



Unit
2

Tales and Tunes



UNIT 2 - TALES AND TUNES

GOALS

1. Learners participate in communicative contexts such as responding to questions, instructions, directions, simple stories, one act play, pictures, etc. using appropriate vocabulary.
2. Learners participate in role plays, choreography, TPR, one-act play and readers theatre.
3. Learners act out and perform stories and draw pictures based on what they have read.
4. Learners interpret and describe the picture.
5. Learners read and analyse fables/stories and poems.
6. Learners identify various poetic devices like rhyme, internal rhyme and personification.
7. Learners describe a person or sketch a character.
8. Learners write diaries, scripts and perform plays.
9. Learners familiarise and use different language elements like ‘phrasal verbs’, ‘contracted forms’, ‘if clause’ and ‘as if’.
10. Learners differentiate between a memoir and a profile and write them.
11. Learners play language games.
12. Learners write different discourses based on what is read.
13. Learners use prosodic features such as stress, pitch, pause, tone, etc. in different spoken contexts.
14. Learners make presentations.
15. Learners read aloud and engage in shared reading of stories.
16. Uses appropriate proverbs.

PERFORMANCE EXPECTATIONS

- Choreography
- One-act Play
- Reader’s theatre
- Collaborative story writing
- Mapping of events
- Narrative version of poem
- Sequencing the story
- Diary
- Profile
- Memoir
- Hot seat
- Limericks

KEEP YOUR EYES OPEN

Activity 1 - Number Lock

20 minutes

Aim: Moves without any compulsion or inhibition.

Language Focus: Listen to the teacher input, understand and act accordingly.

Teacher divides the class into two groups - domestic animals and wild animals. The wild animals hold their hands and form a circle.

The domestic animals stand outside the circle. When the teacher says "start", the wild animals hold their hands up so that the domestic animals can move in and out of the circle freely.

As a trial, wild animals lock the domestic animals by putting their hands down at the count of 10. Teacher sets a rule to fix a secret number in between 1 to 10 to lock the domestic animals. After each round, they can change their secret number.

The trapped domestic animals join the wild group and the game continues.

Tips:

The secret number can be set by whispering the number among wild animals/ sharing the lots among wild animals.

After each round, the wild animals change the secret number.

Assessment: Observe and identify those who can understand the instructions and act accordingly.

Feedback: Appreciates and encourages the learners.

Activity 2 - Look and Guess

15 minutes

Aim: Look at the picture and guess the story.

Language Focus: Extract stories by reading pictures and make predictions through simple responses.

TLM: Digital print of the picture of the cover page (Page No. 35 of the Coursebook)

Teacher shows/ projects the picture given in the cover page of Unit 2 'Tales and Tunes' and asks them to guess the story and characters.

Teacher asks interactive questions which leads them to the story.

How many animals can you see in the picture?

What is the fox doing?

What is the mouse saying to the lion?

Can you identify two birds from the picture?

Do you remember any story with these characters in it?

Can you share that story?

Assessment: Assess learner's ability to predict/guess the stories from the picture given.

Feedback: The teacher can give the hints of the stories, if necessary. The teacher appreciates the learners.

The stories are given in the Appendix.

Activity 3 - Pass the Story

30 minutes

Aim: Familiarize different stories to the children.

Language Focus: Develops the ability to read and comprehend stories.

TLM: Story cards (see Appendix) and chart with morals of stories and markers.

Teacher asks the learners to sit in a circle. She keeps some story cards at the centre.

Teacher divides the learners into ten groups.

Each group should select a leader.

Teacher asks the leaders to take a story card each.

The groups sit together and read the stories in the story card.

Teacher asks some scaffolding questions to each group.

What is the title of the story?

Will you recommend the story to your friends?

What is the story and who are the characters in it?

After reading the story, let them present the story before the class.

Then, the teacher asks them to guess the moral of the story.

Is there any moral/message in the story?

Teacher now exhibits a chart with the morals of the stories.

Let them select the suitable moral for their story and compare them with their guessings.

Teacher directs the learners to Page No. 38 and let them match accordingly.

Assessment: Observe and identify whether learners could read and comprehend the story individually.

Feedback: Teacher scaffolds the learners during their presentation of the story and finding out the moral.

Activity 4 - Find me Out

25 minutes

Aim: Learn the use of proverbs and their meanings.

Language Focus: Learners learn proverbs and their meanings.

TLM: Strips of papers with proverbs and their meanings.

Teacher divides the class into two, A and B.

Teacher prepares two pairs of cards with proverbs and their meanings.

Teacher selects 10 proverbs and their meanings from the Coursebook Page No. 38 and writes them on the cards and distributes to each group.

Each group gets 20 cards with proverbs and their meanings. Teacher pastes two charts with the group names A and B.

Teacher asks the learners to match the proverb and its meaning from the cards given and paste them on the chart. The team who finishes first is declared the winner.

Assessment: Teacher observes and identifies whether learners could guess the proverb and find out the meaning of it.

Evidences of learning in the class:

1. Chart with morals.
2. Chart with proverb and its meaning.

Activity 5 - Find out the Main Idea

15 minutes

Aim: Listens to a story, read and comprehend.**Language Focus:** Listen to the teacher input and express ideas orally.**TLM:** Coursebook Page No. 36, chart paper, markers

Teacher invites the class to sit in a semi-circle.

Teacher interacts with the learners showing the picture given on Page 36 of the Coursebook.

1. Identify the persons in the picture?
2. Do you know the name of the boy?
3. Can you guess what they are talking about?
4. Where is this story taking place?

Teacher directs the learners to read the story on Page No. 36.

While the learners read the story, teacher asks some question to initiate comprehensive reading.

Read aloud a sentence/section which you like the most.

Are you enjoying the story?

What did Vimal ask his grandmother?

List out the fantastic stories told by grandmother.

Find out a similar word that means 'smile' from the story.

What was grandmother's reply?

What was the statement given by grandmother?

Teacher writes the statement 'Stories are meant to be told. Listen and tell - that's the law of the story kingdom' on the chart and elicits the response of children towards the statement.

Assessment: Assess the comprehension while reading.**Feedback:** Elicits answers from the learners to write the statement.**Evidence of learning in the classroom:** Chart of collaborative story writing.

Activity 6 - Who am I?

15 minutes

Aim: Familiarise the character in the fable through 'Hot Seat'

Language Focus: ensures reading through hot seat technique.

TLM: Paper hat

Learners sit in a semi-circle. The teacher places a chair and sits facing them.

Teacher wears a paper hat and tells the learner, 'I am a voyager who explores new lands and worlds. I am very sad. Can you guess why I am sad?'

Teacher sets a rule that they can ask 'Yes/No' questions only.

Now, learners ask questions to the teacher.

Later teacher asks them: "Do you want to know my story?"

If so take Page No. 37 and read 'Aesop's Fables'.

Teacher also asks them to find the moral of the story and write it on Page No. 38.

Assessment: To what extent the learners comprehend the fable and finds out the moral/ message of the story.

Feedback: Teacher constantly reminds the learner to stick on to Yes/No questions.

Activity 7 - Arrange the Story

20 minutes

Aim: Develops the ability to listen and comprehend a story.

Language Focus: To hear a story and visualize it.

TLM: Cut outs of lion and fox

Teacher exhibits the video of the story "Keep your Eyes Open". Teacher presents the story 'Keep your Eyes Open' using the cut outs with proper stress and intonation and facial expressions.

Teacher initiates a discussion by asking some questions.

Why was the lion unable to kill any prey for his food?

What was the idea that struck the lion?

The lion decided to lay down inside the

Who came to visit the lion one day?

Who called the lion from outside?

"I would love to come in sir! But I see all the foot prints as going into your cave, but none as coming out", Who said to whom?

Through discussion, teacher sequences the events in the story and makes them understand elements of the story, its beginning, development, climax and the end. Teacher directs them to Page No. 39.

Assessment: Assess the ability of the learner to listen, comprehend and arrange the story in the order of occurrence.

Feedback: Teacher quotes the response of learners, refines if needed and directs them to the thread of the story.

Activity 8 - Collaborative Story Writing

20 minutes

Aim: To develop the skill of writing a story

Language Focus: Participates in a discussion and writes creatively.

TLM: Chart

Teacher divides the class into five groups.

Teacher asks the learners to develop their own story by choosing suitable answers to the questions given on Page No. 41.

After completing the story, teacher asks the learners to present their stories.

Teacher reads the story from Handbook Page No. 98 "Jane and the Bear"

Teacher pastes a chart and asks the learners to come and write the correct answers of Activity 3 given on Page No. 41 of Coursebook. The group takes their turn (first group comes first.... likewise) to complete the story. Teacher asks the learners to provide a suitable title and write the story in Page No. 42 of Coursebook.

Assessment: Assess learners ability to participate in a discussion, mapping ideas, creative thinking in writing process.

Feedback: Teacher appreciates the learners.

THE OWL AND THE PUSSY CAT

Activity 9 - Who is That?

10 minutes

Aim: Identify the person who makes the sound

Language Focus: Listen to the instructions.

Learners stand in a circle.

When the teacher says 'Go' all the learners in the circle move rightwards clapping in a rhythm. When the teacher says 'Stop', all of them stop. During their movement they can sing a song. This can be repeated.

One learner is invited to the middle. The learner in the middle is blind folded. A child from the circle makes the sound of an animal / bird and the blind folded child has to guess who made the sound of animal/ bird.

If the guess is right, the student gets 5 points.

The game can be continued with other learners.

Assessment: Can the learners comprehend and perform the instructions given by the teacher?

Feedback: Appreciation and modelling by the teacher if needed.

Activity 10 - Picture Interaction

15 minutes

Aim: Read the picture and guess**Language Focus:** Make predictions using sentences.**TLM:** Page 45 of Coursebook

Shows the picture on Page 45, interacts with learners asking questions like:

- a) Who are the characters?
- b) Are they friends?
- c) Where are they going? Why?
- d) How do they go?
- e) What is in their boat?

Assessment: Whether the learners are able to make good predictions and express it meaningfully.**Feedback:** Praise those who are doing well.**Activity 11 - Object Interaction**

20 minutes

Aim: Appreciation of the poem.**Language Focus:** Listen, comprehend and identify words/phrase of a song.**TLM:** Page 46 of Coursebook, images of a cat, owl, pig and a ring.

Plays the audio of the poem or reads the poem loudly to the class.

Display the pictures or masks of cat, owl, pig, ring and asks relevant questions related to each image.

Teacher poses the following questions and elicit responses.

1. Where did the owl and the pussy cat go?

(Exhibits both owl and the pussy cat)

2. What did they take with them?
3. How do the characters in the poem behave? (as animals or as human beings)
4. What did the owl do: a) to express his love? b) To emphasis it?
5. How long did the Owl and the Pussy cat sail?

6. Where did they sail to? Why?
7. How much did they pay for the ring?
8. Identify the expression which suggests that the poem has a happy ending.

Assessment: Whether the learners are able to make good predictions and express it meaningfully.

Feedback: Praise those who are doing well.

Activity 12 - Mapping the Events

45 minutes

Aim: Enable learners to write a narrative version.

Language Focus: Improve the ability to comprehend

TLM: Charts, crayons, Coursebook

Asks the learners to remain in groups.

Distributes charts for each group.

Make them design a map of the journey using the expressions and pictures wherever necessary.

Let them note down the important words/expressions from the poem.

With the help of these words/expressions, let them prepare a narrative version of the poem in groups.

Asks them to present a narrative version of the poem.

Assessment: Whether the learners are able to design the map and express their ideas using the pictures and expressions on the map?

Feedback: Editing wherever necessary.

Activity 13 - Read Aloud**20 minutes**

Aim: Internalise the poem.

Language Focus: Read with proper pace volume and accuracy.

TLM: Coursebook

Divides the class into 4 groups as cat, pig, owl and narrator.

Asks the learners to read their part loudly with proper facial expressions.

Give two minutes for preparation. When one group presents, other groups assess their performance and gives feedback.

Assessment: Identify the ability of learners to read effectively.

Feedback: Appreciate the group's presentation.

Activity 14 - Make up Words**15 minutes**

Aim: Identify repeated words and made up words.

Language Focus: Make the learners pick out the repeated words and made up words.

TLM: Page 47 of Coursebook

Ask the learners to listen to the audio of the poem.

Identify the use of repetition and made up words.

Ask to write them separately in the column provided in their Coursebook.

Random presentation.

Assessment: Whether the learners are able to identify the use of repetition and made up words.

Feedback: Appreciates the learners.

Activity 15 - Limerick

25 minutes

Aim: Make them create new poems.

Language Focus: Identify and form poems using rhythmic words.

TLM: Page 47 and 48 of Coursebook.

Ask the learners to sit in three groups.

Ask them to take Page No. 48.

Give them chance to write four more lines to the given lines.

Asks the groups to present the lines they have written on a chart paper and display it to the whole class.

Sing the song rhythmically in the class (group).

Assessment: Learners are able to create new limerick using repetition, made up words and internal rhyme.

Feedback: Praise the group activity.

Activity 16 - Choreography

30 minutes

Aim: Internalise the poem.

Language Focus: Comprehend and perform accordingly.

TLM: Masks of owl, pig, cat properties like ring and guitar

Divide the class into 3 groups. Make the learners choreograph the poem. Allot time for preparation. Presentation of the poem by each group.

Assessment: Learners are able to visualise the poem and perform.

Feedback: Appreciation after each performance and suggestions if needed.

Evidence of learning in the classroom: Chart with limericks

THE SONG OF SONGS

Activity 17 - Charades

30 minutes

Aim: Act out, predict and familiarize the names of musical instruments.

Language Focus: Read and act out a word or a phrase as a new vocabulary item.

TLM: Lots with the name of musical instruments.

Teacher divides the class into two groups. One of the learners from the first group takes a lot (Name of musical instruments - violin, flute, guitar, piano, saxophone, trumpet, tabala, Mridangam, chenda etc...) from the box and hands it over to one in the second group. She/he acts out the word without speaking. First group has to guess the name of that instrument within two minutes. A member from the second group takes a lot and hands it over to anyone in the first group. Thus the game continues.

Assessment: Assess the ability to read, comprehend and act out.

Feedback: Compliments the good presentations.

Activity 18 - Match... Match...

30 minutes

Aim: To find out the relevant matching word from a group

Language Focus: Read, comprehend and match the words.

TLM: Lots with the name of musical instruments and its players.

Learners stand in a circle. Teacher places two boxes in the centre of the circle. Box one contains lots with the name of musical instruments (violin, flute, guitar, piano, saxophone, trumpet, cello etc...) Second box contains the lots of one who plays it. (Violinist, flutist, guitarist, pianist, saxophonist, trumpeter, cellist etc...)

One of the learners takes a lot from each box. He reads out the words. If it matches (for example: violin-violinist) let all the learners clap and that learner can take the lots with him.

If not, learners say 'better luck next time'. The one who took the lots put it back in the boxes and the next learner continues the game. The game continues till the lots are finished.

Activity 19 - Read and Predict**30 minutes**

Aim: Read the picture and guess - where, what and who of the picture.

Language Focus: extract the meaning by reading the picture and make predictions through simple responses.

TLM: The picture on page number 49 of the Coursebook.

Teacher exhibits the picture on page number 49 of the Coursebook on a big screen and asks the following questions.

How many people are there in the picture?

Who is the person sitting under the tree?

What is in his hand?

What is he doing?

Who is the person with a sword?

Who is the person sitting on the floor?

Why is he sitting there?

Where is the location?

Assessment: To assess the ability of learners to read a picture and predict what, who and where about the picture.

Feedback: Pose the question, wait for their predictions, but do not term it right or wrong at this stage. Encourage all their predictions.

Activity 18 - Story Narration**20 minutes**

Aim: To listen and comprehend the story narrated by the teacher.

Language Focus: Learners listen to the story, understand the meaning of the words/ phrases/sentences from the context and role play it.

TLM: Coursebook

Teacher says, 'Learners... you have already predicted the picture. Let's see whether your predictions are true or not.' Teacher reads the text ('The song of songs'- Slowly, gently.....humble lover of music Page 49 and 50 of the Coursebook) with proper stress, intonation and pause. Let the children listen to the teacher without opening their Coursebook.

Assessment: Whether I could narrate the story with proper stress, intonation, gestures and pause.

Feedback: Teacher reads it again if needed.

Activity 19 - I am the Reader

30 minutes

Aim: To read and comprehend the text individually.

Language Focus: Learners read the story and answer the questions individually.

TLM: Coursebook.

Teacher asks the learners to read the story 'The Song of Songs' (Slowly, gently..... humble lover of music - Page number 49 and 50 of the Coursebook.)

While the learners are reading, teacher asks comprehension questions individually to enhance their reading.

Assessment: Whether all the learners can comprehend the story?

Feedback: Teacher appreciates and encourages them to read the rest of the story.

Activity 20 - Read and Play

40 minutes

Aim: To read, comprehend and perform role play.

Language Focus: Learners comprehend the story and present it in the form of role-play.

TLM: Coursebook

Learners sit in pair groups.

Assign one learner as the Emperor and the other Tansen.

They practice the conversation.

Teacher asks selected pairs to present the story in the form of role-play.

Assessment: Whether the learners could present the dialogues with correct pronunciation, stress and intonation?

Feedback : Teacher appreciates good presentation.

Activity 21 - Question Time**30 minutes**

Aim: Comprehend the passage and answer the questions.

Language Focus: Make learners pose questions and answer it correctly.

TLM: Questions given in the Coursebook.

Teacher divides the class into five groups.

Asks each group to take lots (1 to 5).

The group finds the answers of the questions written in the lot.

They present the answers one by one.

Assessment: Checks the ability of the learners to make questions and answer it.

Feedback: Teacher can help the learners to answer the questions.

Activity 22 - Chain Reading**30 minutes**

Aim: To read loudly by understanding the meaning.

Language Focus: Learners read loudly with proper stress, intonation and pause.

Learners stand in a circle.

Teacher asks the first learner to read a sentence from 'Sant Haridas was a man reach those heights', on Page 50 of the Coursebook.

The learner standing on his right should read the next sentence.

The student on the next right reads the third sentence. The reading continues. (Chain reading)

Assessment: Whether learners can read with proper stress, intonation and pause.

Feedback: Give suggestions to improve reading.

READING ALOUD

	Need improvement	Satisfactory	Good	Excellent
Phrasing	Reads primarily word by word.	Reads primarily in two-word phrases with some three- or four-word groupings.	Reads primarily in three or four word phrase groups.	Reads primarily in large, meaningful phrase groups.
Expression and volume	Reads in a quiet voice as if to get words out. The reading does not sound natural	Reads in a quiet flat voice.	Reads with volume and sometimes with expression.	Reads with varied volume and expression matching the interpretation of the passage.
Pacing	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Activity 23 - Give me the Word

30 minutes

Aim: To recall the already learned word from the story.

Language Focus: Learners memorise and reproduce the words that they have already familiarized.

TLM: Coursebook

Learners remain with their books closed.

The teacher reads the story and pauses at different intervals.

The learners recall the next word from his memory and say out loudly.

Assessment: Identifies the children with good memory and recalling capacity.

Feedback: Appreciates the learners with good memory and recalling capacity.

Activity 24 - Reader's Theatre**30 minutes**

Aim: Read a story with proper stress, intonation, pronunciation and pause.

Language Focus: Learners read loudly with all the features of reading.

TLM: Coursebook

Teacher reads the story ('SantHaridas was a man reach those heights' on page number 50 of the Coursebook.)

Let the children keep their text open and ask them to go through the text while the teacher is reading.

Learners are divided into five groups. They practice reading and present it in the form of reader's theatre.

Assessment: Whether the learners can read with all the features of reading a text.

Feedback: Teacher explains the strategy of presenting a story in the form of reader's theatre. (Assigning the characters - King, SantHaridas, Tansen, narrators)

Activity 25 - Answer me...**30 minutes**

Aim: To read, comprehend and answer the questions

Language Focus: Learners read the questions related to the story and answer it.

TLM: Coursebook, Box with lots (Textbook side questions from 6 to 10)

Teacher places a box with lots containing side questions in the course book (Questions from 6 to 10). One question is written in each lot. Learners are divided into five groups.

One of the learners from group one takes a lot and asks the question to remaining groups.

The team that says 'Hurray!!' first will get the chance to answer the question. 10 points will be awarded for the correct answer. The question will be passed if the answer is wrong.

The game continues by giving chance for the next team to take the lot.

Assessment: Assess the comprehension skill of the learners.

Feedback: The teacher should provide ample opportunities to all teams.

Activity 26 - Who is Ramu?**30 minutes**

Aim: To familiarize the character sketch.

Language Focus: Children understand the specialities of a character sketch by reading a sample.

TLM: Chart with character sketch (Page number 51 of the Coursebook)

Teacher exhibits the sample character sketch (Page No. 51 of the Coursebook) on a chart or on a big screen.

- Ramu is a twelve year old boy.
- He is tall and lean.
- He is always sleepy and people make fun of him but he is honest.
- He likes listening to music but he doesn't like sports.
- Ramu is a weakling and he is looked down upon by others.
- He becomes brave after an encounter with a tiger.
- I think he deserves to be treated with respect.

Teacher asks the following questions

- ϕ How old is the boy?
- ϕ What is his personal strength?
- ϕ What is his weakness?
- ϕ What are his likes?
- ϕ What are his dislikes?
- ϕ What was his personality in the beginning?
- ϕ What change happened in his personality after an encounter with the tiger?
- ϕ What's your opinion about the boy?

(The teacher elicits responses.)

Assessment: Can the learners answer the questions by reading the character sketch?

Feedback: appreciate the learners when they respond correctly.

Evidence of learning in the classroom: Chart with character sketch.

Activity 27 - Find the Meaning**15 minutes**

Aim: To find out the meaning of words with the help of a dictionary.

Language Focus: Children find out the meaning of words using dictionary.

TLM: Dictionaries, Lots of words in a box, and chart.

Teacher exhibits five charts with the group name written.

Word	Meaning

Learners are divided into five groups.

Each group picks out 7 lots from the box.

They find out the meaning of the words with the help of dictionaries which have been provided.

Learners rush to their respective chart and write the word and its meaning. The team who completes their chart first will be the winner.

After the game, leader of each group will come and read out the words and their meaning.

Assessment: Whether the learners are able to use dictionary properly to find out the meaning of words?

Feedback: Teacher encourages and appreciates the children.

Activity 28 - Character Sketch**30 minutes**

Aim: Write the character sketch.

Language Focus: Learners understand the specialties of a character sketch and write it.

TLM: Chart with words and meanings written in the previous activity and Coursebook.

Learners write the character sketch of their friend with the help of the hints and words that they have already familiarized in the previous activities.

Assessment: Whether the learners are able to prepare a character sketch of a person with all the features?

Feedback: Teacher gives suggestions to improve writing.

RUBRICS FOR WRITING A CHARACTER SKETCH

	Excellent	Good	Satisfactory	Need Improvement
Introduction of the character	Introduction and generalizations about character	Introduction is present; includes generalizations about character	Introduction includes some generalizations about character.	No introduction; No generalizations about character
Description of character	Successfully goes in-depth with description; clearly covers all aspects of character.	Goes in-depth with description; covers all aspects of character	Includes some description; covers some aspects of character	No in-depth description; does not cover all aspects of character
Supporting evidences	Contains rich details that substantiate the features. Clearly elaborates an insight	Contains details that substantiate the features. Elaborates an insight	Contains some details; Attempts to elaborate an insight	Contains no details.No elaboration.
Use of Language	No errors. Demonstrates excellent sentence and vocabulary variety.	No errors. Demonstrates adequate sentence and vocabulary variety.	Minor errors in sentences. Demonstrates repetitive use of sentence structure and vocabulary.	Demonstrates poor use of language and generates confusion.
Writing conventions	Correct punctuation, and spelling	Correct punctuation, and spelling	Contains some errors in punctuation, and spelling	Contains many errors punctuation, and spelling

Activity 29 - Character Sketch of Tansen**30 minutes**

Aim: To write the character sketch.

Language Focus: Children understand the specialties of a character sketch and write it.

TLM: Coursebook (Page number 49-50, 'The Song of Songs' - Hints on Page No. 52) and Chart.

Learners discuss the hints on Page 52 of the Coursebook in groups with the help of a dictionary. They stand in two lines facing each other and 'think aloud' (learners air their comments and opinions loudly) their comments and opinions about the character, Tansen. Teacher notes down the main comments and opinions on a chart. Learners sequences and writes the character sketch of Tansen with the help of the chart by following the process of writing.

- Process of writing.
- Individual writing
- Sharing of ideas in groups and group refinement
- Group wise presentation
- Teacher's version
- Editing
- Self-assessment

Assessment: Assess the ability to prepare a character sketch of a person.

Feedback: Teacher can help the learners to find out the meaning of the words (Page 52 CB) and choose the correct word.

Expected writings in learners' notebook

1. Character sketch of their friend.
2. Character sketch of Tansen.

Activity 30 - Supply the Dialogue

15 minutes

Aim: Supply the dialogue from the story.

Language Focus: Learners read, find out the dialogues and supply wherever necessary.

TLM: Coursebook.

Teacher invites the learners to read the story 'The Song of Songs' (whole story).

Learners are then asked to supply the dialogue that happens in the story.

The teacher reads the story and pauses when the dialogues occur.

Let the learners tell the dialogues (one at a time).

The teacher can give hints whenever needed.

Complete the story with dialogues.

Assessment: Whether the learners are able to supply the dialogues wherever necessary?

Feedback: Teacher gives suggestions for improving.

Activity 31 - Let's play... 'A Play'

90 minutes

Aim: Write a script and perform one act play.

Language Focus: Children learn to change a story to a script leading to a play.

TLM: Properties for enacting the play.

Learners are divided into three groups. They write a script and present the story, 'The Song of Songs' in the form of a play.

Each group prepares the properties, required for the play. After assigning the characters and rehearsal, they perform the play.

When one group presents, other groups assess their performance using the following indicators and gives their feedback after each play.

Sl. No.	Indicators	Group 1	Group 2	Group 3
1	Dialogue presentation (20 marks)			
2	Expression and body language (10 marks)			
3	Use of costumes and properties (10 marks)			
4	Stage sense (10 marks)			
Total (50 marks)				

Feedback: Feedback: Teacher can ask the learners to go through the sample script (Activity 2(a) - Page 53 Coursebook) before writing the script. Teacher can also make use of activities such as 'Invent the dialogue', and 'Supply the dialogue' before writing the script.

Expected writing in learner's notebook: Script of one act play

Activity 32 - Let's Prepare a Diary

90 minutes

Aim: To equip the learner to write a personal diary.

Language Focus: Learners understand the features of a diary entry and write the same.

TLM: Copies of different types of diaries. [Ann Frank's Diary (H.B. Page: 116), Diary entries 3(a) and 3(b) in Coursebook - Page No. 54 and 55], Chart.

Learners go through the diary entries exhibited by the teacher in the chart. [Ann Frank's diary (H.B Page 116) and diary entries 3(a), 3(b) in Coursebook - Page No. 54 and 55. Teacher initiates a discussion on the important elements of a diary entry using the diary entry 3(a) in Page No. 54 and the questions which follows.

Learners read the diary entry of Samuel Pepy (Page No. 55 of the CB) and complete the table that follows the diary entry.

After the discussion, learners are asked to write the likely diary entry that Tansen would make after returning home.

Assessment: Whether learners could write the diary by including all the elements of writing a personal diary?

Expected writing in learner's notebook: Diary entry of Tansen.

WRITING DIARY

	Excellent	Good	Satisfactory	Need improvement
Organisation	Follows a logical sequence.	Has logical sequence	Sequencing not logical.	Random entry. No order.
Language	Good language. Clever use of broken expressions.	Good language. Attempts broken expressions.	Language shows errors. No broken expressions.	Frequent errors in language.
Emotion and point of view	Writer's feelings regarding the events are explicit.	Feelings of the writer regarding the events are seen.	Attempts to express the feelings.	No expression of feelings.

APPENDIX

1. THE FOX AND THE GOAT

A fox one day fell into a deep well and could find no means of escape. A Goat, overcome with thirst, came to the same well, and seeing the Fox, inquired if the water was good. Concealing his sad plight under a merry guise, the Fox indulged in a lavish praise of the water, saying it was excellent beyond measure, and encouraging him to descend. The Goat, mindful only of his thirst, thoughtlessly jumped down, but just as he drank, the Fox informed him of the difficulty they were both in and suggested a scheme for their common escape. "If," said he, "you will place your forefeet upon the wall and bend your head, I will run up your back and escape, and will help you out afterwards." The Goat readily assented and the Fox leaped upon his back. Steadying himself with the Goat's horns, he safely reached the mouth of the well and made off as fast as he could. When the Goat upbraided him for breaking his promise, he turned around and cried out, "You foolish old fellow! If you had as many brains in your head as you have hairs in your beard, you would never have gone down before you had inspected the way up, nor have exposed yourself to dangers from which you had no means of escape."

2. THE FATHER AND HIS SONS

A father had a family of sons who were perpetually quarreling among themselves. When he failed to heal their disputes by his exhortations, he determined to give them a practical illustration of the evils of disunion; and for this purpose he one day told them to bring him a bundle of sticks. When they had done so, he placed the faggot into the hands of each of them in succession, and ordered them to break it in pieces. They tried with all their strength, and were not able to do it. He next opened the faggot, took the sticks separately, one by one, and again put them into his sons' hands, upon which they broke them easily. He then addressed them in these words: "My sons, if you are of one mind, and unite to assist each other, you will be as this faggot, uninjured by all the attempts of your enemies; but if you are divided among yourselves, you will be broken as easily as these sticks."

3. THE FOX AND THE LION

When first the Fox saw the Lion he was terribly frightened, and ran away and hid himself in the wood. Next time however he came near the King of Beasts he Stopped at a safe distance and watched him pass by. The third time they came near one another the Fox went straight up to the Lion and passed the time of day with him, asking him how his family

were, and when he should have the pleasure of seeing him again; then turning his tail, he parted from the Lion without much ceremony.

Familiarity breeds contempt.

4. THE LION AND THE THREE BULLS

Three bulls for a long time pastured together. A Lion lay in ambush in the hope of making them his prey, but was afraid to attack them while they kept together. Having at last by guileful speeches succeeded in separating them, he attacked them without fear as they fed alone, and feasted on them one by one at his own leisure.

5. MERCURY AND THE WORKMAN

A workman cutting wood by the side of a river, let his axe drop - by accident into a deep pool. Being thus deprived of the means of his livelihood, he sat down on the bank and lamented his hard fate. Mercury appeared and demanded the cause of his tears. After he told him his misfortune, Mercury plunged into the stream, and, bringing up a golden axe, inquired if that were the one he had lost. On his saying that it was not his, Mercury disappeared beneath the water a second time, returned with a silver axe in his hand, and again asked the Workman if it were his. When the Workman said it was not, he dived into the pool for the third time and brought up the axe that had been lost. The Workman claimed it and expressed his joy at its recovery. Mercury, pleased with his honesty, gave him the golden and silver axes in addition to his own. The Workman, on his return to his house, related to his companions all that had happened. One of them at once resolved to try and secure the same good fortune for himself. He ran to the river and threw his axe on purpose into the pool at the same place, and sat down on the bank to weep. Mercury appeared to him just as he hoped he would; and having learned the cause of his grief, plunged into the stream and brought up a golden axe, inquiring if he had lost it. The Workman seized it greedily, and declared that truly it was the very same axe that he had lost. Mercury, displeased at his knavery, not only took away the golden axe, but refused to recover for him the axe he had thrown into the pool.

6. THE FOX AND GRAPES

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch.

"Just the thing to quench my thirst," he thought.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

7. THE CROW AND THE PITCHER

In a spell of dry weather, when the Birds could find very little to drink, a thirsty Crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the Crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

8. THE FOX AND THE MONKEY

At a great meeting of the Animals, who had gathered to elect a new ruler, the Monkey was asked to dance. This he did so well, with a thousand funny capers and grimaces, that the Animals were carried entirely off their feet with enthusiasm, and then and there, elected him their king.

The Fox did not vote for the Monkey and was much disgusted with the Animals for electing so unworthy a ruler.

One day he found a trap with a bit of meat in it. Hurrying to King Monkey, he told him he had found a rich treasure, which he had not touched because it belonged by right to his majesty the Monkey.

The greedy Monkey followed the Fox to the trap. As soon as he saw the meat he grasped eagerly for it, only to find himself held fast in the trap. The Fox stood off and laughed.

"You pretend to be our king," he said, "and cannot even take care of yourself!"

Shortly after that, another election among the Animals was held.

9. AKHILA AND GEETHA

One day Akila and Geetha were on their way to write an important exam and were waiting at the bus stop. All the buses were crowded but since they had to reach the examination hall on time. Akila insisted that they travel by one of the buses. Geetha was

not interested. She kept insisting that a less crowded bus would come along and that they should wait for one since they had a lot of time. Geetha wanted to travel by a bus which offered them seats to sit. Akila was uneasy since she knew that with the passage of time buses could only get more crowded. She tried to reason it out with Geetha who refused to listen. Akila was angry with Geetha and decided to board the bus that came next. She did not want to be late for the exam. Because of her timely decision, Akila took a bus which was crowded and reached the exam-hall in time. She wrote the exam with peace of mind. She came out in flying colour. Geetha waited for the next half an hour but there was no sign of the bus that she wanted to take. She was getting anxious as she realized that a lot of time had elapsed. Finally a bus arrived but it was so crowded that Geetha could not even get in. Geetha realized her foolishness. But it was too late and she had to finally catch a taxi to travel to her destination. She not only lost valuable money by spending more but also lost out on precious time by landing up late for her exam. Because of coming late to the exam-hall, Geetha did not write her exam with a peace of mind. She was nervous and tense through out the exam. Although she went through the exam with the minimum marks, she was not happy with her performance in that particular exam.

Akila on the other hand had reached on time and was able to write her exam well.

10. AN APPLE A DAY KEEPS THE DOCTOR AWAY

Anny and Kathy were twins. They play together, eat together, and sleep together. One day, when they were gardening, Kathy was badly hurt. Anny rushed to her aid. She called their mom to help and took Kathy inside.

Kathy was crying in pain. After giving her first aid, their father told them that Kathy would need a tetanus injection.

Shocked Kathy ran to the kitchen and came back holding something in her hand. All were surprised at her behavior. Kathy told she took an apple from the refrigerator. She added that, 'Yesterday we were taught that eating an apple keeps doctors away. That's why I took this apple, so that doctors will stay away from me, and will not inject me.' Saying that she ate the apple!

Her Mom and Dad burst out into laughter! While Anny looked confused, Kathy heaved a sigh of relief, thinking that she may not require an injection.