

തിരുവനന്തപുരം ജില്ലാ പഞ്ചായത്ത്



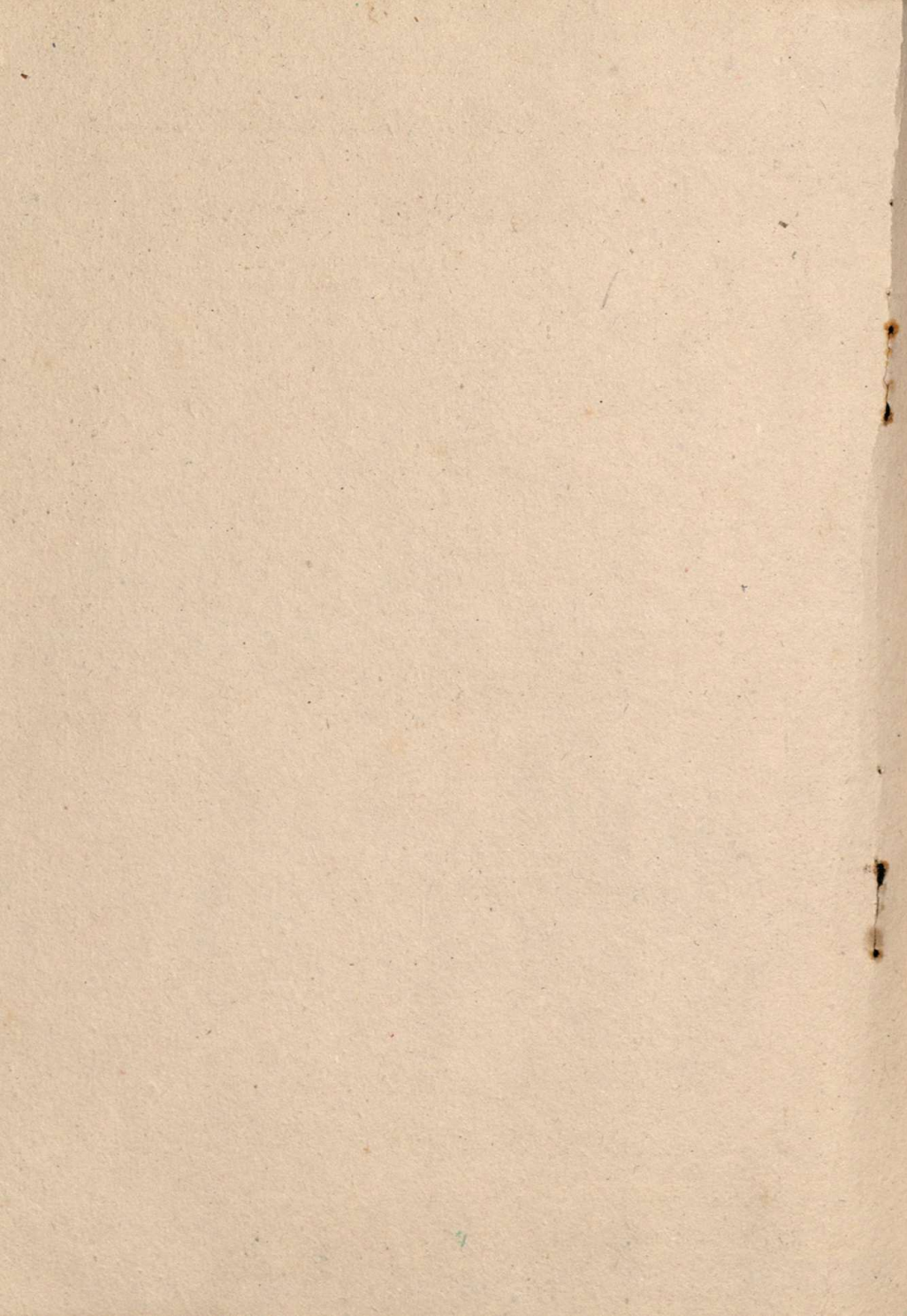
വിദ്യാഞ്ജാതി

സമഗ്ര വിദ്യാഭ്യാസ വികസന പദ്ധതി

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അദ്ധ്യാപന സഹായി

ഇംഗ്ലീഷ് (അമ്പർ പ്രൈമറി)



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വിദ്യാ ജ്യോതി

സമഗ്ര വിദ്യാഭ്യാസ വികസന പദ്ധതി

അധ്യാപകരോട് ഒരു വാക്ക്

തിരുവനന്തപുരം ജില്ലാ പഞ്ചായത്ത് നടപ്പാക്കി വരുന്ന മൂന്നിന പരിപാടിയുടെ ഭാഗമായുള്ള 'വിദ്യാ ജ്യോതി' സമഗ്ര വിദ്യാഭ്യാസ വികസന പരിപാടി പൊതു ഔപചാരിക സ്കൂൾ വിദ്യാഭ്യാസത്തിന്റെ ഗുണനിലവാരം ഉയർത്തുക, പൊതു വിദ്യാലയങ്ങൾ ആകർഷകമാക്കി സംരക്ഷിക്കുക എന്നിവയിൽ ഊന്നുന്നു.

സ്കൂൾ വിദ്യാഭ്യാസത്തിന്റെ ഗുണനിലവാരം ഉയർത്തുന്നതിനായി ഇതിനകം ആവിഷ്കരിച്ചു നടപ്പാക്കിവരുന്ന എല്ലാത്തരം പദ്ധതികളെയും ഏകോപിപ്പിച്ച് വിവേങ്ങളെയും സംവിധാനങ്ങളെയും ഉചിതമായി ഉപയോഗപ്പെടുത്തുകയും ജനകീയ സഹകരണം സമാഹരിച്ച് വിദ്യാലയാന്തരീക്ഷം കൂടുതൽ മെച്ചപ്പെടുത്തുകയും ഈ സമഗ്രവിദ്യാഭ്യാസ പദ്ധതിയുടെ ഭാഗമാണ്.

തുടക്കമെന്ന നിലയിൽ ഈ വർഷം രണ്ടാം ടേമിൽ ആരംഭിക്കുന്ന പരിഹാരബോധന പരിപാടിക്ക് അധ്യാപകർക്ക് ആവശ്യമായ കുറിപ്പുകളാണ് ഇതിന്റെ ഉള്ളടക്കം. ഇത് സ്വയം സമ്പൂർണ്ണമല്ലെന്നു മാത്രമല്ല പെട്ടെന്ന് തയ്യാറാക്കിയവയുമാണ്. എങ്കിലും നിർദ്ദിഷ്ട പ്രവർത്തനത്തിനുള്ള ഒരു കരടു രൂപരേഖയായി ഇതിനെ പ്രയോജനപ്പെടുത്തുകയും സമ്പൂർണ്ണമാക്കി ഉയർന്ന നിലവാരത്തിലാക്കുവാൻ സഹകരിക്കുകയും ചെയ്യണമെന്ന് അഭ്യർത്ഥിക്കുന്നു.

പ്രതിഫലേച്ഛ കൂടാതെ ഈ ബോധന സഹായി വളരെ പെട്ടെന്ന് തയ്യാറാക്കിത്തന്ന ബഹുമാന്യനായ തോമസ് മാത്യു അവർകളുടെ മഹത്തായ സേവനത്തെ നന്ദിയോടെ സ്മരിക്കുന്നു. അദ്ദേഹത്തിന്റെ അനുമതിയോടെ ഈ ബോധന സഹായി ഈ ജില്ലയിലെ അധ്യാപകർക്കായി സസന്തോഷം സമർപ്പിക്കുന്നു.

ബി. സത്യൻ

(തിരു: ജില്ലാ പഞ്ചായത്തു
പ്രസിഡൻറ്)

വി.കെ. മധു

(തിരു: ജില്ലാ പഞ്ചായത്തു
ക്ഷേമകാര്യ സ്പോർട്സിംഗ്
കമ്മിറ്റി ചെയർമാൻ)

To the Teacher

At present there is a widespread complaint that the performance of our students in English is very poor. Why should this be so? Those who sit for the S.S.L.C examination have been learning English for seven years. That certainly is a long enough period in which to acquire a working knowledge of any language. Why is it then that our students have such a miserably poor command of English?

Many reasons have been cited for this condition ranging from the low intellectual capacity of the children to the high difficulty level of the teaching-learning materials. However, it is certain that if appropriate scientific procedures of teaching and learning are adopted, learning materials need not raise any serious problems to an ordinary learner. It is an accepted psychological principle that any new item of knowledge, competency or skill is internalised by the learner only with the assistance of his previous experiences in the form of previous knowledge, competencies, skills, etc. So these essential pre-requisites have to be ensured in the learner before any new material is presented. Therefore, it follows that making compensatory education, diagnosis and remediation essential components of the teaching learning process will go a long way in making learning effective and forceful.

This handbook for teachers has been prepared with this end in view. It is for use by teachers handling English in standards V, VI and VII. Teachers will do well to prepare and administer a diagnostic test in English for each class at the beginning of the course to identify the pre-requisites from the previous standards essentially needed for mastering the language material prescribed for the new class concerned. They can draw upon the material given herein for remedial teaching and follow-up work. It may please be noted that very few hints have been provided on teaching strategies. The main thrust has been on providing correct models of language items and a number of exercises for practice and consolidation. It is for the teacher to devise appropriate

strategies for the presentation and practice of the teaching items. Group work, pair drill, role play, drills based on substitution tables, dramatisation, language games, recitation, etc. will be of great assistance to the teacher.

For each class we have provided the material for listening comprehension, oral drills, reading practice, written exercises, pattern practice and also suggestions for vocabulary practice and extension of vocabulary.

A quick look at the important principles of language teaching shall be of help to the teacher in formulating strategies for English language teaching.

1. Language through use

How does a person learn a language? Generally speaking, he learns a language by using it in different ways. Firstly, he listens to the language when other people speak it. Secondly, he speaks it when he wants to say something. Thirdly, he reads what others have written and tries to understand what he reads. And fourthly, when he wants to say something to a person who is not present, he writes the language in the form of letters, etc. In other words, when a person listens to, speaks, reads and writes the language more and more, he becomes better and better in using the language. What does this mean to you as a teacher of English? It means that you should give your pupils as many opportunities as possible in using the language in contexts that require listening, speaking, reading and writing.

2. Language through speech

Language can take two forms: the spoken and the written. Speech is the primary form of language and writing the secondary. Hence speech should be the basis for the development of reading and writing. Let us suppose that you want to teach a new language item. It may be just a word or it could be a phrase or a sentence pattern. It is useful for the learners to listen to you using the item first. If possible, they should listen to the item being used several times, before they use the item themselves. Here again, if they can use the item in speech several times, it will be very helpful. In other words, pupils should first learn the new item orally. Then they can read the item from the blackboard or from the printed text. Later they can use the item in writing. So be careful to present all new language items orally first.

3. Language through habit formation

Language, to a great extent, is a matter of habit. People keep using words, sentence patterns, etc. which they have used before. There are various ways in which language habits can be formed. Repetition is one of them. An easy, but very useful way in which we can make our learners use language items repeatedly is through oral practice. Be careful to give meaningful drills.

4. Learning in situations

Make your learners use language for saying something they want to say-in class room situations, real and imaginary situations, reading passages and through letters and pieces of writing. Encourage learners to use language in meaningful sentences.

Communication, you will agree is the central aim of learning a language. So when we teach English, we should encourage the learners to communicate with each other in that language. They need to use English to greet, ask, answer, read, describe, apologize thank and so on. This is best done by making sure that our learners take part in a variety of activities. These activities could be drawing, pair drilling, role playing, play acting, group singing, reciting, etc. Be sure to organize a variety of activities. Also, create a relaxed atmosphere in the classroom.

It would be a nice idea to give a final test to your pupils after finishing all the language items indicated in this book. A comparison of the achievements of the students in the entry level test and the final test should help you in assessing the efficacy of your strategies and also planning your future course of action.

Wish you all the best in your teaching.

STANDARD V

EXPECTED PRE-REQUISITES

It is expected that a child entering Standard V has the following competencies and skills:

1. Oral skills in asking and answering the following questions:

My name is John What's yours?

What is your name?

Where is your house? It's near the church.

Is it far from our school? No, it isn't.

How old are you?

What's your father?

Is Salim's father a teacher? Yes, he is.

Is Latha's mother a nurse? No, She isn't. she is a doctor.

How do you come to school? I walk to school.

Have you a brother? Yes, I have.

What is his name?

How old is he?

Which class is he in?

What did you eat for breakfast?

What game do you like best?

What does a calendar tell you? The date. The day too.

Can you tell me the number of days in a week?

What are the days in a week?

Why is Meera absent? She's ill.

Why are you late? I missed the bus.

Do you like rhymes? Yes, I do.

Which rhym do you like best? 'Rain, rain, go away'.

What day is today?

What day was it ;yesterday?

What day is tomorrow?

Where were you last week? We went to Guruvayur.

How did you go there? By car.

What are you going to do during your holidays?

I'm going to my grand mother's house.

2. Ability to use polite conversational forms -like Goodmorning; How are you?; I am fine, thank you, I'm sorry; Hello; May I come in?; How do you do?; Well, take your seat; please, alright, I see, oh, Have a nice holiday, etc.
3. Skill in saying at least five rhymes with proper rhythm.
4. Listening to spoken English with understanding; ability to follow stories spoken at normal conversational speed; ability to follow instructions.
5. Reading from sentence cards, black board, reader, etc.
6. Ability to write all the small letters of the English alphabet using Italic Script.

Stages in an English lesson

An English lesson may be divided into six parts

- (i) Rhyme Time
- (ii) Story Time
- (iii) Conversation
- (iv) Reading
- (v) Writing
- (vi) Language Games

Suggested Learning Experiences

1. Oral Practice: Oral practice of all the questions given under 'pre-requisites' and their responses should be done thoroughly using the 'Question-Answer Technique'. Suitable dialogues should be made use of in each lesson. A few specimen dialogues for role-play are given below. (For more dialogues, see the Teacher's Books for standards IV and V)

- (i) Teacher : Anand, what's your father?
 Anand : He's a policeman.
 Teacher : What's your father, Unni?
 Unni : He's a teacher. Khalid's father is also a teacher.
 Khalid : And Latha's mother too is a teacher, isn't she?
 Anand : No, she's not. She is a nurse.

(2) [Arun is a stranger at a garden party. Aravind is his friend.]

Arun : Tell me, who is that little boy?
Aravind : That boy? There?
Arun : Yes, who is he? What's his name?
Aravind : He's my little brother; his name is Anil.
Arun : And the big girl? Who is she?
Aravind : She is my big sister; her name is Anita.
Arun : Is that gentle man there your father?
Aravind : That little man! Oh no! My father is that very big man standing over there.
Arun : Oh, yes! And that lady sitting there is your mother?
Aravind : That's right. Let's go there?

(3) Jeena : Excuse me, may I come in?

Teacher : Yes, why are you late?
Jeena : I missed the bus.
Teacher : Well, take your seat, Jeena. Children, please open your books.
Shiny : At which page?
Teacher : Page twenty one.
Shiny : We did that yesterday.
Teacher : Thank you. I'm sorry. It's page twenty two.

(4) [Suresh is a foreigner in London.]

Suresh : Tell me, who are you?
Smith : I'm John Smith.
Suresh : I mean, what are you?
Smith : I'm a policeman.
Suresh : And who's that?
Smith : That's Mary Jones.
Suresh : I mean what is she?
Smith : She's a police woman.
Suresh : Oh! I see, you are a policeman; she is a police woman.
Smith : Yes, we are a policeman and a police woman.
Suresh : Are they also policemen?
Smith : No, they are postmen.

- (5) Teacher : Has anyone a pet at home?
 Priya : I have a cat.
 Jayan : I have a dog.
 Gopi : I too have a dog.
 Meera : I have a cat and a dog.
 Teacher : Has anyone a tiger as a pet?
 Pupils : No.

2. Nursery rhymes to be revised

1. Jack and 'Jill went' up the 'hill
 To 'fetch a 'pail of 'water,
 Jack fell 'down and 'broke his 'crown
 and 'Jill came 'tumbling 'after
2. Ba, ba 'black sheep,'have you any 'wool?
 'Yes sir, 'yes sir, 'three bags 'full
 'One for my 'master and 'one for my 'dame
 And 'one for the 'little boy who 'lives down the 'lane.
3. 'Hot cross 'buns, 'hot cross 'buns
 'one a penny, 'tow a penny, 'hot cross 'buns.
4. Little Jack 'Horner 'sat in a 'corner
 Eating a 'Christmas 'pie
 He put in his 'thumb and 'pulled out a 'plum
 And 'Said', "What a good' boy am I!"
5. Sing a 'Song of 'six pence
 A 'pocket 'full of 'rye;
 Four and 'twenty 'black birds
 Baked 'in a 'pie
 When the 'pie was 'opened
 The 'birds be 'gan to 'sing;
 Wasn't that a 'dainty 'dish
 To 'set be'fore the 'king?

3. Listening Comprehension

Instructions like 'Keep quiet' 'Come here' 'Get me a piece of Chalk' may be given for the children to carry out. Other examples: Clean the black

board. Close the door. Write your name on the black board. Bring me a glass of water. Count these marbles. Draw a leaf on the black board, etc.

Narrate Stories like the ones given below to give the children practice in listening with comprehension. Use pictures, actions, mimicry, etc. in order to help understanding.

1. The Wolf and the Lamb

One hot day a wolf felt very thirsty. He went to a stream to drink water. The stream ran down by the side of a mountain. Just then a lamb was drinking water at some distance. She stood further down the stream.

"What do you mean by this?", cried the wolf, "you have made the water muddy".

"I have not done so," mildly replied the lamb. "Besides, the water runs from you to me".

"That may be so", said the wolf in a tone of anger, "but I remember you well. You spoke ill of me a year ago".

"Surely you are mistaken", replied the lamb, "I was born only this year".

"Well, it must have been your father, then", said the wolf.

So saying he fell upon the poor lamb and tore her to pieces.

2. The Fox and the Crow

This story happened long, long ago. It is about a crow. A black, beautiful crow. One day, she was very hungry. She wanted something to eat. So she looked around. Yes, there it was. A piece of bread. The crow was happy. She took the piece of bread in her beak.

She flew to a tree nearby. She sat on a branch of the tree, "This bread is very nice", the crow thought, "I am going to eat it. Oh! how sweet it will be!" She was very happy. Just then a fox came that way. You know, the fox is a clever animal. This fox also was very clever.

The fox saw the crow. He also saw the bread. "That bread looks nice," he thought, "I want it."

But how could he get it? The crow was about to eat it. The fox thought of a way. He had an idea!

"Hello! my friend," he said to the crow, " So nice to see you". The crow looked down. She saw the fox. She smiled at him.

"You have such a sweet voice," the fox said, " I love your voice. Won't you sing a song for me?"

The crow looked again at the fox. He said again, "please sing a sweet song for me. Please!" The crow felt happy. The fox wanted to hear her singing. He liked her voice! "So I must sing for him", the crow thought.

The crow opened her mouth and began to sing "Kaw! Kaw! Kaw."

The bread fell from her mouth. The fox took it and ran away with it. He did not want to hear the song!

The crow was sad. She lost her piece of bread. Poor crow!

4. Writing

Practice should be given in writing all the small letters of English. Copy writing and transcription may be given . Writing strips also can be used. Italic script should be taught. (See the shape of letters and their formation given in Std. IV Reader). Pupils must be helped to write phrases, words and individual letters. Before getting them to write sentences teach them the capital letters also.

5. Dictation

Dictation should form a part of English work every day. Words or phrases may be dictated. Mistakes in spelling should be corrected promptly. Spelling rules should be given whenever possible.

Words and phrases for dictation

a fan	a nun	a jug	a head
a girl	a leaf	a shirt	a lock
a boat	a house	an elephant	an ear
an orange	a blouse	a ship	an umbrella
a green leaf	a donkey and a monkey		
a lion in a cage	a bird in a nest	a doctor	

a zebra in the zoo

an egg in a basket

a farmer

a mug and a jug

a girl in a red shirt

a teacher

a green leaf and a red flower

6. A Comprehensive test for diagnosis (to be administered after the course)

English

Question 1-11 Answer the following questions orally:

1. What is your name?
2. How old are you?
3. How do you come to school?
4. What game do you like best?
5. What are the days in a week?
6. What day is today?
7. What is your father?
8. Which rhyme do you like best?
9. Have you a brother?
10. What did you eat for break fast?
11. Say the rhyme "Little Jack Horner" correctly.

12-21. Words and phrases for dictation

12. a girl
13. a tree
14. a box
15. a green leaf
16. a woman
17. a calendar
18. an umbrella
19. a cup and a saucer
20. a monkey with a cap
21. a mug and a jug

22-25. Frame questions to get the following answers (Questions are to be given orally.

22. Yes, I like mangoes

23. There are seven days in a week.
24. We went to Kollam by car.
25. Manju's mother is a nurse.

26-30. Read the following phrases from the black board:

26. a white shirt
27. a red flower
28. a big bird and a small bird
29. an eye and an ear
30. a zebra in the zoo

31-35. Give the following directions to test the skill in listening comprehension:

31. Write your name on a piece of paper.
32. Draw a flower in your not book.
33. Show me your right hand.
34. Please close the window.
35. Put your things in your bag.

STANDARD VI

Entrants to standard VI have already had English for two years. The expected pre-requisites in terms of four language skills and also language content are spelt out below.

1. Listening Comprehension

Children should have cultivated the skill of listening to the spoken word with a certain degree of understanding. They should have the ability to (i) follow instructions, directions and commands given in English (ii) understand, follow and enjoy a simple story narrated in English and (iii) answer simple questions asked in class.

2. Speaking

Pupils should have the skill to speak English to each other in the class. They must be able to talk about themselves, their friends and relatives and also about any topic of interest to them. They must answer simple questions, take part in dialogues and role-plays. They must say at least ten rhymes and recite one or two simple poems learnt in standard V

3. Reading

They should have mastered the mechanics of reading by this time. They should be able to read short sentences and brief paragraphs.

They should have already practised some oral reading and a little of purposeful silent reading.

4. Writing

Two aspects of writing must already be familiar to the pupils : (i) writing for hand writing practice. (Cursive or joined writing from the third term of Std. V) (ii) meaningful writing as in the case of written compositions and exercises.

5. Mastery of structures and vocabulary

- (a) Pupils should have mastered the following key structures - their form as well as function :

Structural items	Communicative functions
i) Present continuous tense e.g. He is walking in the garden.	Describing on going actions
ii) Simple Past tense e.g. Yesterday was Sunday. They went to the market. We wrote letters yesterday.	Narrating events or actions in the past
iii) Simple Present tense e.g. I drink coffee in the morning. The earth moves round the sun.	Describing habitual actions and stating permanent truths
iv) Past continuous tense	Describing ongoing action in the past
v) Wh-questions (What, When, Where, Who, Which)	Making enquiries about things and actions in the past/present/future
vi) Negatives	Correcting statements using not, never, etc.

vii) Prepositions and Prepositional phrases. (in, on, under, at, behind) in front of; at the top of; at the bottom of	Specifying location, direction, etc.
viii) Adjectival, adverbs and degrees of comparison.	Describing objects and actions
ix) Adjectival Phrases The book on the table is mine.	Describing objects
x) Adverbial phrases He spoke in a polite manner.	Describing actions

(b) Vocabulary (words)

Pupils must know the correct pronunciation, meaning, use and spelling of a few essential words, they should also know the plurals, antonyms and synonyms of selected words. Past tense forms and past participles of selected verbs also should be familiar to them.

6. Essential grammar

The parts of a sentence like Subject, Predicate and Object should be known to the children. Different types of sentences like statements (positive and negative), questions, exclamations and imperatives should have been taught. Parts of speech like noun (a naming word), pronoun (a word used instead of a noun), verb (a doing word), adjective (a describing word), adverb (a word adding meaning to a verb), preposition (a word showing relationships among words in a sentence), conjunction (a joining word) and interjection (a word expressing feeling) should be familiar to the children. Ideas of number in the case of nouns and verbs, agreement between subject and predicate in terms of Number, basic ideas about tenses in the case of verbs in English, etc. must also have been imparted to the pupils entering Standard VI.

Suggested Learning Experiences and Exercises

Each of the pre-requisites listed earlier is discussed in detail in this section. It is not intended that the sequence in this listing should be followed in actual classroom practice. For instance, all the four skills listening, speaking, reading and writing should be emphasised in all lessons.

1. Listening Comprehension

Narrate the following stories in class using appropriate pictures and action. Tell the children to listen to the story. Tell them they will have to answer some questions at the end.

(i) *The Travellers and the Bear*

One day two men were travelling together through a forest. The forest was full of wild beasts.

"It is dangerous to pass through this forest", said one of them, "We may be attacked by some wild beast at any moment. Let us stand by each other in case of any danger".

"By all means", said the other.

Not long afterwards a savage bear rushed up on them. One of them forgot his promise. He immediately ran to a tree. He climbed up into its branches.

His companion was now left to himself. He could not climb the tree. He therefore fell flat up on his face. He lay on the ground, holding his breath. The bear smelt him all over. He thought that the man was dead. He therefore quickly went back into the wood.

The danger was soon over. Then the man on the tree top slowly came down.

"Well, my friend", said he, "the bear was whispering something to you. What was it?".

"Why", replied the other, "he gave use a very good piece of advice- Never put any trust in a coward. He may forsake his friends in times of need".

- What did the travellers promise to do in case of any danger?
- Why did the bear quietly go back into the wood"?
- What did the bear advise the man?

(ii) *Who will Bell the cat?*

Once there was an old man. He lived with his wife and son. They lived in an old house. A very old house. The old man loved his wife and son. The old women loved her husband and son. The young son loved his parents. They loved one another. So they were happy. But they had one problem. Rats!

The old house was full of rats. Lots and lots of rats. Big rats, small rats, black rats, brown rats. The old man was worried. Rats troubled him. He wanted to get rid of them. But how? He thought about it. His wife thought about it. His son thought about it. At last they had an idea. A cat! Yes, they should get a cat. The cat will eat up all the rats. And they will be happy.

So they got a cat. The cat was a fat one. He looked around. There were many rats in the house. Everyday the cat caught one rat. And ate it. He felt happy. He began to grow fatter.

The rats were worried. Their number was coming down. The cat was catching them and eating them everyday. The rats grew afraid. How could they stop the cat from killing them? One day the rats held a meeting. All the rats in the house came to the meeting.

"This cat is killing a rat a day", said a young rat.

"We must stop him, otherwise he will kill all of us".

"Yes, Yes", said some rats.

"But how do you stop him?" asked one rat.

"He comes quietly", said one tiny rat.

"He does not make any sound. So we don't know when he comes". "I know what we should do", a young rat said, "We should tie a bell around his neck. When he moves the bell will ring. Then we'll know when he comes. And we can hide somewhere".

"Good idea!" said ~~one~~ rat. "Wonderful", said another.

"Great" "Brilliant", shouted others. "Let's do it", they said, "Let's do it immediately".

Then an old rat got up. He said slowly, "It certainly is a good idea. But my friends, who will tie the bell around the cat's neck? Who will bell the cat."

No rat had an answer. They looked at one another. One by one, they went away from the meeting. Each of them said to himself. "Who will bell the cat?"

A few questions may be asked:

- (a) What was the old man's problem?
- (b) How did he solve it?
- (c) Why did the rats hold a meeting?
- (d) What did the rats decide to do?
- (e) What was their difficulty in carrying out the plan?

2. Speaking (Conversational practice)

A few conversational models are suggested below as specimens. Make use of them for real conversation in the classroom.

- (i) Teacher : Please open the window, Gopi.
Gopi : Which one, teacher?
Teacher : That one. The one on your left.
(Gopi opens the window)
Teacher : Thank you, Gopi.
- (ii) Teacher : Mohan, do you have any brothers or sisters?
Mohan : I have a sister. We call her Ammu.
Teacher : How old is she?
Mohan : Two years.
- (iii) Teacher : Gopal, where do you live?
Gopal : Near the General Hospital.
Uma : My mother works in the hospital.
Teacher : Where do you live, Uma?
Uma : Near the church.
- (iv) Teacher : What does your father do, Hari?
Hari : He works in the gulf.
Teacher : Does your mother work?
Hari : Yes, she does. She's a teacher.
- (v) Teacher : Mary, why were you absent yesterday?
Mary : It was my birthday.
Teacher : Oh, how nice! Did you get many presents?

- Mary : I got four books and some sweets.
Here are some sweets for the class.
- Teacher : Good! Thank you, Mary.
- Mary : Not at all.

3. Reading

By the time pupils enter Standard VI, the third year of English, they must have started reading sentences and short paragraph from text books. Most of the reading in Standard V should be of the reading aloud kind. When they read aloud, proper pronunciation of sounds, word stress, sentence stress, intonation and pause should be insisted upon. Devote five to ten minutes everyday to give the children practice in oral (loud) reading.

Practice in silent reading can start at the end of Standard V. Two passages to be given for silent reading in the first month for Standard VI pupils are given below. Ask them to read silently and answer the questions.

(a) Sunday was a fine sunny day. We sat on the grass in the garden. We were reading 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 shine and we played. The next two days were fine. On Saturday there was rain.

- (i) On how many days was it fine all days?
- (ii) On how many mornings did it rain?
- (iii) Which was the second fine day?
- (iv) Was Friday between a fine day and a wet day?
- (v) On how many days did we play?

(b) 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".

- (i) Who did the little girl live with?
- (ii) How many brothers had the little girl?

- (iii) How many sisters had he?
 (iv) Why was the little girl's answer funny?

4. Revision of key structural items

(i) *Present Continuous*

Use the following table for oral practice, reading and writing

I	am	running.
Raju		singing.
He	is	writing.
Lalitha		
We		walking.
They	are	
You		playing.
Lali and Gita		reading.

Let the pupils make use of the following table to frame questions. Let them ask the questions and let others answer them

Are	we	writing?
	you	sleeping?
	they	singing?
	John and Mary	eating?
Is	he	hopping?
	she	speaking?
	Sini	
Am	I	playing?

Showing an appropriate picture or with suitable blackboard drawings, elicit the following sentences and use them for oral drills, reading and writing.

That is a house. 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.

Action chains may be made use of for giving oral as well as writing practice. The action chain is written on the blackboard as orders:-

Come to the front of the class.

Take a piece of chalk from the table.

Draw a leaf on the blackboard.

Write your name beneath it.

Put the piece of chalk back on the table.

Go back to your seat.

Let the pupils learn the chain 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 sentence:-

I am coming to the front of the class. Now I am taking a piece of chalk from the table. I am drawing a leaf on the blackboard. Now, I am writing my name beneath it. I am putting the piece of chalk back on the table. I am going back to my seat.

Let pupils substitute 'John' 'Mary' for 'I' and rewrite the sentences.

Oral Game : A Mime. Form two teams and pair off one from each team. One member will make certain actions. The member from the other team must say what the actions are while the actions are still taking place.

e.g. Alice is peeling an orange
Arun is cutting his nails
Latha is combing her hair

Exercise 1

Fill in the blanks with am, is or are

1. An aeroplane flying over the school.
2. Some boys standing in the garden.
3. Ravi and Hari playing marbles.
4. I looking at these pictures.

5. One of the girls singing songs.
6. We waiting for the bus.
7. I thinking about the problem.
8. They not making any noise.
9. What you talking about?
10. the child crying?

Exercise 2

Write the following description putting the verbs given in brackets in the Present Continuous Tense :-

It is evening. The sun (set) in the west. I (sit) on the bank of a river. Some cattle (graze) on a small hill nearby and birds (fly) in the sky. I can see two small girls not far from where I (sit). One of them (gather) flowers and the other (run) after butterflies. Some boys (swim) in the river.

(ii) *Simple Present to express permanent truths and habitual action*

Read the following sentences:

I get up at five in the morning everyday.

He usually goes to the office by bus.

Mr. Koshy takes his children to the cinema once a month

They play tennis on Sundays.

These boys never come to the class in time.

In these sentence the verbs in italics refer to habitual actions, that is, actions that are regularly repeated. The verb form used to describe such activities is said to be in the Simple Present Tense. This form is also used to express general statements that are always true.

e.g. The sun rises in the east.

The earth moves round the sun.

Cork floats on water, but iron does not.

Negatives and questions in the Simple Present Tense are formed with do or does

(a) The boys come here every day.

The boys do not come here every day.

Do the boys come here every day?

- (b) Prasad wants some money.

Prasad does not want some money.

Does Prasad want some money?

Exercise 3

Babu is a school boy. His time-table for the evening is given below:-

5 O' clock - home from school - tea

5-6 games 6 O' clock - bath

6.30-8 lessons 8 O' clock - supper

8.30-10 lessons 10 O' clock - to bed

- (a) Write a few sentences in answer to the question,
What does Babu do in the evening?
- (b) Babu's brother Raju also follows the same time-table. Rewrite the sentences that you have written under (a) using 'Babu and Raju' instead of 'Babu')
- (c) Write out the following paragraph changing
'I' into 'he' and making other necessary changes:-

I generally get up early in the morning. First I wash my face and clean my teeth. Then I begin to learn my lessons. I have my breakfast at eight O' clock. I do not go to school immediately after breakfast. I work till nine and then start for school. I usually go by bus.

Exercise 4

Study carefully the use of present continuous and present simple tenses in the following:

We are now speaking English, but at house we speak Malayalam.

Our boys generally play well, but today they are not playing well.

Use the appropriate form of the verbs given in brackets :

- (i) Suresh (read) a poem now. Usually he (read) only stories.
(ii) My father always (take) an umbrella when he (go) out.
(iii) That man (smoke) nearly fifty cigarettes a day Look at him. He (smoke) now.

- (iv) He generally (sing) in English but today he sing in French.
- (v) Mother (cook) some food in the kitchen at present; she always (cook) in the mornings.
- (vi) I (spend) this week-end in Calicut. I (go) there nearly every week.

(iii) Simple Past Tense

Look at these sentence :

George closed the door a moment ago.

The swimmer dived into the sea from a cliff.

Mohan liked to watch television in the evening.

Sunil tried to help his mother.

The verbs closed, dived, liked and tried tell of time in the past. They are in the Simple Past Tense.

Exercise 5

A. Add -d to change the following verbs into the Simple Past Tense.

save bake tie love hear

Use the words you have made in the sentences below.

- (i) My mother lovely cakes
- (ii) The cruel man up his dog all day.
- (iii) They a loud noise.
- (iv) The old man his grand children very much.
- (v) The sailor the child from drowning.

B. Add -ed to change these verbs to the Simple Past form .

pull rain roar sew open

Use the words you have made in the sentence below.

- (i) The lion at the mouse.
- (ii) It all night.
- (iii) Anu the door.
- (iv) My sister a button on this coat.
- (v) I the rope and a bell rang.

C. Use these verb forms to change the sentence to the Simple Past Tense.

said tried buried paid carried emptied

- (i) Chinnu, our dog, buries his bone in the garden.
- (ii) Rahul empties his bag in two minutes.
- (iii) The elephant carries a heavy load.
- (iv) Sunil tries to help his mother.
- (v) Who pays for your ticket?
- (vi) Mohan says, "I am not well".

D. See how these verbs change in the Simple Past Tense :-

pat-patted wag-wagged hum-hummed
clap-clapped quarrel-quarrelled stir-stirred

Fill in the blanks with the right word in the Simple Past Tense.

- (i) Srijia a tune as she worked.
- (ii) Two cats over a piece of cheese.
- (iii) Sam the tea slowly.
- (iv) The happy dog its tail.
- (v) We our hands to the music.
- (vi) The kind man the little boy's head.

E. See how these verbs change in the Simple Past Tense

burn - burned or burnt	build - built
learn - learned or learnt	keep - kept
dream - dreamed or dreamt	sweep - swept
run - ran	write - wrote
drive - drove	eat - ate
begin - began	win - won
do - did	fly - flew
buy - bought	know - knew
bring - brought	break - broke
wake - woke	catch - caught
ride - rode	have - had
	send - sent

Make up answers to questions, like this :

How did Rama burn his fingers?

Rama burnt his fingers by playing with fire.

- (i) What did you learn today?
- (ii) What did you dream last night?
- (iii) When did you build this house?
- (iv) Where did she keep the biscuits?
- (v) Why did you sweep the floor?
- (vi) What did you buy from the shop?
- (vii) Did you write the answers?
- (viii) What did you drink this morning?
- (ix) Where did you go on Sunday?
- (x) When did your school begin today?
- (xi) When did you win this medal?

F. Here are some verbs which do not change from Present to Past Tense

put cost hurt shut burst cut

eg. The peon shuts the doors every evening.
The peon shut the door a moment ago.

Make up answers to these questions

- (i) What did the ice-cream cost?
- (ii) Why did the balloon burst?
- (iii) Where did you put the chocolate?
- (iv) How did you hurt your hand?
- (v) How did you cut the cloth?

(iv) Past Continuous Tense

Consider the following examples:

- a) What were you doing at six o' clock last evening? I was listening to the radio then.
- b) When I entered the room two men were standing inside.
- c) While he was writing the letters, his wife was sewing and the children were playing.

These sentences tell us about something that was happening in the past. We say they are in the Past Continuous Tense.

Oral Game : The Inspector Calls

The Panickers live in a joint family of twenty members. There are also two cooks, two maids and two drivers. Members of the class can act as members of Mr. Panicker's home and one pupil can be Inspector Philip.

There was a robbery in Mr. Panicker's home between 8.00 p.m. and 9.00 p.m. last night. Inspector Philip has come to make some enquiries. He asks all the people of the house to come into a room and answer his questions. He asks each person this question : What were you doing between 8.00 p.m. and 9. p.m. last night?

Answers must be brief and in the Past Continuous Tense. Those who can't answer or give a wrong answer will drop out of the game because they have to go to the police station for further inquiries.

Examples

Mr. Panicker : I was reading a book.

Mrs. Panicker : I was knitting a pull over.

Exercise 6

A. John and Mary, his sister follow the time-table given below:

6 - 7.30 learning lessons.	7.30 - 7.50 reading the newspaper
7.50 - 8.10 having bath	8.10 - 8.30 having breakfast
8.30 - 9.00 getting ready for school.	9.00 - 9.30 walking to school

Answer the following questions in complete sentences :

- (i) What was John doing at seven in the morning?
- (ii) What was Mary doing at eight?
- (iii) What were John and Mary doing at 8.15?
- (iv) What were the children doing at 9.15?
- (v) Was John reading the newspaper at 7.40?
- (vi) Was Mary having her bath at 8.20?
- (vii) Were the children getting ready for the school at 8.40?
- (viii) Were they walking to school at 8.55?

B. Use the appropriate Past Tense Forms (Simple or Continuous) of the verbs given in brackets :

- (i) He (sit) in the park when I (see) him.
- (ii) When the war (break) out he (live) in Delhi
- (iii) She (open) the window and (look) out. It (rain) and the wind (blow) hard.
- (iv) I (study) in the college when I first (meet) him.
- (v) Ravi and his brother (play) when the bell (ring)
- (vi) Prakash (sing) when the teacher (walk) in.

(v) 'Wh' - Questions

When a question requires some information other than just Yes or No, a suitable question word is used.

The words used for this purpose are who, whom, whose, which, what, when, where, why and how.

Whom as a question word is not used in Spoken English. It is used only in formal written style.

How can be used in combination with words like many, much, often, long, old, far, etc.

Let the pupils practice asking and answering the following questions in pairs or in groups.

What is this/that?

What are you doing now?

What do you usually eat for breakfast?

When do you go to school?

What did you do a moment ago?

When did you start from home today?

When does the sun rise?

What colour is the sky?

How many hands have you?

Where do you live?

Who is your best friend?

Who is your father? What is he?

How far is the railway station from your school?

Why was Ravi absent yesterday?, etc.

Exercise 7

Fill in the blanks with suitable question words

(If alternative answers are possible, give them too)

1. did you tell them ?
2. wrote Oliver Twist?
3. of these bags is yours?
4. haven't they come?
5. reason did he give for his absence?
6. did you go to Quilon for the interview?
7. is this, your's or mine?
8. is easier to learn, English or Malayalam?
9. did you buy it from?
10. are you looking for?

Exercise 8

Ask questions to get the words underlined as answers.

1. That is Raju's house.
2. They are looking at the pictures.
3. There are five books on the table.
4. Anil has gone to school.
5. A camel is called the ship of the desert.
6. Gopal is about six feet tall.
7. The train will leave at half past nine.
8. He visits his parents once a month.
9. Manohar took the book to the library.
10. The road to the left leads to the bus-station.
11. The little boy was standing in front of the house.
12. Suman is twelve years old.
13. Sunil is wearing his father's shirt.
14. They returned from Calicut late in the night.
15. Sita paid three hundred rupees for her saree.
16. Lekshmi has been studying English for five years.
17. They have been waiting here since two o'clock.
18. They were shouting for more wages.
19. Ramu wants to go to Ooty for the Summer.

20. The pilgrims go up the hill by a rope-way.

VI. Negatives

Oral Practice : I am a teacher.

Am I teacher? Yes, I'm.

Am I a pupil? No, I am not.

Ramesh, you are not a teacher. You are a pupil.

Suma is not a boy. She is a girl

Look at them. They are not sitting. They are standing.

Frame questions from the following table :

Do	I you We they	live in India?
Does	he she Soman	speak English

Short answers :

Yes	I you we they	do.
	he she	does.

No	I you we they	don't.
	he she	doesn't.

- Do Lata and Nafeesa study Hindi.
Yes, they do. (Yes, they study Hindi.)
- Do you like tea with Sugar?
Yes, I do. (Yes, I like tea with Sugar.)

3. Do you like coffee?
No, I don't. (No, I don't like coffee, I like tea.)
4. Do lions eat grass?
No, they don't. (No, they do not eat grass.)
5. Does a fish live in water?
Yes, it does. (Yes, a fish lives in water.)

Exercise 9

Make sentences using the hints given (study the example)

Example : Gopu/a mechanic
 not repair/chairs and tables
 repair/cars and trucks.

Gopu is a mechanic. He doesn't repair chairs and tables. He repairs cars and trucks.

1. Latif/a watchman. not work/during the day work/at night.
2. Mr. Roy and I/not write/books. write/articles.
3. The sun/not rise/in the west. set/in the west.
4. Suresh and Lakshmi/not understand/Punjabi speak Hindi.
5. Sarada/a school teacher not work/in a college/work/in a school.

VII. Prepositions, Prepositional Phrases

Oral Practice

Look at the table. The table is in the middle of the room. There are some books on the table.

There is a waste paper basket under it.

Look at the wall. There is a picture on the wall.

The clock is on the wall, too.

What is there on the table?

Where is the picture? etc.

Elicit the following sentences using suitable pictures or matchstick figures. Write them on the blackboard.

1. There is a temple on the hill.
2. Suresh is putting the money into the box.
3. The train passes through a long tunnel.

4. Wild animals live in forests.
5. The boy is cutting the stick with a knife.

Look at the words underlined. They are called prepositions. They are so called because they are preposed i.e. they are put before nouns or noun phrases. For example in the last sentence 'with' is put before the noun phrase 'a knife'.

Prepositions are said to 'govern' the nouns or noun phrases that are put after them. The nouns or noun phrases are said to be the 'objects' of the prepositions. A preposition together with its object forms a prepositional phrase. Pupils know prepositional phrase like a dog on a log, a hen under a basket and a bird in a cage.

Exercise 10

Fill in the blanks using the prepositions given below

in, on, under, behind, over

1. The clock is the wall.
2. The cloths are the box.
3. The bullock cart is the tree.
4. The boy is jumping the wall.
5. There is a mango tree the house.

Exercise 11

Fill in the blanks with prepositions that show place and position.

1. We live a house James Street. We live 495 James Street. Our house is -a convenient location, just the main road. It is the corner of James Street and Mount Road. Our house is almost hidden trees.
2. My fatehr goes his office bus and I go college my bicycle.
3. We spend a lot of time home. My sister is bed with a cold and my brothers are busy studying the drawing room.
4. In the evening my father sits his favourite chair and my mother sits the sofa.

5. Meet me moon Thursday.
6. Will you come me a swim the new swimming pool lunch?
7. I am looking a letter I had Raju this morning.
8. Will you be home six and seven O'clock to night?
9. Children four years age do not often go school.
10. I love to sit trees the shade.

Allow the children to practise the following dialogue.

On a beach (between friends)

- A : Look, the sea is very beautiful.
 B : Well, the wind is very cold, isn't it?
 A : Look, there is a crab in front of you.
 B : It's very interesting.
 A : Can you see a ship in the middle of the sea?
 B : Yes, I can. Look behind you. There's a girl.
 A : What's she doing?
 B : She is selling sea-shells.

viii. Adjectives, Adverbs

By suitable questions elicit sentences like the following. Write a few of them on the blackboard.

- Mohanlal is a good actor.
 Lakshmi is a tall girl.
 Thomas is a clever boy.
 That is a beautiful picture.
 An elephant is a big animal.
 Anil is wearing a blue shirt.

Look at the words 'good', 'tall', 'clever', 'beautiful' etc. What is their function? They tell something about the nouns following them. They are said to 'qualify' them. They are adjectives.

Elicit sentences of the following type by asking questions:

- e.g. What colour is the sky?
 The sky is blue.

- Are these flowers beautiful ? Yes, they are.
 These flowers are beautiful.

There are two ways in which adjectives can be used. Look at the sentences given below.

1. These are beautiful flowers.
2. These flowers are beautiful.

In the first sentence, the adjective is used attributively and in the second it is used predicatively.

Adjectives are of different kinds. There are adjectives of quality (e.g. this is a good book), adjectives of quantity (e.g. There is some water in the cup) adjectives of number (e.g. There are three pens on the desk.) demonstrative adjectives (e.g. Those men are going home.) and interrogative adjectives (e.g. Whose book is that ?)

The words 'a' 'an' and 'the' which are usually known as Articles also do the function of adjectives. 'a' and 'an' are called Indefinite articles and 'the' is known as the Definite article.

Exercise 12. Supply suitable adjectives and articles in the following:-

1. boy was leading dog by rope. dog broke rope and ran away boy ran after it.
2. We have districts in our State.
3. Head master of the School has not yet come.
4. This cow has only horn.
5. the boys have been promoted.
6. There is hotel at the end of street.
7. They will come in hour.
8. Each boy has copy of this book.
9. Gold is
10. That man is not fat; he is

Comparison of Adjectives

Compare the heights of Chacko, Koshy and Mathew.

Chacko	-	170 cm
Koshy	-	172 cm
Mathew	-	174 cm

Chacko is a tall boy. Koshy is taller than Chacko. Mathew is the tallest of the three boys.

We use the forms taller and tallest to compare height in different persons. These are called the degrees of comparison. There are three degrees of comparison in English.

Positive	-	tall, long, fat, busy, beautiful.
Comparative	-	taller, longer, fatter, busier, most beautiful.
Superlative	-	tallest, longest, fattest, busiest, most beautiful

Adjectives in comparative degree are always followed by than.

Adjectives in the superlative degree are always preceded by 'the'.

We can often change the degree of comparison of a sentence without changing its meaning.

- e.g. 1. Suresh is the oldest boy in the class. (Superlative)
Suresh is older than any other boys in the class. (Comparative)
No other boy in the class is as old as Suresh. (Positive)
2. Tagore is the greatest poet in Bengali. (Superlative)
Tagore is greater than any other poet in Bengali. (Comparative)
No other poet in Bengali is as great as Tagore. (Positive)

Exercise 13

Transform the following sentences into other degrees of comparison.

1. Dr. Rajan is the best eye specialist in the town.
2. The Vatican is smaller than any other nation in the world.
3. Calcutta is the largest city in India.
4. Shakespeare is the greatest dramatist in the world.
5. No other person in my village is as old as my grand father.
6. This is the largest balloon I have ever seen.
7. No programme on the T.V. is as popular as the news.
8. Mercury is nearest to the sun than any other planet.
9. This is the best book I have ever read.
10. Asia is the largest continent in the world.

Adverbs: Introduce the following sentences orally and write them on the blackboard.

1. Some birds sing sweetly.
2. The tram runs fast.
3. Latha writes neatly.
4. This orange is very good.
5. The result was quite clean.
6. Suni writes very beautifully.
7. We are quite well.

An adverb is a word that adds to the meaning of a verb (as in examples 1,2,3), an adjective (as in examples 4 & 5) or another adverb (examples 6 & 7). Like adjectives, adverbs also have three degrees of comparison: positive, comparative and superlative. e.g.

soon	sooner	soonest
early	earlier	earliest
carefully	more carefully	most carefully
sincerely	more sincerely	most sincerely
well	better	best
much	more	most

Position of adverbs:

The normal position of adverbs is at the end of a sentence, in the order, manner, place and time.

e.g. He spoke well at the debate this morning.

However, in the case of frequency adverbs (which usually answer the question "how often ?" there is a difference. They are placed immediately in front of the principal verb of the sentence.

e.g. I often see him. I have seen him.

The most important adverbs of this type are: just, often, never, always, sometimes, generally, usually.

Exercise 14

Put the given adverbs at the proper place in the sentences.

1. My brother returns home before eight. (never)
2. We go to the beach. (Often)
3. I eat my breakfast before seven. (Usually)

4. It rains heavily in July. (Usually)
5. I play football in the evening. (generally)
6. I have seen her without a hat.. (never)
7. They have arrived. (just)
8. He travels by plane. (Usually)
9. He sat (under the tree/silently/for hours)
10. My brother spoke to me (last evening/on the road/angrily)
11. The children played (in the park/from 4 to 6/happily)
12. He failed (last year/in the examination/miserably)
13. I am going (on Sunday/for a month/to Madras)
14. I shall wait for you (tomorrow/at 11/ in front of the library)
15. Please take it (in the evening/home/carefully).

ix. ADJECTIVAL PHRASES

Read the sentences from the blackboard.

The man in the white shirt looks old.

The bird in the cage is a parrot.

The woman with the basket is going home.

The book on the table is mine.

The boy with the red cap is my son.

What function do the phrases underlined do?

They function as adjectives. They are called adjectival phrases.

Elicit the following sentences through suitable question and write them on the blackboard.

I started from home at 9' o clock in the morning.

He acted in a funny manner.

The train derailed while passing a bridge.

In these sentences the phrases underlined function as adverbs. They are adverbial phrases.

5. A few specimen items of vocabulary

1. Carry

Teach this word by showing the action in class or by the use of pictures.

What's this woman doing ? She's carrying some vegetables in a basket. She's taking it to the market.

Smitha carries her books in a bag.

A donkey carries loads on its back.

2. Lawyer

I teach you. I am a teacher.

A lawyer practises law.

Motilal Nehru was a great lawyer.

3. drop (v)

I have dropped a book on the floor.

Don't drop the glass on the floor. It will break.

4. Kind (adj.)

Ask the pupils to listen to you carefully.

Rahul is a good man. He helps other people. He is a kind man.

Are you kind to others ?

Be kind to others. Try to be kind to animals and birds. Gandhiji was known for his kindness.

Some people do not help others. They are unkind. They are cruel.

5. Shout

Some people shout in class. Don't shout in class.

A boy fell in a well. He shouted for help.

6. Writing exercises and composition

- (a) By the end of standard V pupils should have the skill to write all the letters of the English alphabet. In writing, the teacher has to teach small letters first. This should be over by the end of standard IV. In standard V capital letters should be taught. For good handwriting practice a good copy book must be used. The script recommended for all our schools is the Italic Script. (The copy books published by Sri.Chidambaram, Retired District Educational Officer seem to be sufficient for our purpose.) Pupils should be given regular transcription exercises also.

(b) Dictation

Dictation should be given periodically, words and sentences can be dictated. Given below are a few words suitable for dictation in the beginning of standard VI.

aunt	banana	beautiful	bottom	brother
captain	children	climb	cricket	daughter
doctor	lawyer	engineer	giraffe	ground
honey	laugh	lecturer	lizard	mangoes
mouth	nurse	playground	plough	policeman
question	rabbit	riddle	snatch	standard
excuse	stripes	student	swimming	temple
uniform	village	women	writing	hoped
stopped	monkey	snake	quickly	clever

There are a few sentences for dictation:

1. There is a cricket match today.
2. India and England are playing.
3. Those children are looking at an aeroplane.
4. Rajiv is combing his hair.
5. Excuse me, are you a farmer ?
6. I am a fisherman. I am catching fish.
7. Sobha is running after the monkey.
8. Some pupils from Nehru Memorial School are visiting the dam.
9. There is a mango tree in the middle of the farm.
10. Seema is going to her uncle's house in the village.

(c) Composition is meaningful writing. A variety of exercises should be designed for this purpose. A few composition exercises are given below:

- (i) Read the following sentences. Copy them in your note books. After that, write sentences of the same type using the hints given.

This is Venu. He is not writing. He is reading. He is behind the table. He is a clever boy.

- (a) That/Mohan/not sitting/standing/in front of the black board/a tall boy.

- (b) That/Krishnan Kutty/not reading/writing/between John and Salim/
a small boy.

Those are girls. They are writing. They are writing the examination.
They are in the class room. They are silent.

- (a) Boys/playing/foot ball/in the play ground/happy
(b) Cows/eating/grass/in the field/hungry
(c) Butterflies/sucking/honey/in the garden/beautiful
- (ii) Read the following paragraph about 'The Sharma Family'. Copy it in your note book. Now write about 'The Philip Family' using the hints given.

The Sharma Family

That is the Sharma Family. Mr. Sharma is a doctor. He is forty. He is from Bangalore. Mrs. Susheela Sharma is his wife. She is thirty five. She is tall and beautiful. Mohan and Mercy are their children. They are young and pretty. This is a happy family.

Philip family lawyer fifty from Kottayam
..... Mrs. Thankam Philip his wife fat and short
Raju and Rita their children young and pretty happy
family.

- (iii) Now write a paragraph about the family you belong to. Use the sentence forms and words in the above.
- (iv) Make use of 'Action Chains' to help the children orally practise and then, write the following types of sentences.

I'm coming to the front of the class. I'm walking round the black board. I'm touching the blackboard. I'm going to the door. I'm knocking three times. I'm going back to my place.

7. A comprehensive Test Diagnosis

- 1-5 Read the following passage carefully. Answer the questions given below:

Sreekanth 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. Everyone likes him.

1. What kind of a boy is Sreekanth ?
2. Why does he sneak into the kitchen ?
3. Why does Sreekanth's teacher often revolt him ?
4. Does he study his lessons well ?
5. Why does everyone like Sreekanth ?

6-10. Use am, is or are in the blanks.

6. I a student.
7. We Indians.
8. My pen black.
9. Mr. Lal a teacher.
10. Ram and Raju farmers.

11-14. Use has or have to fill in the blanks

11. Ali a shop.
12. Those farmers tractors.
13. They big houses.
14. Govindan a plough.
15. Mr. Paul not got a shop.

15-19. Select words from the box and complete these sentences.

rich new tall fat big

15. Reghu is a man. He is not thin.
16. Ramu is not poor. He is
17. My bicycle is is It is not old.
18. My friend is not short. he is
19. The tailor has a shop. He has not got a small shop.

20-21. Complete these paragraphs.

20. Arun is a gardener works in garden. works from morning to evening. grows flowers.
21. Those girls Jeena and Nena are nurses. works in that big hospital. are good and kind. patients like

STANDARD VII

Pupils who enter Standard VII have already had English for three years. Their expected pre-requisites in terms of four language skills and also language content are spelt out below.

1. Listening comprehension

Children should have cultivated the skill of listening to the spoken word with a good degree of understanding. They should have the ability to (i) follow instructions, directions and commands given in English (ii) understand, follow and enjoy a simple story narrated in English and (iii) answer simple questions asked in English.

2. Speaking

Pupils should have acquired the skill to speak English to the teacher and to each other in the class. They must be able to talk about themselves, their friends and relatives and also about any topic of interest to them. They should be skilled in answering simple questions, take part in dialogues and role-plays. They must be able to narrate stories or incidents, describe things, experiences, etc. They must be able to recite a few poems in English.

3. Reading

Pupils of this stage should have acquired sufficient reading skills not only in oral reading, but in fast, silent reading also. They have gained sufficient skill in rapid silent reading through textual passages and the supplementary reader. This skill has to be reinforced in the coming standards, for reading is the best way to develop language competence. The various comprehension skills have to be developed through comprehension questions both 'global' and detailed.

4. Writing

Two aspects of writing must already be familiar to the pupils

- (i) Writing for handwriting practice through copy-writing and transcription exercises (cursive writing or joined writing should have been mastered by this time).

- (ii) meaningful writing (writing with a purpose) as in the case of written compositions and exercises.

5. Mastery of Structures and Vocabulary

- (a) Pupils should have mastered the following key structures - their form as well as function.

Structural Items	Communicative function
1. The present Perfect tense I have just written a letter.	to denote an action just completed
2. The present perfect continuous tense. We have been learning English for five years. Suseela have been practising dance since 1995.	To denote an action or state that began some time in the past and extends to the present time.
3. Conjunctions: and, but, or	
4. <u>Modals</u> <u>Can</u> - Can I go now? Can - I can speak English. <u>May</u> - The clouds are dark. It may rain today. <u>May</u> - May we go out.	asking for permission. express ability predict possibility permission
5. Future tense-simple future We shall finish the work tomorrow. -Future continuous They will be arriving here tomorrow.	expressing futurity
6. Conjunctions : while, when, because, where	Joining sentences
7. Relatives : who, which, that	combining sentences
8. Indirect speech : Reporting simple statement	Reporting conversations

(b) Vocabulary

Pupils must know the correct pronunciation, meaning, use and spelling of a few essential words like allow, attack, cheat, conquer, appreciate, devote, frighten, fortune, crime, information, influence, residence, ancient, chief, general, generous, similar, secular, etc. They should also know the plurals, antonyms and synonyms of selected nouns; past tense forms and past participles of selected verbs; different forms of the same word like: cruel (adj.) cruelty (n) cruelly (adv.), etc.

6. Essential grammar

By the end of Standard VI pupils should have an understanding of phrases and clauses, main verbs and auxiliary verbs, types of sentences - simple, complex and compound, adjectives and adverbs and their degrees of comparison, direct speech and reported speech, etc.

Suggested learning activities for remediation

The prerequisites listed above are discussed in detail in this section. It should be remembered that the four skills - Listening, Reading, Speaking and Writing (LSRW, for short) should be emphasised in all English lessons.

1. Listening Comprehension

Narrate the following stories in class using appropriate pictures and action. Tell the children to listen to the story carefully. Tell them they will be required to answer some questions at the end.

(i) The Donkey and His Shadow

A man wanted to go on a journey. So he hired a donkey and rode on its back. The owner of the donkey walked beside him.

It was a hot day. About noon they came to a sandy waste. There was not a tree anywhere. The traveller felt very tired. He could not go on in the hot sun. So he got down to rest and sat down in the shadow of the donkey.

Now the owner also wanted to sit in the shadow of the donkey. But there was only room for one man there. So he pushed away the traveller and sat in his place.

The traveller said, "I have hired the donkey and so the shadow is mine". The owner said, "You hired only the donkey. You did not hire the shadow. It is mine".

There they began to quarrel and hit each other. One blow fell up on the donkey.

It ran away from them. So they lost both the donkey and the shadow.

- (a) What did the man want to do?
- (b) How did the man travel?
- (c) Who walked beside him?
- (d) What did the traveller do about noon?
- (e) Where did he sit?
- (f) Who else wanted to sit in the shadow of the donkey?
- (g) How did they lose both the donkey and the shadow?

(ii) The Story that had no end

Once upon a time there was a King who was fond of hearing stories. But when the stories came to an end, he was not pleased. He wanted to hear a story that would never end.

Many story-tellers came to him. Some of their stories lasted a few days, others lasted a few weeks. But all of them came to an end.

So the king said, "If the story ends, I will cut off the nose of the story-teller. If the story does not end and if I want to stop it, the story-teller can cut off my nose".

Again many story-tellers came. But every one of them lost his nose. At last a new story-teller came. He sat down near the king and began his story.

"There was once a king who had many large cornfields. At harvest time, he gathered his corn and stored it in a big granary.

Close to the granary there lived many little sparrows. Now, there was a tiny hole in the granary. A sparrow came to the hole and took one grain of corn. Then another sparrow came and took another grain of corn. And another sparrow came and took another corn. And another"

The king went to sleep. When he woke up, the story - teller was still saying". And another sparrow came and took another grain of corn". So the king went to sleep again. But when he awoke, he heard the very same words.

At last he could stand it no longer. He cried out, "Stop; I would rather loose my nose than have another sparrow and another grain of corn".

- (a) What was the King fond of?
- (b) What kind of story did he want to hear?
- (c) What did the king say?
- (d) How did many story-tellers lose their nose?
- (e) Why did the King ask the new story-teller to stop?

2. Speaking (Conversational Practice)

A few dialogues are suggested below as specimens. Make use of them for real conversation in the classroom.

(i) On a Bus

- A : Let me pay for the tickets.
B : No, you paid last time. It's my turn today.
A : All right. Shall get off at the secretariat or the post-office ?
B : I think the post-office is a little nearer the cinema. But in any case the fare is the same.
A : Yes, it is, I usually get off at the secretariat, but it really doesn't matter.
B : Where's the conductor ? Can you see him?
A : No. I think he must be at the back.
B : The bus is quitefull, so I suppose he's pretty busy.
A : He'll be down soon. Have you got the money ready?
B : Yes, I have. I've got the exact fare.

(ii) Between friends

- Raj : Hi, Das.
Das : Hallow, Raj. Haven't seen you for ages. How have you been?
Raj : Fine. And you?
Das : Getting on well. How is little Mohan? We really miss him.
Raj : He is O.K. Busy with his studies and NCC activities. He's been selected for the Republic Day parade this year.

- Das : Really? That's wonderful. By the way, have you heard about Ramesh?
- Raj : No. What about him?
- Das : He's getting married soon to a colleague of his.
- Raj : That's good news. So Ramesh will settle down to a domestic life.
- Das : Sorry Raj, It's time for my bus. I must hurry.
- Raj : I will ring up some time.
- Das : Please do. And give our love to Mohan.
- Raj : I will. Bye.
- Das : Bye.

3. Reading

Practice in oral reading should continue in standard VII too. Silent reading for understanding the message should be emphasized. The supplementary Reader is mainly for rapid silent reading. Speed, Silence and Comprehension are the points to be remembered as regards reading. Two passages to be given for silent reading in the first month for the standard VII pupils are given below. Ask them to read the passages silently and answer the questions.

(a) Mr. Panicker's train was late and it reached Bombay a little after midnight. It was his first visit to the city, and he didn't know where to go. He thought he would go to a choultry where he would not have to pay rent, but he did not know how to find one at that hour. He asked a porter to get him a cheap room. The porter said that if Mr. Panicker gave him fifty rupees, he would take him to one. But Mr. Panicker waved him away and walked out of the station. He wandered through the streets and asked a number of people, but could not find a room cheap enough for him. He sat down on a park bench to think of what he should do next. He was very tired and fell asleep on the bench. He woke up the next morning stiff in every limb-but he smiled when he realized that it was the cheapest night's lodging that he had ever had.

- (i) Why did Mr. Panicker think he would go to a choultry ?
- (ii) What did the porter say to him ?
- (iii) What did Mr. Panicker do in the park?
- (iv) Did he plan to sleep on the bench?

- (v) How did Mr. Panicker comfort himself in the morning ?
- (vi) Which among the following would be the most suitable title for the passage?

A. Mr. Panicker's dilemma. B. A cheap lodging for the night.
C. Mr. Panicker's experiences in Bombay. D. His first visit to a city.

(b) Nehru

Nehru's was a many-sided personality. He enjoyed reading and writing books as much as he enjoyed fighting political and social evils or resisting tyranny. In him the scientist and the humanist were held in perfect balance. While kept looking at social problems from a scientific standpoint, he never forgot that we should nourish the total man. As a scientist, he never believed in a benevolent power interested in men's affairs, but as a self proclaimed pagan, he loved affirming his faith in life and the beauty of nature. Children he adored. Unlike Wordsworth he did not see them trailing clouds of glory from their recent sojourn in heaven. He saw them as blossoms of promise and renewal, the only hope for mankind.

- (i) What did Nehru enjoy doing most, according to this paragraph?
- (ii) Can you give one example each of (a) Nehru's scientific temper and (b) his essential humanity?
- (iii) Do you think that Nehru was a balanced person?
- (iv) Why did Nehru show so much interest in children?
- (v) Which of the following words in the passage means 'a person who is not a believer in any of the chief religions of the world'?

A. Humanist B. Scientist C. Pagan D. Sojourn

4(a) Revision of Key Structural Items.

- (i) The Present Perfect Tense.
- Study the following examples.

1. Here is a bag. There are some books in it. I am going to take them out of the bag. Now I am taking the books out of one by one. Now the bag is empty. I have taken all the books out of it. I have put them on the table.

2. Look, my hands are dirty. I've washing my hands. I have washed my hands and now they are clean.
3. Suseela's glass is empty. Mohan is filling Suseelas's glass. He has filled Mary's glass and now it is full.

The verbs underlined in the above sentences refer to actions that are just over. A few indefinite time expressions also can be used with Present perfect e.g. just, yet, already, ever and never.

Mohan has just filled Suseela's glass.

Has Mohan filled Suseela's glass yet ?

No, he hasn't filled her glass yet.

Yes, he's filled her glass already.

Study the following.

1. Is your father at home? No, he isn't . He has gone to Ennakulam.
2. Have you all brought your pens? Yes, we have. We have brought our pens.

Here the verbs underlined do not refer to actions just completed. When we use these Sentences, we are not actually thinking of the actions mentioned (going and bringing). Our interest is in the present result. (father's absence at home and our having pens) The verbs are said to be in the Present Perfect Tense. The form of the verb is - have/has + Past Participle.

Exercise 13

Use the Simple Past or Present of the verbs given in brackets in the following sentences.

1. "Where is your Servants ?" "He -----(go) to the market".
2. India------(become) independent in 1947.
3. I------(never see) such a beautiful sight before.
4. I------(decide) to stop smoking six months ago. I-----(not smoke) since then.
5. We -----(not have) any news of him, since he-----(leave) for calcutta last month.

6. They -----(come)to this town two months ago.
7. He----- (not eat) anything for the last three days.
8. Where is your brother now? I----- (not see) him lately.

(ii) The Present Perfect Continuous Tense.

consider the following examples.

It began to rain at four o' clock. Now it is five and the rain has not stopped yet. It is still raining. It has been raining since four o' clock. It has been raining for an hour.

I came to this school in 1990. I have been teaching in this school since 1990. I have been teaching in this school for six years .

The verbs underlined are in the present perfect continuous tense. This tense is used to denote actions or state that began some time in the past and extends to the present tense.

Practice Material

Frame Sentences from the following table

Reena		trying for a job	since	1994.
Rema	has been	taking medicine		last month.
Raju		learning Russian	for	two years.
Majeed		working here		one week.

Exercise 14.

Fill in the blanks using the correct form of the verbs given in brackets.

1. It -----for the last two hours. (rain).
2. The child -----her mother for the last few hours.(trouble).
3. Revi----pictures since 10 o' clock.(draw)
4. The child -----for milk since 4 o' clock. (cry)
5. These boys-----sanskrit for five years. (learn)

Exercise 15.

Give two sentences describing each of the following situations one using since and the other using for.

1. Leela began doing homework at 8 o'clock. Now it is ten. She is still doing it.
2. We began learning English in 1988. This is the year 1996. We are still learning English.
3. Chandran joined this office in March. This is December. He is still working here.
4. The boys began playing at 4 o'clock. Now it is 6. They are still playing .

(iii) Conjunctions: And, But, Or

Read the following sentences.

Malathi likes bread and jam.

Would you like a cup of tea or glass of lime juice.

It is hot in the day but cold at night.

The words underlined are joining words. They join words or groups of words or short sentences.

Exercise 16

Use these conjunctions in the sentences below:

and but or if because so

1. I wanted to wake up early,-----my alarm clock didn't work.
2. We want to see the film----- our friend was acting in it .
3. You hardly ever see a horse -----carriage these days.
4. Should we go out -----should we stay at house?
5. Shanti didn't have any money ----I lent her some.
6. I will buy you an icecream -----you stop crying.

Exercise 17

Here are some conjunctions which are used to express time.

while as soon as until since

before whenever when after

Fill in the blanks with the most suitable of the words above.

1. Ramesh peeled the onions ----- Lata beat the eggs.
2. I haven't flown a kite ----- I was a little boy.
3. ----- he heard the question our quiz captain press the button.
4. ----- my uncle visits us he brings a chocolate for me.
5. We will have to wait ----- the train passes.
6. Father likes to read ----- everyone has gone to bed.
7. ----- the storm was over we ran out to collect the fallen managoes.
8. The match was over ----- most of the spectators had arrived.

Exercise 18

Use although or but

1. Mr. Raju may be poor ----- he is honest.
2. The bus did not arrive ----- we waited for an hour.
3. Suresh can run very fast ----- he is quite fat.
4. We went to receive our aunt at the station ----- she wasn't on the train.
5. We wanted to swim in the river ----- the current was too strong.
6. They searched for their pet squirrel ----- could not find from anywhere.
7. I would like to buy the vase ----- it is too expensive.

(iv) Modals : can, may

My eyes are open. I can see.

Now my eyes are closed. I cannot (can't) see now. Radha is tall. She can touch the top of the black board. Sasikala is short. She can't touch the top of the black board. Can you Speak English? Yes, we can. You can speak English. Can as used in these examples shows ability. It means be able to. Look at the following examples.

Can I go now? Yes, you can.

You can leave all your things here.

He can come to my house at any time.

Listen to the following conversations.

1. Meena : Can I attend Susan's birthday?
Mother : Yes, you can.
2. Rahul : Father, can I watch the T.V. now?
Father : Yes, you can.

Can in the above examples is used for asking permission.

Exercise 19.

Rewrite the following using can

1. Yamini has the ability for dance well.
2. Some aeroplanes have the ability for fly faster than sound.
3. It is possible for Rahim to get a rank, if he works hard.
4. Radha is able to touch the top of the Shelf.
5. Muneer does not have the ability to speak Hindi.

Study the following

May I come in? yes, you may.

You may come to my office at any time.

May we go out and play now? No, you must not go out now.

You cannot play in the school yard, but you may play in the play ground.

May is used in these sentences to ask for and grant permission. Note that can is also used for the same purpose.

In the following contexts may is used in another sense.

The sky is cloudy. There may be rain this evening.

I have brought a lottery ticket. I am a lucky man. So I may get a prize.

Sasi is not well. So he may not come to the office tomorrow.

All these sentences express possibility. He may come tomorrow means It is possible that he will come. There is an element of uncertainty in it..

(V) Feature tense of verbs - Simple future and future continuous.

Consider the Verbs in italics in the following.

Next Monday is my birthday. I shall be fifteen years old then. My uncle and aunt are in Calcutta. They will come here on Sunday. Will they bring any presents for me? I think they will. Some of my friends will attend the birthday party on Monday. But Mary will not come because she is ill.

The Verbs underlined refer to the future. They are in the Simple Future tense. The form of the verb in this tense is will / shall + bare infinitive of Verb.

Consider the verbs in italics in the following conversation.

Abdul : You are going to Bangalore this evening, aren't you? I will come to your house at 5. Will you be at home then?

Babu : Oh, yes. I shall be getting ready for the journey then. The train reaches here only at seven.

Abdul : When does it reach Bangalore?

Babu : At about eight in the morning.

Abdul : So you will be travelling all night. Will your brother be waiting for you at the station when you reach Bangalore?

Babu : I think he will. He has written to say that he will be waiting at the station.

The verbs underlined are in Future continuous Tense. The Future Continuous Tense is often used especially in spoken English, instead of the Simple Future. The sentences given below mean the same thing.

He will come again on Tuesday.

He will be coming again on Tuesday,

Exercise 20

Rewrite the following sentences adding the adverbials of future time given in brackets and making suitable changes in the form of the Verbs.

1. Where are you working? (next year)

2. The children are doing their homework. (after supper)
3. They are having dinner. (when we reach there).
4. I am waiting for you. (at the usual time)
5. She is working. (for at least two hours more)
6. My cousins are staying here. (for another week)
7. What are you doing? (at this time tomorrow)
8. They are studying in this School. (for the next two years).

(VI) Conjunctions: while, when, because, where, if, unless.

Study these Sentences.

1. There is always a rush for admission when Colleges reopen.
2. As the clown entered the ring, the children began to laugh.
3. Some persons in the audience fell asleep while the lecturer was speaking.
4. Please put the key where I can find it.
5. As he was ill he could not attend the meeting.
6. He is sure of winning the election because his opponent is a stranger to the town.
7. The train will arrive in half an hour if it is not delayed.
8. The train will arrive in half an hour unless it is delayed.

The underlined words are Conjunctions; They join small sentences.

Exercise 21

Express these sentences in another way using unless.

1. We will go on a picnic tomorrow if it does not rain.
2. If you don't have a ticket you can't go inside the hall.
3. There will no school tomorrow if the buses don't run.
4. Father will be home by Six o' Clock if he doesn't work late this evening.
5. I won't be able to ring you if my telephone is not working.

Exercise 22

Combine each pair of sentences below into one sentence using the word given in brackets.

1. We should respect others. Others will respect us (if)
2. He should be punished. Otherwise he won't change his ways (Unless)
3. The procession passed by. The old man was sitting at the window. (while)
4. I have to catch a train. So I can't stay long. (because)
5. They were not at house. We called on them. (when)

(VII) Relatives : who, which, that

Study the following dialogue.

Inspector : Is this the man who snatched your handbag in the park?

Woman : Yes, this is the man who snatched it from me.

Inspector : Is this the bag that he snatched from you?

Woman : Yes, that's the bag he snatched from me.

Inspector : How do you know?

Woman : It's a present I got on my last birthday; and

Inspector : Is this the place where you were standing when he snatched the bag?

Woman : Yes, Inspector. This is the place I was standing at.

Inspector : Is this the woman whose bag you snatched last night?

Man : I don't know this woman, Sir, I didn't snatch any bag, Sir.

Inspector : Is this the handkerchief that you found inside the bag?

Man : I didn't find anything in the bag. It was empty, Sir,

The words underlined in the above are relatives. They introduce clauses which are called relative clauses. There are relative pronouns and relative adverbs. The relative pronouns used are

	People	Things / Animals
Subject	who	that
Object	whom(that)	that / which
Possessive	whose	of which

The relative adverbs are : when, where, why, etc.

Exercise 23

Frame sentences like the model, using the clues given.

The man who wrote the book is a friend of mine.

1. Musician/sing/song/neighbour/ours.
2. Inspector/arrest/brief/uncle/hers.
3. Professor/give/lecture/relative/his.
4. Girl/cook/meal/daughter/mine.

Exercise 24

Fill in the blanks with who, where, whose, which, where, that, when, where.

1. The old man _____ lived next door died yesterday.
2. The river _____ flows near Aranmula is the Pampa.
3. The man _____ you want to meet has first left.
4. The film _____ we saw yesterday was interesting.
5. Have you visited the place _____ I was born?
6. This is the person _____ house was burnt down.
7. Sunday is the day on _____ I wash my clothes.

(VIII) Indirect Speech: Reporting Simple Statements

Read the following passage:

I said I was Sorry

Father told me that he was going to the railway station to receive his superior officer. His superior was coming to visit us and he would be angry if father did not meet him at the station. He asked me not to open the door if any stranger called.

Father come back in half an hour. He said he had failed to meet his officer.

I told him that two people had called. The first one was a salesman, who wanted to sell some kind of a shaving soap. I said I was not interested. But he would not go away. I asked him not to be a fool; I was too young to use shaving soaps.

The second one was a fat old man wearing thick glasses. He asked me angrily where my father was. I said father was not at home. He asked me to open the door. I said I was tried of fools. He went away in great anger.

Father sat down heavily in a chair. He said he was going to lose his job. The fat old man was his superior! I said I was sorry I called him a fool.

Answer the following questions in a complete sentence each:

1. What did father tell me?
2. What did he ask me?
3. What did father say when he came back?
4. What did I tell him?
5. What did I say to the salesman?

1. Father told me that he was going to the railway station.

These were not the exact words father used. I am reporting his words to you. He said, "I am going to the railway station".

2. In the same way father said, "Don't open the door, if any stranger calls". How did I report it to you? Father asked me not to open the door, if any stranger called.
3. I said to father, "Three people called". I told father that three people had called.
4. I said, "I am sorry".
I said I was sorry.
5. I said to the salesman, "I am not interested".
I said that I was not interested.

The actual words of the speaker as the first sentence in example 5 form Direct Speech. The Second sentence is in Reported (Indirect) Speech.

Practical Material

Frame sentences like the models using the clause given:

- (a) The teacher told us to rewrite the composition.
officer/tell/them/hurry up
friend/ask/me/write to him
wife/ask/him/be careful
parents/tell/him/not smoke
teacher/tell/us/not make a noise

- (b) The patients said (that) they were well looked after.

Prisoners/happy

book players/confident

arrested man/innocent.

- (c) Father said, "I am reading a book".

Father said (that) he was reading a book.

The boy said, "I am doing some homework".

The writer said, "I am writing a novel".

The traveller said, "I am leaving the town".

Exercise 25

Report what different people said and rewrite the passage.

Little Malini wanted some help with her homework. She went to her father. But he said, "I am doing some important work. Don't disturb me". She went to her mother. Mother said, "I am cooking dinner. Come later". She asked her brother who said, "I'm writing a letter. Go away". When she went to her sister, her sister said, "Don't talk to me, I am busy". So Malini said to herself, "I'm going to do the homework myself".

Example: He said he was doing some important work and asked her not to disturb him.

- (b) Selected vocabulary

- (i) Fond of

Children like chocolates. They are fond of sweets.

Which game are you fond of? badminton

- (ii) Celebrate (v)

We celebrate Christmas in December.

Venu is celebrating his birthday today. There is a birthday party in the evening.

Celebration (n)

The Independence Day celebration was grand in our school this year.

- (iii) Pretend (v)

The beggar pretended to be deaf when he was questioned.

(iv) Expensive (adj.)

This is an omega watch. It costs three thousand rupees. It is an expensive watch. That watch costs only five hundred rupees. It is not expensive. It is cheap. (expensive x cheap)

(v) Hardship (n)

Mohan's father had great difficulty in finding enough money to send Mohan to college. He had to work overtime. He was forced to live a very simple life. He had to undergo several hardships to send his son to college.

5. Writing

Hand writing practice should be given through copy books and transcription exercises.

All the exercises given in the Reader should be drilled orally first. Children should be asked to write the answers on their own.

Dictation should be a regular feature. Dictate words and sentences. Correction should be done by the pupils themselves.

6. Composition

As much composition work as possible should be given. Drill the composition material orally before the children are allowed to write. A few exercises are suggested below.

1. Give the following on the blackboard.

Balan's time table for the evening.

5 p.m.	-	home from school - tea
5-6 p.m.	-	games
6 p.m.	-	bath
6.30-8 p.m.	-	lessons
8 p.m.	-	supper
8.30-10 p.m.	-	lessons
10 p.m.	-	to bed

Ask questions like When does Balan reach house from school? What does he do first? What does he do then? When does he have his bath, etc. Drill the answers and develop the matter into a small paragraph.

2. Write the following on the blackboard.

Rajan works in a factory. Every day he gets up before six in the morning. He cleans his teeth and drinks a cup of coffee. He works in the garden till seven. Then he has his bath and breakfast. His friend Rahim comes at eight. The two friends go to the factory. They reach there at half past eight.

After reading the passage, let the pupils answer the question. What did Rajan do in the morning last Monday?

3. Write the following on the blackboard.

Mr. Oliver takes his wife and children to the beach every Sunday evening. They reach the beach at half past five. Boys bring peanuts to them. They buy peanuts and eat them. Mr. Oliver and his wife sit on the sand. The children run about and play. They leave the beach at the half past six.

Let the pupils answer the question. What did Mr. Oliver and his family do last Sunday evening?

4. Rewrite the following as a connected piece of writing:

Prasad went with him.

Then it began to rain.

Then his friend Sasi came there.

The two boys were sitting in the park.

The boys ran home.

Last evening Prasad was standing at the gate. He was going to the park.

5. A boy is talking about himself. Read what he says.

About Myself

My name is Satish. I am thirteen years old. I am studying in class VII at the Central High School, Trivandrum. The school is about a mile from my house.

My father works in an office. He is a clerk. My mother does not work. She looks after us at home. I am the second of four children. I have two brothers and a sister.

I like Mathematics at schools. I play cricket and hockey. My hobby is stamp-collecting.

Now write about yourself. Use the same sentences as above. Of course, the details will be different.

6. Here are some details about a girl. Write about her.

Rekha _____ fourteen _____ IX city school, Calicut half a mile _____ a factory _____ foreman. School _____ teacher _____ first/three _____ a brother and a sister.

English _____ badminton _____ reading.

A Comprehensive test for Diagnosis

English

Standard VII

Questions 1-15. From the given alternatives choose the correct one.

1. Indira and Madhuri study in class XII but their brother _____ in class IX.
A. Study B. Studies C. Studied D. is studying
2. I always have dinner at 9 o'clock. This means that I have dinner at 9 o'clock _____.
A. everyday B. most of the days C. never D. sometimes
3. My mother loves music. She ----- play the Sitar very well.
A. Can B. do C. has D. have
4. How will ask your teacher for permission to go out?
A. Will I go out? B. Do I go out? C. May I go out? D. Must I go out?
5. Please don't make so much noise. I -----
A. Study B. am studying C. Was Studying D. Studied
6. We -----to the radio now.
A. listening B. were listening C. listened D. are listening

7. I ----- to office yesterday because I wasn't feeling well.
A. don't go B. didn't go C. wasn't going D. haven't gone.
8. My father -----me how to drive when I was eighteen
A. teacher B. is teaching C. taught D. will teach.
9. Take lot of warm clothes with you. I -----cold in Shimla.
A. was B. being C. has been D. will be
10. I ----- tell Ram what you said, I promise.
A. isn't B. don't C. won't D. can't
11. Satish ----- Hindi for three years.
A.is learning B. learns C. has been learning D. learning
12. Chacku's uncle is ----- engineer in Singapore.
A. a B. an C. the D.no word needed
13. My father ----- from his office.
A. has just come B. has just came. C. have just come
D. have just came
14. All children ----- sweets.
A.. like B. have been liking C., are liking D. are liked
15. Indu and Maya have -----out.
A. went B. Go C. gone D. going

Questions 16-19. Rewrite the following sentences using Can or May

16. I am able to speak English.
17. It is possible that the minister will come here.
18. Mini is likely to get the post.
19. Raju is not able to climb the tree.

Questions 20-23. Rewrite in Reported Speech.

- 20 Sunny said, "I am not going home".

21. The teacher said to Smitha, "Get me a piece of Chalk".
22. Rani said, "My daughter is waiting outside".
23. Mother said to the Child, "Don't do that again".

Questions 24-29. Combine the pairs of Sentences using which, that, who or whose

24. This is a purse. I found it on the road.
25. Look at this school bag. My mother bought it from Ernakulam.
26. The man is here again. It came yesterday.
27. A woman's son died in the accident. Did you see the woman?
28. Some people's houses had been damaged. The Minister promised to help the people.
29. Some boys behaved badly. The headmaster punished the boys.

Questions 30-34. Fill in the blanks with words which mean the opposite of the ones underlined.

30. The Shopkeeper is rich, but his friend is -----
31. Ramu was happy but his Sister was -----
32. The white cat is fat but the black one is -----
33. Nasiruddin was clever but his neighbour was -----
34. The ancient palace was pulled down and a ----- building was built in its place.

Questions 35-37. Fill in the blanks using appropriate words or phrases from those given in brackets. (regular, hard of, fond of, enthusiasm)

35. We are proud of our ----- democracy.
36. The Children were full of ----- when they came prepared for the picnic.
37. Rajesh is ----- reading detective novels.

Questions 38-42. Read the following passage and answer the questions at the end.

Oil plays an important part in the lives of each of us. Is your hair too dry? Put oil on it. Oil your bicycle to make it go well. Keep a sufficient quantity of oil in gear motor - car engine or you will spoil it.

There are different kinds of oil. No one would like a dinner cooked in engine oil, and no one should put vegetable oil into a motor - car.

Vegetable oil has been known from the olden days. No household can get on without it, for it is used in cooking. Some perfumes are made from the oils of certain flowers. Soaps are made from vegetable and animal oils.

38. What do we do when our hair is too dry?
39. Why should we oil our bicycles?
40. What will happen if you don't put oil in the engine of a motor-car?
41. What type of oil do we use for cooking?
42. How is the oil of certain flowers used?
43. Write a paragraph about 'yourself'.



തിരുവനന്തപുരം ജില്ലാ പഞ്ചായത്ത്



വിദ്യാഞ്ജ്യാതി

സമാഗ്ര വിദ്യാഭ്യാസ വികസന പദ്ധതി

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അദ്ധ്യാപന സഹായി

ഇംഗ്ലീഷ് (അമ്പർ പ്രൈമറി)