Notes for the Teacher

General

- Learning a language means using it for a wide variety of purposes. Language is best acquired when attention is focused on meaning, not on form.
- Words and phrases not closely related to objects and action remain empty and lifeless to young learners. Language comes alive when presented in meaning-making contexts.
- Words/phrases that are used to accomplish many useful purposes follow a certain system inherent in the language itself.
- Learners become familiar with the system through continuous exposure to the language in meaning-focused situations.
- Interaction, discussion and sharing of ideas among learners provide opportunities that elicit 'real' information about them and their experiences and opinions.
- Encourage learners to work in pairs and small groups and let them go beyond the textbook by providing a variety of language inputs for spontaneous and natural use of language.
- Build on the exercises given in the textbook and design more tasks/ activities in keeping with learners' interests, needs and surroundings. Employ free-response exercises (with more than one possible response).
- Promote reading habits through story reading (not merely teaching stories as texts), story retelling, choral reading, shared reading, etc.
- Create class libraries for exchange of books and shared reading. The library may also move with children to the next higher class.
- Poems need not be taught line by line, word by word. You may give a model reading but let every child read the poem on her/his own to feel the richness of language, rhythm and music of words. Exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items.

- Encourage learners to tell new stories, narrate anecdotes, compose short poems in English or their own language, talk about pictures, illustrations in the book and cartoons in newspapers/magazines. Don't get anxious about the errors they will make. Constant exposure, practice and correction in the form of feedback will help them improve themselves by and by.
- Every page has a column for words and meanings. Encourage children to write down other words they find difficult, along with their meanings, in this column.
- Introduce advertisement as a genre by introducing advertisements on social concerns, such as, educating the girl child, environment protection.

UNITS 1–3

1. Who Did Patrick's Homework?



- Magical Realism — there is no magic here, only make-believe. It's Patrick's own inspiration personified. He does his homework himself. Self-help is the best help.
- Children will be keenly interested to talk about homework, and whether they like or don't like it. Discussion may take place in small groups before the entire class is engaged in arriving at a set of common points. Teacher to monitor and moderate the discussion.
- Discussion about homework may be enlivened by taking a close look at the cartoon under 'Speaking.'
- Comprehension questions to be taken up orally before well formulated answers are put down on paper.
- Crossword puzzle to be attempted by learners independently. Provide additional clues, if necessary.

A House, A Home

- Draw children's attention to the following:
  - There is no place like *home*
  - Charity begins at *home*

- The difference between 'home' and 'house' may be exemplified by using 'house' or 'home' appropriately to fill the blanks.

  (i) He lives in a rented _____

  (ii) Rana worked in Singapore for five years. Then he returned _____

  (iii) _____ is where the heart is.

  (iv) The red _____ in front of us belongs to Mr Lal.

2. How the Dog Found Himself a New Master!



- Folk tale — folk tales are popular stories passed on generally in spoken form from one generation to the next.
- Tell the story before asking children to read the text.
- Divide it into three or four parts, each part ending where the listener wonders what comes next.
- 'Wordsearch' clues to be explained at length before it is attempted. All 'hidden' words are adjectives. Another 'wordsearch' for nouns or verbs can easily be prepared in class.
- Under 'Working with Language' items B and C will lend themselves to formation of connected sentences.
  - *There was once a peasant who owned a flock of sheep. He loved his sheep like members of the family.*
  - *What would you prefer — a bunch of flowers or a story book? Remember, tomorrow is your birthday.*
  - *Cruelty to animals is a sin. Stop it by all means.*
  - *Kindness doesn't cost anything. Why are people not kind to one another?*

The Kite

- Let children cull out pairs of rhyming words, additionally. They may also pick up other words like 'kite' 'breeze' 'dive', etc. and form new pairs.
- Ask children to look for words that are associated with a bird — 'tail', for example.
- Words of action can be emphasised by lingering a little on *dive, dip, soars, climbs and flaps*.
- After a few readings, children will become familiar with words/ phrases. Ask for volunteers to recite the poem with appropriate gestures.
- 'Kite making' is a productive activity. Ensure its performance by involving groups of children and helping them put the materials into shape. Invite the art/craft teacher to join in. Words and action to go together in the activity.

3. Taro's Reward



- Asian values, a hint of magic
- While telling the story, draw children's attention to situations in which they can see themselves.
- Elicit their comments on, and reactions to, hard work, sincerity, care and respect for the elderly, especially one's parents.
- Let learners read and re-read relevant portions of the text to answer comprehension questions.
- In 'Working with Language', give them enough time and let them work together, discuss and arrive at appropriate responses to the items.
- There is a tongue-twister in the Speaking activity. This is sure to interest every child. You may find more tongue-twisters, or ask children to collect more including some in their own language. This may be taken up as a group project.

Here is one tongue-twister for you:

She sells sea-shells on the sea shore,
The shells she sells are sea-shells, I'm sure,
For if she sells sea-shells on the sea shore,
Then I'm sure she sells sea-shore shells.

The Quarrel

- Discuss the points provided at the beginning of the poem.
- After reading and re-reading of the text and completion of exercises, try the following activity.

  Ask children to rearrange the lines below (write them on the blackboard first) so that it reads like a poem. The first line is the opening line.

  I quarrelled with my brother.
  The only one I have, no other.
  Was there a fight?
  What was the quarrel about?
  No, he was actually right.
  Which one?
  I don't remember, but we fell out.

- Draw their attention to the rhyming words in rearranging lines.
- Can they re-do the second stanza in the same way? Encourage them to try it. Help them do it.

For the Teacher

Have a discussion in the class on the advertisement given below. Sensitise the learners towards cleanliness.



For the Students

Prepare a poster on cleanliness for your locality/school.
Work with your friend.
You may add a poem or picture...
Discuss in the class.

1

Before you read

***Discuss in class**: Do you like homework? Do you do it yourself, or do you get help? What homework do you usually have?*

Who Did Patrick's Homework?



1. PATRICK never did homework. "Too boring," he said. He played hockey and basketball and Nintendo instead. His teachers told him, "Patrick! Do your homework or you won't learn a thing." And it's true, sometimes he did feel like an ignoramus. But what could he do? He hated homework.
2. Then one day he found his cat playing with a little doll and he grabbed it away. To his surprise it wasn't a doll

Nintendo: a video game

ignoramus: an ignorant person, who lacks education



at all, but a man of the tiniest size. He had a little wool shirt with old-fashioned britches and a high tall hat much like a witch's. He yelled, "Save me! Don't give me back to that cat. I'll grant you a wish, I promise you that."

3. Patrick couldn't believe how lucky he was! Here was the answer to all of his problems. So he said, "Only if you do all my homework till the end of the semester, that's 35 days. If you do a good enough job, I could even get A's."

4. The little man's face wrinkled like a dishcloth thrown in the hamper. He kicked his legs and doubled his fists and he grimaced and scowled and pursed his lips, "Oh, am I cursed! But I'll do it."

britches: breeches, or short trousers. The writer here spells it, for fun, to rhyme with the word 'witch's'.

dishcloth: a cloth used for washing dishes

hamper: a basket with a lid

grimaced, scowled, pursed his lips: his face had these expressions, showing disgust, anger and disapproval

5. And true to his word, that little elf began to do Patrick's homework. Except there was one glitch. The elf didn't always know what to do and he needed help. "Help me! Help me!" he'd say. And Patrick would have to help — in whatever way.

"I don't know this word," the elf squeaked while reading Patrick's homework. "Get me a dictionary. No, what's even better, look up the word and sound it out by each letter."

6. When it came to maths, Patrick was out of luck. "What are times tables?" the elf shrieked. "We elves never need that.

glitch (an informal word): a fault in a machine that prevents it from working properly; here, hitch or problem

shrieked: gave a short, high-pitched cry



And addition and subtraction and division and fractions? Here, sit down beside me, you simply must guide me." Elves know nothing of human history, to them it's a mystery. So the little elf, already a shouter, just got louder. "Go to the library, I need books. More and more books. And you can help me read them too."

7. As a matter of fact, every day in every way that little elf was a nag! Patrick was working harder than ever and was it a drag! He was staying up nights, had never felt so weary, was going to school with his eyes puffed and bleary.

8. Finally, the last day of school arrived and the elf was free to go. As for homework, there was no more, so he quietly and slyly slipped out the back door.

9. Patrick got his A's; his classmates were amazed; his teachers smiled and were full of praise. And his parents? They wondered what had happened to Patrick. He was now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude.

10. You see, in the end, Patrick still thought he'd made that tiny man do all his homework. But I'll share a secret, just between you and me. It wasn't the elf; Patrick had done it himself!

CAROL MOORE

nag: one who troubles someone all the time by complaining or asking them to do something

drag (an informal word): something dull and uninteresting

slyly: secretively

kid (an informal word): a child

chores: work that must be done everyday, often boring

attitude: a feeling about someone or something

WORKING WITH THE TEXT

Answer the following questions. (Refer to that part of the text whose number is given against the question. This applies to the comprehension questions throughout the book.)

1. What did Patrick think his cat was playing with?
   What was it really? (2)
2. Why did the little man grant Patrick a wish? (2)
3. What was Patrick's wish? (3)
4. In what subjects did the little man need help, to do Patrick's homework? (5,6)
5. How did Patrick help him? (7)
6. Who do you think did Patrick's homework — the little man, or Patrick himself? Give reasons for your answer. (9, 10)

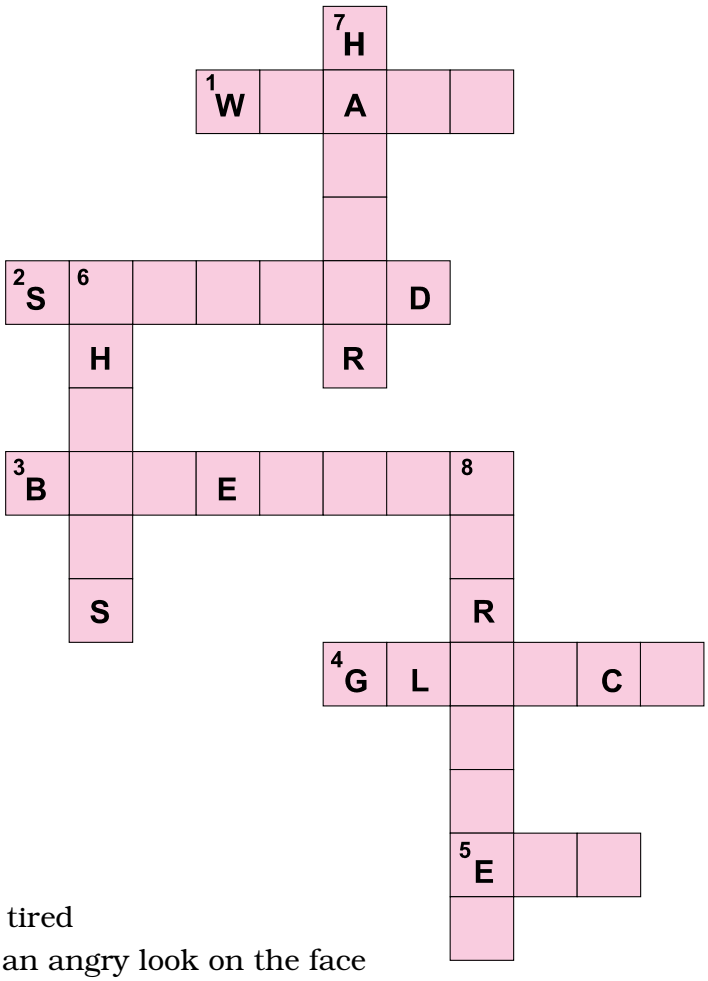
WORKING WITH LANGUAGE

A. Fill in the blanks in the sentences below with the words or phrases from the box. (You may not know the meaning of all the words. Look such words up in a dictionary, or ask your teacher.)

out of luck	mystery	true to his word	chores
semester	between you and me	look up	

1. Some people find household _____ a bore, but I like to help at home.
2. Who stole the diamond is still a _____ .
3. This _____ we are going to have a class exhibition.
4. _____, the elf began to help Patrick.
5. Can you _____ this word in the dictionary?
6. I started early to be on time, but I was _____. There was a traffic jam!
7. She says she's got a lot of books, but _____ I think most of them are borrowed.

B. Use the clues given below to complete this crossword puzzle.



Across

1. very tired
2. had an angry look on the face
3. short trousers
4. a fault in a machine that prevents it from working properly
5. a small and naughty boy-fairy

Down

6. work that must be done everyday, often boring
7. a basket with a lid
8. gave a short, high-pitched cry

SPEAKING

A. In the story Patrick does difficult things he hates to do, because the elf pretends he needs help. Have you ever done something difficult or frightening, by pretending about it in some way? Tell your classmates about it.

Or

Say what you feel about homework. (The words and phrases in the boxes may help you.) Do you think it is useful, even though you may not like it? Form pairs, and speak to each other.

For example:

You may say, "I am not fond of homework."

Your partner may reply, "But my sister helps me with my lessons at home, and that gives a boost to my marks."

(not) be fond of	(not) take to	(not) develop a liking for
(not) appeal to	(not) be keen on	(not) have a taste for

support	assist	with the aid of
help	be a boon	give a boost to

WRITING

A. This story has a lot of rhyming words, as a poem does. Can you write out some parts of it like a poem, so that the rhymes come at the end of separate lines?

For example:

Patrick never did homework. "Too boring," he said.
He played baseball and hockey and Nintendo instead.

B. Look at these sentences.

1. "Too boring," he said.
2. Cleaned his room, did his chores.

When we speak, we often leave out words that can easily be guessed. We do not do this when we write, unless we are trying to write as we speak (as in the story).

So, if we were to write carefully, we would say:

- "Homework is too boring," he said.
- He cleaned his room and did his chores.

C. Rewrite the following incomplete sentences carefully, so that the reader does not have to guess what is left out.

1. more and more books
2. too difficult
3. got up late, missed the bus
4. solved the mystery

D. Look at this cartoon by R.K.Laxman. Read the sentence given below the cartoon. Discuss the following questions with your partner.

- What is it about?
- Do you find it funny? If so, why?
- Do you think a cartoon is a serious drawing? Why or why not?



Get on with your homework — the sums, the composition, history, geography, chemistry, physics — and stop reading *The Laws Against Child Labour*!

A House, A Home

What is the difference between a house and a home? Discuss it with your partner. Then read the poem.

What is a house?
It's brick and stone
and wood that's hard.
Some window glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.

What is a home?
It's loving and family
and doing for others.
It's brothers and sisters
and fathers and mothers.
It's unselfish acts
and kindly sharing
and showing your loved ones
you're always caring.

LORRAINE M. HALLI

WORKING WITH THE POEM

1. Do you agree with what the poet says? Talk to your partner and complete these sentences.

   (i) A house is made of _____ .

   (ii) It has _____ .

   (iii) A home is made by _____ .

   (iv) It has _____ .

2. Now complete these sentences about your house and home.

   (i) My house is _____

   _____ .

   (ii) The best thing about my home is _____

   _____ .

Lengthy Process

"So, your son is still going to college," a man remarked to another. "What is he going to be when he finally graduates?" Replied the second: "Old".