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A HAND BOOK FOR TEACHERS

IN

English Composition
for Upper Primary Classes

STATE INSTITUTE OF EDUCATION,
TRIVANDRUM.

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To the Teacher

This publication is intended to be a Handbook for teachers in the area of written work for Upper Primary pupils. Different types of exercises have been included. Suggestions for introducing each type of exercise have been provided. Teachers are urged to give a fair trial to the techniques suggested in this Handbook.

Technical composition is composing or the putting together of elements of language (lexical and structural) which are already known to the students in ways which to him are original and which serve to express his thoughts and feelings. Our aim in teaching composition is to enable the pupil to express himself in simple English freely and correctly. The attainment of skill in a language is largely a matter of practice. It is practice and practice alone that gives the pupil confidence, ease and perfection. The main concern of the teacher here is to help the pupil acquire the skill of writing English correctly and independently at the final stage.

We have to lead our pupils through several stages over a long period of time — the length depending on their age, interests, capacities and needs — to a stage where they are able to write a 'composition' on a topic of interest independently.

To attain the ultimate goal of 'free composition' the teacher should prepare the pupils by giving them sufficient practice at all levels of composition. In the upper primary stage we attempt only guided compositions. Pupils are trained to use the structures and vocabulary, they have already learnt, in new contexts and situations.

Through suitable exercises, the pupil first learns to compose simple, correct sentences using the appropriate subjects and predicates. Combining simple sentences and construction of complex sentences form the next stage in their composition. From the sentence level, the teacher guides the pupils to the construction of a short paragraph. Here practice is given to organise ideas and express them in connected sentences using appropriate connective and coherence devices.

The teacher shall do well to take note of the following points:-

1. Written exercises are primarily an opportunity to practise and consolidate structures already taught orally. Hence most written exercises have to be controlled i. e. should deal with specified words and structures.
2. As a general rule children should not be required to do written exercises unless *these are preceded by oral and blackboard preparation.*
3. The content of the written exercise should be within the learner's experience.
4. Pay special attention to the lay-out of the composition. (a) proportion of letter sizes (b) spacing (c) margin.
5. Composition work is *not a test*, but is an exercise in a craft, just as in wood work for example. Hence the teacher must move about during the whole of his composition lesson giving his pupils advice on the proper use of their tools.
6. Each piece of composition work should be strictly controlled by the teacher, so as to give real exercise to the child in writing English, suitable to his stage and *with as few mistakes as possible.* Hence composition exercises should be *graded.*
7. *Prompt correction* of all written work is necessary. It should be invariably followed by *remedial work.*

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STANDARD V

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STANDARD V

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INTRODUCTION

The Teachers' Handbook for Standard V English does not provide for composition exercises. In a composition pupils are required to compose a sequence of sentences in response to a given situation. Such an exercise is meant to give children practice in sentence structure and vocabulary as well as in giving expression to ideas in connected sentences. This can be done both orally and in writing. If the teacher follows the instructions in the Handbook, some oral compositions will be done, but very few written ones. The written work suggested in the Handbook is mostly copying from the blackboard or the Reader. This is so because the Handbook was prepared for the first year of English.

Now we start English in Standard IV and not in Standard V as originally planned. With the introduction of the English Reader for Standard IV, there is not only oral work but reading as well in that class. A part of the work that used to be done in Standard V — oral work and reading based on the earlier structures in the syllabus — has now been shifted to Standard IV. This certainly necessitates a reorganisation of the syllabus and the preparation of new Readers and Handbooks. But this will take time and until it is done the English teacher in Standard V will have to do some planning on his own, especially for the first half of the year.

Most of the material in Part I of the Handbook is not new; it has already been taught in Standard IV. The structures and words taught earlier need only be revised.

Along with this revision the teacher should also attend to two items of work that have not been done in Standard IV, namely, practising letter shapes before going on to real writing and phonic reading. More time may be devoted to these items of work than is suggested in the Handbook. In this manner it should be possible to finish Part I of the Handbook in about twelve weeks. The time thus saved can profitably be used to give children greater practice in reading and writing.

The composition exercises provided here are meant to give the teacher an idea of the kind of written work that may be attempted in Standard V in the changed situation. Ten or twelve exercises chosen from these may be given at suitable intervals of time during the second and third terms of the year. The main structural items used in each exercise are given at the top and they should be revised before the exercise is done. The stage at which an exercise can be given is indicated by mentioning the Handbook lesson after which it may be done. That does not mean that the exercise should be given immediately after that lesson.

Written work should always be preceded by enough oral and blackboard preparation. Suggestions for such preparation are also given with each exercise. The procedure is described in detail only for the first exercise. For the later ones only the oral preparation and such other directions as are considered necessary are given.

Even after thorough preparation children at this stage cannot be expected to be able to write whole sentences from memory. So the following procedure is suggested. After oral drilling write the sentences on the black

board and get pupils to read them. Then rub out some of the words and let children read the sentences again supplying the missing words. At first they should be required to fill in only one content word in each sentence. The number of words rubbed out can be increased gradually and structural words should be included among them. Even if children know the words, they may still find spell-difficult problem. So the words to be filled in may be written elsewhere on the blackboard (not in the order which they are required in the sentences) for the children to look at while writing. It is not possible to say how long this practice should be continued. Only the teacher can decide how much help his pupils need at any particular stage. The most important thing is that children should not be allowed to make mistakes in writing. While the children are writing, the teacher should go round helping and correcting any mistakes made.

With the limited language material available simple descriptions are the only type of composition possible in Standard V. Descriptions of objects and of situations created in the classroom can be attempted, but without pictures you will not be able to do much. Printed pictures can, of course, be used for this. But when you want to include particular structures and words in a composition, you will have to draw an appropriate picture on the blackboard. You need not be an artist to do this and it is not necessary that your picture should be beautiful. With some practice you can easily develop the skill of making quick drawings on the blackboard. One advantage of using blackboard drawings is that you can go on with the oral preparation while

you are drawing. As details are added to the picture, you can talk about them and ask questions. Thus the composition can be developed in the class with the co-operation of the children. By the time the drawing is completed, only the drilling of the sentences will remain.

Questions are as much a part of language as statements. So it is important that children should get practice in asking questions. A few exercises for this purpose are given at the end. These exercises should on no account be put out, nor are they to be postponed till the last. They may be done in between other exercises after the written form of the particular questions have been introduced in the class.

Standard V

EXERCISE 1 (after lesson 80)

Structures: 1. This is a + noun

2. It is + adjective

3. my

*This is a pencil**It is blue/ red/ yellow.**It is long/ short.**It is my pencil.*

Let one of the bright pupils in the class hold up his pencil. Ask the following questions:-

What is that? (It is a pencil.)

What colour is it? (It is blue.)

Is it long? (Yes, it is. It is long.)

(If the pencil is short, ask a second question *Is it short?*)

Is it your pencil? (Yes, it is. It is my pencil.)

Now help the child to say all the four sentences about the pencil without questions being asked. Explain to the class in the mother tongue that the answer to the question *What is this/ that?* is *It is a pencil*, but when the sentence is spoken not as the answer to a question, it should be *This/ That is a pencil*.

Repeat the procedure with a few other children, choosing bright children first. After a while stop asking questions and let children say the sentences in sequence. Group drills may also be used, but then in the last sentence children will have to use *his/ her* instead of *my*.

Write the sentences on the blackboard. Read them yourself first and then get children to read. Let them also read words that you point out. Rub out the words in italics

and ask children to read the sentences supplying the missing words. Write the words *This, blue and long (short)* elsewhere on the blackboard. Get the children to read these words once again and then write the sentences in their exercise books.

EXERCISE 2 (after lesson 85)

Structure: Preposition (in, on or under)

This is a *flower/ leaf/ ball*. (any suitable noun)

It is *big/ small*.

It is red/ green.

It is in my *hand/ on the floor/ under the table*.

The procedure is the same as for the previous exercise. To get the last sentence as answer ask the question *Where is it?*

EXERCISE 3 (after lesson 90)

Structure: 1. That is a + noun

2. adjective + noun 3. not

That is a *bag/ box*.

It is a *big/ small* bag.

It is on the table..

It is not my bag.

For the last sentence ask the question *Is it your bag?* (No, it is not. It is not my bag.)

Chorus and group drills can be used, provided the bag does not belong to any of the pupils in the class.

EXERCISE 4 (after lesson 100)

Structures: 1. His name is —.

2. Present continuous tense (third person, singular)

That is a boy. His name is Ravi. His shirt is white. He is sitting on the chair/ floor. He is reading a book.

Let one of the boys in the class sit on the chair/floor. The other children can speak about him. (When he has to speak he should speak about some other boy in the class.) Ask the following questions

Is that a boy or a girl? (It is a boy.)

What is his name?

What colour is his shirt?

Where is he sitting?

What is he doing?

After oral drilling write the sentences on the black-board as a paragraph. From now on get children to write paragraphs and not separate sentences. The choice of words to be rubbed out is left to the teacher.

EXERCISE 5 (after lesson 105)

Structures: 1. She is a 2. Preposition—to.

That is Leela. She is a tall girl. Her blouse is red. Her skirt is green. She is carrying a bag/ basket. She is going to school / the market.

Use a picture for this. You may have to modify the sentences to suit the picture you have got.

Show the picture and say, *This is Leela*. Children should repeat the sentence as *That is Leela*. Elicit further details by means of questions,

Is she a tall girl? (Yes, she is. She is a tall girl.)

What colour is her blouse?

What colour is her skirt?

What is she carrying?

Where is she going?

EXERCISE 6 (after lesson 110)

Structure: the (referring to something already mentioned)

This is a pen. That is a book. The pen is black. It is in my pocket. The book is yellow. It is on the table.

Place a book on the table and touching it say, *This is a book*. Then pointing to a pen in a pupil's hand say, *That is a pen*. Ask the boy to repeat the sentences. He should say, *This is a pen*. *That is a book*. Use the remaining sentences by asking suitable questions.

EXERCISE 7 (after lesson 129)

Structures: 1. These/Those are + plural noun 2. they

These are stones. They are on the chair. Those are marbles. They are in a box. The box is under the table.

Create a situation for this exercise in the classroom. Instead of stones and marbles (കല്ലുകൾ or വട്ടം) any other suitable objects may be used. Ask questions to elicit the sentences.

What are these? (They are stones.)

Where are they?

What are those? (They are marbles)

Where are they?

Where is the box?

As in exercise 1 explain to the children that *they* in the answers to the first and third questions should be replaced by *these* and *those* when the objects have not already been referred to.

EXERCISE 8 (after lesson 135)

Structures: 1. I am a 2. He is a

My name is I am a boy/ girl. I am in Standard V. My father is Mr He is a

Begin by asking the questions *What is your name?* and *Are you a boy or a girl?* to a few children. Write answers on the blackboard leaving out the last word in

At this stage it is not possible to ask questions to get main sentences from the pupils. Write those sentences also on the blackboard with blank spaces for the last words. Get a number of children to read the sentences individually supplying the words left out. Let them write the sentences then.

EXERCISE 9 (after lesson 138)

Structures: 1. There is a 2. behind

3. Present continuous tense with a plural subject.

There is a bullock-cart on the road. Two bullocks are pulling it. A boy is riding on it. A man is walking behind the cart. He is pushing it.

Introduce this exercise with a blackboard drawing or a printed picture if a suitable one is available.

Oral presentation.

What is this? (It is a bullock-cart)

Where is it? (It is on the road)

What is there on the road? (There is a bullock-cart on the road)

What are these? (They are bullocks)

What are they doing? (They are pulling the cart)

How many bullocks are pulling the cart? (Two bullocks are pulling it.)

Who is riding on the cart? (A boy is riding on it.)

[The question with *who* is not taught in Std V. But there is no harm in using it just for recognition. Tell the children what it means.

Who is walking behind the cart? (A man.....)

What is he doing?

EXERCISE 10 (after lesson 140)

Structure: Telling the time.

Write the question *What is the time?* at the top. Draw four clock faces showing (i) 8 o'clock (ii) 5 o'clock (iii) 3-30 and (iv) 10-30.

Let individual children come to the front of the class and ask the question *What is the time?* showing any one of the clock faces. Let the class answer in chorus. Later one group may ask the question and another group answer it. When enough oral practice has been given, ask the children to copy the question and draw the clock faces. Below each clock face they should write the appropriate sentence *It is*. Help them with spelling by writing difficult words on the blackboard.

EXERCISE 11 (after lesson 142)

No new structure.

It is evening. The sun is setting behind the hills. There is a boat on the river. A man is sitting in the boat. Three birds are flying in the sky.

Introduce this with a blackboard drawing similar to the one given at the end of part II of the Handbook. Two

new words are used in this exercise, *evening* and *setting*. Translate them when they occur.

Oral presentation

What time is it ? (Give the answer *It is evening* and drill it)

What is this ? (It is the sun)

What are these ? (They are hills)

Where is the sun setting ? (The sun is setting behind the hills)

What is this ? (It is a river)

What is this ? (It is a boat)

What is there on the river ? (There is a)

Who is sitting in the boat ? (A man)

Look at those birds. What are they doing ?

How many birds are flying in the sky?

(Three birds)

EXERCISE 12 (after lesson 145)

Structures: 1. Our 2. and 3. There are
4. in front of

This is our classroom. There are twenty boys and sixteen girls in the Class. We are sitting on benches. The teacher is standing in front of the blackboard. He is talking. We are not talking.

The classroom itself provides the situation for this exercise.

Oral presentation

Give the first sentence *This is our classroom* and drill it.

How many boys are there in the class?

How many girls are there?

How many boys and girls are there in the class ?

Where are you sitting ? (We are)

Where is the teacher standing ? (The teacher should be standing in front of the blackboard while asking this question)

What is he / she doing ?

Are you talking? (No, we are not. We are not talk

EXERCISE 13 (after lesson 150)

Structure: near.

There is a tree in front of the house. A boy is sitting under the tree. His name is Raju. He is eating a banana. His sister is standing near the house. Her name is Mini.

Introduce this with a suitable blackboard drawing.

Oral presentation

What is this ? (It is a house) What is this? (It is a tree)

Where is the tree? (It is in front of the house)

What is there in front of the house?

Who is sitting under the tree? A boy

What is his name? (Let the children give him any name they like. If they fail to do it suggest a name yourself)

What is he doing ?

Show the girl and say *This girl is his sister.*

Where is his sister standing ?

What is her name ?

EXERCISE 14 (after lesson 156)

Structures: 1. between 2. their

There are two houses in the picture. There is a well between the houses. A boy and a girl are playing in front of the big house. Their mother is standing near the well.

Use an appropriate blackboard drawing.

Oral presentation

How many houses are there in the picture ?

What is there between the houses ?

Who are playing in front of the big house ?

Where is their mother standing ?

EXERCISE 15

(after the pupils have read page 53 of the Reader)

Structure: I am — ing.

This is my home. My father is sitting on a chair. He is reading the newspaper. I am learning my lessons. My mother is not in this room. She is in the kitchen. She is cooking.

Use a blackboard drawing or a printed picture if a suitable one is available. Some new words are used in this exercise. Give their meaning as they occur.

Oral presentation

Show the boy in the picture and say, *This is Boban.*
This is his home. This is his father.

Where is his father sitting ? (His father is)

What is he doing ?

What is Boban doing ? (Boban is)

Is his mother in this room ? (No, she is not. His mother is not in this room)

Where is she ? (Supply the answer)

What is she doing ? (Supply the answer)

Write the following on the blackboard.

This is Boban. This is his home. His father is sitting on a chair. He is reading the newspaper. Boban is learning his lessons. His mother is not in this room. She is in the kitchen. She is cooking.

Now tell the children that each one of them should imagine himself (herself) to be Boban and say the sentences leaving out the first sentence. Show them what changes have to be made. In the sentences on the blackboard underline the words to be replaced. Give practice in saying the sentences in the First Person.

Exercises 16 to 20 are meant to give children practice in question forms. The procedure for all of them is the same. After providing the situation the teacher should first ask the questions and get pupils to answer in chorus or individually. Then let a few bright children ask the questions for the class to answer. After that give group practice in asking and answering the questions.

Write the questions and answers on the blackboard and proceed to reading and writing as usual.

Only the situations and the questions to be asked are given below.

EXERCISE 16

Place an object (with a definite colour) somewhere.

What is this/that ? (It is a)

What colour is it ? (It is)

Where is it ? (It is in/on/under/near)

EXERCISE 17

Let a boy (girl) come to the front of the class and do some action. Alternatively you can show the picture of a boy or girl doing something.

Is this/that a boy or a girl? (It is a)

What is his/her name? (His/Her name is)

What is he/she doing? (He/She is ing)

EXERCISE 18

Show the picture of a woman carrying a basket on her head.

Is this a man? (No, it is not. It is a woman.)

What is she carrying on her head? (She is carrying a basket on her head.)

Where is she going? (She is going to the market.)

EXERCISE 19

The teacher walks to and fro in front of the class.

Am I a teacher or a pupil? (You are a.....)

What am I doing? (You are walking.)

Are you walking? (No, we are not. We are not walking.)

The questions have to be practised individually.

EXERCISE 20

Place a few books on the table.

What are these/those? (They are books)

How many books are there? There are four.)

Are they your books? (No, they are not. They are not my books.)

EXERCISE 19

Let a boy (girl) come to the front of the class and do some action. Alternately you can show the picture of a boy or girl doing something.

Is this (that) a boy or a girl? (It is a boy.)
What is his (her) name? (His name is ...)
What is he (she) doing? (He/She is ...)

EXERCISE 20

Show the picture of a woman carrying a basket on her head.

Is this a man? (No, it is not. It is a woman.)
What is she carrying on her head? (She is carrying a basket on her head.)
Where is she going? (She is going to the market.)

EXERCISE 21

The teacher walks in and go in front of the class.
Am I a teacher or a pupil? (You are a teacher.)
What am I doing? (You are walking.)
Are you walking? (No, we are not. We are not walking.)
The questions have to be practised individually.

EXERCISE 22

Place a few books on the table.
What are these/those? (They are books.)
How many books are there? (There are four.)
Are they your books? (No, they are not. They are not my books.)

Standard VI

1. Revision Exercises based on key structures taught in Standard V.
2. Writing sentences on a Given Pattern.
3. Action Chains
4. Personal Information.
5. Guided writing of paragraphs.
6. Writing a Story.
7. Building up a story based on a Given Dialogue.
8. Simple Descriptions.
9. Writing of Dialogues.
10. Comprehension.

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1. REVISION EXERCISES

BASED ON THE MORE IMPORTANT ITEMS TAUGHT IN STANDARD FIVE

EXERCISE 1.

Ask the following questions and elicit the answers given against them:—

What is this / that ?	It is a pen.
What colour is it?	It is black.
Is it your pen ?	No, It is not. It is not my pen.
Is it his pen?	Yes, it is. It is his pen.
Where is it ?	It is in your pocket.

Put on the blackboard the above long answers together in a paragraph as given below:—

It is a pen. It is black. It is not my pen. It is his pen. It is in your pocket. (b b)

Drill the above sentences thoroughly. Tell the class to copy the sentences in their notebooks. As the pupils write, go round and see that the pupils make no mistakes.

Now write on the blackboard (Just below the above five sentences) the following:—

1. a book / green / not your book / my book / on the table.
2. a pencil / red / not his pencil / your pencil / in my bag.
3. an umbrella / black / not your umbrella / his umbrella / under the blackboard. (bb)

Now help the class to make three parallel paragraphs using the above. Drill all the sentences until the pupils have learnt them by heart. Now tell the class to copy

the above from the blackboard. Get the class to write out the three paragraphs in class. If there isn't enough time, the pupils can do it at home.

EXERCISE 2

The class room procedure is the same as for Exercise 1.

What are these/those ?	They are ribbons.
Are they short ?	No, they are not. They are not short.
Are they long ?	Yes, they are. They are long.
What colour are they?	They are red.
Where are they ?	They are on the table.

They are ribbons. They are not short. They are long. They are on the table. (bb)

1. mangoes/ not big/ small/ green/ in the basket.
2. bananas/ not small/ big/ yellow/ in front of the shopman.
3. boats/ not big/ small/ blue/ on the river. (b b)

EXERCISE 3

Procedure is the same.

Is he Venu?	Yes, he is. He is Venu.
Is he writing?	No, he is not. He is not writing.
Is he reading?	Yes, he is. He is reading.
Where is he?	He is behind the table.
Is he a good boy?	Yes, he is. He is a good boy.

He is Venu. He is not writing. He is reading.

He is behind the table. He is a good boy. (bb)

1. Mohan/ not standing/ sitting/ behind the blackboard/ a bad boy.

2. Raju/ not sitting/ standing/ in front of the blackboard/
a tall boy.
3. Krishnan kutty/ not reading/ writing/ between the
blackboard and the table/ a small boy. (bb)

EXERCISE 4

(Same procedure)

Are they girls?	Yes, they are. They are girls.
Are they writing?	Yes, they are. They are writing.
What are they writing?	They are writing the exam.
Where are they?	They are in the classroom.
Are they silent?	Yes, they are. They are silent.

They are girls. They are writing. They are writing the exam. They are in the class room. They are silent. (bb)

1. Boys/ playing/ football/ in the playground / happy
2. Cows/ eating/ grass/ in the field/ hungry
3. Butterflies/sucking/honey/in the garden/ beautiful. (bb)

EXERCISE 5

Ask the following questions and elicit the answers shown against them:-

Are you Sita ?	Yes, I am. I am Sita.
Where are you standing ?	I am standing behind the blackboard.
What is Geetha doing?	She is reading.
Am I a pupil ?	No, you are not. You are not a pupil.
Are they sitting ?	Yes, they are. They are sitting.

Now write on the blackboard all the five questions and the answers in two columns as shown below:-

Teacher	Pupil
— — Sita ?	Yes, I am. I am Sita
Where are you standing ?	— — standing behind the blackboard.
What is Geetha doing ?	— — reading.
— — a pupil ?	No, you are not. You are not a pupil.
— — sitting ?	Yes, they are. They are sitting.

Get the class to read from the blackboard the questions and answers, one after another, filling the blanks with your help, if necessary.

Now tell them to write the questions and answers in their note books, after sufficient drilling.

EXERCISE 6

Put on the blackboard the following

Padma	Latha
Are you Latha ?	Yes I ..., ... am Latha.
Where walking ?	I am walking in the garden.
What doing ?	Lilly is singing.
Am I a doctor ?	No, you ... not. are not a doctor
Are they eating ?	Yes, eating

Get the class to read the questions and answers off the blackboard and after sufficient drill tell the pupils to copy them in their notebooks.

EXERCISE 7

Draw on the blackboard clock faces to show:-

1. Six o'clock
2. Half past four
3. twelve o'clock
4. Half past nine
5. Half past three

Put the question: What time is it? on the right side of each clock face. Put the answer "It is" against it. Drill the question and the answers. Let the pupils copy the question and answers.

EXERCISE 8

(Procedure is the same as for Exercise 1)

- | | |
|-----------------------------------|--|
| Are they Jeevan and Reghu? | Yes, they are. They are Jeevan and Reghu. |
| Are they coming from school? | Yes, they are. They are coming from school. |
| Is that their house? | Yes, it is. That is their house. |
| Is there a garden in front of it? | Yes, there is. There is a garden in front of it. |
| Are there flowers in it? | Yes there are. There are flowers in it. |
| Are there flowers in your garden? | No, there are not. There are no flowers in our garden. |

They are Jeevan and Reghu. They are coming from school. That is their house. There is a garden in front of it. There are flowers in it. There are no flowers in our garden.

(bb)

1. Lekha and Rani/going to school/their school/a playground behind it/green grass on it/ no playground behind our school.
2. Sheela and Sobha/going to college/their college/shops in front of it/ bus-stop near it/ no bus-stop near our school.

2. Writing of sentences on a given pattern:—

A. Question forms:

This exercise is to be attempted in the composition periods following the Reader lesson 1 and 2. The purpose of this exercise is to allow the pupils' mind to play round 'How many ? Who ? Which ?' used interrogatively and so fix them firmly. The teacher's attempt must be to deepen the 'look' and 'feel' of the words that the pupils have had in their Reader lessons. As is cautioned elsewhere, the child should not be asked to write anything that he has not already learnt through speech and reading.

Take to the class objects of different kinds and place them one after another in / on places and say aloud the question pattern. Ask one or two boys to answer using the short answer forms. (given in brackets below) Brighter pupils may be encouraged to frame questions on their own and asked to lead others. After each question is practised orally, the questions may be written on the blackboard.

EXERCISE 1

- i. How many pencils *are* there on the table? (Three)
- ii. How many books *are there* under the table? (Two)
- iii. How many pencils *did* I take? (one)
- iv. How many *marbles* are lying on the floor? (Three)
- v. Who *took* the books? (Name the boy who took it)
- vi. Which animal *has* a long neck? (Giraffe)
- vii. Which *is* your pencil? (The blue one)
- viii. Who *went* to the door? (Name the boy who went)
- ix. How *many* marbles did he take? (Three)
- x. How many pens did I put *in the box*? (Two)

Note that all the above questions are to be evolved in suitable situations. And the teacher's main concern is the question pattern.

After sufficient oral practice and reading off the blackboard, rub off the words underlined and make them read again.

[iii] Now vary the situations by changing the position of the objects and guide the pupils to frame questions with the help of the incomplete sentences on the blackboard.

[iv] Ask pupils to copy down the sentences filling in the blanks with suitable words as practised in the class. Go round the class as they write down the patterns to see that they don't make any mistake. Capitalisation at the beginning and the question mark at the end of each sentence must be highlighted.

The same procedure may be adopted to give pupils practice in writing of questions beginning with 'Where', 'When' and 'how' soon after they are introduced in the class through Reader and the Work book.

To lend variety to the teacher's approach, he can as well make use of a picture cut from a magazine and ask children to frame questions after the teacher's model.

In either case there must be sufficient oral practice before they are asked to write and as they are writing, the teacher must be moving about to guide them to write only the correct patterns with the correct punctuation marks.

B. Writing of answers to given questions.

This is one step beyond the pattern work given in the last section. The question helps the pupils both with the words and with the pattern required for the answer. Practice of this kind is intended to lead the pupils to quite long sentences and even to short as well as continuous compositions. Every sentence pattern must be carefully practised as far as possible in suitable contexts before writing begins, and pupils should not be asked to make more than one change at a time. The teacher's object must be *to get it right*.

Bring to the class suitable real objects (or previously drawn diagrams on a roll-up blackboard can be used instead) and ask pupils to arrange them on the table giving them directions such as 'Raju, come to the table. Take these pencils and place them in the middle of the table'. 'Krishna, place this box in a corner of this room'.

Alright, thank you'. 'Well, Sheila, come here, throw these pieces of paper into the waste-paper basket.' There'll be other objects brought to the class and placed on the table. (as many objects as the teacher chooses, of course)

After these lively activities ask pupils to ask questions using 'How many ? Who ? Which ? Where ? When ? How ?' The teacher gives a few examples to begin with and answer them himself. The teacher then gives chance to pupils to frame questions and answer them among themselves. Select some five to ten questions and their answers so as to form a continuous composition. For example, the ten questions selected and written on the blackboard might be these:—

Who brought the pencils, pen, pieces of chalk and the books to the class?

Where did he place them ?

How many books did he bring?

How many books did Raju place on the table ?

How many books are there on the table now?

Which book has a picture on its cover ?

Who placed it on your desk ?

Who took the box to the corner of the room ?

Who threw the pieces of paper into the basket ?

Drill the answers to these questions. Make sure they do not go wrong in writing. Ask questions at random from the list. Ask them to write the answers in a paragraph.

Allow each row to form a group by itself and the group leaders may be asked to write out the answers first. Others can copy down the exercise later after correction by the teacher. The composition may be as follows:—

EXERCISE 2

To-day our teacher brought two pencils, a pen, some pieces of chalk and books to the class. He placed them on the table. He brought four books. Raju placed two books on the table. There are six books on the table now. The blue book has a picture on its cover. Sheila placed it on my desk. Sheila took the box to the corner of the room. She threw the pieces of paper into the basket.

C. Substitution Tables.

The first step towards sentence composition is simply a modification of transcription. It may take the form of completing given sentences by substituting a word for a picture, or filling in blanks in a sentence with appropriate words taken from the current lesson. The use of a substitution table is only an alternative form of sentence construction. Language exercises in the reader and Hand book if judiciously selected and worked out as composition exercises before substitution tables of the following types are used, will be of great value.

Using the following table, get children practise the pattern orally first. Ask questions to get suitable answers and write the answers on the blackboard. Allow children to memorise a few of them. Let them copy down the sentences, if need be; but allow most of them to be written out from their memory, if they can. In either case, the guiding principle must be to get the pupils to write correctly.

EXERCISE 3

I		two books		the box	.
He	took	the pencils	from	the bag	.
She		the pens		his pocket	.
You		the ribbons		the floor	.
R	gave	my marbles	to	the bench	.
B		the seeds		Leela	.
C		her balls		Mohan	.
				you	.
				her	.
				him	.

EXERCISE 4

Make sensible sentences from the following Table and match them with the right sentences under B.

Structures: going to
can

Poor People			visit Thekkady.
We			tell you a funny story.
I	is		buy a new dictionary.
Remesh			pass the S.S.L.C.
You	am	(not)	Examination.
Our team		going to	win a lottery.
These men	are		win the match.
A storm			get promotion.
Sita			break out.
My brother			visit London.
They			the cinema.

- 1 We can see the wild animals.
- 2 You can laugh a while.
- 3 He can look up the difficult word in it.
- 4 He will be able to go to college next year.
- 5 You can buy an expensive car.
- 6 It will be a happy day for them and they will get the trophy.

- 7 They do not work hard.
- 8 It will be stormy tonight.
- 9 They cannot see the great city.
- 10 You can go with her to see the picture.

D. Picture composition.

On pages 154 of the Teacher's HandBook Part I the teacher is given an example of a composition to be worked out with the aid of a picture. The pictures in the reader provide a large amount of material for composition. A resourceful teacher will use the same picture over and over again for quite different purposes.

EXERCISE 5

For example, ask the pupils to open at page 20 of the Reader and to have a close look at the picture. Here are some of the ways in which that picture can be used:-

(a) Nouns: What can you see ?

- (i) How many bullocks are there ?
- (ii) How many men/boys are there ?
- (iii) How many carts are there ?

(b) Present continuous tense:—

- (i) What are the bullocks doing ?
- (ii) What is the man holding in his arms ?
- (iii) What is the cartman doing ?

(c) Adjectives:

- (i) Where is the cart ? Is the road long or short ?
- (ii) Are there trees ? Are they big or small ?
- (iii) What kind of a tree is it ?

- (iv) Where is the tree ? Is it on the road or near the road?

Write the above questions (or any other set of questions the teacher would like to ask about the picture) on the blackboard. Let them give short answers to these questions and the long answers next. Drill the answers. Write the answers too on the blackboard. Make children read the questions and answers from the blackboard. Teacher can divide the class into two groups, asking them to put questions and answer them alternately to create purposiveness and interest in the work they do. Finally ask children to copy down the questions and answers into their note books. The number of questions and answers you want the pupils to write down, must have been decided upon, well in advance.

3. Action chains

It consists of a number of actions that follow one after another in a linked series; they are first performed by the teacher, who says at each point what he is doing. Then the pupils do the actions in small groups, the sentences being said in chorus by one of the small groups sitting down, or in turn by each pupil or by the ones who are doing the actions.

The action chain is written on the blackboard as orders:—

Come to the front of the class.

Walk round the blackboard.

Touch the blackboard.

Go to the door.

Knock three times.

Go back to your place.

The chain is learnt by heart, silently. Then the blackboard is turned away from the class, and the action begins. One pupil at a time can do it, saying the following sentences:

EXERCISE 6

I'm coming to the front of the class

I'm walking round the blackboard.

I'm touching the blackboard/ it.

I'm going to the door.

I'm knocking three times.

I'm going back to my place.

After sufficient oral preparation, write those sentences on the black board and ask children to copy down the sentences correctly.

Then there is the action chain with an object.

EXERCISE 7

This is a box.

I have a box in my hand.

I'm opening the box.

I'm looking in the box.

There's a pencil in the box. [show it to the class]

Make pupils repeat this action chain until it is learnt by heart.

EXERCISE 8

I am filling the pot with water.

I am putting it on the fire.

Now it is boiling.

Depending on the standard of the pupils, actions of finding the pot, emptying it, cleaning it and then going off to the river, well or water-tap and so on, may be brought in and pupils are made to repeat the sentence and action.

What a boy does and what happens to him while returning from school would be a good subject for composition.

EXERCISE 9

I return home at 4.15 everyday.

Then I put my books on the table.

Then I change my uniform and put on my cloth.

Mother gives me a cup of milk/ blackcoffee/ kanchi a banana/ something to eat.

Then I go to the field and cut grass for the cow.

Thus getting up in the morning, going to school, collecting fire-wood, marketing, making chapatis, pounding rice etc. may be conveniently introduced to give practice in the use of the present simple Tense with the habitual notion.

The class or group watches a series of actions performed and in chorus or individually describe them as they are performed.

EXERCISE 10

He/ she is going to the table.

He

To practise the plurals two or three children can mime appropriate actions together saying, for example:—

EXERCISE 11

We are drawing water from a well.

Now we are pouring it into the pot.

Now we are carrying it home.

or other children can describe the action:

They are drawing water from the well.

To practise second person a child or a group comes out and looking straight at the child or children performing the actions say:—

EXERCISE 12

You are drawing water from the well.

Various tenses can be used. For example, after a series of actions described in the Present Continuous, a bright boy can be asked to retell in the Simple Past what happened.

After sufficient oral drill, Teacher and class together work out on the blackboard a *written version* of the chain, using the 1st, 2nd or 3rd person of an appropriate tense singular or plural as the teacher decides. After this has been drilled or studied, the series of sentences is rubbed off the blackboard and children write from memory in their Composition Note Book.

Incidentally, the written version can be improved upon, if sentences are linked by such words and phrases as:

now after this in another minute quickly
soon
then after that a few minutes later

Practice in written version of the Action chain can be followed by brief descriptive narration.

4. Personal Information

Notes for the teacher:

- (i) Restrict the length of each entry to be written.
- (ii) Choose characters and events from the every day environment of the pupil.
- (iii) Oral and blackboard preparation is the first step.
- (iv) Revise content vocabulary and if needed extend it depending upon the subject matter.
- (v) Allow children to suggest topics.
- (vi) Require all pupils in a class to write on one topic only.
- (vii) Remember tense most needed is the Simple Present.
- (viii) Subjects can involve the following:—
 - (a) *description of the actual writer.*
 - (b) *a description of the writer as a member of a certain occupational group.*
E.g. farmer, bus driver, policeman, coolie shop keeper, *postman*, nurse, doctor etc etc.

- (c) a description of the writer as a non-human creature eg. monkey, crow, bullock, tiger, snake, donkey, peacock, dove, parrot.
- (d) a description of the writer as an inanimate object. eg. a rupee, a bicycle, a purse, a post card, a necklace, a bangle, a watch, a pen, an umbrella, a sari.

Of the four types listed above (a) and in (b) the underlined sub-topic has been fully worked out in the Teachers HandBook Standard VI at Period 92 and Period 112. The following exercises show how other techniques could be effectively and conveniently put into practice to lead the pupils to controlled and prompted written work in the early years of an English course.

1. Ask pupils to re-write the Passage on Page 23 of the Reader, [Lesson 3, Exercise IV] changing the subject to 'I' instead of Krishnan. Discuss a suitable title to the passage they would write. 'A good deed' 'What I did yesterday' 'How I became known' may be suggested. Let them make a choice and give credit to the right choice.

Of course, before they are asked to write, the pupils must be asked to read the passage substituting 'I' wherever needed.

- [ii] Now that the pupils have had the 'feel' of writing something about them, they may be helped to compose a few sentences on a topic such as 'What I did yesterday' giving them a number of ideas to choose from by using a substitution table. The

use of a substitution table will lend variety and interest, which is the basis of all purposeful activity.

EXERCISE 13

This is I am going to tell you I am going to write about	What happened yesterday. What I did yesterday.
---	---

First of all Early in the morning About six o' clock	I	woke up. got up. got out of bed. dressed.
--	---	--

After that Then in the day time	I	came to school. worked in school. studied my lessons
---------------------------------------	---	--

In the evening At night Last of all	I	went to bed. jumped into bed again. went to sleep again.
---	---	---

How to use the Table:-

- (a) The teacher explains the use of the Table and how it is to be read. (use Malayalam)
- (b) The table is read, the teacher reading out as many sentences as he thinks fit.
- (c) The class is set to memorise the Table in whole or in part, as the teacher decides.
- (d) The table is covered or the blackboard turned round, and examples in sequence are spoken by the pupils in rapid succession (often against a time-limit once the pupils have got used to Substitution Tables) "Give the first sentence in five seconds."
- (e) As a written exercise, new items suitable for each column of the Table are put on the black board and the pupils have to write out their own examples of the construction using the new items.

EXERCISE 14

Write out the following paragraph with "He" as the subject. Make necessary changes. Put the passage on the board. Give oral drill. Ask them to write.

I am John. I am a school boy. I get up early and go to sleep early too. I have breakfast at 8 o'clock. I go to school at 9 o'clock. I am not very clever. But I work hard. I do very well in my lessons. I have dark hair and black eyes. I am not tall. But I am strong. I *can lift* a table.

I play football in the evening or swim in the river. I go to church every Sunday in the morning. My parents love *me* and I love *them*.

EXERCISE 15

Write out the passage with "I" as the subject. Put it on the board. Give oral practice. Ask the pupils to write.

She is Mary. She is tall and beautiful. She gets up always early. In the morning she helps her mother in the kitchen. She learns her lessons, too. She goes to school at quarter past nine. She never comes late to school. She is clever and hard working. She is bright in English and History. She is not so bright at drawing. She has dark eyes and curly hair. She wears a white frock and black shoes. She plays chess in the evening or reads her books.

EXERCISE 16

Turn the passage below into past. Put it on the board. Give oral drill. Ask them to write.

Govind is a naughty boy. He does not get up early. He sneaks into the kitchen and steals sugar and jam. He never comes to school in time. He plays tricks on boys and talks much in the class. He does not like his lessons. Study makes him tired. He quarrels with other boys. He pulls their hair or ears. His teacher often scolds him. Yet he is good at heart. Every one likes him.

5 Guided writing of paragraphs:—

Put the model paragraph below on the board. Make the children read it several times. Then ask them to write similar paragraphs with the help of the clues given. These exercises are designed to give pupils sufficient practice in the use of simple present tense, especially the addition of 's' in the third person singular. It will also train them to use 'can'. Five items are given. The class may be divided into five groups and each group may be asked to do one item. This will create variety in compositions.

EXERCISE 17

Sita belongs to Kerala. So she speaks Malayalam well. But she does not speak English well. She can write it.

- Clues*
- 1 Valliammal / Tamil Nadu / Tamil / English.
 - 2 Ramulu / Andhra / Telugu / Malayalam.
 - 3 Devaraj / Karnataka / Kannada / Hindi.
 - 4 Kiran / North India/ Hindi / Tamil.
 - 5 Margaret / England / English / French.

EXERCISE 18

Ramanujam is a teacher. He goes to school at 9 o'clock. He works there from. 10. a. m. to 4. p. m. In the evening he goes to the beach. On Sundays he goes to the cinema. He takes his wife with him but does not take his children.

1. Mr. Prabhakaran/ the headmaster of a high school/ at half past nine/ 9. 45 am to 4.45. p.m/ the park/ his estate/ dog/ wife and children.

2. Mani/a school boy/ school/ at quarter past nine/ 10 a.m to 4 p.m/ the library/ films/ his younger brother. /friends.
3. Annamma/ a gramasevika/ the village/ at quarter to eight/ morning to evening/ the market/ her uncle's/her children/ husband.
4. Mr. Pai/ doctor/the hospital/ at 9 o'clock/ 8. a.m. to 11 a.m./ pay wards/Lions club/ wife and children/ dog.
The following exercises are meant to give practice in three structures. (1) has/have got (2) going to (3) Future of "be". Nos. 1, 2 and 3 may be done as shown in the example given. Item No. 4 is slightly different from these as the subject is plural. Enlighten the children on the points of difference. Begin like this "Revi and Madhavan are businessmen"

EXERCISE 19

Mr. Sanjay is a young man. He has got a fine house and a nice job. He is going to marry a pretty girl tomorrow. It will be a very happy day for them.

- 1 My brother / good sportsman / many certificates to get a new certificate in high jump / next Friday / him.
2. Mr. Joseph / an engineer / Rs. 50000 in a bank / to buy a new car / tomorrow / his family.
3. Mr. Prasad / doctor / Rs. 100000 in a bank /to open a new hospital / day after tomorrow / him and the sick people around.
4. Mr. Revi and Mr. Madhavan/business men/a big cash-ewnut factory/to start a Sales Depot/next week/ them.

EXERCISE 20

Mr. Babu is an English teacher. He likes to read English books and newspapers. He wants to buy every book on English Grammar. He can understand them. But he does not know Hindi or Tamil. So he does not want to buy any Tamil or Hindi books. He cannot read them.

A. Frame questions about Babu and answer them as shown in the example below.

Does Babu like to read English books?

Yes, he does.

B. Rewrite the paragraph substituting Hindi teacher for "English teacher," and Bengali and Urdu for Hindi and Tamil.

C. Rewrite the paragraph with a plural subject.

Begin like this:

Mr. Babu and Mr. Prasad are English teachers.
They like to read

EXERCISE 21

Personal details about a boy and his father are given below. See how a paragraph is built up from these details. Give the details on the board. Draw the pupil's attention to them. Ask questions such as these: What's the boy's name? Where does he live? How old is he? etc. Elicit answers. Drill them. Build up a paragraph by putting the answers on the board. Leave the paragraph on the board. Rub off details. Supply the details about another boy. Ask them to write, following the pattern given.

Details

Name: Krishnan, School boy.
 Address: Anand Bhavan, Temple Road, Trivandrum.
 Age: eleven years.
 Height: 4 ft
 Colour of
 eyes: grey
 Colour of
 hair: black
 Father Vasudevan
 Age fortyfive
 Work : a clerk
 (profession)
 Place of work: Post office

Krishnan is a School boy. He lives at Ananda Bhavan, Temple Road, Trivandrum. He is eleven years old. He is four feet tall. He has grey eyes and black hair. Mr. Vasudevan is his father. He is fortyfive years old. He is a clerk. He works in the Post office.

Details

A Name: Chandran, newspaper boy.
 address: Chandra Vilas, Round west, Trichur.
 Age : seventeen
 Height : $4\frac{1}{2}$ feet
 Colour of eyes : black
 Colour of hair : dark
 Father : Krishnan
 Age : forty five
 Work : peon
 Place of work : a school

B Name: K. S. Prasad, Graduate Teacher.

Address: Sivanivas, Main Road, Quilon.

Age : fortythree

Height : 5 ft. 2 inches

Colour of eyes : black

Colour of hair : grey

Father : Mr. Krishnan

Age : Sixty eight

Work : businessman

Place of work : his own office

C Name : S. Geetha, Primary school teacher.

Address: Saroja Bhavan, Hospital Road, Ernakulam.

Age : Twenty-three

Height : 5 feet

Colour of eyes : dark

Colour of hair : black

Father : Mr. Madhavan Nair.

Age : forty-nine.

Work : High school teacher

Place of work : a high school

D Ask the children to write similar paragraphs about themselves.

EXERCISE 22

Read this paragraph and complete as shown below.

Miss Alice is our English teacher. She did not come to school last week. So we had no English lessons last week. Our headmaster gave us lessons in Mathematics on

Monday, Tuesday and Wednesday. On Thursday and Friday we had chemistry lessons during the English periods.

Mr. Philip is our Mathematics teacher.

He did not (complete)

Make necessary changes.

6. Writing a Story

In the teacher's Hand Book for Standard VI guidelines are given as to how to get the pupils to write out a story. This form of composition gives them practice in continuous expression. Pupils do not need to seek ideas or even vocabulary but are merely asked to set down familiar matter.

To have it effectively done and to make pupils confident and fluent in writing, the first stage in this form of composition can only be verbatim reproduction of a set composition. The procedure might be as follows.

Tell the story to the pupils first.

EXERCISE 23

One evening some boys were playing near a pond. The frogs in the pond were croaking loudly. The boys picked up stones. They threw them at the frogs. One old frog said, "Why do you throw stones at us?" The boys said, "We are only playing". Then the old frog said, "It is play to you. But it is death to us". The boys did not throw stones again. They felt ashamed and went away.

As the story is being narrated it is necessary that the teacher will test comprehension now and then, without killing the interest of the pupils who are listening to him. The story may be repeated twice. Key words should be written on the blackboard, but care should be taken to ensure that no fresh words or forms are included.

Ask a few questions around the class and get the answers. Write down the questions as well as the answers on the blackboard. Make them read off the blackboard.

Finally require them to write the answers in the form of a story, allowing them to transcribe from the blackboard.

Soon after this stage the modified forms of prompted and controlled writing as planned out in the hand book may be followed, with advantage. Oral treatment of the subject matter is very important and equally important is teacher's vigilance over what they write and how they write in their composition exercise book.

A few stories are given below for the teacher to choose from and also the questions that would help the teacher to lead and guide the pupils to write it with ease.

EXERCISE 24

A little girl joined a school. Her teacher found her interesting. "Where do you live?" she asked her. "I live with my father and mother," she answered. "How many brothers and sisters have you?" continued the teacher. "One brother and one sister," replied the child. "Are you the oldest of the family?" asked the teacher. "Oh, no, Miss", the little girl said, "My father and mother are much older than I"

Questions: —

- What did a little girl do once ?
- How did her teacher find her ?
- What did the teacher ask her ?
- What did the little girl answer ?
- What did the teacher ask her next ?
- What was the little girl's reply ?
- What did the teacher ask her then ?
- What did the little girl reply ?

EXERCISE 25

Once there lived a man and his wife. They were rich. One day an old man from Tamil Nadu came to their house. The gate was open and he stood at the front door. He heard some noise in the kitchen and caught the smell of dosais. After a time he knocked on the door. The lady of the house came and looked at the man through the window. She asked, "Who are you? What do you want?" The man replied, "I am a sadhu, I am hungry. I want food." "Food, you ask! There is nothing here. Go away." But the sadhu said, "Don't tell lies. You have ten dosais in the kitchen, hot and crisp." It was true. She had exactly ten dosais. She got alarmed. She gave five dosais to the Sadhu and sent him away.

- Were the man and his wife rich or poor?
- Who came to their house one day?
- How did he know that the woman was making dosais?
- What did the stranger ask for?
- What did the woman say ?
- Why did the woman finally give him a few dosais?

EXERCISE 26

A teacher in a primary school was teaching a lesson about the earthworm. First she said, "Earthworms have no eyes." "No eyes for earthworms, poor creatures!" said the children. Then she said, "It slowly creeps down into the earth and goes to sleep." "This increased their interest and asked the teacher a number of questions. One little girl asked, "Please, Miss, how can it go to sleep without eyes to shut." There was a loud burst of laughter in the class.

1. What was the teacher doing ?
2. What did she say first ?
3. What did the children say ?
4. What did she say then ?
5. What increased their interest ?
6. What did they ask the teacher ?
7. What did the little girl ask ?
8. What was there in the class then ?

Incidental questions at appropriate places are necessary to arrive at the above eight questions which will be put on the blackboard along with the answers expected. In the beginning stage pupils need only transcribe from the blackboard. The weaker the pupils are in using the language, the more questioning there must be, for that will reduce mistakes and help to produce a connected narrative.

EXERCISE 27

Mary was a little girl. She was only five years old. She lived in London. She did not know anything of

country life. One summer she went to her uncle's house in a village. Her uncle was a farmer.

The day after her arrival at the farm she was looking out of the window. Aman with a pail came into the farm yard. "What is in that pail?" asked Mary. "Milk, miss," said the man. The reply surprised Mary. Then the man said with a smile, "From the cow, you know." "Really!" she exclaimed. "At my home in London, milk always came from a bottle!

What was Mary ?

How old was she ?

Where did she live ?

Did she know anything of country life ?

Where did she go one summer ?

Where was her uncle's house ?

What was her uncle ?

When was she looking out of the window ?

Who came into the farm yard ?

What did Mary ask ?

What did the man say ?

What surprised Mary ?

What did the man say ?

How did he say that ?

What did Mary exclaim ?

EXERCISE 28

One day Guru Nanak sat under a tree on the river bank. He was praying. A rich man came to see him. He brought with him two gold bangles. Time passed. Nanak opened his eyes and looked at the merchant. He put the

bangles at his feet. Suddenly Nanak threw one of them into the river. The merchant dived into the river in search of it. He could not find it. He came back and said, "Master where did you throw the bangle? Show me". "There", said the sage and he threw the other into the river.

- 1 Where did Nanak sit ?
- 2 What was he doing ?
- 3 Who came to see him ?
- 4 What did he bring Nanak ?
- 5 Who did the sage look at ?
- 6 Where did the merchant put the bangle ?
- 7 What did Nanak do ?
- 8 What did the merchant do then ?
- 9 What did he ask Nanak ?
- 10 What was his reply ?
- 11 What did he do then ?
- 12 Did the sage love the bangle ?

EXERCISE 29

Mary had a little white lamb. It went with her everywhere. One day it went with her to the school. The children saw the lamb and laughed at Mary. The teacher turned it out. But the lamb did not go. It waited outside the school. Mary came out of the school in the evening. The lamb ran to her and laid its head upon her arm. "Why does the lamb love Mary?" asked the children. "Why, Mary loves the lamb, you know," replied the teacher.

1. What had Mary ?
2. Where did it go with her one day ?

3. Why did the children laugh at Mary ?
4. What did the teacher do ?
5. Where did the lamb wait ?
6. When did Mary come out of the school ?
7. What did the lamb do then ?
8. What did the children ask ?
9. Why did the lamb love Mary ?

EXERCISE 30

Gold is useless

Once a traveller was walking across a desert. The sun shone hot on him. Soon he lost his way. At noon he felt hungry and thirsty. He had nothing to eat. Suddenly he found a bag, a little distance away. His face shone with joy. "Perhaps it is full of food," he said. He ran to pick it up, and tore it open. There were gold coins in it. "Oh! This is useless to me," he said and he threw it away.

- 1 Where was the traveller walking ?
- 2 How did the sun shine then ?
- 3 What happened to him ?
- 4 How did he feel at noon ?
- 5 What did he find then ?
- 6 What did he say to himself ?
- 7 What was there in the bag ?
- 8 What did he say ?
- 9 Why were the gold coins useless ?
- 10 What did he do ?

EXERCISE 31

The Bishop and the boy.

Once a bishop came to a village. He stayed at a fisherman's house. He wanted hot water for his bath. The next morning the fisherman called a boy. "Take this bucket of water to the bishop's room," said the fisherman. "Knock on the door and say: 'It is your boy with your water, my lord'". The boy took the water to the bishop's room. He was still in bed. The boy knocked on the door. "Who is there?" asked the bishop. "It is your lord with your water, my boy," replied the boy.

- 1 Who came to the village ?
- 2 Where did the bishop stay ?
- 3 What did he want ?
- 4 Who did the fisherman call next morning ?
- 5 What did he tell the boy ?
- 6 What did he want the boy to say to the bishop ?
- 7 What did the boy do ?
- 8 What did the bishop ask ?
- 9 What was the boy's reply ?
- 10 What did the boy call the bishop ?

EXERCISE 32

Too clever

Ramu and Revi were brothers. Ramu was ten years and Revi seven. One evening their father brought two apples for them. Ramu looked at the apples and said, "There are three apples". "No. There are only two", said Revi. "You are wrong", said Ramu again. "This s number one. This is number two. one and two make

three". Revi did not like his words. He was angry. "All right," said their father. There are three apples. I take number one. Revi, you take number two. Ramu can have the third."

1. How old was Ramu ?
2. How old was Revi ?
3. How many apples did their father bring one evening ?
4. What did Ramu say ?
5. What did Revi say ?
6. How did Ramu make fun of Revi ?
7. Did Revi like his words ?
8. How did their father make Ramu a fool ?

EXERCISE 33

Casabianca

The ship was burning and men were dying. But the brave boy, Casabianca, stood on the deck. "My father is the captain of this ship. I cannot go away from here without his word", he said. But his father lay senseless below. He did not know it. Flames rose to meet the sky.

ed and came nearer and nearer. "Father, can I get away from here", cried the boy. There was no reply. The flames leaped on him and he was burnt to death.

1. What was happening to the ship ?
2. What did the boy do ?
3. What was his father ?
4. Why couldn't he go away from his post ?
5. What happened to his father ?
6. Did the boy know it ?
7. What did the boy ask his father ?
8. What happened to the boy ?

EXERCISE 34

I am the three

Once a fat man went to a hotel. He ordered meals for three people. The servant went in. After ten minutes he came back. He said, "It is ready, sir. Where are your friends?" "What friends? I have no friends," said the man. "You ordered meals for three people, sir," said the servant. "Oh" replied the fat man "Bring the meals, I am the three."

Who came to the hotel ?

How many people did he order meals for ?

What did the servant ask him ?

Had the fat man any friends?

Why did he order the three meals for ?

EXERCISE 35

Thomson was making arrangements for his daughter's marriage. He sent an invitation to the new doctor in the city. The doctor sent a greeting at once. But none could read it. His writing was not clear. "Take it to the medical shop across the road. The salesman there *can* read it", said his wife. So Thomson took it to the salesman. He looked at the sheet of paper, went inside and came back with a bottle of medicine. "It is Rs. 10/-, sir. Take three times daily," he said.

What was Thomson doing ?

Who did he send the invitation to ?

What did the doctor do ?

Why could not any one read it ?

What did his wife say ?

Where did he take the doctor's letter ?

What did the salesman do ?

What did he bring ? What did he say ?

7. Building up a story based on a given dialogue.

Dialogues of the following type will be found to be an aid in oral composition as well as written composition. Pupils may be required to build up a story and put the dialogue contextually in it. For example, here is a conversation between a boy and the postman.

Boy : What does it cost to send a letter ?

Postman : Twentyfive paise.

Boy : Don't you take them from children at half price?

Write down the dialogue on the blackboard. Make two boys act the role of the two characters and let them carry out the conversation. Teacher might himself take the role of one of the characters sometimes. This goes round the class for sometime and then the teacher narrates the event as follows:—

Once Raju was waiting at the gate. It was morning. He had an envelope in his hand. Just then the postman came. He gave a letter to Raju. "What does it cost to send a letter ?" asked Raju. The postman replied, "Twentyfive paise." Then Raju enquired, "Don't you take them from children at half price?"

Ask children to read the story from the blackboard several times till the teacher is sure they know the story by heart. Now rub off certain words and phrases so that an outline of the following type remains on the board.

Raju... waiting gate. morning an envelope the postman a letter to Raju. cost to send ? asked Raju Twentyfive paise. Raju "Don't you take at half price."

Ask children to read the story now supplying the missing words. After sufficient oral practice, ask them to write down the story incorporating the dialogue given.

EXERCISE 36

Son: Father, in school to-day I learned how to say "Thank you" and "If you please" in Hindi.

Father: Good! That's more than you ever learned to say in English.

EXERCISE 37

Office boy: A man called while you were out, sir.

Employer: What did he want?

Office boy: He wanted to give you a beating.

Employer: And what did you say to him?

Office boy: I said, "I am sorry. He is out." sir.

EXERCISE 38

Inside a bus:

Conductor to Sheila: Where do you want to go?

Sheila: To Ernakulam. Give me a half ticket.

Conductor: Half ticket for you! No, you can't have it. How old are you?

Sheila: Eight, Why?

Conductor: Well, when will you be twelve?

Sheila: Of course when I get off at Ernakulam!

EXERCISE 39

A steam-engine.

Young boy: Father, how does a railway train move?

Father : The engine does it.

Young boy: But how does the engine do that, father?

Father : Steam, my boy.

Young boy: Where does the steam come from?

Father : Steam comes from a boiler.

Young boy: But, father, how can a boiler make steam?

Father : The boiler contains water. The fireman lights the fire under the boiler. The water changes to steam.

Young boy: I see, it's a steam engine.

8. Simple descriptions:

Notes: [i] No emphasis on the proper arrangement at this stage.

[ii] Emphasis on pupil's ability to describe within the limits of his ability in English.

[iii] Lead through questions to see what are the most important points to give in a description.

[iv] help by giving most of the information.

[v] Start with things around them and then with things that are well-known but not immediately visible.

List A

a desk
a chair
a blackboard

List B

domestic animals
a shop
insects
birds
tools

EXERCISE 40

A blackboard.

There is a blackboard in front of the class. It is black. It is big and heavy. It stands on a stand. Teacher writes on it. Sometimes we write on it. Teacher draws pictures on it. It is a useful thing.

What is there in front of the class ?

What is its colour ?

Is it big and heavy ?

Where does it stand ?

Where does the teacher write ?

Sometimes who write on it ?

What does the teacher draw on it ?

Is black-board a useful thing ?

Ask the above questions and answer them first. Allow pupils to repeat the questions as well as the answers. After adequate drilling exercise write down the questions and answers in two columns. Ask them to transcribe the black-board summary into their note books.

A variation of this type is to give a description of a fish or camel or a dog in the first person and ask pupils to write it out in the 3rd person plural. For example:

EXERCISE 41

A. I am a pet animal. I am clever too. I soon learn to obey my master's orders. I learn many useful things. I am a good guard. I watch my master's house. I bark at strangers. I am a faithful animal. My master treats me well and I love him. I am a real friend to my master.

Exercise: Write a description about 'dogs'.

B. *Dogs are pet animals.* They are clever too. They soon learn to obey their masters' orders. They learn many useful things. They are good guards. They watch their masters' houses. They bark at strangers. They are faithful animals. Their masters treat dogs well and the dogs love them. Dogs are real friends to their masters.

Write down on the blackboard 'A' and read aloud to the class. Ask one or two of them to read. If there are new items of vocabulary tell them incidentally its contextual meaning in vernacular. Now tell they have to write a composition about dogs. Then read the matter as rendered in 'B'. Read twice or thrice and show them by underlining the words to be changed. Let pupils also read off the black board and give as many repeated reading as possible.

'B' may be given in writing to be transcribed or they may be asked to write out the exercise from memory.

EXERCISE 42

I live in rivers and seas. I am a fine swimmer. I swim with my fins. I guide myself with my tail. Scales cover my body. Men catch me for food.

Exercise: Write a description about 'Fishes'

9. Writing of dialogues.

The following dialogues can be dramatized in standard VI. Put the dialogue on the blackboard. Get the class to copy it down and learn it by heart as they do a rhyme. Doing the whole piece yourself, show the class how to do it. Encourage children to say and act as well as you do or better if possible. Repeatedly done the dialogue would be found quicker and easier for the class and enjoyed better. If pupils take turns, the whole class can be involved in it. Instead of doing it in one or two periods and leaving it at that, make it an activity for several periods spread over weeks. Like the rhyme make it part of the lesson. As it is enacting a situation in real life, the dialogue would be appreciated far better than any other activity in class. It is experiencing a bit of life through language. Therefore doing a dialogue is much more than mere composition. Try it out and see how it works. If it is found interesting and worthwhile prepare similar or better dialogues yourself and do them in class. The names in the following dialogues are optional; change them if you want. Make the dialogue appear awfully real so that the class take it naturally.

EXERCISE 43

- Venu/Leela : Good morning sir.
 Headmaster : Good morning, boy/ girl. What's the matter ?
 Venu/Leela : Sir, Raju called me dirty dog!
 Headmaster : Are you a dog ?

Venu/Leela : No, I'm not.
Headmaster : Are you dirty ?
Venu/Leela : No, I'm not.
Headmaster : Then never mind, my boy/girl. Go to your class.

EXERCISE 44

Teacher : Who is that ?
Babu/Latha : Me, sir. Babu/Latha.
Teacher : Babu/Latha, look at the clock. What's the time ?
Babu/Latha : It's half past ten.
Teacher : What time do classes begin ?
Babu/Latha : At ten.
Teacher : Babu/Latha, aren't you late ?
Babu/Latha : Yes, I am. I'm sorry, sir.
Teacher : Well, then, come in. Don't be late again.

EXERCISE 45

Teacher : Who is standing behind the blackboard ?
Gopi/Sita : It's me, sir. (the boy/girl comes to the front)
Teacher : What were you doing there ?
Gopi/Sita : I was looking for the duster.
Teacher : Is it there ?
Gopi/Sita : No, sir. It's not there.
Teacher : Then, where is it ?
Gopi/Sita : Sorry, I don't know, sir.
Teacher : Now look here. (holding up the duster)
What's this ?
Gopi/Sit a : It's the duster, sir.

EXERCISE 46

- Saji/Sobhana : Excuse me, sir. Are you the postmaster here ?
- Postmaster : Yes, I am. What do you want ?
- Saji/Sobhana : I want five postcards
- Postmaster : All right. Give me seventyfive paise.
- Saji/Sobhana : I'm sorry I've got no change.
(holding up a five-rupee note) This is a five-rupee note.
- Postmaster : Never mind. Give it to me. I'll give you the postcards and the balance).
(gives the postcards and the balance)
- Saji/Sobhana : Thank you, sir.

10. Comprehension

As a first step towards introducing pupils to exercises in comprehension, they may be given training in comprehending certain words in context of situation. The following procedure is suggested.

The teacher tells the pupils in three or four sentences a situation in which a particular word is to be used. For example, 'This table is heavy. Raju, can you lift this table? Yes, Raju can. What did Raju do boys ? Raju lifted the heavy table. Raju is *strong*. [weak, strong, handsome, clean] Teacher gives two to three or four alternatives and the pupils complete the sentence with the appropriate word.

The pupils are then asked to copy down the whole paragraph into the notebook if it has been written out on

the blackboard. Make them memorise the paragraph on the spot after sufficient drill and ask them to fill up the blanks in the sentence on the blackboard.

EXERCISE 47

Some examples are given below:—

A little bird with a broken wing lay in the road. A boy saw it. He took it home and gave it food and water. The boy was [lucky, kind, honest, clever] This shows the boy's

EXERCISE 48

A girl was sewing a button on her dress. The button had four holes in it. But she passed the thread through two of them only. The girl was [blind, lazy, careless, idle] This shows the girl's

EXERCISE 49

A boy was walking along the road. A fat woman walked in front of him at a distance. A purse fell from her on the road. She did not know it. But the boy saw it. He picked it up and ran to the lady. He gave it to her. He was an boy. [lucky, kind, honest, clever] The incident shows the boy's

EXERCISE 50

Raju's little brother caught a butterfly. It fluttered between his fingers. He began to pull at its wings. Raju said to him, "Don't be to it. Let it go, dear." [kind, cruel, clever, active]

EXERCISE 51

Once a baby slipped out of its mother's arms, from a boat. Ramu and Kannan dived into the water. They came up. Ramu was holding the baby in his arms. He went to the mother and gave her the baby. Ramu and Kannan are fellows. [poor, rich, brave, careful] This shows their

EXERCISE 52

Ramesh was alone in his house. Somebody knocked at the door. He looked through the keyhole. It was the beggar with a long beard. He was afraid of the bearded man. He did not open the door. But he said loudly, "Tomy, Tomy" Then he barked, "Bow, bow, bow!" The bearded man went away. (i) Remesh was This shows Remesh's

EXERCISE 53

Kutty was a coolie. He lived in a hut. He often dreamed of a good building. Once he bought a Kerala lottery ticket. He won the first prize. How he was! [lucky, dirty, wealthy, healthy]

EXERCISE 54

Kutty got a lakh of rupees. He built a new house. He bought a car. He wore fine clothes. He had servants. He became (poor, rich, high, tall)

EXERCISE 55

Satish got ill. His mother did not give him food for a day. She gave him medicine. He was well next day. But he wanted food. He was

(angry, hungry, foolish, happy)

EXERCISE 56

John came late on Friday. Teacher got and said, "Go to your seat and stand there".

[hungry, angry, sad, well]

EXERCISE 57

Raju looked at the sun. It was in the east. He began work in the field. He looked up at the sun. It was then above his head. He stopped work. He ate food. He came back to the field. He saw the sun in the west. He did not work again. He went home.

1. Raju began work in the field in the
2. Raju stopped work at
3. Raju came back to the field in the
4. Raju worked in the but did not work in the
5. He returned home in the
forenoon / morning / noon / afternoon / evening.

EXERCISE 58

Sunday was a fine sunny day. We sat on the grass in the garden. We were reading our books. Monday was wet and Tuesday was wet too. On Wednesday morning there were clouds in the sky and some rain fell. After that the sun shone and we played. The next two days were fine. On Saturday there was great rain.

1. On how many days was it fine all day ?
2. On how many mornings did it rain ?
3. Which was the second fine day ?
4. Was Friday between a fine day and a wet day ?
5. On how many days did we play ?

EXERCISE 59

Raju walked five miles. He lay down on the grass under the shade of a tree. He fell asleep. In his sleep, he had a dream. He walked for ten miles inside a forest. Sometimes he fell down and scratched his knees, hand and face.

- (i) How far did Raju walk ?
- (ii) Do you think the sun was shining ?
- (iii) Which word or phrase in the passage tells you about the sun ?

EXERCISE 60

I arrived in Trivandrum at half past nine in the morning on Wednesday. I started from Mavelikara at six in the morning on the same day. The day before my arrival was a holiday. The next two days after my arrival were also holidays. I stayed at Trivandrum for four days.

- (i),, and were holidays.
- (ii), and were not holidays.
- (iii) On which day did I return home ?

EXERCISE 61

Read the following story and answer the questions given below:—

Once there was a prince. He lived in a beautiful palace. A great wall ran round the palace. He never went outside the wall. He ate, drank and played all day long. At night he danced with girls in the hall. He was very happy. So people called him "the happy prince". He lived for a long time. Then one day he died. People were sad about his death. They made his statue and set it up in the centre of the city.

1. Where did the prince live ?
2. What was there round his palace ?
3. Did the prince go outside the wall ?
4. What did he do all day ?
5. What did he do at night ?
6. How did the people call him ?
7. What did the people do at his death ?
8. Where did they set up the statue ?
9. Did the people love him ?

EXERCISE 62

One night a swallow came to the city of "the Happy Prince". It was on its way to Egypt. It flew about all day and it was very tired. It saw the statue of the Happy Prince. "I am going to spend the night here", it said. It sat at the feet of 'the Happy Prince'. It was about to go to sleep. It put its head under its wings. Just then a drop of water fell on it. "What", cried the bird "The sky is clear. The stars are bright. But it is raining." Then another drop fell and then a third. It looked up. The Happy Prince was crying.

Questions

1. Where was the swallow going ?
2. Where was it going to spend the night ?
3. Where did it sit ?
4. Did the bird go to sleep ?
5. Where did it put its head ?
6. What happened just then ?
7. How many drops of water fell on it ?
8. What was the happy prince doing ?
9. Was the prince really happy ?
10. Where did the drops of water fall from ?

EXERCISE 63

Eravipuram is a village. It lies near Quilon town. It was a humble village twenty five years ago. There were no roads or high schools. But the village is fast changing now. There are three high schools, two theatres and many factories. Electric lights burn in every home. The Panchayat is building a number of roads and planning to open a shopping centre. It will be a help to the villagers. They will be able to buy things cheaply.

Questions

1. Where does Eravipuram lie ?
2. What kind of village was it twenty five years ago?
3. Were there roads or high Schools ?
4. What is happening now ?
5. How many high schools are there ?
6. How many theatres are there ?
7. Have they got electricity now ?
8. What is the Panchayat planning to open now ?
9. What will be a help to the villagers ?

EXERCISE 64

Read the following dialogue and answer the questions below.

- Teacher : Look here children! What is this ?
 Children : That's a book, sir.
 Teacher : Yes. I have got a book in my hand.
 Venu, have you got a book ?
 Venu : No. I haven't. I am sorry.

Teacher : All right you can look into Babu's book.
Uma, have you got a book ?

Uma : Yes sir. It is on the desk. But I haven't got the notebooks with me.

Teacher : I can give you a sheet of paper to write on.
Open your book at page No. 109. Can you read it Sita ? It is a poem.

Sita : Yes sir, I can read it.

Teacher : Can you sing it, Sita ?

Sita : No I, can't sir.

Questions.

- A.
 - 1 Has the teacher got a book ?
 - 2 Has Venu got a book ?
 - 3 Has Babu got a book ?
 - 4 Have Uma and Sita got books ?
 - 5 Can Sita read a poem ?
 - 6 Can she sing a poem ?
- B.
 - 1 How many brothers and sisters have you got ?
 - 2 Have you got a school bag ?
 - 3 Have you got rose plants in your garden ?
 - 4 Has your school got an N. C. C. unit ?
 - 5 Can you spell the word 'difficulty'?

Standard VII

1. Revision of important Language Items taught in Standard VI.
2. Developing a Story from a given outline.
3. Arranging Jumbled Sentences to form a Story.
4. Descriptions.
5. Biographies and Anecdotes.
6. Autobiographies.
7. Letter-writing.
8. Comprehension—Stories.
9. Comprehension—Dialogues

Appendix— List of Irregular Verbs with their Tense forms.

Standard VII

1. Review of literature and manuscript preparation
2. Developing a bio. V from a viewpoint
3. Arranging limited sources to form a thesis
4. Bibliography
5. Biographies and anecdotes as used in writing
6. Autobiographies
7. Letter writing
8. Characterization - stories
9. Composite and ideal - biographies

Appendix - list of irregular verbs and their forms

1. Revision of important language items taught in Standard VI

This short course is designed to help you revise the difficult language items in std. VI. Each passage illustrates one or two of those items. These can be topics for composition as such, or if you feel like it you can give parallel passages. The passage is to be written on the board and pupils allowed to read it. (There is no harm in your giving a model reading. Comprehension questions follow. Insist on short answers for the inversion (yes/no) questions. For the others, first demand the word or phrase that forms the answer. Then get the answer in a full sentence.

eg. Is Baby crying ? Yes, she is. / No, she isn't.

Where did she place the stool ?

Near the shelf.

She placed the stool near the shelf.

Work on the item(s) that a passage illustrates is given after the comprehension questions. Fairly detailed notes on grammar points given therein will be of considerable help to you. You may use vernacular if necessary. Exercises need not be limited to those given here. The use of situations, and sentences in the Reader Lessons already taught has been found to be of advantage.

A list of some irregular verbs, their past and participle forms is given. Make your pupils learn this by heart. They must be able to go from the past form to the present. Then only will they be able to form the correct interrogative and negative of a sentence with the simple past.

Baby is crying. She fell down a minute ago. She was standing on a stool. She was taking her doll. It was at the top of the shelf. There was a stool in the middle of the room. Baby placed it near the shelf. She climbed the stool. She slipped and fell.

Is Baby crying? What is Baby doing ?

Where was she standing ?

Was she standing on the floor/ on the table/ near the door?

What was she doing ?

Where was the doll ?

Where was the stool ?

Was the stool in a corner/ near the door/ near the window ?

Where did Baby place the stool ?

What did she do ?

The Special Verb in Questions.

Is Baby crying ? Was she standing on the floor.?

How did we make these two questions ? By placing 'is' and 'was' at the beginning. 'Is' and 'was' are special verbs.

The pupils have studied some special verbs. They are 'am' 'is' 'are' 'was' 'were' 'have' 'has' 'had' 'will' 'shall' and 'can'. They will study some more later. In the following sentences the special verbs are italicised. Place them at the beginning and read the question.

The elephant *is* a big animal.

The boys *were* playing.

The bus *will* be at the gate.

This room *has* two doors.

I *am* tall.

Now try to give a short sentence with a special verb. Place the special verb at the beginning and say the question. If a pupil cannot give a sentence of his own he can read one from a Reader Lesson.

Read the following sentences.

She fell down a minute ago.

Baby placed the stool near the shelf.

Is there a special verb in these sentences ?

How can we make them questions ?

The verbs are *fell* and *placed*. They are in the *past tense*. So we use '*did*' to form a question. The past tense is actually '*did*' + '*present*', *Fell* is *did* + *fall*. *Placed* is *did* + *place*. So when we use '*did*' to make a question the verb changes and becomes the present.

Now change the following into questions:

The peon closed the gate an hour ago.

The teacher wrote some words on the board.

They came by bus.

It rained yesterday.

The train left at ten o' clock.

Leela sang well.

The Minister visited our school last week.

Special verbs are necessary when we add '*not*'. If there is no special verb (and if the verb is past) we use '*did*'.

Eg. She was not standing on the floor.

She *did not place* the stool near the door.

[The passage given at the beginning illustrates the simple past and the past continuous mainly. But it also contains prepositions '*on*', '*near*', and '*at the top of*'. If

you think these also must be revised you can give simple sentences as examples.]

Your pupils are now able to distinguish special verbs they have been taught. They can also change a sentence into a question and also the negative even if there is no special verb.

The postman comes this way at ten o' clock in the morning. He gives letters, parcels and money orders. He starts work at eight in the morning. He goes to the post office and takes the letters and parcels. *Postmen wear uniforms.* In the evening *postmen collect* letters from boxes. Sunday is a holiday. A postman *does not work* on Sundays.

When does the postman come this way ?

What does he give ?

When does he start work ?

Where does he go ?

Do postmen wear uniforms ?

What do postmen do in the evening ?

Does a postman work on Sunday ?

[The passage above illustrates the simple present. Let your pupils note that it takes an 's' when the subject is singular. 'I' and 'you' though singular do not follow this rule. Concentrate on the negative and interrogative of both forms— with 's' and without it]

The postman comes this way at ten in the morning.
'comes' – does come. goes — does go.

Does the postman come this way at ten in the morning?

Ask pupils to substitute 'the policeman' for 'the postman' and repeat the sentence. This gives them a chance to speak several sentences of the same pattern.

Some suggestions for 'call words' are given below.

the postman	this way	at ten
the policeman	to the school	at noon
that woman	to the station	in the morning
your uncle	to the town	in the evening
his sister	to the market	on Sunday

When the subject is plural there is no 's' in the verb.
Postmen wear uniforms.

We make a question with 'do'

Do postmen wear uniforms ?

Three sentences are given below. After each you will find its question form and its negative.

1. Leela goes to school on foot. *Does Leela go to school on foot? Leela does not go to school on foot.*
2. Those boys come by bus. *Do those boys come by bus? Those boys do not come by bus.*
3. The boy brought the newspaper early in the morning. *Did the boy bring the newspaper early in the morning ?*

The boy did not bring the newspaper early in the morning.

Now change each of the following first into a question and then into the negative (with not). There are special

verbs in some of them. For the others, the three sentences above will help you.

EXERCISE 1

1. The boys are [playing. 2. Tom came late. 3. The teacher was angry. 4. He scolded Tom. 5. The pupils were afraid. 6. Those girls want water. 7. They are going to the well. 8. The peon took the book away. 9. He takes it to the office in the evening. 10. She drew that picture. 11. Leela sings well. 12. He went to the market. 13. That man goes this way everyday. 14. Kerosene has a bad smell. 15. The film ended at nine.

Your pupils now know the interrogative and negative of sentences with or without special verbs. Encourage your pupils to ask questions to each other. Watch and help (if necessary).

We go to school by bus. Buses were not running yesterday. So we went on foot. We were late. The teacher scolded us. I said, "Sir, we came on foot." The teacher said, "These boys came late and I scolded them. You come late tomorrow. I will punish you." I said, "I am sorry, sir, I shall start early."

How do you go to school ?

Were buses running yesterday ?

How did you go (to school) yesterday ?

What did the teacher do ?

What did you say (then) ?

What did the teacher say ?

Read the following sentences. (Better if they are written again). The teacher scolded us.

'I scolded *them*'.

'I will punish *you*'.

Add the following to the above.

The policeman stopped the thief (*him*).

The woman called the servant girl (*her*).

I	my	me	mine	myself
we	our	us	ours	ourselves
you	your	you	yours	{yourself yourselves
he	his	him	his	himself
she	her	her	hers	herself
they	their	them	theirs	themselves
it	its	it	its	itself

Supply the above chart on the board. At this stage the last two vertical columns are not necessary. Ask pupils to find out the words italicised in the above sentences in this chart.

EXERCISE 2

Complete the following sentences. Allow pupils to refer to the above chart if necessary.

- 1 I was waiting outside the office. The headmaster called
- 2 The teacher said, "Boys I am going to tell..... a story.

- 3 My friends and I are going to the cinema this evening.
- 4 I will meet near the cinema.
- 5 We were volunteers. The captain gave badges.
- 6 A blind beggar was sitting near the temple. Many people gave..... money.
- 7 I reached home at five. Mother gave coffee. Then she sent to the ration shop.

EXERCISE 3

Complete the following choosing the correct word from the chart.

Balu and his sister Prema reached home at half past four..... mother was in the kitchen. They went toand said "Mother, please give tea. She gave tea and biscuits. Then Prema said, "I don't want biscuits. Please give..... bananas." So..... mother gave two bananas.

EXERCISE 4

My little brother is three years old. He does not go to school. He likes stories. Mother tells him stories everyday. He knows some very short stories. But he cannot tell a story. He always wants sweets. We do not give him sweets. Sometimes mother gives him biscuits.

How old is your little brother ?

Does he go to school ?

What does he like ?

Who tells him stories everyday ?

What stories does he know ?

Can he tell a story ?

What does he always want ?

Do you give him toffees ?

What does your mother give him sometimes ?

[Like, want and know are three of the verbs which are not normally used in the present continuous. The simple present is used instead.]

Get brief answers for the following.

1. What does your father like, tea or coffee ?
2. What game do you like, badminton or football ?
3. What did the beggar want, food or money ?
4. What do you want, a pen or a pencil ?
5. Do the boys know the way to the village ?
6. Does your friend know your address ?

[A few more questions of this type may be added.]

2. Developing a story from a given outline.

Five stories in outline are given. Four of them are solved. One is left for you to try. A comparison of the outline and the full story will show you that a good lot of the material is given in the outline. At the same time the story is not the outline with the blanks filled. One method (there are several) to get an outline developed is given below. Tell the story in simple English. In the retelling, use the important language items in the story. Also write on the board the words that form the outline. Now show

the pupils how these words can be developed to give a full sentence.

If you are giving an outline of a story do give as much details as possible. For this, you must go from the story to the outline. Try to include language items recently taught. Vocabulary items may be included, but teach them well.

You need not look for stories with plots. They will be too big for a composition. Any incident can be told as a story. Exercise no. 9. is such a story.

EXERCISE 5

Krishnan—dishonest—servant in rich house—used to steal things—master did not suspect—one day stole alarm clock on master's table—hid it in clothes—boarded bus for village—bus running—alarm rang—people questioned Krishnan—took him to the police—

Krishnan was *dishonest*. He was a servant in a rich house. He *used to steal* things from the house. His master *did not suspect* him. One day Krishnan stole an alarm clock *he saw on his master's table*. He hid it in his clothes and *boarded* a bus for his village. *When the bus was running* the alarm began to ring. People *questioned* Krishnan. They took him to the police.

EXERCISE 6

King's birthday--wanted to bathe in milk--told everyone of his subjects to pour a bottle of milk into a cement tank. Before sunrise--One minister thought 'will pour water--nobody will know'--every officer and every

subject thought the same--poured water instead of milk --king came to bathe--saw tank full of cold water.

Once a king *wanted to bathe* in milk on his birthday. He *told everyone* of his subjects to *pour* a bottle of milk into a tank *before sunrise*. The minister *thought*, "*I will pour a bottle of water. Nobody will find it out.*" Every officer and every subject thought the *same*. They poured water *instead of* milk. *When* the king came to bathe, he saw the tank full of cold water.

EXERCISE 7

Raju only child -- parents -- Parents gave everything he wanted -- became spoilt child -- One night -- saw full moon -- wanted moon as toy -- asked mother -- was impossible -- Raju began to cry -- cried and cried -- servant--gave mirror -- Raju saw moon in it -- satisfied --

Raju was the only child of his parents. They gave him *everything he wanted*. He became a spoilt child. One night he saw the fullmoon. He *wanted it as a toy*. He *asked his mother to give* it to him. It was impossible. Raju began to cry. He cried and cried. The servant gave him a mirror. Raju saw the moon in it. He was happy.

EXERCISE 8

Army officer wanted servant -- wanted brave man -- interviewed several men one after another -- asked each to bring glass full of water -- fired gun when man entered room -- some dropped glass -- some spilled water -- sent them away -- at last an old man -- officer tested him usual way -- man showed no change -- placed glass on

table -- went out -- officer satisfied -- called man back -- man did not come -- was stone deaf.

An army officer wanted a servant. He wanted a brave man. He *interviewed* several men one after another. He asked *each* to bring a glass full of water. When the man entered the room, the officer fired a gun. Some dropped the glass. Some *spilled* the water. The officer sent them away. After some days an old man came. The officer tested him too, *in the usual way*. The man showed no change. He placed the glass on the table and went out. The officer was *satisfied*. He called the man back. But the man did not come. He did not hear the officer's words. He was *stone deaf*.

EXERCISE 9

Tom entered school fancy dress competition -- went as policeman -- competition ended at midnight -- no time to change -- went home -- afraid of dark -- began to run -- turned corner -- saw two men -- men looked at Tom -- dropped bags they were carrying - fled - Tom took bags home - in the morning took them to the police -- bags full of stolen articles -- Tom did not win prize -- got a reward.

EXERCISE 10

Sheik - a holy man - did wonderful things - on the road saw a bullock cart - full of bags of sugar - Sheik asks - what have you in the bag - driver angry - replies - ash. Driver goes - bazaar - gives bags to merchant - merchant opens bag - ash in bags - merchant angry - scolds - Driver runs back to Sheik -- falls at his feet -- begs pardon. Sheik asks to tell truth in future -- driver runs back - opens bag. Sugar!

3 Arranging jumbled sentences to form a story

EXERCISE 11

The sentences of the story are given in a jumbled manner. Rearrange them to make it a readable story.

1. Fortunately he saved her from serious injury.
2. Suddenly the ball rolled into the middle of the road and she ran after it.
3. A passerby saw the girl's danger and ran to her aid.
4. A little girl was playing with a ball on a busy street.
5. At that moment a motor came dashing round the corner. Correct sequence. 4,2, 5,3, 1

EXERCISE 12

Dimples

1. The angel went up to heaven and the child woke up.
2. It had rosy cheeks and curly hair.
3. He went near it and touched both cheeks with his fingers.
4. There was a smile upon its lips.
5. The angel said to himself "What a lovely child! Has it come down from heaven? Or is it the child of some woman"?
6. This is how children got their dimples.

7. One day an angel from heaven saw a sleeping child.
 8. There were dimples on both cheeks where the angel had touched.
- Correct sequence, 7, 2, 4, 5, 3, 1, 8, 6

4. Descriptions

Develop a paragraph on the blackboard by asking suitable questions. Billows' technique may conveniently be used to help the pupils to write the paragraph.

EXERCISE 13

The game of Foot ball.

1. What is a team ? — The players on one side form a team.
2. How many players are there in a football team ?
In a foot ball team there are eleven players.
3. What are they ? They are five forwards, five backs and a goalie.
4. Where is the football placed before the game begins ?
Before the game begins, the ball is placed in the centre of the football court.
5. What does 'every player do then? Every player takes his place.
6. Who gives the kick-off whistle? The referee gives the kick-off whistle.
7. Does the play start then? Then the play starts.

8. What do the forwards do? The forwards try to score goals.
9. What do the backs and goalie do? The backs and the goalie try to defend.
10. Is football a good game? Foot ball is a good game.

EXERCISE 14

A Bazaar

1. What is a bazaar ?

A bazaar is a street with many shops.

2. Are there shops on both sides ?

There are shops on both sides of the road.

3. Do all shops sell the same thing ?

All shops do not sell the same thing.

4. What do the different shops sell ?

Different shops sell different things.

5. Which is the best shop ?

The best shop is the fruit stall.

6. What fruits can you see ?

We can see oranges, black grapes, green grapes, pineapples, tomatoes and mangoes.

7. When is the bazaar busy ?

The bazaar is very busy in the evenings.

8. Why is it busy then ?

Men and women get back to their homes in the evening. Before they go home, they get into shops to buy things.

EXERCISE 15

A day at School

1. When does the school work begin everyday ?
School work begins everyday at ten a. m.
2. What do you do when you hear the first bell ?
When we hear the first bell we gather for morning assembly.
3. What does the Headmaster do in the morning assembly ?
In the morning assembly the Headmaster makes important announcements.
4. Where do you go when the assembly is over ?
When the assembly is over, we go to the class.
5. What do you do when the teacher enters the class ?
When the teacher enters the class, we stand up.
6. How do you greet the teacher ?
We greet her 'good morning'.
7. How many periods have you in the forenoon ?
In the forenoon we have four periods.
8. How long does each period last ?
Each period lasts fortyfive minutes.
9. Have you an interval in between ?
We have an interval in between.
10. How long do you have the midday recess ?
The midday recess is for one hour.
11. What is the interval for ?
The interval is for taking our meals.
12. How many periods have you in the afternoon ?
In the afternoon we have three periods.

13. When does the last bell ring ?
The last bell rings at four p. m.
14. Do you sing the national anthem at the end of each period ? When do you sing ?
We sing the national anthem at the end of the last period.

EXERCISE 16

A picture may be made use of to develop the following paragraph.

A Railway Station.

1. Is there a platform in every railway station?
There is a platform in every railway station.
2. Where do trains halt ?
Trains halt at the platform.
3. Where do you get down from the train?
From the train we get down on the platform.
4. What is by the side of the platform?
The station building is by the side of the platform?
5. Are there many rooms in the building?
There are many rooms in the station building.
6. Is there a booking office?
There is a booking office.
7. What do you buy from there ?
We buy our tickets here.
8. Is there a room for the station master?
There is a room for the station master.
9. Is there a waiting room for passengers ?
There is a waiting room for passengers.

10. What other rooms are there in big stations?

In big stations there are refreshment rooms and book stalls.

11. When is the station very busy ?

The station is very busy at departure and arrival of trains.

EXERCISE 17

The Sun

The sun is a star. It is in the sky. It is the nearest star to our planet. It is much bigger than the earth.

The sun has made life possible on earth. It gives us light and heat. Different kinds of rays come out of the sun. Some are harmful to us. But they do not always reach the earth.

It shines bright by day. It is very hot at midday. In the morning and evening it looks like a red-hot gold plate. This sight is very beautiful.

[Tenses: Simple present and present perfect,

words : planet, possible, harmful. shines red-hot]

Questions:—

1. What is the sun ?
2. Where is it ?
3. Which is the nearest star to our planet ?
4. Is it much bigger than the earth ?
5. What has it made possible on Earth ?
6. What does it give us ?
7. What come out of the sun ?
8. Are they all harmful to us ?

- 9 Do they always reach the Earth ?
10. When does it shine bright ?
11. When is it very hot ?
12. What does it look like in the morning and evening ?

5 Biographies and Anecdotes

EXERCISE 14

Early life of Abraham Lincoln

Abraham Lincoln is, perhaps, the most famous of American presidents. He was born in Kentucky in 1809. When he was a young boy, he lived in a log cabin with his parents. They were too poor to give him proper schooling. But his mother taught him to read well enough early. He became a very good reader.

At seventeen he was an athlete. He used to take part in races and wrestling. For a time he worked as clerk in a store to earn a living. Then he did some business with a partner. In those days he was quite unhappy. But he was reading hard all this time. In 1836 he took his degree in law. In the same year he became a member of the American Congress (parliament). Thus he began his public life.

[Structures: simple past, 'too' in the sense of 'so-that-not' words:- famous, log-cabin, proper, schooling, athlete take part, store, clerk, living partner].

Questions.

- 1 Who is the most famous of American presidents ?
- 2 Where was he born ? When ?
- 3 Where did he live when he was a boy ?
- 4 Did he receive proper schooling ? Why ?
- 5 How did he learn to read ?
- 6 Did he become a good reader ?
- 7 What was he at seventeen ?
- 8 What did he use to take part in ?
- 9 Then what did he do ?
- 10 Was he happy in those days ?
- 11 When did he take his degree in law ?
- 12 When did he begin his public life ?

Let the pupils write about Mahatma Gandhi, Jawaharlal Nehru, Velu Tampi etc. Teacher should supply the important points.

EXERCISE 15

An incident in Sir Isaac Newton's Life.

One night Isaac Newton left his study and went for a walk in his garden. He was working on some important problem. His papers were on the table. There was a burning candle too on the table. Just then Diamond, Newton's dog, entered the room and jumped on to the table. He upset the candle. The papers caught fire and were soon in flames. From the garden Newton saw this through the window. He rushed in and saw twenty years of his work destroyed. Yet he was not angry with Diamond. He patted the dog and said, "You did not know the value of these papers."

[Tenses: simple past and past continuous.

Words : study, problem, upset, caught fire, rushed in, destroyed, patted, value.]

Questions:-

- 1 What did Newton do one night ?
- 2 What was he doing ?
- 3 Where were his papers ?
- 4 What else was there on the table ?
- 5 What did Diamond do ?
- 6 How did the papers catch fire ?
- 7 Where did Newton see this from ?
- 8 Then what did he do ?
- 9 What did he see ?
- 10 Was he angry with Diamond ?
- 11 What did he do ?

Let the pupils write about important incidents in the lives of great men like Mahatma Gandhi, George Washington and Abraham Lincoln.

6 Autobiographies

EXERCISE 16

A Postman tells about himself

My name is Surendran. I am a postman. I am working in a village. The villagers are nice people. They like me very much.

When I am on duty I put on a khaki uniform. I carry a bag in one hand and a bundle of letters in the other. I go from house to house to deliver letters, parcels, money orders etc.

My job is not so easy. I go all the way on foot in rain and cold. Yet I like this job because people like me.

Tense : simple present

Words : uniform, bundle, deliver, job, carry.

Tell the pupils about the postman in the third person first and build up the passage with the help of the questions given below. Then ask them to use the first person in the passage. After sufficient oral practice let them write the piece with the help of those words left on the board.

Questions:

- 1 What is Surendran ?
- 2 Where is he working ?
- 3 Are the villagers nice people ?
- 4 Do they like him ?
- 5 What does he put on when he is on duty ?
- 6 What does he carry in both hands ?
- 7 Why does he go from house to house ?
- 8 Is his job easy ?
- 9 How does he go all the way in rain and cold ?
- 10 Why does he like this job ?

EXERCISE 17

Story of a Post Card.

I was born in the Government press at Nasik. There were thousands of cards like me. We were in a bundle. I lived in darkness for many days. One morning I was lying on the table of a lady vendor at the post office, Tiruvalla. A school boy asked for a card and placed fifteen paise on the table. The vendor gave me to him. He wrote on me to his brother in Bombay. He wanted a good pen. He put me into a box. A man in khaki uniform took me out of the box. He gave me a hard press and put me into a bag. I reached Bombay by train. The brother received me. I now lie on that brother's table. The school boy will get the pen.

EXERCISE 18

A frog tells its story.

First I was just a tiny black spot in a ball of jelly. I floated in the water of a pond. I grew long. I hung on a water plant. I was a tadpole. I swam here and there in water. Everyday I grew big. I grew two hind legs. Then I grew two front legs. My tail grew small. Now I can climb out on land. I am no longer a tadpole.

There are webs in my back feet. These help me to swim. I can leap high in the grass. I can hop on land. I eat insects. I cannot drink water. I can croak. I am a real frog at last.

7 Letter-Writing

Letter-writing is a useful type of composition. Letters are of various types, and each type has its own particular form. Letters can be classified into two main types—formal and informal. Official letters, business letters, letters of application etc. belong to the former while private personal letters belong to the latter. Since the form of letters is important the teacher would do well to keep in mind the following points about it.

- I The Heading: This consists of the sender's address and date. It should be written at the top right hand corner of the letter paper. In the case of formal letters the name and address of the person to whom the letter is addressed should normally be written at the left-hand side of the page below the writer's address and date.
- II Greeting or Salutation:— It should be written at the left-hand side of the page below the writer's address and date. In formal letters it should be written right under the address of the person addressed. The form of greeting will vary according to the type of letter you write. In personal letters it depends upon the degree of intimacy you have with the person addressed.
 - a. To members of the family the salutation will be:—
My dear Father, My dear Mother, My dear son, etc.
 - b. To friends the salutation will be:—
Dear Mr. Mohan, (not very intimate)

Dear Mohan, (more intimate)
 My dear Mohan, (very intimate and affectionate)

c. Teachers and superiors (official or otherwise)
 are to be greeted as 'Dear Sir', or 'Sir'

III The body of the letter:—

What the writer has to tell constitutes the body of the letter. It should be written in simple lucid style. Though a formal manner is followed in official correspondence, a familiar and intimate style may be used in personal letters to friends and relations.

IV Leave-taking or subscription:—

The leave-taking phrase varies according to the type of letter you write. Many people before they write the leave-taking phrase use expressions like 'with kind regards' 'with best wishes,' 'hoping to hear from you soon,' 'looking forward to seeing you'. After completing the body of the letter write the leave-taking phrase at the right side of the page and put your signature below it.

a. In personal letters the usual phrases are:—

Yours sincerely (to friends), Yours affectionately,
 Your affectionate brother, Your loving son etc. (to relations)

b. In official/ formal letters the normal expression is 'Yours faithfully'. But in writing to teachers students may use 'Yours obediently'

V The superscription:—

The address on the envelope should be clearly written.

The practice of writing it as part of the letter should be discouraged.

A few specimen letters are given below.

EXERCISE 19

Applying for leave

You are ill. You cannot go to school. Write a letter to your class teacher asking him to grant you leave of absence for two days.

Ravindra Bhavan,
Muthoottu,
Tiruvella,
3 March 1977.

To

The class teacher,
Std VII B,
St: Thomas High School,
Tiruvella.

Sir/Madam,

I am not well. I am having fever and headache. So I cannot come to school. I, therefore, request you to grant me leave of absence for two days. (4th and 5th March, 1977)

Yours obediently,
(Signature)

P. K. Ravindran.

EXERCISE 20

Personal Letter

Write a letter to your father requesting him to send you Rs 15. to buy a new pen.

St: Joseph High School,
Trivandrum,
10 March, 1977

My dear Father,

Thank you very much for your kind letter. I am so glad to learn that all are doing well.

Daddy, the pen I am using now doesn't write well. You know that it is an old one. I want to buy a new pen. So please send me Rs 15. as early as possible.

I am studying my lessons well. Our examination is drawing near.

Kindly convey my love to mother and Suresh.

Your loving son,
(Mohan)
Babu Mohan

EXERCISE 21

58 College Road,
.....

6th June, 1975.

Dear Father,

I got your letter yesterday. I thank you for it. We are all doing well.

Our school *re-opened* last week. We have a new teacher for English. He wants everyone of us to buy a *dictionary*. There is a good one in the school *Co-operative Store*. It costs Rs. 10/-. only.

Please send me Fifteen rupees. I want to buy a pen too.

Yours affectionately,
Hari.

EXERCISE 22

58 College Road,
.....

15th September, 1975.

Dear Uncle,

I got your letter and the *parcel* yesterday. I thank you for your *greetings* and the *gift*.

My pen was not *writing well*. I was going to ask father for a new one. Your gift is *timely*. The pen writes very well. I like the colour too.

I thank you once again.

Yours affectionately,
Hari.

8 Comprehension Stories

EXERCISE 23

Read the following passage and answer the questions set on it.

Last Sunday we visited the zoo. We saw a lot of animals there. It was an interesting trip. We all enjoyed it. There was much fun. There were three elephants there. We saw a group of children. They were laughing. We said to them, "Why are you laughing?" They all pointed to a place. We looked in that direction. We saw an elephant with a fat man on it. He rode on the elephant. We asked again, "Why are you laughing, Children?" They said, "See, an elephant on another elephant". We too laughed.

A.

- (i) When did we visit the zoo ?
- (ii) Did we visit the zoo on Saturday ?
- (iii) How many elephants were there in the zoo ?
- (iv) Did we see all the elephants in one place ?
- (v) Who rode on the elephant ?
- (vi) What did the children do ?
- (vii) What did the children see ?

B.

Fill in the blanks with the opposite of words that are italicised in the following sentences. You will choose it from the words italicised in the passage.

- (i) Rajan is very *lean*; but his sister is
- (ii) The child saw a snake. It did not *cry* but it

C.

Complete the following sentences choosing correct word or words given below:—

a lot of, a group of, much, some.

- (1) The pupils in the next class are making.....noise.
- (2) We saw scouts this morning.
- (3) This pen has no ink in it. I want ink.
- (4) There was rain last month.

EXERCISE 24

It was morning. The children got up. They put the tin soldier on the window frame. A puff of wind blew. It burst open the window. And out fell the tin soldier far down into the street. He landed on his head. His gun stuck into a crack in the pavement. The little boy looked for him here, there and everywhere. He could not see him. Soon it began to rain. It poured and poured. Water in the gutters flowed quickly. The rain was over soon. Two street boys came along. "Look here" said one, "There is a tin soldier".

1. How many tin soldiers did the children put on the window frame ?
2. What burst open the window ?
3. How did the tin soldier land ?
4. Where was the crack ?
5. What filled the gutters ?
6. Who looked for the tin soldier ?
7. Did the water in the gutters move ?
8. How many boys are there in the story ?
9. What did the two street boys find ?

10. Choose the correct answer from the alternatives given to complete the statements below:--

(i) The two boys found the tin-soldier

- (a) in the gutters.
- (b) on the pavement.
- (c) on his head.
- (d) on the window frame.

(ii) The tin soldier was a

- (a) man.
- (b) boy.
- (c) toy.
- (d) a child.

EXERCISE 25

Read the passage and answer the questions set on it:--

Snakes are beautiful creatures. There are marks on their bodies. The marks are in patterns of blue and yellow and black. They glisten in sunshine. Snakes glide through the grass. In water they flash. But we do not like snakes. Some are poisonous creatures. They bite people and people die of venom.

1. What are the beautiful creatures mentioned in this passage ?
2. What are there on their bodies ?
3. How do they look ?
4. Red is a colour. Name three colours of the marks on snakes.
5. Do snakes have legs ?
6. What kind of creatures are the snakes ?

EXERCISE 26

Read the passage and answer the questions set on it:-

One day twelve men went to a forest. In the forest they saw a big mango tree. There were a number of monkeys in the tree. One of the men picked up a stone and threw it at the monkeys. The monkeys threw mangoes at the men. The men picked up the mangoes. They got sixty big mangoes. They were very happy. They thanked the monkeys and went back home. The monkeys grinned at the men.

1. Where did the twelve men go one day ?
2. What did they see there ?
3. Did they climb it ?
4. Where did the monkeys get mangoes from ?
5. Where did the men get stones from ?
6. How did the men get mangoes ?
7. How many mangoes did they get ?
8. Did they throw stones only once ?
9. Say whether the following statements based on the passage are true or false.
 - (a) The monkeys were happy.
 - (b) The story is about twelve men and some monkeys.
 - (c) Monkeys threw mangoes first.
 - (d) The men did not climb the mango tree.
 - (e) Mangoes are fruits.
 - (f) The monkeys thanked the men.

EXERCISE 27

It was a rainy day in June. A number of pupils in that primary school were absent. They had no umbrellas. Three of the five teachers were absent, too. The headmaster let the pupils go home. Then he sat at his table and soon fell asleep. The Inspector came in at half past eleven. "Where are the pupils?" he asked. The headmaster jumped up and said, "Get out." "What? Who do you mean?" asked the Inspector. "The pupils, Sir", said the old man.

Answer the following:

1. Was it a holiday or working day for schools?
2. Why were a number of pupils absent ?
3. How many of the teachers were at school ?
4. What time did the Inspector step in ?
5. What was the headmaster doing then ?
6. Was the headmaster an old man or a young man?
7. What did he say to the Inspector ?
8. Who did the headmaster mean ?

EXERCISE 28

Mr. Kurup was walking down the road. In one of the shops he saw a lot of tomatoes spread on the floor. There was also a basket of small ripe mangoes. He asked the shopman to give him some mangoes. The man was deaf. But Mr Kurup didn't know that. Just then he heard the screeching sound of a car. When he turned round, he saw an old woman crossing the road. Now the shopman gave him a packet. Mr. Kurup paid the shopman and walked back home. He gave the packet to his wife. When she opened it, she saw some rotten tomatoes.

Answer the following:

- 1 Who was crossing the road ?
- 2 Where were the mangoes kept ?
- 3 Who opened the packet ?
- 4 Where were the tomatoes spread ?

Complete the following:

- 5 Mr. Kurup wanted to buy some
- 6 The shopman gave Mr Kurup a packet of
- 7 Mr. Kurup turned round because he heard the screeching sound of a
- 8 The shopman didn't hear Mr Kurup because he was

EXERCISE 29

The sun was setting. Babu and Geetha were sitting in the market place. There were a few yellow bananas in front of them. They waited there for half an hour. But nobody came to buy the bananas. Babu was not as old as Geetha. But he was cleverer. He had a ten-paise coin in his pocket. He gave it to Geetha and asked her to sell him a banana. She sold one banana to Babu. He ate it. With the ten-paise coin now in her hand Geetha bought a banana from Babu. She ate it. Thus they bought and ate up all the bananas.

Answer the following:

1. Why did Babu and Geetha go to the market ?
2. Did they go to the market in the morning or evening ?
3. What did they do with the bananas ?
4. How long did they wait in the market place ?

Complete the following:—

5. Geetha got the ten-paise coin from
6. Geetha was older than
7. Babu and Geetha sold the bananas to
8. bought a banana first.

EXERCISE 30

Mr. Reddi was walking along the road. He was going to the Cinema. On the way he met his old friend Krishna Iyer. He was coming back from Madurai. He was a musician. Now Mr. Reddi said, "Hello. Krishna Iyer, I always remember you." "Really? Well, have you got a radio at home?" asked Krishna Iyer. "No", said Mr. Reddi, "But I have a donkey at home."

Answer the following:

1. Where was Mr. Reddi going to?
2. What was Krishna Iyer?
3. Where was Krishna Iyer coming from?
4. Who did Mr. Reddi always remember?

Are the following statements true or not. If the statement is true, put a "✓" mark against it. If it is not true, put a "X" mark:—

5. Krishna Iyer was Mr. Reddi's old friend.
6. Mr. Reddi always remembered Krishna Iyer when he listened to his radio.
7. Krishna Iyer's voice was as bad as the cry of a donkey.
8. Mr. Reddi remembered Krishna Iyer when his donkey cried.

EXERCISE 31

Johnny was going to church with his wife on his scooter. He stopped in front of the church and asked his wife to get down. But she was missing. Johnny left his scooter there and ran down the road. He stopped on the bridge and looked down. Mathew was walking to church. "Hello Johnny, where is your wife?" he asked. "I don't know" "What? she was sitting behind you!" said Mathew. "Yes, she was. But now I am looking for her," said Johnny. Answer the following:

1. Where did Mathew see Johnny ?
2. Where was Johnny going to ?
3. What was Johnny riding ?
4. Why did he run down the road ?
5. Where was Johnny's wife sitting ?
6. Who was Johnny looking for ?
7. Was Mathew walking or riding to church ?
8. Where was Johnny's scooter ?

EXERCISE 32

A Roman miser died. His soul came to the banks of the river Styx. Charon was the boat man. He used to take every soul across the river. Charon saw the miser. He demanded his fare. But the miser did not want to pay Charon. The miser jumped into the river and swam to the other side. All the departed souls began to shout. The judges suggested some punishments. One said, "Chain him to a huge rock". Another said, "Ask him to fill a sieve with water". But Minos the chief judge said, "Send the miser back to the earth to see how his heirs are making use of his wealth".

Answer the following

- 1 Where did the Roman miser come to after his death ?
- 2 Who was Charon ?
- 3 What did Charon demand ?
- 4 Did the miser pay Charon ?
- 5 What did the miser do ?
- 6 Who was Minos ?
- 7 What was the punishment given to the miser ?

9 Comprehension of Dialogues

EXERCISE 33

Teacher: Boys, you know the story of Ramayana. Well, who killed Ravana?

Suku : Hanuman.

Teacher: No.

Prasad : Lekshmana.

Teacher: No. Gopan, who killed Ravana ?

Gopan : I'm sorry I don't remember, sir.

Teacher: Well, anybody in the class ?

Anil : Sir, this boy is sleeping.

Teacher: Which boy ?

Anil : Raju.

Teacher: Now, Raju, who killed Ravana ?

Raju : Sir, I didn't kill him. I only hit him.

Answer the following:

- 1 Was it a class of boys or girls ?
- 2 Did the teacher call Suku and Prasad to answer him ?

- 3 Did Hanuman kill Ravana ?
- 4 Did Lekshmana kill Ravana ?
- 5 Then who killed Ravana ?
- 6 Did anyone in the class say it ?
- 7 Did Raju understand the teacher's question? Why?

EXERCISE 34

Teacher : Gopi, look at the clock. It's half past ten. You are late.

Gopi : I'm sorry, sir. I was walking to school.

Teacher : All the time ? No, you were not. Where were you? Tell me.

Gopi : Sir, a man lost his purse. It was on the road. And he was looking for it.

Teacher : So what ? Were you looking for it, too?

Gopi : No, sir.

Teacher : Then what were you doing ?

Gopi : I was standing on it.

Answer the following :

1. What time did Gopi come to school ?
2. Did he come to school on foot or by bus ?
3. Where was the purse lying ?
4. Who was looking for it, the man or Gopi ?
5. What was Gopi standing on ?
6. Did Gopi want to give it to the man ?
7. Was the teacher pleased with Gopi or angry with him ?

EXERCISE 35

- Suresh : Sir, Boban has got two rupees with him.
 Teacher: Two rupees ?
 Suresh : Yes, sir. A two-rupee note. It's in his pocket.
 Teacher: Who did he get it from ?
 Suresh : His mother.
 Teacher: What for ?
 Suresh : For buying a Time-table Book.
 Teacher: Time-table Book ?
 Boban : No, sir. A Drill Book.

Complete the following:

- 1 There was a in Boban's pocket.
- 2 He got it from
- 3 knew it.

Are the following statements true or not. If the statement is true, put a '✓' mark against it. If it is not true, put a 'X' mark:

- 4 One can buy a Drill Book for two rupees.
- 5 The teacher believed Boban's words.
- 6 Boban's mother believed his words.
- 7 Boban bought a Time-table Book.

Present

beat

become

begin

bite

Past

beat

became

began

bit

Past participle

beaten

become

begun

bitten

blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
creep	crept	crept
cut	cut	cut
dig	dug	dug
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hear	heard	heard
hide	hid	hidden
hit	hit	hit

hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
leave	left	left
lie	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shoot	shot	shot
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept

speak
 spend
 stand
 steal
 strike
 swim
 take
 teach
 tear
 tell
 think
 throw
 wear
 win
 wind
 write

spoke
 spent
 stood
 stole
 struck
 swam
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 wrote

spoken
 spent
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 worn
 won
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 written



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