open the Reader on page 6. Let the pupils look at the pictures. They will help to clear their ideas. Help them to read the sentences against the pictures.

### Practice

Use the table in the Reader. Proceed as in Lesson 1.

(b) Structure 62—**Very**

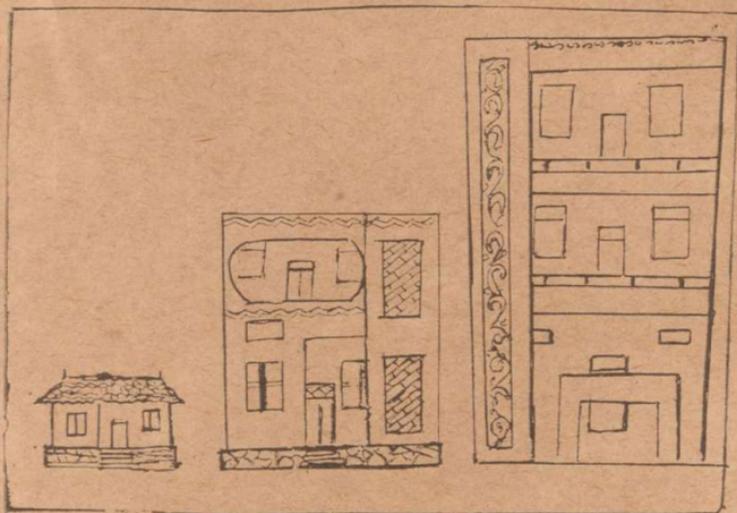
Make use of the pictures in the book to teach the word. Use other pictures and contexts too.

E.g.



The mango tree is tall.

*The coconut tree is **very** tall.*



a very small  
house

a small house

a big house

The second house is small.

The first one is very small.

With three pencils, build up,

The green pencil is short. The red one is long. The yellow one is very short.

Put the important sentences on the blackboard. Let the children read them out. Each group may read a different sentence.

#### UNIT (ii)

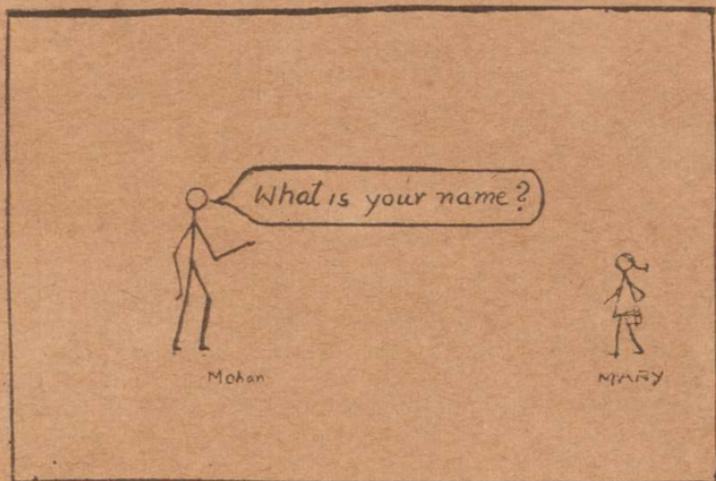
#### B. Vocabulary

- |           |                    |            |
|-----------|--------------------|------------|
| 1. to ask | 2. clean           | 3. saucers |
| banana    | dirty              | to reply   |
| bread     | knife              |            |
| cold      | waiter, fork, cake |            |
|           | to bring           |            |

Aids: 1. A clean piece of cloth and a dirty piece of cloth paper. A knife.

**I. 1 to ask**

Copy the picture given below.



Mohan asks Mary "What is your name?"

Use in several contexts. Keep the figures and the form, but change the questions.

E.g. Where are you going?

Where is your mother?

Use the question forms after giving a few statements.

What does Mohan ask Mary?—Mohan asks,.....

Now use the past tense. Rub off the words, but keep the figures.

Mohan asked Mary "What is your name?" etc.

Question: What did Mohan ask? Mohan asked,..... (bb)

Let the class read the sentence.

ask asked (bb)

**2 and 3. banana, bread**

Use the illustration in the Reader.

#### 4. Cold

Ice and Ice-cream are both known to pupils.

*Ice is cold.* This water is cold.

cold water, hot coffee, etc.

*cold* (bb)

#### Reading

Now the children can read the first unit in the reading passage—*At the Maidan* (2)

I Unit—From the beginning to “It is very good on hot days”, on page 8.

Teach reading as in Lesson 1.

#### II. 1 & 2 Clean and dirty

Bring out the contrast using the pictures in the book, two pieces of cloth, paper, etc.

This is clean. That is dirty.

This is a clean towel/cloth.

That is a dirty piece of paper.

Refer to the floor of the classroom

The floor is clean/dirty.

Tr: Is this towel clean?—Pl: Yes, It is/It's clean.

Is this floor clean?—Pl: Yes, It's clean/No, It's dirty.

Raju, show me your hand. Is his hand clean?, etc.

**Note:** *Clean* (v) is familiar in commands like “clean the board”. Now get a boy to clean the blackboard or clean it yourself and say—

Look at the blackboard. It's *clean* now.

Build up.

The blackboard is clean.

Our hands are clean.

This piece of paper is dirty.

The duster is dirty.

Drill the sentences round the class. Put the words on the blackboard. Let children read them out.

### 3. knife.

Show a knife and use the picture in the Reader. Draw attention to the plural form. Drill the two forms for pronunciation.

(one) knife, (two) knives (bb)

### 4. waiter, fork, cake.

Cake is a loan word. The other two are illustrated.

### 5. to bring

Ask for a book from one of the boys in the back bench. As he is bringing it to you, tell the class.

He is bringing the book to me. (Repeat)

Build up several sentences, using commands.

Bring the duster here.

Bring the map to the table.

Bring a glass of water, etc.

While they are being brought, give the relevant sentence.

Tr. Who is bringing water/the duster? etc. Pl: X.

What is X doing now? Pl: *He is bringing water.* Repeat the commands and let children give the relevant sentences.

Teach past tense, by referring to the earlier commands in the series.

Tr: Mohan brought a glass of water. (bb)

P did not bring his Reader today. (bb)

Did you bring your Reader yesterday?

Give plenty of practice.

*bring, brought* (bb)

Let children read out the sentences and the words from the blackboard.

### Reading:

*At the Maidan* (2) Second unit.

From, 'They all went in and sat down' to 'It is not colder than our ice-creams' said her father.

**III. 1. saucer.**

It can be treated as a loan word in all city areas. Use the picture (or objects) of a cap and saucer. Drill the word for pronunciation. The *au* in *saucer* is pronounced the same way as the *aw* in *law*.

*saucer* (bb).

**2. to reply.**

Tell a boy to ask a question of another. When he is asking the question, say to the pupils—

M is asking P a question.

When P is answering the question, say

*P is replying to M.* (Repeat)

What is M doing?—Pl: M is asking P a question.

What is P doing?—Pl: He is replying to M.

Drill the sentence round the class.

Now I'll ask you a question. You must reply to me. (ask a few questions and let the class answer).

I asked you some questions

You replied to the question

What did I do?

What did you do?

Who asked (the) questions,

Who replied to them?, etc.

*reply, replied* (bb).

Before reading the passage in the Reader, let the class read the words given against pictures in their Reader and the words and sentences on the blackboard.

**Reading.**

The third unit of the lesson. *At the Maidan* (2).

“Oh, look!” to the end of the page.

**D. Comprehension Exercise.**

I. Here are a number of sentences. Read them carefully and read the passage in the Reader too. Say right or wrong. Mark right like this (✓), and wrong like thi (x).

1. The man is riding the bicycle for less than a week.
2. He does not eat any food when he is riding the bicycle.
3. Some food is colder than ice-cream.
4. In some countries people eat cakes with spoons.
5. Gopal, Kamala and their father and mother went to a very clean hotel.
6. Smt. Lakshmi wanted to eat the ice-cream with a knife.
7. In India people do not eat with their hands.
8. There are some dirty hotels in the city.

II. Answer these questions: 1. Who brought food to the man on the bicycle ?

2. Who wanted ice-cream ?
3. What did the waiter give them ?
4. Why did Kamala want to eat the smallest banana?

### E. Exercises

Ex. 2 is also an exercise in filling in the blanks. Children will be interested in this, because there is some challenge in it. Show how to do it by filling in two or three words and then let them work it out. No oral work for this exercise. Give plenty of time. Correct when they have finished.

## LESSON 3. UNIT (i)

### A. Structure.

64. (What time?) (Which day?) (What day?)  
 At what time? On which day? On what day?

Aids : Pictures on page 15, of the Reader.

A calendar.

**Note :**

We use the question forms without prepositions, *e.g.*

*What time . . . ?*      *Which day . . . ?* and *What day . . . ?*

When we speak about time and day only—

What time is it now?    It's 8 o'clock.

It's ten to ten, etc.

Which day is it today?    It's Tuesday.

We use the question forms with preposition, *e.g.*

*At what time . . . ?*      *On which day . . . ?*

When we speak of some thing that happened at a point of time.

*E. g.* (We go home at 4 o'clock in the evening).

*At what time* do you go home?

(My uncle came here last week.)

*On which day* did your uncle come here?

A. (i) Revise *What time is it?* by using the pictures on page 15 of the Reader. Introduce the new structure by asking the more general questions.

When did you come to school yesterday? In the morning.

When did you go to the pictures? last week.

Build up a series of sentences such as—

I came here at 10 o'clock in the morning.

R. came here at half-past nine.

The peon rang the bell at ten minutes to ten.

Repeat the series, with a slight emphasis on the time expressions.

Ask questions.

At what time did I come to school today?—

At what time did the peon ring the bell?

At what time did R. come to school?

At what time did you come?

Ask the question briskly, to a few boys. Now ask the question in more general, but known contexts.

At what time	does	the match begin? the postman come here? the Express train leave for Madras?
At what time	do	the shops open? you stop the play?

Build up as many sentences as you can.

### Practice.

Let a number of children, ask the question and answer it. Use the substitution table in the Reader. Get one boy to read out a question and another to answer it. Let each boy write out three questions from the table and answer them.

(ii) Revise *which day is it today?* / *What day is it today?*, using a calendar.

Introduce the new structure in known situations.

The shops are closed on Sunday.

We go home early on Saturday.

We have History on Monday and Thursday.

Onam comes in August this year.

Repeat the series and frame questions.

On  $\frac{\text{what}}{\text{which}}$   $\left\{ \begin{array}{l} \text{day} \\ \text{days} \end{array} \right.$   $\left\{ \begin{array}{l} \text{do we go home early?} \\ \text{are the shops closed?} \\ \text{do you have history?} \\ \text{do they have the morning show?} \\ \text{did you play cricket?} \end{array} \right.$

### Practice.

Repeat and drill a few questions (and their answers) group by group. Let one group question another, using Table (b) in the Reader.

Let each boy write out three questions and their answers.

### Exercise.

Do it orally before getting the pupils to write.

#### UNIT (ii)

### B. Vocabulary.

I. aeroplane	II. noise	III. like
cloud	quiet/ly	to make
to fly	star	perhaps
to land	moonlight	point (n)
to move		pointed (adj.)

Aids: A pointed pencil.

A large number of content words are illustrated. Let children look at the pictures and words and understand the meaning. The words are not to be read out till they are taught, i.e., read by the teacher and drilled for pronunciation where necessary.

**I. 1. to fly** Make use of the picture in the Reader. Use any good picture that would make your points clear. Build up sentences such as these.

Look here, boys !

*This bird is flying* (Repeat).

This aeroplane is *flying* (bb).

*What is this aeroplane/bird doing ?*—Pl : flying.

*Birds fly in the air* (Repeat).

Aeroplanes *fly* in the air. (bb)

*What do birds/aeroplanes do ?*—Pl: Birds/aeroplanes  
fly (in the air)

*What fly in the air ?*—Pl: aeroplanes/birds.

Can I fly in the air ?

No, I can't.

Can you fly in the air ?—Pl: No, we can't (chorus).

There was a little bird on the window.

M threw a stone at it. *It flew away.* (Repeat)

*flew* (bb)

What did Mohan do?—Pl: Threw a stone at the bird.

*What did the bird do?*—Pl: It flew away.

Drill the important sentences and the three forms.

## 2. to land

The action is illustrated, use gesture too.

An aeroplane lands in the aerodrome.

It cannot land in the street.

B climbed up a tree and jumped down.

He landed on sand. He was not hurt.

*land, landed* (bb)

*Note.*—Bring out the meaning *to come to land*

## 3. to move

Demonstrate by moving the table. Pass on to other examples.

The car moves quickly.

The snake moves quickly and silently.

The bullock cart moves slowly.

He is moving to the window.

*move, moved.* (bb)

## 4. quietly

Contrast with *noisily*.

The boys were playing before the bell rang. They were shouting.

They were playing *noisily*.

Did they shout after the bell?.....No.

No, they did not shout. They were *quiet*. (Repeat).

.... (bb)

Are you shouting now?—No, we aren't. ✓

No, you aren't. *You are working quietly*..... (bb)

The car moves noisily.

The snake moves very *quietly*..... (bb).

Drill the words for pronunciation. Read *kwayet, kwayetli*.

The other words are illustrated.

## Reading

Reading passage: *The Flying Saucer*. (i) Unit (ii);

ii. From the beginning to "It landed very quietly."

Page 14

## II. (1) like (prep.)

The word is known as a verb, e.g., *I like mangoes*.

Here the use is different. The idea, however, is easy.

Build up sentences such as—

The aeroplane shines like silver.

Show a well polished brass button (or any other article).

*The/This button shines like gold.*

This pen is *like* a Parker Fountain Pen.

If there is a pupil in the class who resembles his father/  
mother/brother, say—

P is like his father/mother/brother, etc.

*like* (bb)

## (2) to make

Use the pictures in the Reader.

*The carpenter is making a table.*

This man is making a cake.

*My mother makes tea.*

*The tailor makes our dress.*

Base your questions on these.

What is the carpenter making?—Pl: a table.

What is this man (pointing) making? Pl: a cake.

Who made tea/coffee this morning? Pl: my mother, made Use 'doing' and repeat the series, so as to make the children use the verb. Drill the answers.

*making make made* (bb):

### (3) Perhaps

Shows uncertainty. You are not certain, but you think something may happen.

*E.g.*—There are dark clouds in the sky.

Perhaps it'll rain this evening.

Ravi is not here today. Perhaps he is ill.

*Note.*—It is difficult to get the children use this word at this stage. It is enough if they understand the meaning.

(4) *point* is illustrated. Use a pointed pencil and demonstrate a pointed pencil. Point of the pen, etc.

Drill the words for pronunciation.

### (5) *wing*

Refer Reader. Children may even give the Malayalam equivalent. Accept and pass on.

Do you have wings?

What has wings? a bird/an aeroplane.

*A bird has wings..*

*An aeroplane has wings.*

They fly in the air:

*Aeroplanes fly like birds.*

*wings* (bb)

### (6) *then*

Clean the blackboard, see that the class notices it and then write on it.

What did I do?—You cleaned the blackboard.

What am I doing?—You are writing.

Yes ; *I cleaned the blackboard and then began to write.*

(Repeat)

Ram opened his Reader and then began to read.  
The boys study till 4 o'clock. Then they play.

then (bb)

### Reading

Reading passage, *The Flying Saucer* (i) Unit (ii) from  
'At what time did it land?' to the end.

### D. Comprehension Exercise

- Here are some sentences. Read them carefully. Say right or wrong. Mark right like this (✓), and wrong (x).
  - Mr. Madhavan saw a flying saucer.
  - He was reading a newspaper.
  - The Flying Saucer had wings like a bird.
  - It made no noise.
  - It was bright and began to move up from the west.
- Answer these questions.
  - Who saw the Flying Saucer ?
  - Who was making a cake ?
  - Who thought it was a moon or star ?
  - What colour was the ears and legs of the men ?
  - Where did the Flying Saucer land ?

### E. Exercises.

Let each group do a different exercise. Ex. 2 and 3 need care. Go round and guide if necessary. Correct the written work carefully and see that the children copy the correct form in their neat note-books.

## LESSON 4—UNIT (i)

### A. Structure.

- 65, **for** + name or pronoun—*for me, for John.*
- 66, **can** with *see* and *hear*.

A few cards, covers and letters with addresses written.

Aids: A map of India.

One or two pieces of coloured chalk.

**A. For me, For John.**

Revise relevant structures. Introduce the new structure using the letters. Pick them up one by one and read the address on each. Tell the class—

1. This is a letter. *It is for X.* His name is on it.
2. It is for Y. His name is on it.
3. *This letter is for me* (Repeat). My name is on it.
4. *This is for you.* Your name is on it. (pointing to a boy in the class).

Give the coloured piece of chalk to one of the children saying—

Here, Venu, take this piece of chalk. *It's for you* (Repeat)

Use sentences such as the following—

The postman is bringing	{	a letter a money-order a parcel some stamps	}	for	{	you me Leela us	}
-------------------------	---	--	---	-----	---	--------------------------	---

Use the pictures on page 18 of the Reader. Ask questions (based on these) to get the answers given below—

Leela brings a pen for John.

The cups are for John and Mary.

The letter is for Mr. George.

Let the class read the sentences silently.

**Practice.**

Teaching Table in the Reader.

**B. can with see and hear.**

Choose clear examples. Use a map of India. Point out a town, e.g., Delhi/Trivandrum/Calicut.

Tr : Here is Trivandrum. (Repeat).

Standing away from the map, tell the class—

*I can see Trivandrum on the map.* (Repeat) (bb).

Can you see it M? (to a boy in the back bench) M.  
Yes, I can/No, I can't.

M can't see it. Can you see it P?

Repeat the question with a few pupils. When somebody says "No, I can't." tell a boy, who is nearer the map to point out the place.

He can see it. He is near the map.

Now, can you see it? etc.

I can see a kite in the sky.

I can see a bird in the tree.

There is a cat on the roof. I can see his face.

Help the boys to give different sentences and drill group by group **can** with **hear**.

Build up a context. Point to two boys talking in the class.

X and Y are talking. I can see them, but *I cannot hear*.

They are not talking loudly.

Ask a question to a boy who usually speaks softly and when he is answering, say :

I cannot hear you. Please speak louder.

To other boys—

Can you hear him P?—P. Yes, I can hear him./No, I can't.

Put a wrist-watch to your ear.

I can hear the tick-tick of this watch.

Put it to the ears of some of the pupils. Let them say

I can hear.....

Now use the picture in the Reader. Let children read the sentences.

*can see, can hear.* (bb)

**Practise**

with the table in the Reader. Help children read six sentences from the first and twelve from the second table.

Tell them to write down three sentences from each.

**Exercises.**

Give plenty of help Do it correctly orally before asking children to write.

## UNIT (ii)

**B. Vocabulary.**

- |  |          |                               |
|--|----------|-------------------------------|
| (I) along<br>to climb<br>off<br>past<br>planet<br>to stop<br>towards | (II) nil | (III) to take off<br>straight |
|--|----------|-------------------------------|

A picture of an aeroplane taking off.

AIDS :

A toy aeroplane or a paper one.

**1. along.**

Use the illustration in the Reader or one similar to it. Make the meaning clear by running a pencil or finger along the line. Contrast it with 'across'.

*along* (bb)

**2. to climb.**

Mohan climbed up the mango tree.

A boy is climbing up the wall.

Show the pictures in the Reader.

*A man is climbing up a tree.*

The aeroplane is climbing up.

*climb, climbed* (bb)

**3. off.**

Look at the pictures in the vocabulary section of the Reader. Notice that the cup falls away from the table and

the aeroplane moves away from the ground. *Off* stands for *to move away*. Cf. the boy ran off. He took off his hat.

Put a few things on the table—books, boxes, etc. Take them away one by one. As you do so, say to the class,

Look, I am taking the  $\left\{ \begin{array}{l} \text{book} \\ \text{box} \\ \text{pen} \end{array} \right\}$  off the table

Draw a stick figure of a man taking his hat off.

He is taking off his hat.

Tr: What is he doing?—Pl: He is taking his hat off.

Build up—

The thief ran off.

The car started off.

*off* (bb)

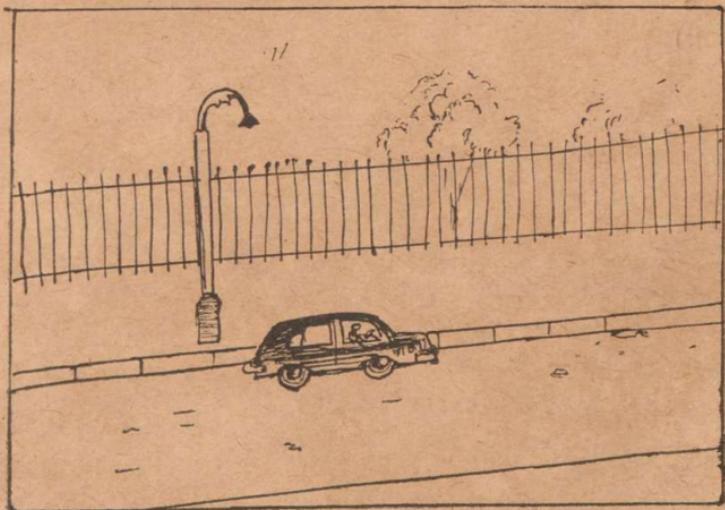
#### 4. **past.** to go past.

Teach with reference to known points of place near the school, e.g. a tap on the road, a well, a shop, etc. Build up, *K goes past the well to the shop.* (Adjust sentence suitably).

I go past three rows of pupils to the window.

The bus went past the bus-stop. It did not stop there.

The car is going past the street light.



*to go past, went past.* (bb)

**5. planet.**

Translate into mother-tongue.

**6. to stop.** familiar as instruction. e.g. stop writing. In games too. Tell a boy to write his name on the blackboard. When he is half way through, tell him—

Now, R. stop writing on the blackboard. (see that the boy stops writing).

*He stopped writing his name on the blackboard.*

Similarly,

He stopped reading the lesson.

The bus did not stop at the bus-stop.

Drill the word for pronunciation.

*stop, stopped (bb)*

**7. towards.**

Demonstrate. Walk towards the back bench or any point of the class that needs a few seconds' walking.

I am walking towards the.....

Ask one boy to stand up. Ask another to walk to him. When he is going *Say, B is walking towards D.*

This morning I saw X. He was walking towards the hospital. Use the illustration in the Reader, to make the meaning clear. *Towards* means in the direction of.

**8 earth.**

Translate. Drill the word for pronunciation.

**Reading.**

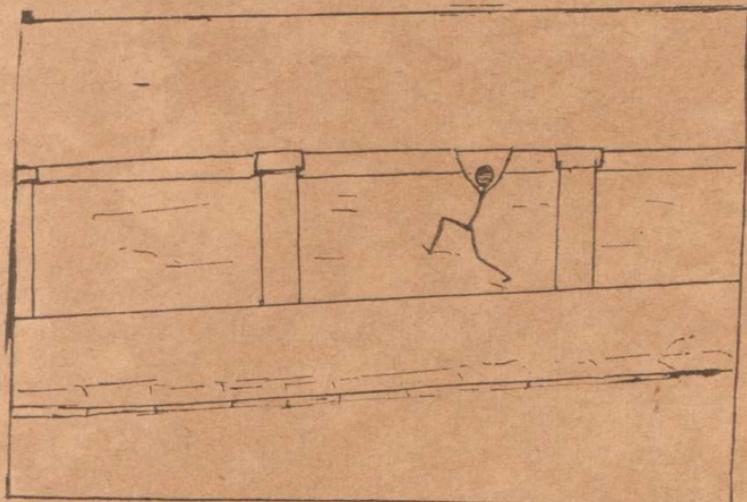
Reading passage *The Flying Saucer* 2. Units *i* and *ii*.

*i.* up to "We come from another planet".—page 21.

*ii.* up to "...not only from our planet".—page 22.

**III. (1) to climb.**

First use it in sentences like climbing up a wall/tree.



Draw a sketch of a boy climbing on a wall.

Ram is climbing on a wall. (Repeat)

Now use the pictures in the Reader.

Tr: A man is climbing up a tree. (Repeat)

The aeroplane is climbing up. (Repeat)

Can you climb up a tree, Venu?

V. Yes. I can. I can climb up a tree.

Drill the word for pronunciation. Notice 'b' is not sounded, when you pronounce the word alone.

**(2) to take off.**

This is used in a special sense with the starting of the flight of an aeroplane. Use the picture in the Reader. Use also other pictures. Demonstrate with a toy aeroplane.

**(3) straight.** is illustrated.

**Reading.**

Unit iii, to the end of the lesson.

**D. Comprehension Exercise.**

(a) Fill in the following sentences. Two or three answers are given, but only one is correct. Read the passage carefully and choose the right answer.

1. Mr. Smith was.....(in the garden, in the kitchen, standing in the field outside the garden wall).
2. The green men were walking.....(past the garden, away from the garden, towards the garden).
3. The earth is a.....(planet, star).
4. When he saw the green men, Mr. Smith felt.....(happy, angry, frightened).
5. Mr. Smith was speaking on the radio one night. He saw the green men.....(a few minutes after, the next day before he spoke on the radio).

(b) How does an aeroplane take off? Did the Flying Saucer take off in the same way?

**E. Exercises.**

Ex. 2. needs help. Do both orally before getting the children to write.

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**LESSON 5—UNIT (i)**
**A. Structure.**

67. Ordinals.
68. *Going to* for future.

AIDS. { A calendar.  
A list of the months written in order.

**(1. Ordinals)**

Put up the calendar. Revise the names of the days of the week and the cardinals. (The children have learned it in standard IV). When a few have answered introduce ordinals.

Point and say.

Sunday is the *first* day of the week.

Tuesday is the *third* day of the week.

Go on up to the *seventh* day of the week. (Repeat the series if necessary). Next drop the names of the days and repeat the ordinals, pointing to the days in order.

Use the list of the months. Refer to rows of boys in the class. Use imperative to check comprehension.

Mohan, point out to the third/fifth day of the week.

P, read the name of the tenth/nineth month of the year.

All the boys in the sixth row, stand up, etc.

Write up the ordinals up to twentieth on the blackboard. Use the letters of the English alphabet to teach up to twenty-sixth.

A is the first letter.

Z is the last letter. It is the twenty-sixth letter.

With the Attendance Register of the class, say :

Abdul is the first boy.

Mohan is the fifteenth boy, etc.

Get the children to read the ordinals from the blackboard.

### *Drill*

Use the pictures and materials on page 24 of the Reader.

## 2. **going to—for future.**

Start with something that is going to happen later on the same day, e. g.,

You are going to learn Malayalam/Mathematics next period.

You are going to play foot-ball at 4 o' clock today.

*Note* : Do not use *going to go* in the beginning. That will confuse pupils. Use the pictures in the Reader. Let the children look at the pictures carefully. Draw attention to the fact that in the first picture the man has not begun to drink the coffee yet. He is only holding the cup.

**Practice.**

Read a few sentences from the Teaching Table yourself, and then get the children to read. If you prepare another table of the same type, you can use this for revision.

*Exercise.*—too.

## UNIT (ii)

**B. Vocabulary**

I. about	II. to sleep	III. ——Nil.
asleep, awake	to wake up	
dream (n) to dream	husband and wife	

aids :—Cuttings of advertisements from local newspapers (mother-tongue).

**I. (1) about.** (prep.)

Use a few advertisements from local newspapers, e.g., Horlicks, Radio, etc. Read each one if necessary and say,

This is about Horlicks. It says Horlicks is very good food.

*This is about Radio.* It says this Radio is the best, etc.

Refer to some story in the Malayalam Reader, with a title different from the name of any character in the story.

This story is about \_\_\_\_\_.

This lesson is about \_\_\_\_\_.

Refer to a well-known picture (film) and ask,

What is (name of the film) about? Pl: It's about——.

Tell me two sentences about A.—Pl: A is a boy in my class. He is tall, etc.

*about (bb).*

**2. asleep and awake.** are best taught in contrast-use any picture from newspapers, to bring out the meaning of asleep.

Tr: I got up at 6 o' clock in the morning.

My brother came to my room at half past five. I was sleeping. I was *asleep*. I was not *awake*.

Raju was sleeping yesterday afternoon. His friends called him. He got up. He was asleep till 3 o' clock. You are all awake now.

*awake, asleep (bb).*

3. **dream.** (n)—Malayalam. Refer picture in the Reader.  
4. **to dream.**

Connect it with the noun. When the meaning of the noun is given, that of the verb is easily guessed.

I had a dream last week. I was flying in an aeroplane.

I dreamt about flying in an aeroplane.

Ask the children about their dreams.

Did you dream last night T?—Pl : \_\_\_\_\_.

What did you dream about ?—Pl : \_\_\_\_\_.

Who has dreams every night ?—Pl : \_\_\_\_\_.

X dreams every night.

*dream, dreamt (bb).*

### Reading.

Reading passage, *Dreams.*

Unit i up to about the flying saucer on page 27.

### II. (1) sleep.

Teach the word referring to daily routine.

I go to bed at 10 o' clock in the night.

I *sleep* after some time.

Last night I *slept* well.

I was reading a book till 10 o' clock.

Did you sleep well last night M?

Ask the question to a number of pupils. Let them give full answers. Use the picture in the Reader.

Raju is sleeping. What is Raju doing?—Pl : sleeping.

Where is he sleeping?—Pl : On a cot.

He is asleep.

*sleep, slept (bb)*

**(2) wake up.**

When did you get up in the morning S?—S: At 6·30.

S was sleeping till 6·30 in the morning. He woke up at 6·30.

When did you wake up R?

Ask the question to a number of boys. Ask briskly. Let the boys answer in full sentences. Drill the words for pronunciation.

*wake up, woke up (bb)*

**(3) husband and wife—Translate.****Reading.**

Reading Passage ‘*Dreams*’ Units *ii* and *iii*.

*ii.* up to “Then I woke up” on page 28.

*iii.* to the end of the Passage.

**D. Comprehension Exercises:**

1. To whom did Mr. Smith tell the story?
2. What was the story about?
3. Did the green men come to the earth? Why?
4. What happened to the letter? Did Mr. Smith lose it?
5. What did Mr. Smith write to the newspaper?
6. Gopal said, “Sometimes I dream; I see people and places”. Why does he call it *Dream*?
7. Who speaks about Gopal? What happened to his ears?
8. What did the twelfth bird say?

**E. Exercises.**

(1) See that children do not write the word in their Reader. (2) Read the instructions in the Foreword of the Reader. Dictation is meant to train children in listening. Dictation can be given after the Revision Exercises. Check carefully the writing of the pupils, after dictation.

F. Spend some time over this. Give other exercises of the same type. That will be very helpful in revising.

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## LESSON 6—UNIT (i)

**Structures**

- (a) 70. Time expressed without preposition.  
 (b) 69. Simple Future with *shall* and *will*.

1. The charts on page 32 of the Reader.

**AIDS :**

2. Similar charts for revision.

**A. (a) Time expressed without preposition**

Children are familiar with time expressions with prepositions, e.g. at 4 o'clock, on Monday, in the morning, in the evening, in May, etc.

They also know *yesterday*, *today* and *tomorrow*; time expressions without prepositions. The teaching point is to be built on these. *If the name of the day or period of time has a qualifying word before it such as last, next, this, that, before, after, we do not use a preposition*—cf. last Monday, next Friday, last evening, the day before yesterday, the day after tomorrow, this morning, etc.

Start the lesson by revising the use of 'yesterday', 'today', and 'tomorrow'.

Tr: Did you come to School yesterday?

Did you go to the Post Office today?

Are you going to play a match tomorrow? etc.

Get full sentences as answers.

Now use the chart given in the Reader or a similar one to teach the expressions. Notice (1) that *last* and *before* refer to an earlier point of time than the time of speaking, and *next* and *after* to a later one. Help the pupils to get this point right with the help of the chart. (2) We write *September 6th*, but read it *September the sixth*. 'The' is used with the ordinals in reading dates, though it is omitted in writing. Build up as shown in the Reader. Use actual

dates and days. Give a number of examples for each expression, *e.g.*

I am going to buy a new book today.

We do not have an English lesson tomorrow.

Last Saturday was a holiday.

Next Monday we are going to play a match.

The day after tomorrow is Sunday.

The day before yesterday three boys were absent in this class.

Ask questions based on your statements. Notice that the questions have no prepositions. Cf.

Where was X the *day before yesterday* ?

Where was he *on Monday* ?

Let the children answer in full sentences. Put some of them on the bb. and drill. Make a list of the expressions if necessary and drill them. When the pupils are familiar with these, test by asking a question that needs a time expression with preposition, as answer, *e.g.*

On what day did the Headmaster come to our class ?

**(b) Future expressed with shall and will.**

*Note* :—The simple future is expressed with *shall* in the first person (I, we) and *will* in the second and third persons. (You, he/she, they).

Build up sentences relating to real situations.

*E.g.* I shall begin the next lesson tomorrow.

We shall have an extra lesson tomorrow.

Mohan went to the Post Office. He will come back in five minutes.

The peon will ring the bell after ten minutes.

Some boys and girls from America came to India last week. They are in Delhi. They will come to Kerala next month.

Repeat easy sentences. Make a list on the blackboard.

Ask questions based on your statements, *e.g.*,

Tr : We shall have an extra lesson tomorrow. Will you come at 9 o'clock ?

Pl : Yes, I/we shall.

Tr : I want a picture of Jawaharlal Nehru. Who will bring it ?

Pl : I shall.

Take care to draw attention to the change of *will* (2nd person) in the question to *shall* (1st person) in the answer.

### Practice

Teaching Tables in the Reader.

### UNIT (ii)

### B. Vocabulary

I. wide

afternoon

trip

boat

lake

wild

II. deep

well (n)

to catch (v)

bends (n)

to look after

Picture of a mother giving something to eat to her child (advertisement).

AIDS : Picture of a nurse near a sick man.

Picture of a mother bird feeding her young ones.

### I. 1. wide

Use pictures. Draw a wide road and a narrow one. Bring out the contrast. Refer to the front gate of the school and the door of the classroom. When the meaning is grasped refer to known facts. Build up—

The Main Road is wide. (Repeat).

The road is *wide* in front of our school.

It is not wide near the Post Office.

This bench is wide. That one is not wide.

This ribbon is wide. That one is not wide.

Is the river wide near our village ?

The river is wider than the canal (കോടടു), etc.

Drill the word for pronunciation.

*wide* (bb)

## 2. afternoon

The word is familiar as part of the greeting *good afternoon*. The pupils may have a rough idea of the span of time too—the time between *morning* and *evening*. The point to impress is that afternoon is any time from noon to evening—say 12 noon to 5. Refer to the number of periods they have in the morning and afternoon. (In Standard IV, Reader, *after 2 o'clock* is used instead of *afternoon*.) Refer to any school or known outside activities.

E.g. We have four lessons in the morning. We have only three in the *afternoon*.

*Some shops are closed in the afternoon.* (Repeat).

Some schools close on Saturday afternoon, etc.

Ask questions and get the pupils to use the word.

*afternoon* (bb)

## 3. trip.

Refer to an actual trip, say a school excursion—or to a boy who went to another town/village to spend the holidays. Trip means a journey (with a short stay) especially for pleasure.

Last month Standard X boys went on a trip to Cape Comorin.

Raju went on a trip to his village last week.

*trip* (bb)

**4 & 5. boat and lake** are illustrated. Boat is a loan word in many parts of the country. Put the words on the black-board and drill them **lake**—Translate if necessary.

## Reading

Reading Passage : *A Trip to Thekkady* (1)

Unit I up to "Then you will see some of the wild animals."

## II. 1. deep and well.

Teach the two words in association. Well (n) needs no explanation. Use gesture to make the meaning of *deep* clear. Explain the picture on page 34 of the Reader.

The well in the school is deep. (Repeat)

The river in our village is deep in the middle.

The sea is very deep.

The river is not deep near the bank, etc.

Keep to *deep* and *not deep*.

### 3. to catch.

The children have learnt the word in Standard IV—*throwing* and *catching*—Here it has a different shade of meaning. To catch a bus/train/boat, etc., means *to be in time for the bus/train/boat*, etc.

The train left Kottayam at half-past nine. I reached the railway station at 9-25. *I was able to catch the train.*

You must catch a bus to go to (name of a town).

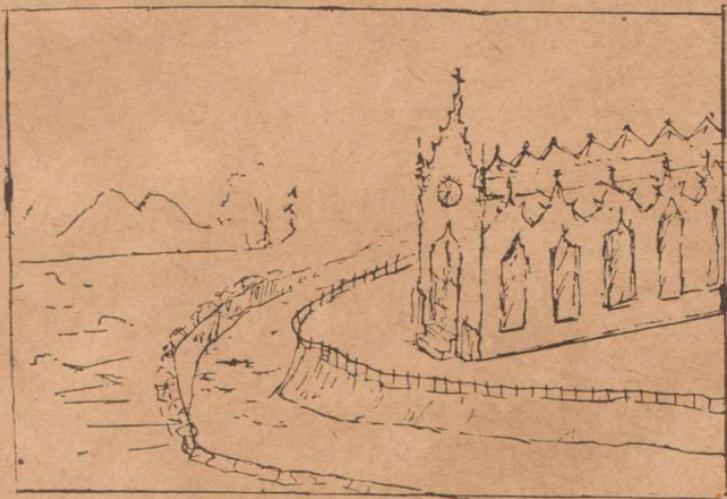
Today I *caught* an early bus.

Notice the spelling of the past form.

*catch, caught* (bb)

### 4. bend (n).

Illustrate.



**5. to look after.**

This is a complex idea and can be grasped only gradually. Show a few pictures. (1) A mother giving something to eat to her child. (2) A nurse near a sick man.

*First picture.*

Point to the mother and child and say—

The mother gives food to the child. She helps him to dress.

She helps him to learn his lessons. *She looks after him.*

*The mother looks after her child.* (Repeat) (bb).

What does the mother do? (build up point by point).

*Second picture.*

This is the nurse. This man is ill. She gives him medicine.

She helps him to sit up. She gives him food. *She looks after him.*

*The nurse looks after the sick man.* (Repeat). (bb)

*Third picture.*

The mother bird brings food to the young birds.

She looks after them.

Who looks after the baby?

What does the nurse do?

What does the mother-bird do?

*look after, looked after* (bb)

**Reading**

Reading Passage, *A Trip to Thekkady* (1), Unit II, to the end of the passage.

**D. Comprehension Exercises.**

Answer these questions.

1. Who is Gopal's friend?
2. Where does he live?
3. With whom does Jameela live?
4. What did their father and mother plan for the holidays?
5. What were they going to do on the third day of the holidays?

6. What day did the holidays begin?
7. How far is Kottayam from Thekkady? (Help with the meaning.)
8. Do wild animals live near the lake?
9. From where can a visitor see wild animals?
10. Is the water in the lake deep everywhere?
11. Are there many bends in the road to Thekkady?
12. Can you go by train to Thekkady?

### E. Exercises.

#### *Spelling.*

Tell the children to learn the spelling by heart, and test by dictating the words after some time. Do not dictate all the words the same day. Dictate in groups of 5 or 6, making it a regular feature of your daily lesson. Spend about three minutes on dictation every day.

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## LESSON 7—UNIT(i)

### A. Structures.

71. How+adj. *How deep*.....?  
                                   *How tall*.....?

How long.....? How wide.....? How big.....? etc

Aids: A few strips of paper of different widths.

A. The question “**How old**.....?” is the easiest to begin with. Call a boy near you and ask him his age in regional language. Say to the pupils.

*B is ten years old.* (Repeat).

Repeat the sentence (with necessary changes) with a number of others.

E.g. C is nine years old.

K is eleven (years old).

Let the children hear the sentence form five or six times. Then ask,

How old is C?

Answer it yourself.

*He is eleven years old.* (Repeat question and answer)  
Vary the answer with reference to other boys. Now,

How old is C?—Pl: He is eleven (years old).

How old is B?—Pl: He is ten.

How old are you D?—D. I am twelve, etc.

Let children ask the question of each other, and practise.

Make a statement with reference to the height of a few boys.

Mohan is 4 feet tall.

Abdul is 3 feet 9 inches tall.

Venu is 4 feet 5 inches (tall).

Draw a palm tree on the blackboard or show one in the compound.

This coconut tree is 40 feet tall.

Now ask questions. How tall is Mohan/Abdul/the coconut tree. Help children to answer.

### **How wide . . . . . ?**

Use a few strips of paper. Refer to the verandah, the benches (if they are of different width) and the road leading to the school.

Make statements about their width, ask the question—

*How wide . . . . . ?*

and in the first instance answer it yourself. Then let the children answer and finally ask questions.

### **How far . . . . . ?** needs careful teaching.

Calicut is only six miles from Salim's house.

Thekkady is seventy miles away from Kottayam.

How far is Calicut from Salim's house?—(Six miles).

How far is Thekkady from Kottayam?—(Seventy miles).

How far is the post office from our School?, etc.

### **Practice**

Put pairs of place names on the blackboard.

E.g. Hospital—School.

The railway station—Hospital.

Your home—School/Bus stop., etc.

Tell (and help) the children to frame questions based on these. Use the Teaching Tables. Let one boy read out a question and another answer it. Make it a game.

Do the exercise orally before the pupils write it. Give more statements of the type.

## UNIT (ii)

**B. Vocabulary**

- |               |                        |            |
|---------------|------------------------|------------|
| I. to set off | II. late               | III. metre |
| punctual      | end                    | kilometre  |
| early         | to switch (the engine) |            |
| passengers    | on/off                 |            |
| arrived.      | hills.                 |            |

AIDS: A ribbon, a piece of spring, a stick, etc.  
A torch.

**I. 1. to set off**

Started, usually on a journey that takes sometime to be completed.

A bell rang. The guard whistled and the train set off. Everybody climbed into the bus. The conductor [blew his whistle and the bus set off.

*set off* (bb)

Ask questions based on these or any other known event and get the children to use the phrase. Use historical contexts (if any) such as the voyage of Columbus, the Everest Expedition, etc.

**2. punctual/ly**

Give an idea of the meaning by speaking about a few boys who are punctual.

Our school begins at 10 o' clock every day.

Ram comes to school at 10 o' clock every day.

He comes at the right time. He comes *punctually*.

Who are the other boys who come to school punctually?

—(a few names).

Refer to the same boys. Say—

R is punctual. P is *punctual*.

Another context—any public meeting in the locality.

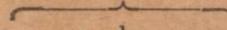
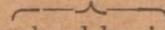
The meeting was going to begin at 4.5 in the evening.

The President came at the right time. He was *punctual*.  
 Translate if necessary. (One word—no long explanation).  
*punctual, punctually* (bb)

### 3. early

Teach it in contrast with *late*.

- (1) before the given time/after the given time.
- (2) in a general sense.

9 o' clock 9-30	10 o' clock	10-30 11 o' clock
 <i>early</i> (before time)	 school begins	 <i>late</i> (after time)

General sense:—

- R goes to sleep at 11 o' clock in the night.  
 He goes to sleep *late*.  
 His little brother sleeps at half-past seven.  
 He sleeps *early*.

*early, late* (bb)

Drill the words for pronunciation. The 'r' in "early" is not heard.

### 4. passengers

The pupils know the meaning. They have seen '40/30 passengers' written on buses. They know the word in expressions like a passenger (bus), a passenger train.

Passengers do not stand in Express buses.

Forty passengers can sit in a Transport bus.

In a railway station there is a waiting room for passengers.

*passenger* (bb)

### 5. to arrive

Use the picture in the Reader. Explain the dotted line. Give the boy a name.

John is running towards the bus stop.

He will arrive there in two or three minutes.

If your town is an air/railway station, ask  
the aeroplane

does

here ?

When                      the train                      arrive                       
                    did your brother                      from Delhi ?  
                    your uncle

I started from my house at 9-30, this morning.

*I arrived here at a quarter to ten. (Repeat).*

When did you arrive here this morning ?, etc.

*arrive, arrived (bb).*

### Reading

Reading passage "A Trip to Thekkady (2)", Unit I

I. up to "The train was making a loud noise".

II. 1. **late** teach in contrast with *early*.

2. **one end** is illustrated in the Reader. Use a ribbon/a piece of string/stick. Demonstrate. Next use the phrase with reference to the benches in the class room.

Draw a line on the blackboard. Ask a boy to write 'A' at one end and another boy to write 'B' at the other end.

Let them touch the ends of a bench, pointer, etc., saying:  
*This is one end of the bench. This is the other end.*

*end. (bb).*

### 3. to switch on/off

Demonstrate if the class room is electrified. If not use a torch. Pass on to the engine of a car/bus/.. ..

The engine makes a big noise. *The driver has switched it on.*

There is no] noise. The driver has *switched off* the engine.

*switch on, switch off. (bb).*

**Reading**

Reading passage, *A Trip to Thekkady*. Unit II.

II. up to "...the engine is a big one", page 42.

**III. Metre and kilometre**—are loan words now. Teach reading and pronunciation and pass on to Unit III of the Reading Passage III up to the end of the passage.

**D. Comprehension Exercise**

- I. 1. On what day did Jameela and Salim start off to Thekkady ?
2. Did they wait a long time for the train ?
3. How did they go to Thekkady from Kottayam ?
4. Was the road straight and good ?
5. Which are smaller, hills or mountains ?
- II. 1. On Saturday Salim and Jameela woke up \_\_\_\_\_  
(late, as usual, early)
2. It was \_\_\_\_\_ to get seats in the train.  
(easy, difficult, impossible).
3. They went to the railway station by a \_\_\_\_\_.  
(rickshaw, car, bus, bullock cart)
4. The railway engine was \_\_\_\_\_.  
(noisy, quiet, switched off)

**E. 2. Pronunciation**

Pronounce the *e* in *we* long.

Give chorus drill—read the word and let the class repeat it after you. Then let each group read a few words in any order you choose.

If the class is too big, break it into two or three groups and drill the words. Let each group get a chance of repeating all the words.

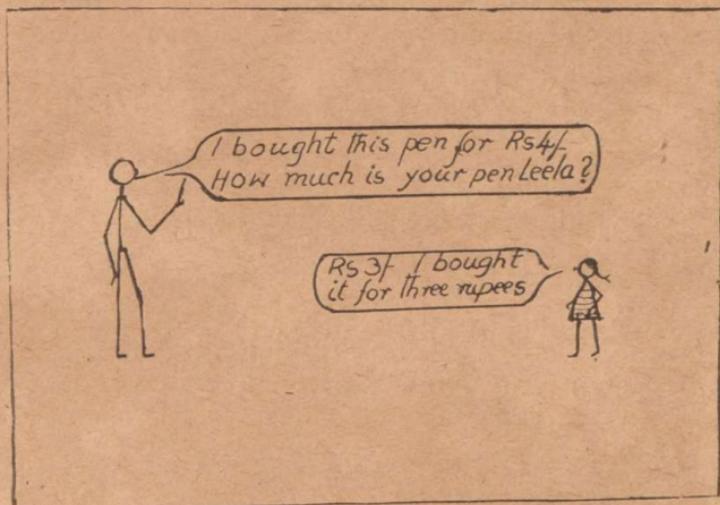
## LESSON 8—UNIT (i)

## A. Structures

72. for—price.

73. ago.

AIDS :

A. (a) *for—price.* e.g., I bought this *for* three rupees.

Multiply situations by referring to different things belonging to the boys.

E.g. This is a fine pencil. How much is it ?

Pl: It is twelve paise. I bought it for twelve paise.

See that the children use the word in their answer.

The farmer sold his corn for Rs. 100.

*Note.*—Read one hundred rupees. Rs. 5—Five rupees, etc.  
Amount comes before rupees.

(b) **ago** can be used to refer to any time before the time of speaking, e.g. two minutes ago. The time referred to need not be a long way down in the past. Note that we often use (wrongly) *before* for *ago*. Refer to well known incidents in the history of the school/village/town. Build up situations such as these :—

Our school team is going to play a match tomorrow.

They won the cup two years ago.

Today is Friday. Anil's brother came here on Monday.

*He came here four days ago.*

*The second bell rang five minutes ago, etc.*

When did our school team win the cup?—Pl: Two years ago.

When did Anil's brother come here ?

When did the second bell ring ?

### Practice

Do the Teaching Tables and exercises in the Reader. Let the children write the Exercises and three sentences from each of the Tables. Help them to do the exercises correctly, orally.

### UNIT (ii)

#### B. Vocabulary

I. to leave  
soon  
tourist  
island

II. boatman  
shore  
shallow  
herd

III.  
Nil

The picture in the Reader.

AIDS : A picture of a railway station.

A picture of the sea-shore.

**I.1. to leave**

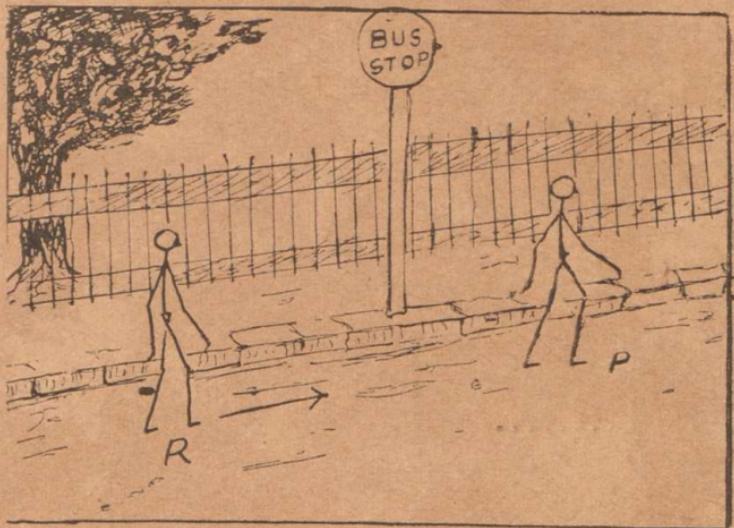
Sketch the figure on the blackboard.

R is going to the bus-stop.

P is leaving it.

We come to the school in the morning.

*We leave the school in the evening.*



(Use the picture of a railway station and illustrate).

*leave, left. (bb).*

**2. Soon**

Build up a class room situation.

The boys were playing. The bell rang. They stopped the game, and ran to their class-rooms. *Soon* they were in their class-rooms (Repeat).

There is only one more paragraph in this Reading Passage. We shall finish it *soon*.

*soon (bb).*

### 3. Tourist

Translate and then explain in English—People who go to see other places.

Children in towns may know the words, Tourist Home/ Tourist Lodge/ Tourist Bangalow.

People from other countries come to India. They go to all beautiful places. They are *tourists*. (Repeat).

### 4. Island

Is illustrated in the Reader. Use a map of India. Ceylon is an island. (Build up a sentence with reference to any island.)

The Andamans are small islands.

Notice that the *s* is silent. Drill the word for pronunciation.

*island* (bb)

## Reading

Reading Passage *A Trip to Thekkady* (3) Unit I.

I, up to “..... other countries come here;”, said Shri Ahmed.

### II. 1. boatman

The men who row the boats. Translate.

### 2. herd

Show the herd of elephants in the Reader. Give other examples. a herd of cattle, a herd of sheep, etc.

*herd* (bb).

### 3. shore

Use a picture of a sea-shore. Pointing to the land, say—

This is land.

Pointing to the sea, say,

This is the sea.

Touching the portion between the water and dry hard ground, say—

This is the shore.

(Generally the shore is sandy or muddy).

shore (bb):

#### 4. shallow deep

Teach by illustration.

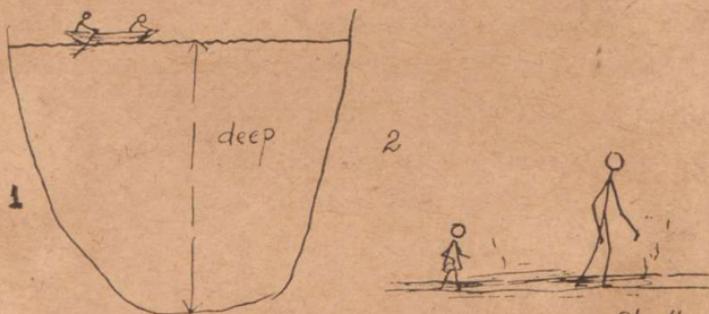
Look at picture one.

The water is *deep*.

Look at picture two.

The water is *not deep*.

It is *shallow*.



deep, shallow (bb)

#### Reading

Units II and III of *A Trip to Thekkady* (3)

II up to "..... 50 P." on page 48.

III to the end of the passage.

#### D. Comprehension Exercises

I. Answer these questions.

1. They reached Thekkady. The passengers left the bus. Where did Salim and Jameela go?

2. How long did they stop at the hotel?

3. How many days did they travel ?
4. Was the heat less in Calicut than in Thekkady ?
5. What are the wild animals afraid of ?
6. Can anybody kill the wild animals there ?

II. Read the following sentences. Mark them right or wrong.

right ( = ). wrong ( + ).

1. They saw tigers and bears near the lake.
2. They went into the forest to see elephants.
3. The animals were on the shore or in the shallow water.
4. Salim and Jameela were very much afraid to go on the boat.

### E. Exercises

2. Pronunciation—Drill the words for pronunciation.

## LESSON 9

### UNIT (i)

#### A. Structure

74. must (necessity)
75. for (duration)

AIDS :

#### A. (a) must (necessity)

The situations chosen must be one of clear necessity.

The train will leave in five minutes. I *must* run to the station to catch the train. (Repeat).

There are only five minutes to 12. The examination ends at 12. Mohan has one more question to answer.

*He must answer quickly* (Repeat).

His exercise is not neat. I cannot read it. He *must* write it again neatly. (Repeat).

Notice that the past tense is *had to*.

I *had to* run to the railway station.

He *had to* write his exercise again neatly.

Question—What *must* he/I do ? (Present tense) What *had* he/I to do ? (Past).

### Practice

The teaching table in the Reader.

### UNIT (ii)

#### B. Vocabulary.

I. during  
to finish  
to stay  
beautiful  
city  
parents

II. to send  
to wait

A calendar (sheet).

Aids: A good picture of a family.

A letter.

#### I. 1. during.

The idea is a little difficult to grasp. You can only make a beginning. Give as many examples as you can. Use a calendar. Point out to the holidays say in October and tell the class.

There are a lot of holidays *during* October. (Repeat)  
Pointing to a sheet where there are very few holidays, say:

There are not many holidays *during* September. (Repeat)  
Referring to the weather.

There was plenty of rain *during* August.

I went to Cape Comorin *during* the holidays. (Repeat)  
Ask a few boys,

Did you go to your village *during* the holidays ?

What did you do *during* the summer holidays ?

When did your sister learn music?—Pl: *During* the summer holidays.

What did you learn during the second period?

*Note:* 'During' refers to a period of time, long or short.

*during* (bb).

## 2. to finish.

Ask a boy to draw a cat (anything) on the blackboard. When he has finished, point to the drawing and tell the class.

X has *finished* his picture. (Repeat)

Tell everybody to write his name on his note-book neatly.

Have you finished writing? (Recognition only).

Refer to a building or bridge nearby.

They began to build the bridge in August.

They *finished* it in March. They built it for 8 months. To make children use the word: Ask every boy to write down the names of six or seven wild animals. Let a boy look into his neighbour's note-book and report.

He has finished.

*Note:* *Had/Has finished* is an advanced structure, used early, as a reply to the question 'Has he finished his work, etc. Children need not learn the question form.

*finish, finished.* (bb).

## 3. to stay.

Begin with a real situation.

You come to school at 10 o'clock in the morning.

You leave the school at 4 o'clock in the evening.

You *stay* here for six hours.

Gopi's uncle came here from Madras.

He came on Saturday. He went back to Madras on Tuesday.

He *stayed* here for four days.

During the summer holidays I went to Cape Comorin.

I *stayed* there for a week.

Ask questions based on your statements as well as on some well known event, e.g.

How long do you stay in School?

How long did the Chief Minister stay here last month ?,  
etc.

*stay, stayed* (bb).

#### 4. beautiful.

Name a number of beautiful objects—pictures, flowers, natural scenes, etc. and use the word. The meaning is easy to grasp. Drill pronunciation.

#### 5. city.

Bring out the difference between *a city* and *a town*. Name some towns, Calicut, Trichur, Kottayam, Kottarakara, etc. Name some cities. Trivandrum, Ernakulam, Madras, Bombay, Delhi, Calcutta are very big cities.

Ask the class to name some very big cities of the world. They may name London, Paris, New York, etc.

#### 6. parents.

Use a good picture of a family—the Kennedy family and illustrate.

#### Reading.

Reading Passage. *In Trivandrum* Unit I.

I, up to "...and speak Malayalam too" on page 54.

#### II. 1. to send.

Use a letter. Show the letter stamped and addressed to the class. Say,

I am going to send this letter to my brother. (Repeat)

I shall *send* it today. (Repeat)

Tell a boy to go to the office (or map room) and bring a map of India.

A, bring a map of India from the office ?

To the class.

I am *sending* him to bring a map of India.  
Other contexts.

I sent my son to the shop yesterday, to buy some sugar.  
Questions:

Does your mother/father send you to the shop/post-office?

When did you send a letter to your brother/friend?

*send, sent* (bb).

## 2. to wait.

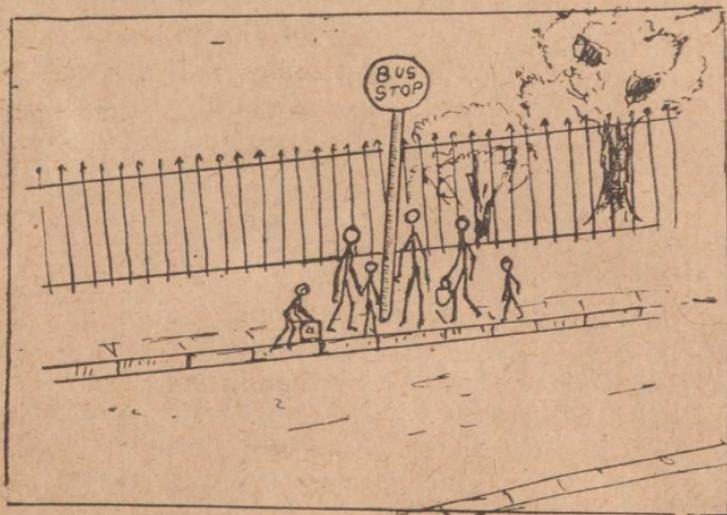
Waiting for a bus is a very common experience.

Copy the picture on the blackboard and ask:

What are the children doing?

P1: Standing.

Where are they standing?



P1: At the bus-stop.

They are standing at a bus-stop.

They are *waiting* for a bus. (Repeat)

What are they doing at the bus-stop?

Pl: They are waiting for a bus.

Give similar examples.

The class is waiting for the teacher.

Mohan is waiting for his friend.

*wait, waited (bb),*

## Reading

Reading Passage—*In Trivandrum.* Unit II.

II. to the end of the passage.

### D. Comprehension Exercises

- I. 1. When did Jameela and Salim write to Kamala and Gopal ?
2. How long did they write the letters ?
3. Who wrote the letter to Mary and John ?
4. How long do tourists stay in Trivandrum ?
5. Is Calicut to the north of Trivandrum ?
6. Name some beautiful things in Trivandrum ?
7. How many languages do the Asirvathams speak ?
8. Who asked Salim and Jameela to go to Trivandrum ?

II. Write down five rules of the road.

### E. Exercises.

2. Pronunciation. Make the *u* long.
3. Dictation—Read the Foreword in the Reader and notes to Lesson 5 in this hand book.

## LESSON 10—UNIT (i)

### A. Structures

76. Comparative of *many* and *much* : more than.  
A Pencil and a ruler.

Aids :

Two bottles—one with more ink than the other.

A. (a) Revise—Comparative degrees of adjectives, e.g.,

A is taller than B.

This bench is higher than the other.

A ruler \* is longer than a pencil.

(\* ruler—scale)

Use the same contexts to introduce the new structure,

e.g. B is four feet tall. A is four feet three inches tall. A is taller than B. *He is more than four feet tall* (Repeat). This bench is two feet high.

The benches in the IX Standard are *more than two feet high* (Repeat).

This pencil is five inches long. This ruler is longer than the pencil. It is more than five inches (long). (Repeat).

Put two of these sentences on the blackboard, as you repeat. Ask,

How high is the bench in Standard IX ?

Answer the question yourself. Repeat the question and get the children to answer. See that they use the expression ' more than ' in their answer.

(b) Here a noun comes between *more* and *than*. more + noun  
..... + than.

You can use this with countable and uncountable nouns.

Make two groups of any countable objects, e.g. books.

Put five books in group A and three books in group B.

Ask a boy to come to the table and count aloud. When he has finished counting say,

*There are more books in this group than in the other* (Repeat).

Similarly : There are more boys in this bench than in that one (Repeat).

*There is more ink in this bottle than in that one.*

Write up sentences 2 and 3 on the blackboard.

Imperative : Show me the bottle that has more ink than this.

Question : Which bottle has more ink than this ?

Let children answer in complete sentences. Drill the answer. (Groups)

**Practice :**

The Teaching Tables in the Reader. There are 15 sentences in Table (a) and 18 in Table (b). Let each boy read a different sentence. Let the class write four sentences from Table (a) and two from Table (b).

UNIT (ii)

**B. Vocabulary**

I. edge	to swim	II. beach	to fall
warm	to paddle	back	to cry
sand	to take something off	down over.	

**1. 1. edge.** is illustrated in the Reader. Demonstrate pointing to the 'edge of the table', 'edge of the bench', 'edge of the verandah', 'edge of a pit', etc.

*edge* (bb).

**2. warm × cool.**

Teach with reference to weather.

The evenings are cool. The day is warm.

Cool water, warm water, etc.

Distinguish between *hot* and *warm*, *cool* and *cold*.

Drill the pronunciation.

*warm* (bb).

**3. sand**

Show and teach.

**4. to swim.**

Translate. Put both the tenses on the blackboard and drill. Children in cities know the word 'swimming pool'. Children in village know to swim near a river or canal. A reference would give the idea.

The fish swim in the water.

Ducks swim in the water.

A man swam across the English Channel.

**5. to paddle.**

Translate.

**6. to take something off.**

Demonstrate.

I am taking my coat off.

Put the chair or stool on the table, saying

I am putting the chair on the table.

Take it off slowly.

*I am taking it off the table* (Repeat)

Ask a boy to repeat the action. To the class,

What is he doing?—Pl: (Complete sentence).

Show a picture of a man taking off his hat. If children use caps/hats, make use of the situation.

He is taking his hat off (Repeat).

If you have a picture of unloading, show it and say,

The men are taking the bags off the lorry (Repeat).

Let the class repeat important sentences, group by group.  
take.....off, took.....off (bb).

**Reading:**

Reading Passage, *At Trivandrum Beach* (1) Unit I.

I up to ".....high waves". on page 58.

**II. 1. beach.**—the sandy section on the sea-shore.

The beach in Madras is a good one. There is sand and fine breeze.

The beach in Trivandrum is fine.

The beach in Alleppey is not very good.

*Beach* (bb);

2. *back* (adv.) Pupils have learnt this word as such in the expression *at the back of*. They also use the expressions, 'back bench' and 'back seat'. *Go back* (adv.) has been used as a formula. Build on it. Call a boy to the table and give him a task to do.



Mohan, come here. Please clean the board.

When he has cleaned (done) it say,

Thank you, *go back to your seat.*

Use earlier structures.

What is M doing?

Pl: He is going back to his seat.

You come to school at nine o' clock in the morning.

What do you do at 4 o' clock in the evening ?

Pl: *We go back to our homes.*

Refer to the visit of some important person to your place.

When did X come to our village?

How long did he stay here?

What did he do after four days? Pl: He went back.

*back.* (bb)

3. **down** is familiar in expressions like *sit down, jump down, etc., fall down* (Standard IV). Revise it in contrast with *up*:

#### 4. **over**

Use the picture in the Reader. Point out to the bird and say—

The bird is flying over the house. (Repeat)

The sky is over our heads.

Drill the word for pronunciation. The 'r' is not pronounced unless the next word begins with a, e, i, o, or u.

*over* (bb).

#### 5. **to fall.**

Drop a piece of chalk down naturally, and say,

The chalk fell from my hand. (Repeat)

Pass on to: The boy jumped over a wall. He fell down.

Use picture on page 85 of the Reader.

Look at the boy. He fell from the tree. He fell into the water.

Where did he fall from?—Pl: (full answer).

*fall, fell* (bb).

**6. to cry.**

The word has been used in a different meaning in Standard IV. Here it means *weep*. Show a picture, a cut-out from a newspaper or magazine, and say,

This baby is crying.

He is hungry. So he is crying.

What is the baby doing?—Pl: Crying.

Suresh fell down. He hurt his leg. He *cried*.

*cry, cried* (bb)<sup>2</sup>

**Reading**

Reading Passage. *At Trivandrum Beach* (1), Unit II, II to the end of the passage.

**D. Comprehension Exercises**—Answer these questions.

1. What did the Asirvathams do before they crossed the road?
2. How long did they wait at the bus-stop?
3. How long did they take to reach the beach?
4. The beach at Trivandrum is fine. Two things make it fine. What are they?
5. What did the children like to do?
6. Did they both stand in shallow water?
7. Why did John cry?
8. Who helped John? How?

**E. Exercise**

1. Help the children to fill in two or three gaps and then let them do it without help. Give plenty of time. If the class knows how to do this exercise, make it a competition between the groups.

**F. Revision Exercises**

This section must be carefully worked through. You can use it as a test if you wish to. It covers the main structures up to Lesson 10.

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## LESSON 11—UNIT (i)

**A. Structures**77. Adverb clause with *because*.

78. Why.

Picture of a very thin baby.

Aids:

Picture of a happy boy with a prize in his hand.

**A. (a) because.**Build up from a context in the last Reading Passage.  
John fell down. He was afraid. So he cried.Say, *John cried because he was afraid.* (Repeat) (bb).He was afraid *because* a big wave went over him.  
(Repeat)Salim and Jameela put on more clothes at Thekkady  
*because* it was very cold.

Tell a boy to come to the table. Tell the class.

He came here *because* I called him. (Repeat) (bb).*because* (bb).

(b) Frame questions on these.

Why did John cry?

Answer it yourself. *He cried because he was afraid.* Repeat the question and the answer. Now ask question on the other statements. When the form is established ask general questions. Of a boy who was late—

K, why did you come late this morning?

Help him to answer, 'because I didn't get the bus'.

Build up using pictures,

Why is this baby very thin? P1: Because it is not well.

Why is this boy happy? P1: Because he got the prize.

Drill the question and answer forms, group by group.

**Practice.**

Use the tables in the Reader: Help the pupils to give suitable answers to the questions in Table (a). In Table (b) help children to frame suitable questions. Do the exercises orally and then ask the class to write down a few sentences.

## UNIT (ii)

**B. Vocabulary.**

I. to dry, empty  
to dig hard  
to find soft

II. to collect  
to get

A few bottles or boxes.

A kerchief.

Aids: A coin.

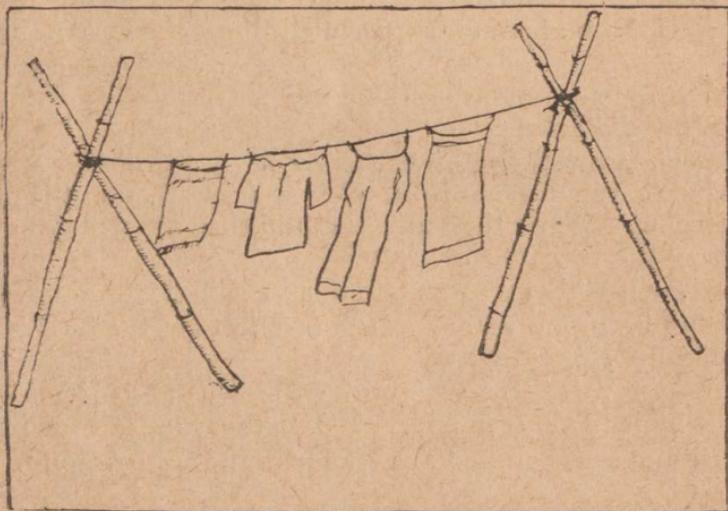
A few letters.

**I. 1. to dry.**

Children know the meaning of *dry* (Adj). Now it is used as a verb. Wet a kerchief, rinse out the water and ask a boy to put it out in the sun.

This kerchief is wet. My shirt is dry.

Mohan is putting it out. The sun will *dry* it. (Repeat)



These clothes are put out to dry.

The dhobi puts them out in the sun.

The sun dries the wet clothes.

*dry, dried* (bb).

**2. to dig.**

Refer to a gardener's work.

The gardener plants the seeds. He waters the plants.  
Before he plants the seeds, he *digs* the ground.

(gesture) (Rep.)

Tr : What does he do before he plants the seeds?

Pl : He digs the ground.

We dig wells in our garden.

Refer to the laying of pipes in the area.

I saw some men digging along the road.

They are going to put the pipes there. (Repeat).

What were the men going to do? Pl : They were going  
to put the pipes  
along the road.

What were they doing : Pl : Digging along the road.

Rats dig holes.

Rabbits dig holes.

*dig, dug* (bb).

**3. to find.**

Show a coin, say a 10 P. one.

This is a coin. ('coin' is a new word. Speak it  
clearly.)

I was walking along the road. I saw this and picked  
it up.

*I found this coin on the road.* (It is not my coin)  
(Repeat).

I lost my pen. I found it this morning under the  
table.

Did any of you find a coin on the road?

Help them to say,

Yes, one day I found 25 P.

Other instances. *I found a fountain pen on the playground.*

Put the first two sentences on the blackboard. Let the  
class give you four or five on the model, using *find*. Drill  
two or three sentences group by group.

*find, found* (bb).

4. *empty*. Demonstrate. Use two bottles or boxes, one empty and one with something in it.

There is something in this bottle/box.

There is nothing in that one. *It is empty*. (Repeat).

Give a few more examples. Empty bag, empty room. (neither furniture nor persons), empty cage, etc.

*empty* (bb).

#### 5. **hard**.

Teach in contrast with soft. Demonstrate with hard and soft material.

*hard, soft* (bb).

#### Reading.

Reading Passage. *At Trivandrum Beach* (2) Unit (i).

I up to "...and the shells are empty."—Page 65.

#### II. 1. to collect.

is known as a formula. The teacher may have used expressions like, *collect the note-books/exercises*, etc. Demonstrate collection of note-books/pens/pencils, saying—

I am collecting pens/pencils/note-books.

If there is a boy in the class who collects stamps or match-box labels, use the situation to build up.

He collects stamps/match-box labels.

Who collects stamps? Stand up.

Who collects match-box labels? Stand up.

P, what do you collect? P: Stamps.

What does P do? Pl: Collects stamps.

B do? Pl: Collects pictures/coins.

I collected small pencils in my school days.

What did I do? Pl: You collected small pencils.

Drill the sentences, (answers with the new word) round the class. Put the words on the blackboard. Get the pupils to read them.

*collect, collected* (bb):

2. *to get*. Take with you some letters. Show one to the class and say,

This is a letter. The Postman brought it to me yesterday. *I got this yesterday*. (Repeat).

- (another) I got this letter on Friday.  
 I got this letter two weeks ago.  
 I get letters from my brother and a friend.  
 Did you get a letter last week M?  
 Who got a letter last week?

Refer to the school sports or some competition.

K, did you get a prize in the school sports?

K. Yes, I did.

Tr: What did you get a prize for?

K: For High Jump. I got a prize for High Jump.

Tr: Did you get good marks in English?

Pl: Yes, I did. I got good marks in English.

Drill *get* and *got*. Put them on the blackboard.

The other words are illustrated. Let children look at the pictures, and understand the meaning. Teach pronunciation.

### Reading.

Reading Passage, *At Trivandrum Beach* (2) Unit II: II—to the end of passage.

### D. Comprehension.

Answer these questions.

1. With what did John dry his arms and legs?
2. Why were his clothes wet?
3. Where do crabs live?
4. Do you find more crabs near the water or away from it?
5. What do you find round the body of the crab? Is it soft or hard?
6. What do people collect? Give the names of three things.

### E. Exercises.

2. Spend some time over this section. Let children write after oral work and read out what they have written.
3. *Spelling*.—Has to be learned by heart.

## LESSION 12—UNIT (i)

**A. Structure.**

79. When.....

**A. When.**

Revise the use of time expressions, such as *at 6 o'clock*, *at 4 o'clock*, etc.

e.g.—Ram wakes up at 6 o'clock in the morning.

School finishes at 4 o'clock in the evening.

Build up—Write these on the bb.

6 o'clock. Ram wakes up.

4 o'clock. The peon rings the bell.

Join the pairs of sentences.

Ram wakes up, when it is 6 o'clock in the morning  
(Repeat).

The peon rings the bell when it is 4 o'clock in the  
evening (Repeat).

Other contexts.

The train starts when the guard blows his whistle.

Boys stand up when the teacher comes to the classroom.

Boys sit down when they finish their work.

Drill the sentences group by group, each group in a different sentence. Put two sentences on the blackboard. Let the class read them out.

**Practice.**

The Teaching Tables in the Reader. Let each boy read a different sentence. Table (a) contains 100 sentences and Table (b) 75. Help the class to read fluently. The sentences are necessarily long and the class may take some time over it. Tell them to write four sentences from (a) and three from (b).

Let the class look at the pictures on page 68 and read and understand the structure.

*Exercise.*—Get the class to join these pairs of sentences orally. Let them write down two sentences.

UNIT (ii)

**B. Vocabulary.**

I. to wash  
country.  
to work  
to grow  
to help

II. nil.

**I. 1. again** and **country** have been used in Standard IV. Here *country* means places away from cities or towns.

**2. to wash.**

A simple action would make the meaning clear. Call out a boy whose hand is dirty. Look at his hand, say,

Look, your hand is dirty. Go out and *wash* (*use gesture*) *it*. To the class, His hand is dirty. *He is going to wash it.* (Repeat).

We wash our hands with water. (Repeat).

We wash our faces with water and soap.

We wash our clothes in water. (Repeat).

Q. What is (name of the boy) going to do?—Pl: Going to wash his hand.

With what do we wash our hand?—Pl: With water.

Do you wash your hand before eating?—Pl: Yes, I do.

What do you do before eating?—Pl: We wash our hands.

Drill the sentences group by group. Drill the word for pronunciation.

Pay attention to the 'w' sound,

*wash* (bb .

**3. to work.**

Work (*n*) has been used in Standard IV.

e.g. Rani was ill. She did not do any work.

Build up on the example. Referring to a boy who was ill in the near past, say:

Ramu was ill last week. He did not do any work.

*Ramu did not work because he was ill.* (Repeat).

My grandfather is very old. *He cannot work.* (Repeat).

Why can't my grandfather work?—P1: Because he is very old.

Where does your father work G?—G: In an office.

K's father works in the field. (a genuine case).

K's mother works at home.

Drill two or three sentences and put them on the black-board.

*work, worked* (bb).

**4. To grow.**

It has been used in the meaning to become big in Standard IV. Here it means *to cultivate*—To make something grow. Use a picture of a coconut grove or a paddy field. Also a picture of a farmer working in his field. If your school is near the fields a mere reference would do.

This is a farmer. He is working in his field.

He *grows* rice in his field. (Repeat).

Sometimes he *grows* sugarcane. (Repeat.)

We grow vegetables in our houses.

Referring to some person who has a nice garden.

X grows beautiful flowers in his garden.

Do you grow vegetables in your home P?

What else do you grow in your home?

If the meaning is not clear, translate and quickly pass on to drill the sentences.

*grow, grew* (bb)

**5. To help.**

The idea is familiar.

Ask a backward boy to read. When he fumbles tell a bright boy—

A, help him (to) read.

What is A doing?—*He is helping P (to) read.* (Repeat)

Try to move the table. Call on a boy to help you.

*S is helping me (to) move the table.* (Repeat.)

Who helps you (to) do your home work? Pl : Mother/ father.

My teacher helped me (to) study.

Give a number of contexts. Drill the word.

*Note:*—After *help* it is not necessary to use *to*. e.g. helped me read.

*help, helped* (bb)

Spend some time over the pictures in the vocabulary section.

**Reading.**

Reading Passage. *In the Country* (1). Unit I.

I. Up to “.....makes a curry.”

There are no new words in Unit I. So children can pass on to Unit II after they study the pictures in their Reader.

**D. Comprehension.**

1. How many people do you meet in this lesson?
2. Are the cows and goats useful? How are they useful?
3. Did many children in the country go to school some years ago?
4. Where does the father work?
5. Name two things that he grows in his fields.
6. What does their mother do?

7. On what do they eat ?
8. How do they clean their hands after eating ?
9. When does Shri Narayanan sleep in the afternoon?
10. Do they work till late in the night ?

II. Who does each of these ?

1. go to school.
2. helps Smt. Janaki.
3. catches fish.
4. eat tapioca.
5. give food to the goats and cow.
6. works hard in the field.

**E. Exercises.**

2. Give as many words as you can. See that all of them are known words. Drill carefully.

3. Children must do this individually. Help if necessary.

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LESSON 13—UNIT (i)

**A. Structure.**

80. anything, something, nothing.

Aids: Two boxes, one with some sand and the other empty.

**A. Anything, something, nothing.**

This is very much like structure.

57, *some*, *any* and *none*, taught in Standard IV.

Use a situation similar to the one suggested in the Reader. Use two boxes. Fill one with some sand and keep the other empty. Keep both closed.

Take the box with some sand in your hand. Show by gesture that it is heavy.

This box is heavy. *There is something in it.* (Repeat)  
Take up the empty box.

This is not heavy. (This is light.)

*There isn't anything in it.* (Repeat.)

Hold up a purse with some coins, shake it and say—

There is *something* in this purse.

Take out the coins, shake it and say :

There is no noise. There isn't anything in it.

Repeat in a few more easy situations.

Show the box with sand and ask—

Is there anything in this ? Pl : Yes there is, there is  
something in it.

Show the other. Is there anything in this ?—No, there  
isn't anything in it.

Build up,

There is something in this bottle.

There isn't anything in that one.

There is nothing in it.

### Note:

*Anything* is used only in questions and negatives. *Something* in statements ; *nothing* in negative statements.

Read out the examples given in the Reader. Let children look at the pictures and read the sentences.

### Practice :

Use the Tables in the Reader. Give plenty of practice. Let one group read out a question from Table (a) and another an answer from (b). Give each group a chance for a question and an answer. Table (c) must also be practised.

*Exercise.*—This requires the children to use their knowledge. It is only for practice. So help them, if necessary, by doing it orally.

## UNIT (ii)

**B. Vocabulary.**

- |                 |                |             |
|-----------------|----------------|-------------|
| I. brown        | II. to plough  | III. to sow |
| to like         | to turn (over) | seed        |
| to pull         |                |             |
| to look (happy) |                |             |
| a lot of        |                |             |

A picture of a boy in a happy mood.

Aids : A picture of a man tired and weary.

A picture of a baby crying.

**I. 1. brown.**

Show the colour and teach the name.

**2. to like.**

Show some sweets and say—

Look ! these are sweets. *I like them.*

Do you like sweets M?

Which do you like better, mangoes or oranges?

M: Mangoes.

*Mohan likes mangoes.* (Repeat).

*I like sweets.* (Repeat).

Get the children to talk about what they like very much.

Get about ten sentences. Drill a few. Put the word on the bb.

*like, liked* (bb).

**3. to pull.**

Demonstrate and then use in sentences.

I am *pulling* the chair. (Repeat).

*The horses pull the carriage.* (Repeat).

The bullocks pull the cart.

*A man pulls the rickshaw.* (Repeat).

Ask questions based on these statements. Let children use the word in their answer.

*pull, pulled* (bb).

**4. to look (+ adj.)**

Use a picture—say of a happy boy, a tired man, a crying baby, etc. These are common in newspaper advertisements.

Showing the first, say,

This boy *looks happy*. He is smiling.

Showing the second, say,

This man is not happy. He *looks tired*. He must sleep.

Showing the third, say,

This baby *looks unhappy*. He is crying.

Use other adjectives, such as *angry*, *hungry*.

Put on the blackboard the phrases. Get the children to read out.

Quickly revise, using the pictures and asking questions. Show another picture, say of Prime Minister Nehru in a happy/sad mood and ask,

How does he look?—Looks happy/sad.

**5. a lot of.**

Pupils have learnt it in Standard IV. Revise with a few fresh examples.

There are a lot of people on the road.

There are a lot of birds in that tree.

**Reading.**

Reading passage. *In the country* (2). Unit I.

I. Up to “.....a lot of them near the water.” Page 74.

**II. 1. to plough.**

This is illustrated. Use a better picture. Use the picture on page 75 as well. Referring to it say,

The farmer is *ploughing* his field. (Repeat).

*Farmers plough their fields*, when there is water in them.

With the picture the meaning must be clear. Ask for the Malayalam meaning. If you don't get the correct answer, give the meaning, *plough* (n) Translate.

Drill pronunciation. Notice the spelling.

*plough, ploughed* (bb).

**2. to turn.**

Children are familiar with the intransitive verb in commands such as, *right turn, left turn, turn to the blackboard.* Here it is used transitively. *To turn something over*, is slightly idiomatic. Turn the pages of a book and say,

I'm *turning over* the pages of this book. (Repeat).

Turn a chalk-box over,

What am I doing?—turning a chalk-box over.

*The plough turns the soil over.* (Repeat).

What turns the soil over?

What does the plough do?—turns the soil over.

The gardener turns the soil with a spade.

*turn over* (bb)‡

**Reading.**

Reading Passage, *In the Country* (2), Unit II.

II. Up to “.....sometimes rides them.”

**III. 1. seed.**

Show and teach.

**2. to sow.**

Demonstrate and then give a few examples and drill.

*sow, sowed.* (bb).

**Reading.**

*In the Country* (2) Unit III.

To the end of the passage.

**D. Comprehension**

I. Are these right or wrong? If right mark (✓). If wrong mark (×).

1. The snake was long and black.
2. A snake has long legs.
3. Chandran saw a small frog in the field.  
It was green.
4. Frogs live near water.

5. The water did not flow to the field.
6. Sri Narayanan ploughs the field when there is plenty of water.
7. The two boys helped their father in ploughing.
8. The girl helped her mother in cooking.

II. Answer these questions:

1. What colour is a young rice-plant?
2. How tall are the sugarcane?
3. What does her father bring Sulochana sometimes ?
4. Do children like sugarcane?

### E. Exercises.

Spend some time over this section. Check the work of the class.

3. Let the class first read and then write down the sentences.

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## LESSON 14—UNIT (i)

### A. Structure.

81. Anyone, anybody, none, nobody, someone, somebody.

Aids:

These words are used in a way similar to *some*, *any* and *none*. These are used only when we talk about human beings. Cf. Structure 80. *Someone* and *somebody* are used in statements. They are interchangeable.

*No one* and *nobody* are used in negative statements.

*Anyone* and *anybody* are used in (i) questions, and (ii) negative statements. Instead of "There is nobody here", we can say "There isn't anybody here".

Notice the pictures in the Reader, page 77.

Picture (1) gives a clear question.

(2) an answer to the question, after checking up.

- (3) Suddenly someone appears. The speaker doesn't know who it is and so the word *somebody* in the report.

Use similar situations.

### 1. **Anyone, anybody.**

Build up,

I hear a noise outside.

*Is there anybody there?* (Repeat)

Check and say—

*No, there isn't anybody here.* (Repeat)

Ask a boy to look out through the window.

Is there anybody/anyone near the window? (Repeat)

No, there isn't anybody there.

### 2. **No one, nobody.**

In (1) you can use no one or nobody in both the negative answers.

I went to Raju's house yesterday.

*There was nobody in the house.* The door was locked.

There will be nobody/no one in the class-room after 4 o'clock. (Repeat).

### 3. **Someone, somebody.**

Build up,

*Somebody called me.* I did not see anyone near.

Somebody/someone brought me this letter this morning.

I do not know him.

Someone sent this book to me, etc.

### **Practice.**

Teaching tables (a), (b) and (c) in the Reader.

*Exercise.*—Drill orally before getting the pupils to write.

## UNIT (ii)

**B. Vocabulary.**

I. mud  
to stick  
to hold

II. neighbour  
easy  
heavy  
(the men were) hot  
please.

Aids:

**I. 1. Mud.**

Translate. Draw attention to the fact that the colour of mud is largely brown. One in lake (കായൽ) areas it is black.

*mud* (bb).

**2. to stick.**

When the meaning of mud is known, it is easy to teach *to stick*. Use the same situation.

Yesterday I walked through the field. There was mud and it *stuck* to my feet.

*Mud always sticks to our feet.* (Repeat).

Show a bottle of gum or any other form of gum, and say,  
This is gum. Touch it and it sticks to your finger.

There is gum at the back of postage stamps. (show one)

Put water to it and it sticks.

*stick, stuck* (bb).

**sticky.** (use gesture):

Mud is sticky. Gum is sticky.

*sticky* (bb).

**3. to hold.** (Revise).

I'm holding a bag in my hand.

Draw a figure of a man with a stick in his hand.

He is holding a stick in his hand.

What is he holding in his hand?

Pl: He is holding a stick in his hand?

Repeat the question with reference to different objects that the children hold in their hands and get complete sentences as answers.

*Note* that *hold* is used when there is no movement and *carry* when there is movement. (Refer Teacher's Hand book Std. IV). Let each boy hold something in his hand and say the relevant sentence. (about 10).

*hold, held.* (bb).

Let children look at the pictures on pages 78 and 79.

*Reading.—Reading Passage: In the Country* (3) Unit I.

I. Up to ".....away towards the water" page 80.

II. 1. **neighbour** is illustrated. If there are two boys in the class who are neighbours, use the situation.

K lives near P. K's house is next to P's house.

*They are neighbours.* (Repeat).

Mr. X lives near my house. He lives in the next house.

He is my neighbour. *We are neighbours.*

Who is your neighbour D? (Repeat the question to a number of pupils).

Next step. Let the children speak about their neighbours —my/his/her, their/your neighbour.

Drill pronunciation: Notice spelling.

*neighbour.* (bb).

2. **easy** is a known word. In city schools it is a loan word too. Children use it freely with reference to their examinations. Use the same context.

There was an examination in English last week.

R got very high marks. He wrote all the questions correctly, because *they were easy.*

Many boys did not answer well in science. The questions were difficult.

This is a high wall. It is difficult to climb on it.

*easy × difficult* (bb)

**3. heavy** has been used already. Teach it in contrast with *light*.

Use two boxes or books. Build up.

This book is big. It's heavy.

This one is small. It's light.

Ask a boy to take them up in his hand, and ask—

Which one is heavy? Pl: This one is (showing the big box).

Which one is light? Pl: This one is (showing the small box).

Let a boy in each group ask the question and the group answer.

Help the class to give full answers.

*eg.* This is heavy. It's a heavy box.

This is light. It's a light box.

Ask a boy to lift up the table/bench with one hand.

Can you lift it? Pl: No, I can't.

No, you can't lift it. It's heavy.

*The table is heavy.* (Drill).

Iron is heavy. Paper is light.

*heavy* × *light* (bb).

#### **4. please.**

Familiar as a formula. Teach the spelling and pronunciation.

*please* (bb).

### **Reading**

Reading Passage: *In the Country* (3) Unit II.

II. to the end of the passage.

#### **D. Comprehension**

I. Answer these questions :

1. Where does the river Pamba flow?
2. Can you swim across the river in the hot months?

3. "There is something at the bottom (of the basket)",  
said Kesavan.

Why did he say "something" ?

4. Was the frog big or small ?
5. Did anyone have a kerchief ?
6. What did Chandran want to do ?
7. Where did they take the frog ? How ?
8. What was Shri Abraham doing ?
9. Where did he live ?
10. Could they dig the channel quickly ?
11. When did they dig a channel ?
12. How did they feel after sometime ?
13. What did they ask for ?
14. What did Kesavan want to give them ?

II. Find one word:

1. One who lives near.
2. Without anything/with nothing in it.
3. Anything that sticks.

### E. Exercises

Spend some time over this section. These are easy ones and children must be able to do them.

**Ex. 3, No. 2.** *Please* is added to questions too. It shows an idea of borrowing or in some way needing help.

## LESSON 15—UNIT (i)

### A. Structures

82. Plenty of, a lot of, all of, most of.
91. Very much.

Aids:

A. (a) Choose situations similar to the ones given in the book. Notice that *a lot of* is used with both countables and uncountables. *Plenty of*, is used in the same way. When

we say *a lot of* we are thinking only of the quantity or number. When we say *plenty of* we are thinking of requirement too. It means *more than is needed or required*. (ആവശ്യത്തിലധികം). (A lot of—യാതൊളം).

*e.g.* There is plenty of milk for all.

There is plenty of time to finish the homework.

There are plenty of mangoes in the market now.

Notice that the verb is *singular* when used *with uncountables* and *plural* when used *with countables*.

Choose your examples from the earlier lessons.

*In summer there is a lot of sand in the river Pamba*  
(Rep.) (bb).

A lot of wild animals live in the forest at Thekkady.

*There are a lot of people in the train.* (bb).

It is difficult to get a place.

*There is plenty of room for four boys on this bench.*  
(Rep.) (bb).

There was plenty of rain in July.

Questions:

Was there much sand in the Pamba?

Is there \* enough milk for all?

*Note.*—In questions *a lot of* is replaced by *much* or *many* and *plenty of* by *enough*. In the negative both are replaced by *much* or *many*.

Drill a few examples from the blackboard.

**(b) all of** means *every member of a group*.

There are six boys in this bench. *All of them are here.*  
(Repeat)

Our school team played three matches. They won all of them.

---

\* enough only for recognition.

(c) **most of**—not all but *nearly all*.

Ask those boys who have not brought their Reader to stand up. Count them.

To the class,

All of you haven't got your Readers.

Six of you do not have it.

*Most of you have got them.*

Most of the players got prizes in the schoolday sports.

Do all of you know the rhyme "Ba, ba black sheep?"

Stand up—

Cl: No, some do not know. (Help frame the answer).

Tr: Most of you know it.

*All of us do not know it, but most of us (know it) do.* (Drill.)

We went to the zoo yesterday. Most of the animals were sleeping.

There were a lot of people in the bus. *Most of them were going to School* (Drill).

Open the Reader. Let the children look at the pictures and sentences on page 82. Help them understand the pictures.

### Practice.

Teaching Tables and Exercise. Do the relevant Table, as soon as you finish any one item.

(c) **very + much**

The class has learnt *very + adj.* e. g. Very big, etc. in lesson two. Here *very* shows the extent or degree. Give examples.

Mohan goes to the pictures often. He likes them *very much*.

He goes to bed late in the night. He reads *very much*.

The old man always plays with the little boy.

He loves the boy very much.

Translate if necessary.

Read the sentences in the Reader. Get the pupils to read them out and learn a few.

**Vocabulary**

I. to cut off  
together

II. to build.  
to use  
to weave  
own.

Aids: A picture of men working at a building/dam, etc.

**1. to cut (off).**

The verb is known. Demonstrate if necessary and build up.

I cut the paper with a knife.

The wood-cutter cuts the wood with an axe.

He *cuts off* big branches from the trees.

The gardener *cuts off* the branches of the plants when they grow very big.

to cut off—to cut away.

Draw attention to the past tense.

*cut (off) cut (off) (bb)*

**2. together.**

Ask one boy to stand near the table and another to stand near the door. Say to the class.

A is standing here. B is there.

Ask a third boy to stand with A. Now say to the class:

A and C are standing (*together*). (Repeat)

Refer to two or three boys who usually *come* to school together.

*D and E come to school together every day* (bb)

Write a sentence on the blackboard and ask a group to read it out. If they don't read together, say—

All together!

Put a few books together. Ask the class—

What am I doing?—Cl: *Putting the books together*

(Help)

*together (bb).*

**Reading.**

Reading Passage: *In the Country* (4) Unit I.

I. Up to "A lot of men... only one man". Page 85

**II. 1. to build.**

Refer to some building that is being built near the school and say to the class—

*They are building a new house.* (Repeat) (Use the name instead of 'they', if you can.)

A picture of man at work at building, dam, etc., will be useful.

What are they doing?—Cl: They are building....

When did they build this school/the bridge?—Pl: In..

They built this school fifty years ago.

Who built your house?

How long ago did your father build your house?

Get the children to give full answers, so as to make them speak the new word. Notice the spelling of the past tense form.

*build, built* (bb)

**2. to use.**

Translate.—Build up,

We use ink for the fountain pen.

*We use chalk to write on the blackboard* (Repeat)

We can use pencil or pen to write on paper.

What do we use to build houses?—Pl: Bricks, stones.

*X used cement for the wall.*

Ask a number of questions and get them to use the word:  
*e.g.* We use white paper for neat note-books.

*use, used* (bb)

**3. own.**

Show something that belongs to you and tell the class—

This is my own drawing. I drew this picture.  
(Emphasise I)

*This is my own pen.* (Repeat)

I live in my own house.

Is this your own Reader M?—M: Yes, It's my own Reader.

Ask the question to a number of pupils, with reference to different objects and get their answer (complete sentences).

Drill pronunciation.

*own* (bb)

#### 4. to weave.

Translate (പടവുക) To weave a (coconut) palm leaf into useful pieces of roofing.

*weave* (bb)

#### Reading.

Reading Passage: *In the Country* (4) Unit II.

II to the end of the passage.

#### D. Comprehension.

I. Answer these questions:

1. What did Kesavan give his father and Shri Abraham?
2. Was there enough water for one man in each?
3. The farmers worked hard. Did they like their work?
4. Who helped a farmer in his work?

II. Say right (✓) or wrong (X)

1. Chandran cut the coconuts.
2. Coconuts have plenty of water.
3. They are hard.
4. The coconuts break easily when they fall down from the tree.
5. In country parts people build their roofs with palm-leaves.
6. A lot of women in Kerala know to weave palm-leaves.

**E. Exercises.**

(3) Needs your attention. Drill a few sentences orally before you set the children to write it out.

This section can be used as a Test.

— — —

LESSON 16 —UNIT (i)

**A. Structures.**

83. but.

84. adverbs of manner—well, quickly, slowly.

Aids:

**A. (a) but.**

This has been used a number of times and so children may have a rough idea of the meaning. Take care to use it in a context where there is a clear contrast.

Ask two boys, one tall and one short to stand near the table. Say,

A is tall.

B is short.

*A is tall but B is short.*

Draw two figures on the blackboard, one fat and one thin. Pointing to the relevant figure say—

X is thin.

Y is fat.

*X is thin but Y is fat.*

Build up with the help of the pupils,

You are tall but he is short.

This school is big, but that house is small.

Kesavan can climb a tree but Chandran can't.

Drill some of these sentences. Use the sentences in the Reader. Give pairs of sentences on the blackboard and get the children to combine them.

**Practice.**

Teaching Table and Exercise in the Reader.

(b) Some of these adverbs have been used incidentally. Choose clear class-room contexts. Dictate two sentences. Tell the boys to put down their pens when they finish writing. Note who finishes quickly and who finishes slowly.

P finished first. He wrote *quickly*.

D did not finish. He wrote *slowly*.

*An old man walks slowly* (Repeat).

A child cannot run very quickly (Repeat).

*B writes neatly*. I can read his exercise quickly. (bb)

*K writes badly*. I cannot read his exercise. (bb).

Drill the sentences group by group.

**Practice.**

The Teaching Table and Exercise in the Reader.

**(c) too.**

This has been used earlier. Give examples—

John's brother is in college.

*His sister is in college too.* (Repeat)

Mohan is in Standard V.

*His brother is in Standard V too.* (Repeat)

R speaks Malayalam. He speaks Tamil too, etc.

Use the word in a number of contexts. Notice the 'note' in the Reader.

*Practice.*—Use this table.

A.

Ram's brother		drawing	
Mohan's sister	is	writing	too
Venu		playing foot-ball	
Raju		going home	

B.	Ram's brother		drawing.
	Mohan's sister		writing.
	Venu	is also	playing foot-ball.
	Raju		going home.

## UNIT (ii)

## C. Vocabulary

I. quietly	to polish	II. festival
through	afterwards	to call
to shout	to shine	to build
metal		
mirror		

Aids:—A metal object, polished and bright.

- I. (i) *quietly*. The adjective *quiet* is familiar in commands such as "Be quiet"; Perhaps you have used the command, *Do your work/write/draw quietly*.

The pupils know the meaning of *noise* (n) too. Tell them "quietly" means "without noise". Give a few examples. Write two or three sentences on the blackboard.

*The snake moves quietly.*

*The train moves noisily.*

*Do you make noise when you write?*

Pl: No, we don't. We don't make any noise, when we write;

(Help to frame the answer)

Tr: You don't make any noise when you write.

*You write quietly.* (Repeat) (bb).

Does the cat make any noise when it walks?

Pl: No, the cat walks *quietly*.

Translate if necessary but quickly pass on to drill in English. Notice pronunciation—*kwayety*.

2. **through** the picture illustrate the meaning. Build up—

*I went out through the front door.* (Repeat) (bb):

You came in through the side door.

Through which door did you come in? (If there are two doors).

P 1: Through this door. (pointing).

How did the butterfly come into the room?—through the window.

Give a crumpled piece of paper to a boy and say—

Throw it out through the window. (To check comprehension).

The train passes through a tunnel near Shencottah.

The boat passes through a tunnel near Varkala.

Give the idea “to go in at one end and come out at the other.”

Drill the sentences.

*through* (bb):

3. **to shout**

This is a word known to pupils; Use it in a few common contexts.

eg. *The boys shouted when we won the match.*

We went on an excursion to the airport. The boys *shouted* when they saw an aeroplane in the sky.

The people *shouted* when a player was out.

Ram *shouted* to me across the street.

Do you shout during lessons?

Ask questions based on your statements.

*shout, shouted* (bb)

4. & 5. **metal, mirror**

Translate.

**6. to polish.**

This is a loan word in towns. Children know “boot-polish”, “French-polish”, etc. They know the meaning, but often pronounce the word wrongly. Teach pronunciation.

Give a few examples—

A boy polishes boots near the bus-stop. (Repeat).

The N.C.C. boys polish their boots and buttons.

Show a bright metal object and say—

I polished this in the morning. It is bright.

X polishes his car every week.

Drill a few of these sentences. Ask suitable questions and get the children to use the work.

*polish, polished* (bb).

**7. to shine.**

The sun shines during day.

I polished this cup. It shines brightly now.

When the lights shine very brightly, I cannot look at them.

*shine, shone* (bb).

**8. afterwards .**

Write your exercise on a piece of paper. I'll correct it.

*You can copy it afterwards in your neat note-book.* (Repeat).

He finished the exercise. Afterwards he read a story.

He washed his hands and afterwards began to eat.

*afterwards* (bb).

**Reading**

Reading Passage: *At Aranmula (i)* Unit I.

I up to “. . . by these Aranmula mirrors.” Page 92.

**II. 1. festival.**

Translate. Give a few examples and get a few from the class.

*Dasara is a great festival in Mysore.* (Repeat).

Deepavali is a great festival in Bombay.

What is the national festival of Kerala ?

P1 : Onam. Onam is the national festival of Kerala?

Tr : Give the names of three festivals.

C1 : Christmas,.....

Drill pronunciation.

*festival* (bb).

## 2. to call.

The word is known. Notice the meaning is slightly different here.

Cf "Gopi *called* me" and "There was a king *called* Dasaratha." Build up—

I have a little sister. *We call her Leela.*

What does your father call you? P1: (some name)

Repeat the question to a few boys in the class.

## Reading.

Reading Passage: *At Aranmula* (i) Unit II, to the end of the passage.

## D. Comprehension.

I. Answer these questions.

1. Where is the bridge across the river Pamba?
2. Aranmula is on one bank of the river. Give the name of the place near Aranmula, on the other bank of the river.
3. Do the country-boats make a big noise when they move?
4. "You can see your face in the metal mirror". Why? Who makes the metal mirrors?
5. When is the festival at the temple in Aranmula?

6. Why do a lot of people come there on Onam day?
7. What do people build these boats with?
8. We make a lot of things with metal. Give the names of five.
9. Are there snake-boats everywhere in Kerala?
10. Gopal and Kamala went to Aranmula one year during Onam. Who came there too?

II. Find the words in the passage with the same meaning: near, not light, not many in this place.

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### LESSON 17—UNIT (i)

#### A. Structures

- (a) 85. Indirect command and request.
- (b) 95. measures—A cup of, a yard of, a box of, etc.

#### (a) Indirect command and request.

This is the first introduction to indirect speech. Notice that in reported speech, the verb said is replaced by *told*, *asked* or *ordered*. These are followed by *to*..... The command or request is changed to an infinitive.

Give a few commands.

Tr: Raju, clean the board.

Mohan, shut the window.

John, bring a map from the office-room.

Write two sentences on the blackboard. Ask,—

What did I tell Raju? (Repeat).

Answer yourself. *I told Raju to clean the board.* (Repeat)

(bb).

Similarly build up the indirect forms of the other sentences.

I told/asked Mohan to shut the window.

I told/asked John to bring a map, etc.

Next step: Ask the question and get the class to answer. They may use the model on the blackboard. Bring in any other suitable context that you like. Drill the form group by group.

Write the question on the top of the blackboard and a series of commands and requests below. Get the children to answer. Give a lot of practice in speaking. Draw attention to the two points by underlining the relevant part with coloured chalk.

### **Practice.**

Use the Tables and Exercises in the Reader. Make several sentences. Table (a) can give 360 sentences and Table (b) 120.

### **(b) Measures.**

Get the children to look at the pictures on page 96, of their Reader. Explain them if necessary. Show a better picture for *bundle*. Use objects, if you can. The words are known. So teach the reading of the phrases. Add: *a metre of cloth* and *a kilogram of sugar*

**Practice.** Using the Teaching Tables and Exercises.

## UNIT (ii)

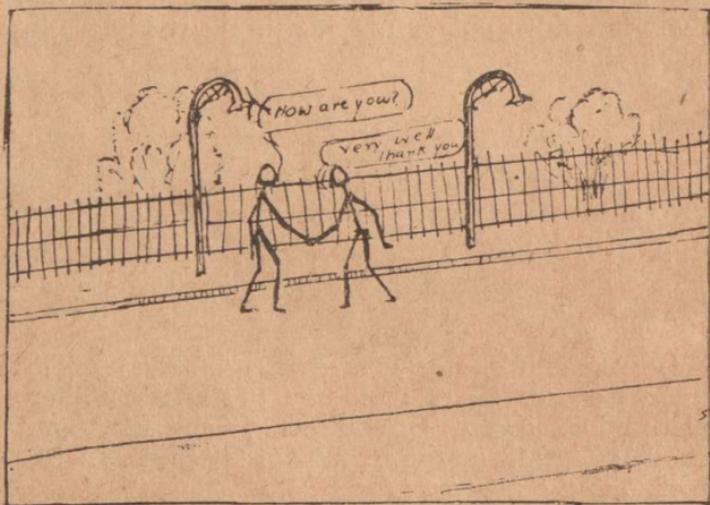
**B. Vocabulary**

- |            |                   |           |
|------------|-------------------|-----------|
| I. to meet | II. to order      | III. Nil. |
| to push    | photograph        |           |
| to hurry   | several           |           |
| to win     | bank (of a river) |           |
| real       | strong            |           |
| prize      |                   |           |

**I. 1. to meet.**

We often confuse *see* and *meet*. *Meet* is the right word to use when we see anyone accidentally.

Copy the picture on the bb. and explain it.



K was going to the bazaar. He *met* S on the road.  
They shook hands.

I went to the hospital yesterday. I *met* Gopi there.

I talked to him for a few minutes.

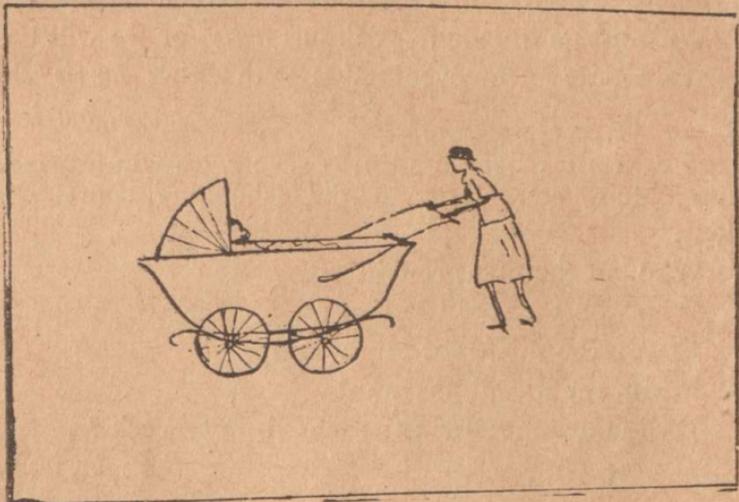
Do you like to *meet* your friends ?

Did you *meet* any of your friends yesterday ?

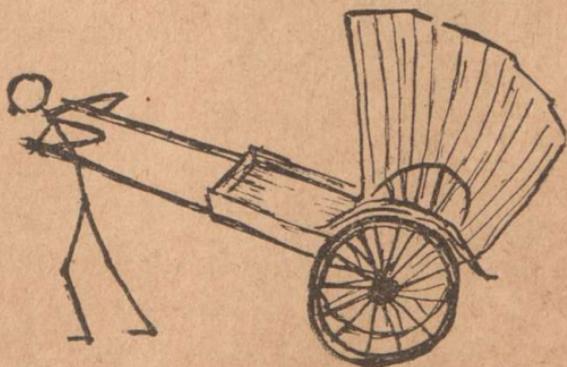
*meet, met* (bb)

## 2. to push

Demonstrate by pushing the table away. *Push* is to move something/somebody away from you. *Pull* is to move something/somebody towards you.



She is pushing the baby van.



The man is pulling the rickshaw.  
 Explain the picture in the Reader.  
 Get two boys to demonstrate.  
 Drill the words and two typical sentences.

*push, pushed* (bb)

**3. to hurry.**

Use the word in the clear context.

The bell rings at 10 o'clock.

There are only three minutes to 10 o'clock.

We must go quickly. We must *hurry*, or we will be late.

It was late in the evening. So the girls *hurried* home.

*hurry, hurried* (bb)

**4. to win** has been used before. cf. to win a prize. to win a match, etc. Refer to the schoolday sports/competitions.

Who got the first prize in recitation ?

Who won the second prize ?

K won the shield for High Jump.

P won the medal for running.

D did our school win the match, last week ?

*win, won* (bb).

**5. real.**

Show a flower and say,

This is a real flower. It is not a paper flower.

This is a real gold chain. (If there is a gold chain.)

This is not real gold. (If you have a Bentex watch chain.)

*real* (bb)

**Reading.**

Reading Passage: *At Arammula* (2) Unit I.

I. Up to ".....a silver cup".

II. **To order**—a loan word in towns. cf. Order books, order tables and chairs, etc. Use a context similar to the one in the book.

I went to a shop. I wanted a plate.

*The shopman ordered a boy to show me a lot of them.*

(Repeat)

John and I went to the zoo last Sunday.

The gate-keeper ordered us to pay 15 P. When we paid the money, he let us in.

I went to a milk-bar yesterday.

*I ordered two Ice-creams ; but the waiter gave me only one.*

*The headmaster ordered the peon to ring the bell.*

Did anyone go to a hotel last week ?

What did you order ?

*Order, ordered (bb)*

## 2. photograph.

Show one and drill pronunciation.

## 3. several.

Ask the boys who live near the school to stand up.

Count and say (if there are a number of them),

*Several boys live near the school (Repeat)*

Build up, ,

Several boys got good marks in English at the last examination.

Several boys won prizes in the school day sports.

Several boys are playing in the maidan.

How many boys won prizes in sports ?—Several.

Read—" Sevrl "—Drill pronunciation.

*several (bb)*

## 4. bank—explain the illustration in the Reader.

### Reading.

Reading Passage : *At Aranmula* (2) Unit II.

II, up to ".....shouted John". Page 100.

Pass on to Unit III, to the end of the passage.

**D. Comprehension.**

- I. Answer these questions.
1. Whom did Kamala and Gopal meet at Aranmula ?
  2. From where did they come ?
  3. Why did they come to Aranmula ?
  4. Why did people hurry ?
  5. Did anyone win a prize at Aranmula ?
  6. Why did Shri Madhavan take the camera with him ?
  7. How did the boats move on the water ?
  8. How many men were there in a boat ?
- II. Here are a few sentences. The same things are said in your Reader. Find how they are said.
1. It was a hot day.
  2. The children talked loudly.
  3. There were large crowds of people on both sides of the river.
  4. The children were very happy.

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 LESSON 18.—UNIT (i)
**A. Structure.**

(a) 86. Yet.

87. Still.

*Note.*—In Malayalam, specially in spoken Malayalam, the same word, (ഇനിയും) is used for both *Yet* and *still*. Therefore there is a chance of children confusing the two words.

*Yet* is generally used with a negative in Malayalam. In English it is used with both positive and negative.

**(a) Yet.**

Study the context given in the pupils' Reader. Use two or three suitable sentences from the Teaching Table/Exercise to teach this structure word.

Is it time for tea yet? (adapt the sentence to your need).

Gopi is here. Raju is not here yet.

Is it 4 o' clock yet? No, it isn't 4 o' clock yet. It is only half-past three.

Don't run. It's not 10 o' clock yet.

Put two sentences on the blackboard and get the children to read them group by group.

(b) *still*. Refer to some classroom situations.

e.g. H began to copy the sentences from the blackboard twenty minutes ago. *He is still copying.*

We began this lesson three days ago. *We are still learning it.*

Other contexts.

Mother began to cook at 7'o clock. It is half-past eight now.

*She is still cooking.* She is still in the kitchen.

It is 6 o' clock. There is not much light.

The boys are still playing badminton.

### Practice.

The tables in the Reader give a number of sentences. For purposes of practice keep to the first four. Notice that in (e) and (f) the two words are used in the same context. Notice that the negative (not) comes after *still* and before *yet*. These two tables can be postponed to the end of the lesson or to the end of the year.

*Exercise.* Do it orally so that children may not confuse the two words.

### UNIT (ii)

#### B. Vocabulary.

I. 1. by air

II. to behave.

2. (to have) *a nice time*

I. 1. **by air.**—by aeroplane. Give a few sentences:

Cf. by sea — by ship.

by land — by bus, train, etc.

Get the children to give you sentences such as:

Letters to Madras, Delhi and Bombay go *by air*.

A large number of people travel *by air*.

Ask questions on statements, such as—

Our Chief Minister went to Delhi by air.

*by air* (bb).

**2. nice time.**—a happy time.

*The boys had a nice time at the beach.*

They played on the sand. They paddled and they ate a lot of groundnuts. They were happy.

The other words are illustrated.

### Reading.

Reading Passage : *Shall we go to Cochin ?* Unit I.

I. up to “ .....from Cochin by air ”. Page 106.

**II. to behave.**—translate—Let children look at the other illustrations.

### Reading.

Reading Passage : *Shall we go to Cochin ?* Unit II.

II. to the end of the passage.

### D. Comprehension

I. Read the sentences carefully. Say right or wrong :

1. All the friends left Aranmula together.
2. Mr. Ahmed wanted John and Mary to go with him to Cochin.
3. Mrs. Asirvatham went with the children to Cochin.
4. John and Mary wanted to take their friends to the zoo.

II. Answer these questions :

1. Who was going to Cochin ? Why ?
2. Did the children like to go to Cochin ?
3. How were the children going to Trivandrum ?
4. Is air travel safe ?

5. What did the parents want them to do at the air port and in the plane ?
6. What did they hope to see in Cochin ?

III. Find one word for—

- (a) go back; (b) go by air; (c) in a short time; (d) a town with a harbour.

### E. Exercises.

#### LESSON 19—UNIT (i)

A. Structures—

- a. both the
- b. all the
- c. everyone.

#### (a) both and both the.

The use of these two forms is illustrated in the Reader. Notice that before a name or pronoun *both* is used; and *both the* is used before a common noun.

e.g. *Both* Bombay and Calcutta are big cities.

*Both the* cities are big.

*Both* Gulliver's Travels and Robinson Crusoe are good stories.

*Both the* stories are good.

In either case we are talking about only two things or persons.

Use class-room situations to teach the forms. Refer to two boys who are good in English/Malayalam/games and say—

Both K and G are good in.....

Both the boys are good in.....

Similarly—

Both X and Y came late today.

Both the boys came late today.

(b) **all the** means without exception.

e.g. All the buses are crowded.

Ram answered all the questions well.

All the boys in this bench have white shirts.

(c) **everyone**.

When we use *everyone*, we are thinking of each members of a group.

e.g. Everyone in this class has a pen.

Everyone played well in the match.

**Practice.** Teaching Tables and Exercises.

### UNIT (ii)

#### B. Vocabulary

- I. cargo
- godown
- hold
- to lift
- navy.

**AIDS :** A good picture of a ship, showing the important parts.

#### 1 and 2. cargo, godown.

Translate. Put the words on the blackboard and drill.

#### 3. hold

The place to store things in a ship. Explain in Malayalam.

#### 4. to lift.

This has been taught in Standard IV. Use a few clear contexts. I am *lifting* the table.

P, lift this bench. Lift it with one hand.

Can you lift it?—Pl: No, I can't. I can't lift it.

No you can't. It's heavy.

*lift, lifted* (bb).

**5. navy.**

Translate. Cf. army. Drill both the words.

**Reading.**

Before reading give a short description of the things to be seen in a harbour and list them on the blackboard; then get the children to read the passage in two units.

**D. Comprehension.**

I. Answer these questions—

1. What did they see on the way to Cochin?
2. Why did they get off the bus at Ernakulam?
3. How is Willingdon Island joined to Cochin?
4. How was the Island made?
5. Is there an air-port near the harbour?
6. What do people send to other countries from Cochin?
7. What do the cranes do in the harbour?
8. How strong are cranes?

**E. Exercises.**

2. Pronunciation. Notice the instructions given and do the drill carefully.

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**LESSON 20**

There are no new structures brought in, in this lesson. New words are few too. This is more a revision lesson. Explain the content words such as *pilot* (a loan word in some parts) *sailor* and *tanker*.

**badly.**

Revise *well*.

e.g. C writes well.

She sings well.

K draws well.

Pass on to give the negative and then the same sentences using *badly*.

B writes well but D does not write well.

He writes *badly*.

So on with the other sentences.

### Reading.

Reading Passage. *Cochin Harbour* (2). Read the passage in 2 units.

### D. Comprehension.

I. Answer these questions:

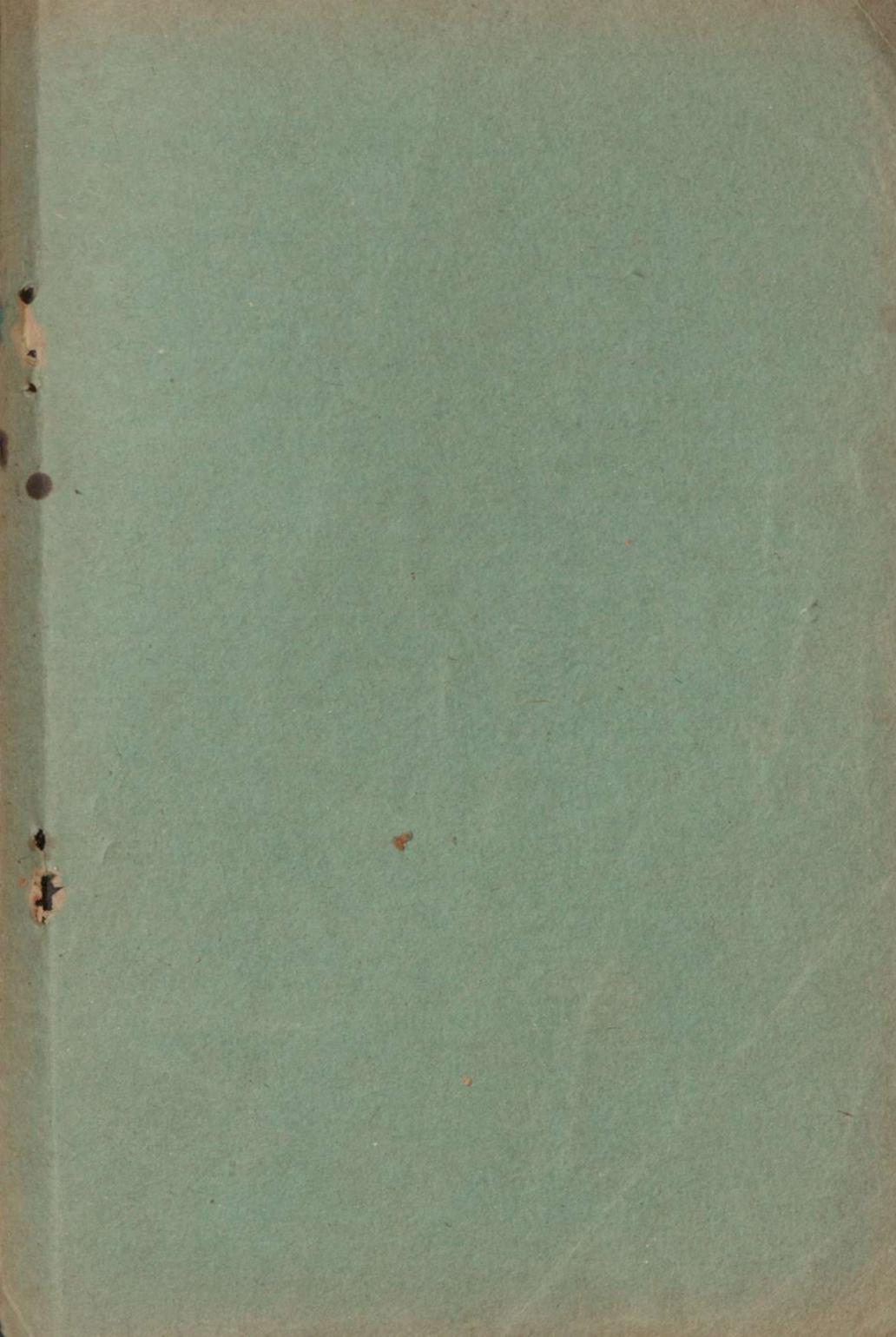
1. Where do sailors work?
2. What are ships made of?
3. What are holds? Can you describe one?
4. How does the ship go out to the sea from the harbour?
5. What do the ships take from India?
6. What does a tanker do?
7. Where did the children get into the aeroplane?

II. Write a paragraph about Cochin Harbour?

### E and F.

Spend some time over this section. F can be used as a test if the children are not told about it earlier.





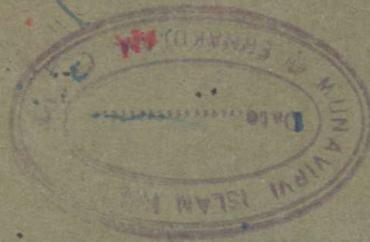
## NATIONAL SAVINGS SCHEME

1. Save for your future and India's future.
2. Do you save regularly? Invest in National Plan Savings Certificates.
3. Use the Post Office Savings Bank for your Savings.
4. Your Savings total up to the Nation's Savings.
5. Savings spell prosperity for you and the country.
6. Is that expenditure really necessary? Save and invest.
7. Your Government needs your savings for your future prosperity.





TEACHERS' HAND  
BOOK  
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(Kerala)



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