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*****
APPENDIX–A

TSL Activities for developing Linguistic Skills and Creativity in Prose

Titles of the Prose:

i. Who Did Patrick’s Homework
ii. How the Dog Found Himself a New Master
iii. Taro’s Reward
### TSL Activity 1

**Learning Area:** Prose  
**Referred topic:** Who Did Patrick’s Homework  
**Focus:** Developing Listening & Speaking Skills  
**Mode:** Whole class  
**Teaching-learning technique:** Phonological Discrimination  
**Supportive materials:** Audio-Tape, Projector, & Slides  
**Proposed time:** 5 minutes

**Activity Procedure:** English is a language where letters and sounds are quite context-specific in nature. It means that the same letter is pronounced differently in different words or the same sound can be represented by different letters. In the present activity, students will be asked to listen to the recorded word-sets carefully and find out the odd member on the basis of their vowel-sound. For example, the vowel letter ‘u’ in the word-set -- ‘but, put, cut, and hut’, is not pronounced identically. Except ‘put’, rests are pronounced in the same manner. So the odd member is ‘put’ here in the given word-set on the basis of vowel-sound. At the end of this activity, the teacher will discuss the answer for better understanding. The recorded word-sets are given below.

<table>
<thead>
<tr>
<th>Word-Sets</th>
<th>Odd Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. so, do, go, know.</td>
<td>..................</td>
</tr>
<tr>
<td>2. man, cat, grab, hate.</td>
<td>..................</td>
</tr>
<tr>
<td>3. ball, doll, all, tall.</td>
<td>..................</td>
</tr>
<tr>
<td>4. kid, feel, did, lip.</td>
<td>..................</td>
</tr>
</tbody>
</table>

**Model Answers:** 1. do, 2. hate, 3. doll, 4. feel.

**Further Activity:** The teacher will give similar kind of activities to the students as homework. The word-sets given to find out odd members are -

1. look, book, room, cook.
2. britches, witches, glitches, breeches etc.

### TSL Activity 2

**Learning Area:** Prose  
**Referred topic:** Who Did Patrick’s Homework  
**Focus:** Developing Listening & Speaking Skills  
**Mode:** Whole class  
**Teaching-learning technique:** Phonological Discrimination  
**Supportive materials:** Audio-Tape, Projector, & Slides  
**Proposed time:** 5 minutes

**Activity Procedure:** When we convert a verb from present tense to past tense, we usually add /d/ or /ed/ to the verb which is pronounced in three different ways i.e. /t/, /d/, and /id/. For example, in the word played ‘ed’ is pronounced as /d/, in hated it is pronounced as /id/ and in ‘developed” it is pronounced as /t/. The students are asked to listen to the recording of the given words first and then classify the given words on the basis of the pronunciation of the past tense marker.  
**Recorded Words:** grabbed, yelled, kicked, grimaced, pursed, needed, squeaked, shrieked, scowled, arrived, slipped, amazed, wondered, happened.

<table>
<thead>
<tr>
<th>/-t/</th>
<th>/-d/</th>
<th>/-id/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Model Answers:** /-t/: grimaced, pursed, shrieked, squeaked, kicked, slipped  
/-d/: grabbed, yelled, arrived, amazed, smiled, wondered, happened  
/-id/: needed
Further Activity: The teacher will give some more words to the students like fashioned, smiled, cleaned etc. as an additional task at the end of the activity.

### TSL Activity 3

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>Who Did Patrick’s Homework</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Listening Skill</td>
</tr>
<tr>
<td>Mode:</td>
<td>Whole class</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Phonological Discrimination</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Audio-Tape, Projector, &amp; Slides</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: When we change a singular noun to plural noun, we usually add /s/ or /es/ to the given noun. These plural markers (i.e. /s/ or /es/) are pronounced in three different ways e.g. /s/, /z/, and /iz/. For example, when we add ‘s’ as a plural marker to the word ‘book’, it is pronounced as /s/; when we attach it to the word ‘dog’ it is pronounced as /z/; and in words such as ‘witches’ the plural marker ‘es’ is articulated as /iz/. Here, the students are asked to listen to the recording of the given words carefully first and then classify them on the basis of pronunciation of the plural marker.

**Recorded Words:** teachers, britches, problems, legs, fists, lips, nights, eyes, classmates, and parents.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>fists, nights, classmates, parents, lips</td>
<td>teachers, problems, legs, eyes</td>
<td>britches</td>
</tr>
</tbody>
</table>

Model Answers:

Further Activity: The teacher will ask the students to write down some plural words and then classify them on the basis of pronunciation of the plural marker as an additional task at the end of the activity.

### TSL Activity 4

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>Who Did Patrick’s Homework</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Speaking &amp; Writing Skills</td>
</tr>
<tr>
<td>Mode:</td>
<td>Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Question Answer</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Laptop, Projector, &amp; Slides</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will ask a few questions to the students after displaying some pictures on the screen of the projector in the classroom. Then the students will try to answer them looking at the pictures. For example, a picture of a cat sitting on the mat will be shown to the students first and then the teacher will ask question like ‘who is sitting on the mat?’ The students will reply that a cat is sitting on the mat. In the present activity, the students are instructed to answer many more picture-related questions as given below.

<table>
<thead>
<tr>
<th>1. What color is the cat?</th>
<th>2. Where is the rat sitting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Who has a grey cat?</td>
<td>4. Who has red hat?</td>
</tr>
</tbody>
</table>
Further Activity: Students will be asked to draw many more pictures and then prepare questions based on them.

TSL Activity 5

Learning Area: Prose
Referred topic: Who Did Patrick’s Homework
Focus: Developing Writing & Speaking Skills
Mode: Small group work
Teaching-learning technique: Collaborative Writing
Supportive materials: Paper, Pen, & Projector
Proposed time: 5 minutes

Activity Procedure: For this activity, the whole class will be divided into many small groups where each group is consisted of four pupils. Each group will be given topic to discuss and write about. For example, the topic ‘being regular in class is a good habit’ is given to every group. Then all the four members of every group will talk about the same topic one by one and then write it down. In the present activity, every group will be asked to write a dialogue on the advantages of doing home-work regularly. Then they will read it aloud in front of the teacher. The teacher will note every point that the students write and at the end the teacher will give suggestions to them. An exemplar dialogue is given below.

Exemplar dialogue:
Ashok: James, have you done your home-work?
James: Yes, I have. How about you?
Mohan: Yes, I have too. I do it regularly. When I finish my home-work, I feel comfortable.
Farina: That’s right. Moreover, we are not under pressure. We feel relaxed and happy.
Ashok: I agree. When I complete my home-work, I can sleep well.
James: And we feel more confident. We can answer our teacher’s questions.
Mohan: Then, we don’t have to burn mid-night oil.
Farina: Absolutely! We don’t have to stay up night. But if we share our home-work, we’ll benefit more.

Further Activity: Students will be asked to write a short paragraph on ‘examination’ as homework.

TSL Activity 6

Learning Area: Prose
Referred topic: Who Did Patrick’s Homework
Focus: Developing Reading & Speaking Skills
Mode: Individualized
Teaching-learning technique: Riddles
Supportive materials: Laptop, Projector, & Slides
Proposed time: 3 minutes

Activity Procedure: The students will be asked to read the given riddles carefully and select the appropriate answer for each riddle from the given words.

Riddles
1. Usually success comes after work. In my case, ‘success’ comes before ‘work’. Who am I?
2. People go to office to work. But, in my case, people return home to do me. Who am I?
3. You find me in a study-room. You find me in a math-book too, but here I have no back and legs. Who am I?
4. When you do this, number increases at random.
5. When you do this, number decreases at random.
6. When you do this, number decreases proportionately.

Given words: Home-work, problem-answer, addition, division, subtraction, math-table, dictionary

Further Activity: Teacher may ask them to prepare such riddles at home and show them to him/her.

TSL Activity 7

Learning Area: Prose
Referred topic: Who Did Patrick’s Homework
Focus: Developing Writing Skill
Mode: Individualized
Teaching-learning technique: Jumble Words
Supportive materials: Projector, & Slides
Proposed time: 5 minutes

Activity Procedure: A few jumbled words are given below with which the students are already familiar. Now they will try to re-arrange the letters of jumble words to get ‘meaningful’ words. For example, ‘s o b o k’ can be re-arranged as ‘b o o k s’ which is a meaningful word. In the same way students will be asked to try for the meaning of given jumble words.

Jumble words:
1. Recaeht
2. Emkrohwo
3. Smorbel
4. Ybilrar
5. Raynotiid

Model Answers: 1. teacher, 2. homework, 3. problems, 4. library, 5. dictionary.

Further Activity: The teacher will ask the students to write some more important words from the text and design an activity like this.

TSL Activity 8

Learning Area: Prose
Referred topic: Who Did Patrick’s Homework
Focus: Developing Writing Skill
Mode: Individualized
Teaching-learning technique: Word-Association
Supportive materials: Laptop, Projector, & Slides
Proposed time: 5 minutes

Activity Procedure: A few key words will be given to the students and they will be asked to write down the related/associated words. For example, for the given word ‘mathematics’, one can write associated words like table, division, addition, fraction, subtraction, sum etc. In the same way, they will write for the key-word ‘student’ in the present activity.

Model Answers: Student: school, home-work, classmates, teacher, class etc.

Further Activity: The teacher will give some other words to the students and ask them to write down their associated words.
TSL Activity 9

**Learning Area:** Prose  
**Referred topic:** Who Did Patrick’s Homework  
**Focus:** Developing Writing Skill  
**Mode:** Group work  
**Teaching-learning technique:** Cooperative Writing  
**Supportive materials:** Laptop, Projector, & Slides  
**Proposed time:** 5 minutes

**Activity Procedure:** The teacher will ask the students to work in groups of four. For this activity, each group is required to write a paragraph in around 50 words on ‘the school of their dream’. While writing the paragraph, these given points may be used/ highlighted by them.

**Given Points:**
i. School-building  
ii. types of teachers  
iii. types of students  
iv. types of activities that go inside and outside the classroom  
v. role of teacher and learner  
vi. the nature of classroom interaction  
vii. the types of test and examination etc.

**Model Answers:** The type of school I dream about should not be known only by the type of school building, rather it would be known by the type of relationship that the teacher and the student share. Teachers would be more like friends, philosophers and guides. The method of teaching learning would be based on the principle of activity based joyful learning.

**Further Activity:** The teacher will divide the class into two groups, and will advise one group to write down qualities of ‘a good teacher’ and the other group to jot down qualities of ‘an ideal student’.

---

TSL Activity 10

**Learning Area:** Prose  
**Referred topic:** Who Did Patrick’s Homework  
**Focus:** Developing Listening, Reading & Writing Skills  
**Mode:** Individualized  
**Teaching-learning technique:** Dictation  
**Supportive materials:** Pen, Paper, & Audio-Tape  
**Proposed time:** 5 minutes

**Activity Procedure:** These days dictation is done differently from how it was done in the past. Earlier it was used to test spelling; now it is used to test other aspects such as punctuation, grammar, listening and so on. The teacher will play a recorded cassette of the following passage and the students are required to write the same passage and read the written passage in front of all in the class. The teacher will evaluate the written and spoken passage by the students from various angels.

**Recorded passage:**
One day Rancho, a monkey, saw some children going into a school building. You know a monkey likes to do what he sees others doing. So Rancho went in with the children. They sat down in their chairs. Rancho too sat down with them. The children took out their books from their bags. Rancho saw a book lying near him and he picked it up. The children now turned over the pages of their books to read. Rancho too did the same. This made the children laugh. Just then the teacher came in the class. Rancho jumped out of the window and ran away.

**Further Activity:** The teacher will provide students a short paragraph containing a few spelling and grammatical errors. The students will be asked to rectify them.
Activity Procedure: The teacher will display a paragraph from the text (i.e. ‘Who Did Patrick’s Homework’) on the screen of a projector in the classroom and ask the students to write it in their copies in cursive handwriting. Then the teacher will check the copies of the students and give remarks at the end.

Given Paragraph:
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. (text taken from NCERT class VI English Textbook)

Further Activity: The teacher will ask the students to write two paragraphs from the textbook in cursive handwriting at home and get it checked next day in the class.

Activity Procedure: Transformation questions usually assess children’s ability to transform grammatical structures and understanding of grammatical forms. The teacher will display the given passage from the text (i.e. ‘Who Did Patrick’s Homework’) on the screen and will ask the students to convert it into present tense. One example is given here:

Patrick never did his homework. (main sentence)
Patrick never does his homework. (converted to present tense)

Model Answers: Patrick gets his A’s; his classmates are amazed; his teachers smile and are full of praise. And his parents? They wonder what has happened to Patrick. He is now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude.

Further Activity: The teacher will ask the students to convert two other paragraphs from the text (i.e. ‘Who Did Patrick’s Homework’) in present tense at home and get them checked next day in the class.
Part B: TSL Activities for developing Linguistic Creativity

TSL Activity 1

Learning Area: Prose  
Referred topic: Who Did Patrick’s Homework  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Contextualization  
Supportive materials: Slides, Projector, & Answer Sheet  
Proposed time: 5 minutes  

Activity Procedure: The teacher will ask the students to frame as many sentences as possible using the given words and write them in their answer sheets. For example, ‘book’ is a word and taking this ‘book’ as many as sentences can be framed – ‘Ram has many books at home’, ‘I love reading books’ and ‘Books are one’s best friend’ and so on.

<table>
<thead>
<tr>
<th>Words</th>
<th>Possible Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Dictionary</td>
<td>........................................................................</td>
</tr>
<tr>
<td>ii. Patrick</td>
<td>........................................................................</td>
</tr>
<tr>
<td>iii. Hockey</td>
<td>........................................................................</td>
</tr>
<tr>
<td>iv. Home-work</td>
<td>......................................................................</td>
</tr>
<tr>
<td>v. School</td>
<td>........................................................................</td>
</tr>
</tbody>
</table>

TSL Activity 2

Learning Area: Prose  
Referred topic: Who Did Patrick’s Homework  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Brainstorming  
Supportive materials: Laptop, Projector, & Slides  
Proposed time: 5 minutes  

Activity Procedure: The teacher will ask the students to write down as many as reasons to support the given statement. For example, the students can write that ‘doing homework regularly is a good habit’ because it helps them to secure good marks in the exam. The students will write down as many other points as possible.

Given statement:  
‘Doing homework regularly is a good habit’ because…
  i. .........................
  ii. .........................
  ..............................

TSL Activity 3

Learning Area: Prose  
Referred topic: Who Did Patrick’s Homework  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Critical Evaluation  
Supportive materials: Slides, Projector, & Answer Sheet  
Proposed time: 5 minutes  

Activity Procedure: The teacher will display a picture of the school and ask the students to make a list of as many as things they like about their school and of things that they don’t like about their school. For example – they like punctuality of their teachers in their school and they don’t like arrogant behavior of their teachers in school.
List of things you like about your school | List of things you don’t like about your school
---|---
i. ………………………………… | i. …………………………………
ii. ………………………………… | ii. …………………………………
iii. ………………………………… | iii. …………………………………
v. ………………………………… | iv. …………………………………

<table>
<thead>
<tr>
<th>TSL Activity 4</th>
</tr>
</thead>
</table>
| **Learning Area:** Prose  
**Referred topic:** Who Did Patrick’s Homework  
**Focus:** Developing Linguistic Creativity  
**Mode:** Pair-work  
**Teaching-learning technique:** Role Play  
**Supportive materials:** Slides, Projector, & Answer Sheet  
**Proposed time:** 5 minutes |

**Activity Procedure:** In the present activity, the students will be shown animated pictures of a cat and a rat talking to each other. Then pairs will be formed in the class among the students. One student from each pair will take the role of a cat and other one will think of himself as a rat. Then each pair will start talking about their lives. Further each pair will be asked to write as long a conversation as possible between the cat and the rat. Each pair is expected to add as many as new types of conversation as a rat and a cat. An Exemplar conversation is given here.

**Exemplar conversation:**

Cat: Good morning, brother rat, how are you?
Rat: Good morning, sister cat. I am fine, thanks. How about you?
Cat: I’ m fine too. You know, we’ve lived together in this house for months now. So far we didn’t have any problem. But now the street dogs are a threat to me.
Rat: And the house owner has brought a trap for me. My life is no longer safe.
Cat: Let’s help each other. Let’s find out ways to protect each other.
Rat: That’s a brilliant idea. Let’s start working.
Cat: …………………………………
Rat: …………………………………

<table>
<thead>
<tr>
<th>TSL Activity 5</th>
</tr>
</thead>
</table>
| **Learning Area:** Prose  
**Referred topic:** Who Did Patrick’s Homework  
**Focus:** Developing Linguistic Creativity  
**Mode:** Pair-work  
**Teaching-learning technique:** Marsupial Words  
**Supportive materials:** Slides, Projector, & Answer Sheet  
**Proposed time:** 4 minutes |

**Activity Procedure:** Students will be asked to look at the following words displayed on the screen and to make as many words as possible from letters of such words. For example, from the word ‘human’, we get many words like a, an, hum, man etc.

**Displayed Words:** Basket-ball, Classmates, Subtraction

**Model Answers:** ‘basket-ball’- basket, ball, all, as, ask, bask, etc.
‘classmates’- class, mates, ass, ate, lass, at, mat, mate, as etc.
‘subtraction’- subtract, sub, tract, act, action, traction, on etc.
TSL Activity 6

Learning Area: Prose
Referrer topic: Who Did Patrick’s Homework
Focus: Developing Linguistic Creativity
Mode: Pair-work
Teaching-learning technique: Reversal
Supportive materials: Slides, Projector, & Answer Sheet
Proposed time: 5 minutes

Activity Procedure: There are some words which produce new words after reversing their spelling. For example, ‘but’ can be reversed as ‘tub’. Students will be asked to write down as many words and revise their spelling to form new words.

<table>
<thead>
<tr>
<th>Words</th>
<th>New words after reversing the spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. ................</td>
<td>i. ................</td>
</tr>
<tr>
<td>ii. .............</td>
<td>ii. .............</td>
</tr>
<tr>
<td>iii. ............</td>
<td>iii. ............</td>
</tr>
</tbody>
</table>

TSL Activity 7

Learning Area: Prose
Referrer topic: Who Did Patrick’s Homework
Focus: Developing Linguistic Creativity
Mode: Pair-work
Teaching-learning technique: Lexical Association
Supportive materials: Slides, Projector, & Answer Sheet
Proposed time: 5 minutes

Activity Procedure: Students will be asked to write down as many words as possible that are associated/related to a key word. For example, for the key word ‘hospital’, one can write words like doctor, nurse, patients, operation theatre etc. The key word is ‘school’ for the present activity.

School

| i. ................ |
| ii. ............... |

TSL Activity 8

Learning Area: Prose
Referrer topic: Who Did Patrick’s Homework
Focus: Developing Linguistic Creativity
Mode: Pair-work
Teaching-learning technique: Description.
Supportive materials: Slides, Projector, & Answer Sheet
Proposed time: 3 minutes

Activity Procedure: The teacher will ask the students to write down as many adjectives as possible about a noun ‘student’. For example, for the noun ‘teacher’, the students can write adjectives like effective, efficient, sincere, affectionate, etc.

Student

| i. ................ |
| ii. ............... |

| .................. |


**Topic-2 How the Dog Found Himself a New Master**

**Part A: TSL Activities for developing Linguistic Skills**

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>How the Dog Found Himself a New Master</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Writing Skill</td>
</tr>
<tr>
<td>Mode:</td>
<td>Pair group work</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Simplification</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Slides, Projector, &amp; Answer-Sheets</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** The teacher will ask the students to form pairs among themselves at first. Then one student of a pair will read one sentence from the screen and the other partner will split the sentence into two parts. One example is given here:

A dog was born who was ill-pleased with this way of life. (Main sentence)

A dog was born. He was ill-pleased with this way of life. (The sentence split into two parts)

All the pair groups will participate in this activity one by one. The sentences to be used for this activity are given below.

**Displayed Sentences:**

i. The best thing for him to do was to become the servant of one who was stronger than anyone on earth.

ii. He met a big wolf who was as strong as he was fierce.

iii. It was the lion who rules the forest.

iv. I want a master who is stronger than anyone on earth.

v. He was frightened of those who were stronger than he.

**Model Answers:**

i. The best thing for him was to become the servant of him. He was stronger than anyone on earth.

ii. He met a big wolf. The wolf was as strong as he was fierce.

iii. It is lion. He rules the forest.

iv. I want a master. Master is stronger than anyone on earth.

v. He was frightened of him. He was stronger than he.

**Further Activity:** The teacher will give similar kind of activities to the students to do at home and show these to him/her later. The sentences are ‘Dogs were once their own masters and lived the way wolves do’, ‘It is dog who is man’s most loyal servant’, etc.

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>How the Dog Found Himself a New Master</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Writing Skill</td>
</tr>
<tr>
<td>Mode:</td>
<td>Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Listing of Words</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Slides, Projector, &amp; Answer Sheets</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** The teacher will ask the students to look at the following words displayed on the screen and then reverse their spelling. For example, the word ‘dog’ becomes ‘god’ after reversing its spelling. Further the teacher will ask the students to find out whether reversed word is a meaningful word or not. Here, we can safely say that the reversal of the spelling of the word ‘dog’ results in a meaningful word.
<table>
<thead>
<tr>
<th>Words</th>
<th>Words after reversing the spelling</th>
<th>Meaningful words after reversing the spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Lived</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. but</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. bear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. lion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Model Answers:** Words after reversing the spelling: devil, saw, no, tub, evil, raeb, noil.
Meaningful words after reversing the spelling: devil, saw, no, tub, evil.

**Further Activity:** The teacher will give some more words like ‘master’, ‘eat’, ‘want’ etc. for a similar exercise to be done at home.

---

**TSL Activity 3**

**Learning Area:** Prose

**Referred topic:** How the Dog Found Himself a New Master

**Focus:** Developing Listening Skill

**Mode:** Individualized

**Teaching-learning technique:** Finding the Odd Member

**Supportive materials:** Slides, Projector, Answer Sheets, & Audio-Tape

**Proposed time:** 4 minutes

**Activity Procedure:** English is a language in which letters and sounds are quite context specific in nature. It means that the same letter is pronounced differently in different places or the same sound can be represented by different letters. In the present activity, students are asked to listen to the recorded words carefully and find out the odd member on the basis of the vowel sound. For example, the vowel letter ‘u’ in the word-set – ‘but, put, cut, and hut’ is not pronounced identically. Except ‘put’ word, rests are pronounced in the same manner. Here the odd member is ‘put’. At the end of this activity the teacher will discuss the answer for better understanding.

<table>
<thead>
<tr>
<th>Recorded Word-sets</th>
<th>Odd member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food, soon, look, moo.</td>
<td>.......................</td>
</tr>
<tr>
<td>2. Ran, can, man, want.</td>
<td>.......................</td>
</tr>
<tr>
<td>3. Nose, knows, goes, does.</td>
<td>.......................</td>
</tr>
<tr>
<td>4. Now, cow, how, low.</td>
<td>.......................</td>
</tr>
</tbody>
</table>

**Model Answers:** 1. look 2. want 3. does 4. Low

**Further Activity:** The teacher will give a similar type of activity as homework. The word-sets for the activity are – i. pen, hen, rain, den, ii. oil, coil, boil, bowl.

---

**TSL Activity 4**

**Learning Area:** Prose

**Referred topic:** How the Dog Found Himself a New Master

**Focus:** Developing Listening & Writing Skills

**Mode:** Individualized

**Teaching-learning technique:** Recognition

**Supportive materials:** Slides, Projector, Answer Sheets, & Audio-Tape

**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will ask the students to listen to the following recorded words and identify the silent letters in them. For example, ‘b’ is a silent letter in the word ‘debt’.
Recorded Words | Silent letters found in words
--- | ---
i. Running | ..........................................................
ii. knows | ..........................................................
iii. cliffs | ..........................................................
iv. offend | ..........................................................
v. terrible | ..........................................................  


Further Activity: The teacher will give a similar type of activity as homework. The words for the activity are kill, fill, talk, stopped, sudden, ill, once, off, happen, better, whole.

TSL Activity 5

Learning Area: Prose
Referred topic: How the Dog Found Himself a New Master
Focus: Developing Listening, Writing & Speaking Skills
Mode: Individualized
Teaching-learning technique: Word-fun
Supportive materials: Slides, Projector, & Answer Sheets
Proposed time: 4 minutes

Activity Procedure: The teacher will ask the students to look at the pictures of the animals and name them. Then the teacher will ask the students to write the names of the animals against the sounds they make. For example: The dog barks. The sounds are given below in the circle.

Model Answers:
Name of animals: crocodile, elephant, horse, zebra, lion, mickey mouse
Sounds produced by the animals: Roar-tiger, bleat-goat, trumpet-elephant, meow-cat, neigh-horse, bray-donkey
Further Activity: The teacher will provide the students a list of sounds produced by certain birds and ask them to identify the birds on the basis of these sounds. The examples of the sounds are cock-a-doodle-doo, caw, coo, etc.

<table>
<thead>
<tr>
<th>TSL Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area:</strong> Prose</td>
</tr>
<tr>
<td><strong>Referred topic:</strong> How the Dog Found Himself a New Master</td>
</tr>
<tr>
<td><strong>Focus:</strong> Developing Speaking &amp; Writing Skills</td>
</tr>
<tr>
<td><strong>Mode:</strong> Pair group work</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong> Comparison Between Spoken and Written English</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong> Slides, Projector, &amp; Answer Sheets</td>
</tr>
<tr>
<td><strong>Proposed time:</strong> 3 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: There are differences between written and spoken English. For example, we use contracted forms (e.g. will+not=won’t, do+not=don’t) when we talk to people. Now, the teacher will instruct the students to look at the following sentences and write down the full forms of the underlined words of the sentences.

1. I don’t see why not!
2. What’s come over you, master?
3. Can’t you see?
4. I’ll kill a cow and we can both eat our fill.
5. Don’t you know?
6. We’d better run for it.
7. …… then I’ll say good-bye to you.

**Model Answers:** Do not, 2. What is, 3. Cannot, 4. I will, 5. Do not, 6. We had, 7. I will

Further Activity: The teacher will tell/provide to the students two types of conversation that were held between two persons the same people on same topic. One conversation is informal whereas the other one is formal. The students will read/listen to such types of conversation and identify the differences between them.

<table>
<thead>
<tr>
<th>TSL Activity 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area:</strong> Prose</td>
</tr>
<tr>
<td><strong>Referred topic:</strong> How the Dog Found Himself a New Master</td>
</tr>
<tr>
<td><strong>Focus:</strong> Developing Reading &amp; Speaking Skills</td>
</tr>
<tr>
<td><strong>Mode:</strong> Pair group work</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong> Question Answer</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong> Slides, Projector, &amp; Answer Sheet</td>
</tr>
<tr>
<td><strong>Proposed time:</strong> 5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will ask the students to read the following sentences displayed on the screen and answer the questions that follow the sentence:

**Sentence1:** ‘And off the dog went to join the man and he stayed with him and served him faithfully’.

i. Does the word ‘he’ refer to something that comes after it?
ii. Does it refer to the dog or the man?
iii. What does the first ‘him’ refer to?
iv. What does the second ‘him’ refer to?

**Sentence2:** ‘Dogs were once their own masters and lived the way wolves do, in freedom, until a dog was born who was ill-pleased with this way of life’.

i. Does the expression ‘the way wolves do’ refer to something that has gone before it or something that comes after it?
ii. What does it refer to?
iii. Can we delete/drop the expression ‘the way wolves do’?
iv. Rewrite the sentence after deletion.
Model Answers:

Sentence 1:
   i. No, the word ‘he’ does not refer to something that comes after it.
   ii. ‘He’ refers to the dog.
   iii. First ‘him’ refers to man.
   iv. Second ‘him’ also refers

Sentence 2:
   i. The way wolves do refer to something that has gone before it.
   ii. It refers to the dogs’ way of life.
   iii. Yes, we can.
   iv. Dogs lived in freedom until a dog was born who was ill-pleased with this way of life.

Further Activity: The teacher will provide to the students a short paragraph about ‘a master and his pets’ where pronouns like he, him, it, its, etc. are underlined. Students will identify the nouns to which the pronouns refer.

<table>
<thead>
<tr>
<th>Idioms &amp; Phrases</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. look for</td>
<td></td>
</tr>
<tr>
<td>ii. frightened of</td>
<td></td>
</tr>
<tr>
<td>iii. think something over</td>
<td></td>
</tr>
<tr>
<td>iv. agree upon</td>
<td></td>
</tr>
<tr>
<td>v. dent off</td>
<td></td>
</tr>
<tr>
<td>vi. come over</td>
<td></td>
</tr>
<tr>
<td>vii. look out</td>
<td></td>
</tr>
<tr>
<td>viii. say good-bye</td>
<td></td>
</tr>
</tbody>
</table>

Model Answers:

i. Look for - try to find
ii. Frightened of - afraid of
iii. Think something over - consider something carefully
iv. Agree upon - decide
v. Dent off - left
vi. Come over - affect
vii. Look out - be careful or pay attention to something dangerous
viii. Say good-bye - take leave

Further Activity: The students would be given a paragraph containing some blank spaces. They are instructed to fill in such blank spaces with appropriate phrases and idioms.
Activity Procedure: The teacher will ask the students to think of everyday activities to pantomime/mime each of the following adverbs and adjectives. For example, a student of the class will enact that he is doing his homework very quickly for the adverb ‘quickly’ and the rest of the class will identify that activity (or what the student is doing).

**Given Adverbs:** fast, loudly, angrily, quietly, and hastily.

**Given Adjectives:** sick, tired, frightened, strong, fierce, surprised, good, and terrible.

**Exemplar activities are given here:**

A. **For the adverb ‘fast’**:

One student will come to the front and start walking very fast. Then the whole class will identify that the boy is walking very fast.

B. **For the adjective ‘sick’**:

One student will come to the front and start shivering. Then the whole class will identify him as a sick person.

**Further Activity:** The teacher will divide the class into two groups and ask one group to make a list of adjectives such as tall, short, fat, slim, high, low, fast, slow, etc. and ask the other group to use gestures to demonstrate these dimensions (or activities through miming).

---

Activity Procedure: The teacher will ask the students to answer the given riddles by selecting words that are given below.

**Riddles:**

i. People say I am most cunning animal. Who am I?

ii. People say I am most faithful animal. Who am I?

iii. A juggler takes me from place to place. Who am I?

iv. People say my family and I are very useful to farmers. Who am I?

v. People say I am the king of all animals. Who am I?

**Given words:** lion, cow, fox, dog, bear

**Model Answers:** i. fox, ii. dog, iii. bear, iv. cow, v. lion.

**Further Activity:** The teacher will list the name of birds such as eagle, vulture, parrot, cuckoo, woodpecker, kingfisher etc. and ask the students to create some riddles about these birds.
Activity Procedure: When we change a verb from present tense to past tense, we usually add /d/ or /ed/ to the given verb which is pronounced in three different ways e.g. /t/, /d/, and /id/. For example, in the word played ‘ed’ is pronounced as /d/, in hated it is pronounced as /id/ and in ‘developed’ it is pronounced as /t/. The students will listen to the recorded words very carefully and classify them on the basis of the pronunciation of past tense marker.

Recorded Words: lived, pleased, agreed, frightened, served, formed, decided, lifted, darted, domesticated, walked, sniffed, asked, stopped, looked.

<table>
<thead>
<tr>
<th>/-d/</th>
<th>/-id/</th>
<th>/-t/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model Answers: /-d/: lived, pleased, agreed, formed, served, frightened
/-id/: decided, lifted, darted, domesticated
/-t/: walked, asked, looked, stooped

Further Activity: The teacher will provide a list of regular verbs in simple past tense form (e.g. talked, touched, kidnapped, missed, discussed, finished), which end in /t/ as the pronunciation of the past tense marker. Students will have to write down some regular verbs ending in /-id/ as the pronunciation of the past tense marker.

Learning Area: Prose
Referred topic: How the Dog Found Himself a New Master
Focus: Developing Speaking Skill
Mode: Individualized
Teaching-learning technique: Phonological Discrimination
Supportive materials: Slides, Projector, Answer Sheet, & Audio-Tape
Proposed time: 4 minutes

Activity Procedure: When we change singular noun to plural noun, we usually add /s/ or /es/ to the given noun. These plural markers (i.e. /s/ or /es/) are pronounced in three different ways e.g. /s/, /z/, and /iz/. For example, when we add ‘s’ as a plural marker to the word ‘look’, it is pronounced as /s/; when we attach it to the word ‘century’ it is pronounced as /z/; and in words such as ‘ox’ the plural marker ‘es’ is articulated as /iz/. The students will listen to the recorded words given below very carefully and classify them on the basis of the pronunciation of plural marker.

Recorded Words: dogs, wolves, cows, animals, beings, bushes, foxes, parts, cliffs, lions, bears, masters, and coyotes.

<table>
<thead>
<tr>
<th>/-s/</th>
<th>/-z/</th>
<th>/-iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model Answers: /-s/: parts, cliffs, coyotes
/-z/: bushes, foxes
/-iz/: dogs, wolves, cows, lions, bears, masters, animals, beings

Further Activity: The teacher will give the students a list of plural nouns such as bags, dogs, cogs, coils, eggs, hens, pigeons, woods etc. with one plural noun ending in /s/. Students will be asked to identify the odd member among such nouns.
Part-B: TSL Activities for developing Linguistic Creativity

**TSL Activity 1**

- **Learning Area**: Prose
- **Referred topic**: How the Dog Found Himself a New Master
- **Focus**: Developing Linguistic Creativity
- **Mode**: Individualized
- **Teaching-learning technique**: Creation of Word Webs
- **Supportive materials**: Slides, Answer Sheets, & Projectors
- **Proposed time**: 3 minutes

**Activity Procedure**: The teacher will ask the students to write as many animal names as possible in their copies. The key word here is ‘animals’.

![Word Webs Diagram]

**TSL Activity 2**

- **Learning Area**: Prose
- **Referred topic**: How the Dog Found Himself a New Master
- **Focus**: Developing Linguistic Creativity
- **Mode**: Individualized
- **Teaching learning technique**: Association
- **Supportive materials**: Answer Sheets, Projectors, & Slides
- **Proposed time**: 5 minutes

**Activity Procedure**: The teacher will ask the students to write as many words/expressions for groups of animals as they can. For example, herd of cow. (A group/large number of cows are called a herd of cow).

**Words/expressions for group of animals:**

i. ........................................
ii. ........................................
iii. ........................................

**TSL Activity 3**

- **Learning Area**: Prose
- **Referred topic**: How the Dog Found Himself a New Master
- **Focus**: Developing Linguistic Creativity
- **Mode**: Individualized
- **Teaching-learning technique**: Giving reasons for supporting the statement
- **Supportive materials**: Answer Sheets, Projectors, & Slides
- **Proposed time**: 4 minutes
**Activity Procedure:** The teacher will ask the students to cite as many reasons as possible for the given statement. The given statement is ‘Dog is my favorite animal’. For example, students can cite reason like ‘dog is a faithful animal’ for supporting the given statement. Now the students will write many more other reasons like this.

**Given Statement:**

Dog is my favorite animal because -

i. 

ii. 

iii. 

iv. 

---

**TSL Activity 4**

**Learning Area:** Prose  
**Referred topic:** How the Dog Found Himself a New Master  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Distilling the Essence of a Story in a Title Form  
**Supportive materials:** Answer Sheets, Projectors, & Slides  
**Proposed time:** 4 minutes

**Activity Procedure:** The teacher will display the given story on the computer screen and ask the students to suggest as many titles as possible for the story.

**Given story:**
In this selfish world, man has one friend who is very unselfish. That is his dog. He is never ungrateful. He never leaves his master. A man’s dog is loyal to him in wealth and poverty, in health and in sickness. He will sleep on the cold ground when the winter is severe. His only wish is to be with his master. Even when his master has no food to offer, the dog licks his hand. He guards the sleep of his master as though he were a prince. When all other friends desert his master, he remains. He is as steady in his love as the sun in his journey through the heavens. Even if the master becomes friendless and homeless, the faithful dog remains true to him. He guards his master against dangers and fights against his enemies. Even when the master dies and his body is buried in the cold ground, the dog does not leave him. He stays by the grave, his head between his paws and his eyes sad. But he is always alert and watchful, faithful and true even in death.

**Possible Titles for the given story**

i. Dog: Our Best Friend  
   
   ii. 
   
   iii. 
   
   iv. 

---

**TSL Activity 5**

**Learning Area:** Prose  
**Referred topic:** How the Dog Found Himself a New Master  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Brainstorming  
**Supportive materials:** Answer Sheets, Projectors, & Slides  
**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will ask the students to write down as many adjectives as they can about a ‘dog’. For example, students may write adjectives like faithful, domestic, etc. for describing a ‘dog’.

**List of adjectives about a dog**

i. 

ii. 

iii. 

iv. 

v.
### TSL Activity 6

**Learning Area:** Prose  
**Referred topic:** How the Dog Found Himself a New Master  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Classification  
**Supportive materials:** Answer Sheets, Projectors, & Slides  
**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will ask the students to write down as many names of animals as possible that move in air, land and water.

- **Animals move in air**
  - i. Eagle  
  - ii. ............  
  - iii. ............

- **Animals move in water**
  - i. Fish  
  - ii. ............  
  - iii. ............

- **Animals move in land**
  - i. Lion  
  - ii. ............  
  - iii. ............

### TSL Activity 7

**Learning Area:** Prose  
**Referred topic:** How the Dog Found Himself a New Master  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Name of Animal Stories  
**Supportive materials:** Answer Sheets, Projectors, & Slides  
**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will ask the students to write down as many titles of the stories relating to animals as possible in their answer sheets. ‘A Hare and the Tortoise’ may be an example of such titles.

**Title of the stories relating to animals**

- i. .................
- ii. .................
- iii. .................
TSL Activity 8

Learning Area: Prose
Referred topic: How the Dog Found Himself a New Master
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Writing Words with Each Letter of Animal Name
Supportive materials: Answer Sheets, Projectors, & Slides
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to write down as many words as possible that begin with the letters used in the given name of animal. For example, for the given name ‘dog’, students will write words that begin with ‘d’, ‘o’ and ‘g’. They may write words like devil, do, dare etc. for the letter ‘d”; orange, owl etc. for the letter ‘o’ and god, great, give etc. for the letter ‘g’. In the present activity, the students will be required to write down as many words as possible that begin with each of the letters of the given name of the animal. Given name of the animal for the present activity is: ‘bear’

Topic-3 Taro’s Reward

Part–A: TSL Activities for developing Linguistic Skills

TSL Activity 1

Learning Area: Prose
Referred topic: Taro’s Reward
Focus: Developing Reading & Writing Skills
Mode: Individualized
Teaching-learning technique: Distinguishing Parts of Speech
Supportive materials: Slides, Projector, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: Usually we think that words ending with ‘ly’ are adverbs. But it is not always the case. When a word ending in ‘ly’ qualifies noun, it is an adjective. For example, ‘He is a miserly person’. If a word ending in ‘ly’ qualifies verb, then it is an adverb. For example, ‘He walks slowly’. Here in the activity, the students will read the following words ending in ‘ly’ carefully and distinguish them as adjectives and adverbs and write them in the proper box.

<table>
<thead>
<tr>
<th>Words Ending in ‘ly’</th>
<th>Adjective box</th>
<th>Adverb box</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Lonely hillside</td>
<td>...............</td>
<td>..........</td>
</tr>
<tr>
<td>ii. Politely offered</td>
<td>...............</td>
<td>..........</td>
</tr>
<tr>
<td>iii. Greedily drank</td>
<td>...............</td>
<td>..........</td>
</tr>
<tr>
<td>iv. Suddenly stopped</td>
<td>...............</td>
<td>..........</td>
</tr>
<tr>
<td>v. Quickly filled</td>
<td>...............</td>
<td>..........</td>
</tr>
</tbody>
</table>

Model Answers: ‘Lonely hillside’ is an adjective because ‘ly’ word qualifies noun. The rest of the ‘ly’ words qualify verbs so they are adverbs.

Further Activity: The teacher will ask the students to access internet and find adjectives that end in ‘ly’. 
TSL Activity 2

<table>
<thead>
<tr>
<th>Learning Area: Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: Taro’s Reward</td>
</tr>
<tr>
<td>Focus:                      Developing Reading &amp; Writing Skills</td>
</tr>
<tr>
<td>Mode:                   Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Matching</td>
</tr>
<tr>
<td>Supportive materials: Slides, projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time: 5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will ask the students to read the words under both the following columns carefully and match the words from column ‘A’ with words of column ‘B’ meaningfully. For example: the students can make a new collocation i.e. ‘delicious drink’ by taking the word ‘delicious’ from column ‘A’ and ‘drink’ from column ‘B’. In this way the students will make collocations and write them in their answer sheets.

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
<th>Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>delicious</td>
<td>Woodcutter</td>
<td>Old woodcutter</td>
</tr>
<tr>
<td>old</td>
<td>son</td>
<td></td>
</tr>
<tr>
<td>young</td>
<td>dance</td>
<td></td>
</tr>
<tr>
<td>little</td>
<td>mom</td>
<td></td>
</tr>
<tr>
<td>large</td>
<td>pitcher</td>
<td></td>
</tr>
<tr>
<td>magic</td>
<td>money</td>
<td></td>
</tr>
<tr>
<td>great</td>
<td>surprise</td>
<td></td>
</tr>
<tr>
<td>thoughtful</td>
<td>water</td>
<td></td>
</tr>
<tr>
<td>cold</td>
<td>waterfall</td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td>fountain</td>
<td></td>
</tr>
<tr>
<td>strong</td>
<td>wind</td>
<td></td>
</tr>
<tr>
<td>poor</td>
<td>father</td>
<td></td>
</tr>
<tr>
<td>extra</td>
<td>drink</td>
<td></td>
</tr>
</tbody>
</table>

Model Answers: old woodcutter, young woodcutter, little money, large pitcher, great surprise, beautiful dance, thoughtful son, cold wind, beautiful waterfall, strong wind, poor mom, extra money etc.

Further Activity: The teacher will give the following paired-expressions to the students and tell them to remark on the differences among them.

1a. concerned people (worried)       2a. sentences involved (sentence we are talking about)
1b. people concerned (related)       2b. involved sentence (complicated sentence)

TSL Activity 3

<table>
<thead>
<tr>
<th>Learning Area: Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: Taro’s Reward</td>
</tr>
<tr>
<td>Focus: Developing Listening &amp; Writing Skills</td>
</tr>
<tr>
<td>Mode:                   Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Recognition</td>
</tr>
<tr>
<td>Supportive materials: Slides, Projector, &amp; Answer Sheet</td>
</tr>
<tr>
<td>Proposed time: 5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will play the recording of the given words and ask the students to listen to these recorded words carefully and identify the letters in them that are silent. For example: ‘b’ letter is silent in the word ‘debt’.

<table>
<thead>
<tr>
<th>Given Words</th>
<th>Silent letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Little</td>
<td></td>
</tr>
<tr>
<td>ii. Hour</td>
<td></td>
</tr>
<tr>
<td>iii. Pitcher</td>
<td></td>
</tr>
<tr>
<td>iv. Knelt</td>
<td></td>
</tr>
<tr>
<td>v. Tricked</td>
<td></td>
</tr>
</tbody>
</table>
Model Answers: i. -t and e, ii. -h, iii. -t, iv. -k, v. -c

Further Activity: The teacher will give ten words to the students having silent letters. Students will trace the silent letters in those words.

TSL Activity 4

Learning Area: Prose
Referred topic: Taro’s Reward
Focus: Developing Writing Skill
Mode: Individualized
Teaching-learning technique: Guided Composition
Supportive materials: Slides, Projector, & Answer Sheet
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to write a paragraph in around 50 words about ‘Taro’ (based on the text ‘Taro’s Reward) using the following aspects of his personality.

Aspects of Taro’s personality:
1. His physical appearance - height, complexion, dress, age etc.
2. His achievements
3. His mental and moral qualities
4. His nature/temperament.

An Exemplar paragraph is given here:
Taro is an honest, thoughtful, and loving son. He is also a young woodcutter who chops wood in the forest. He respects his parents a lot. He works hard to fulfill his parent’s wishes.

Further Activity: The teacher will ask the students to read the story ‘The Shepherd’s Treasure’ (from NCERT class VI English Textbook) and make notes about the character of the shepherd in the form of given diagram.

Shepherd

TSL Activity 5

Learning Area: Prose
Referred topic: Taro’s Reward
Focus: Developing Writing Skill
Mode: Individualized
Teaching-learning technique: Scanning
Supportive materials: Slides, Projector, & Answer Sheet
Proposed time: 5 minutes

Activity Procedure: The following words are taken from the story ‘Taro’s Reward’. The teacher will instruct the students to write down the opposite words of the following words.
Words: Cold, young, poor, small, beautiful, hard.

Model Answers: hot, old, rich, big, ugly, soft

Further Activity: The students will use a thesaurus and find at least one synonym for each of the given words above.
TSL Activity 6

**Learning Area:** Prose  
**Referred topic:** Taro’s Reward  
**Focus:** Developing Listening Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Phonological Discrimination  
**Supportive materials:** Slides, Projector, Audio-Tape, & Answer Sheet  
**Proposed time:** 5 minutes

**Activity Procedure:** The students will look at the following words carefully and write down their pronunciations paying special attention to the sound represented by them. The words are fat, father, fall, fate, and woman. They will notice that the letter ‘a’ in the above words is pronounced in five different ways. Thus, in English one letter may represent many sounds. Conversely, many letters may represent one sound. Now, the students will listen to the recorded words and will be asked to classify them on the basis of pronunciation of the vowel sounds i.e. long /iː/ and short /ɪ/.  

**Recorded Words:** pieces, even, reached, needed, stream, and conceive.

<table>
<thead>
<tr>
<th>/-t/-</th>
<th>/-d/-</th>
<th>/-id/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>chopped, stopped, dropped, cupped</td>
<td>worked, earned, whistled, called, asked, decided</td>
<td>needed, wanted, decided, tasted, intended, shouted, tricked, wondered, reached, rewarded, and named</td>
</tr>
</tbody>
</table>

**Model Answers:** long /iː/: pieces, reached, needed, stream, conceive  
short /ɪ/: even

**Further Activity:** Each student will write five words which have one common sound represented by different letters.

TSL Activity 7

**Learning Area:** Prose  
**Referred topic:** Taro’s Reward  
**Focus:** Developing Listening Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Classification on the basis of Past Tense Marker  
**Supportive materials:** Slides, Projector, Audio-Tape, & Answer Sheet  
**Proposed time:** 4 minutes

**Activity Procedure:** Students will be asked to listen to the recorded words and then classify them on the basis of the past-tense marker.  

**Recorded Words:** chopped, worked, earned, wanted, needed, whistled, called, asked, decided, climbed, stopped, dropped, cupped, tasted, filled, offered, thanked, intended, shouted, tricked, wondered, reached, rewarded, and named.

<table>
<thead>
<tr>
<th>/-t/-</th>
<th>/-d/-</th>
<th>/-id/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>chopped, stopped, dropped, cupped</td>
<td>worked, earned, whistled, called, asked, climbed, reached, wondered</td>
<td>needed, wanted, decided, tasted, intended, shouted, rewarded</td>
</tr>
</tbody>
</table>

**Model Answers:** /-t/-chopped, stopped, dropped, cupped,  
/-d/-worked, earned, whistled, called, asked, climbed, reached, wondered  
/-id/-needed, wanted, decided, tasted, intended, shouted, rewarded

**Further Activity:** The students will be given a list of verbs in simple past tense form. Out of all such verbs one will be pronounced as /t/ and all the rest would be pronounced as /d/. Students will spot the odd member from the given list of words on the basis of pronunciation. The given words are bagged, begged, tagged, fanned, canned, turned, tanned, shunned, sunned, and plucked.
### TSL Activity 8

**Learning Area:** Prose  
**Referred topic:** Taro’s Reward  
**Focus:** Developing Speaking Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Phonological Discrimination  
**Supportive materials:** Slides, Projector, Audio-Tape & Answer Sheet  
**Proposed time:** 5 minutes

**Activity Procedure:** Students will be asked to listen to the recorded words paying special attention to the vowel sounds in them. Further, the students will be asked to classify the given words on the basis of the vowel sounds i.e. long /i:/ and short /i/.

**Recorded Words:** stream, instead, dream, reached, cream

**Model Answers:**
- Long /i:/ sound - stream, dream, reached, cream  
- Short /i/ sound - instead

**Further Activity:** The teacher will give a list of words to the students to practice their pronunciation at home.

### TSL Activity 9

**Learning Area:** Prose  
**Referred topic:** Taro’s Reward  
**Focus:** Developing Listening Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Phonological Discrimination  
**Supportive materials:** Slides, Projector, Audio-Tape, Answer Sheet  
**Proposed time:** 5 minutes

**Activity Procedure:** For changing a singular noun to plural noun, we usually add /s/ or /es/ to the noun. These plural markers (i.e. /s/ or /es/) are pronounced in three different ways e.g. /s/, /z/, and /iz/. For example, when we add ‘s’ as a plural marker to the word ‘hand’, it is pronounced as /s/; when we attach it to the word ‘jar’ it is pronounced as /z/; and in words such as ‘class’ the plural marker ‘es’ is pronounced as /iz/. The students will listen to the recorded words given below very carefully and classify them on the basis of the pronunciation of plural marker.

**Recorded Words:** pitchers, jars, buckets, things, villages, neighbors, parents, bones, hands, lips.

<table>
<thead>
<tr>
<th>/-s/</th>
<th>/-z/</th>
<th>/-iz/</th>
</tr>
</thead>
</table>

**Model Answers:**
- /s/- buckets, parents, bones  
- /z/- pitchers, things, neighbors, lips  
- /iz/- villages

**Further Activity:** The teacher will give ten plural nouns to the students. Some of such nouns end with /z/ and some others end with /s/. Students would categorize such nouns on the basis of /s/ or /z/.
Activity Procedure: Students will be asked to read the displayed story ‘Taro’s Reward’ carefully. Then the given jumbled sentences will be shown to them. Further they will be asked to write the story by reordering these sentences.

Jumbled sentences:

i. The emperor rewarded Taro for his obedience and respect for his parents.
ii. Taro’s father offered a cup of sake to a neighboring woman.
iii. Taro drank sake from the waterfall and carried home for his father a pitchful of sake.
iv. One day Taro heard the sound of running water and ran towards it.
v. Taro wanted to satisfy his parents’ needs.
vi. One day Taro’s father felt very cold and longed for sake.
 vii. Taro worked harder to earn more money to buy sake for his father.
viii. Taro’s father drank some sake.
ix. The neighbor spread the story throughout the village.
x. Taro told her the story of the magic waterfall.
xi. Next morning, the neighbors gathered at the waterfall for sake.
xii. The waterfall gave them water, but gave Taro sake.

Model Answers: v-vii-vi-iii-viii-ii-x-ix-xi-xii-i

Further Activity: The students will write a story on the saying ‘honesty is the best policy’ as their homework.

Activity Procedure: The teacher will display the story ‘Taro’s Reward’ on the screen of the projector and ask the students to write it in their notebooks neatly and clearly as shown in the screen of the projector.

Activity Procedure: The teacher will ask the students to write a story about an honest boy on the basis of their imagination/experience.
Part B: TSL Activities for developing Linguistic Creativity

**TSL Activity 1**

**Learning Area:** Prose  
**Referred topic:** Taro’s Reward  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Writing an interview for newspaper  
**Supportive materials:** Slides, Projector, & Answer Sheet  
**Proposed time:** 5 minutes

**Activity Procedure:** Suppose, you are the editor of a newspaper. You want to interview ‘Taro’ on his experience of his waterfall. Imagine a brief interview session and write it down.

Interviewer (A) Hello, Mr Taro, How are you?  
Taro (B) Hello. How are you dear interviewer?  
(A) I am here to know something about your waterfall experience.  
(B) Well, I had an wonderful experience near the waterfall.  
(A) ……………………….  
(B) ……………………….

**TSL Activity 2**

**Learning Area:** Prose  
**Referred topic:** Taro’s Reward  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Listing causes  
**Supportive materials:** Slides, Projector, & Answer Sheet  
**Proposed time:** 5 minutes

**Activity Procedure:** Students have already studied the story of an obedient son in ‘Taro’s Reward’. Now the teacher will ask the student to make a list of the qualities of an obedient son. For example: obedient son respects his parents a lot.

**Qualities of an obedient son**

i. ………………………………..  
ii. ………………………………..  
iii. ………………………………..  
…………………………………

**TSL Activity 3**

**Learning Area:** Prose  
**Referred topic:** Taro’s Reward  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Writing a letter  
**Supportive materials:** Slides, Projector, & Answer Sheet  
**Proposed time:** 5 minutes

**Activity Procedure:** Students have already studied the story of an obedient son in ‘Taro’s Reward’. Now the teacher will ask every student to write a letter to his/her friend describing the story they have read in the story ‘Taro’s Reward’.
TSL Activity 4

Learning Area: Prose  
Referred topic: Taro’s Reward  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Preparing a list  
Supportive materials: Slides, Projector, & Answer Sheet  
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to note down the various sources of water. For example: waterfall is one of the sources of water.

Sources of water are:

i. ..................................................

ii. ..................................................

iii. ..................................................

TSL Activity 5

Learning Area: Prose  
Referred topic: Taro’s Reward  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Supporting a Statement  
Supportive materials: Slides, Projector, & Answer Sheet  
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to note down as many as possible reasons ‘Why cutting trees is not good for us’. The students may write point like ‘trees give us food to eat’ that’s why it is not good to cut trees. Like that the students will be asked to note down many other points for the given statement.

Cutting trees is not good for us because

i. ..................................................

ii. ..................................................

iii. ..................................................

TSL Activity 6

Learning Area: Prose  
Referred topic: Taro’s Reward  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Rhyming Words  
Supportive materials: Slides, Projector, & Answer Sheet  
Proposed time: 5 minutes

Activity Procedure: The teacher will play the following recorded words and ask the students to listen to them very carefully. Further, they will be asked to write down as many as possible new words that rhyme/sound alike with it. For example, one can write words like way, ray, bay etc. for the given word ‘day’.

Recorded words: ‘bad’, ‘played’, ‘fast’
TSL Activity 7

Learning Area: Prose
Referred topic: Taro’s Reward
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Guided Composition
Supportive materials: Slides, Projector, Answer Sheet
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to write a story of a disobedient son with the help of given points like the following.

Given points:
- Disrespects parents
- Does not care for them
- Does not satisfy their simple needs
- Does not live with them
- Argues with them
- Uses swear words with them.

TSL Activity 8

Learning Area: Prose
Referred topic: Taro’s Reward
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Guided Composition
Supportive materials: Slides, Projector, Answer Sheet
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to write a paragraph on the saying ‘Save Trees’. They can use the following points.

Given points:
- Trees: our friends
- Trees give us: fresh air, shadow, rain, cool weather,
- Trees give us fruits, flowers, medicinal products,
- Trees give us timber for furniture and housing.

*****
APPENDIX–B

TSL Activities for developing Linguistic Skills and Creativity in Poetry

Titles of the Poem:

i. The Quarrel
ii. The Kite
iii. A House, A Home
Topic-1 The Quarrel

Part A: TSL Activities for developing Linguistic Skills

**TSL Activity 1**

**Learning Area:** Poetry  
**Referred topic:** The Quarrel  
**Focus:** Developing Reading & Speaking Skills  
**Mode:** Pair group work  
**Teaching-learning technique:** Matching  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 5 minutes

**Activity Procedure:** The teacher will select some adjectives and nouns from the poem ‘The Quarrel’ and put them under the column ‘A’ and column ‘B’ in the following way. Then the teacher will ask the students to match the adjectives from column ‘A’ with nouns of column ‘B’ that go together to form a collocation. For example, ‘little’ and ‘sugar’ would go together to form a collocation ‘little sugar’.

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
<th>Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little</td>
<td>Servant</td>
<td>1. Little sugar</td>
</tr>
<tr>
<td>Tall</td>
<td>Sugar</td>
<td>2. .............</td>
</tr>
<tr>
<td>Good</td>
<td>Attitude</td>
<td>3. .............</td>
</tr>
<tr>
<td>Model</td>
<td>Wood</td>
<td>4. .............</td>
</tr>
<tr>
<td>New</td>
<td>Life</td>
<td>5. .............</td>
</tr>
<tr>
<td>Unselfish</td>
<td>Cliffs</td>
<td>6. .............</td>
</tr>
<tr>
<td>Hard</td>
<td>Doll</td>
<td>7. .............</td>
</tr>
<tr>
<td>Bare</td>
<td>Hat</td>
<td>8. .............</td>
</tr>
<tr>
<td>Great</td>
<td>Job</td>
<td>9. .............</td>
</tr>
<tr>
<td>Loyal</td>
<td>Roar</td>
<td>10. .............</td>
</tr>
<tr>
<td>Intelligent</td>
<td>Animals</td>
<td>11. .............</td>
</tr>
<tr>
<td>Distant</td>
<td>Family</td>
<td>12. .............</td>
</tr>
<tr>
<td>True</td>
<td>Dogs</td>
<td>13. .............</td>
</tr>
<tr>
<td>Domestic</td>
<td>Shirt</td>
<td>14. .............</td>
</tr>
<tr>
<td>wild</td>
<td>End</td>
<td>15. .............</td>
</tr>
<tr>
<td>Wrong</td>
<td>Afternoon</td>
<td>16. .............</td>
</tr>
</tbody>
</table>

**Model Answers:** good-afternoon, loyal servant, domestic animals, intelligent job, new doll, good shirt etc.

**Further Activity:** The teacher will make a list of nouns such as mountain, river, etc. and ask students to think of adjectives to describe these nouns. Different students may come up with various alternatives. For example: tall mountain, gorgeous mountain, ancient mountain, etc.; big river, long river, vast river etc.

---

**TSL Activity 2**

**Learning Area:** Poetry  
**Referred topic:** The Quarrel  
**Focus:** Developing Reading , Writing, & Speaking Skills  
**Mode:** Individualized  
**Teaching-learning technique:** Multiple Choice  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 5 minutes

**Activity Procedure:** First, the teacher will instruct the students to read the poem ‘The Quarrel’ carefully that is displayed on the computer screen. Then, the students will be asked to answer the following questions based on the poem by selecting the correct answers from their respective choices as given below.
Questions:

i. The speaker quarreled with his brother over 1. Money 2. Starting a game 3. Ending of a game 4. He does not know what

ii. The speaker’s brother 1. Did not admit he was wrong 2. Accused the speaker of being wrong 3. Confessed he was not right 4. Said both of them were right

iii. The two brothers hated each other for 1. A long time 2. A few days 3. One night 4. An afternoon.

iv. The afternoon turned ‘black’ means 1. There was a total solar eclipse 2. There was a severe storm 3. There was a bitter feeling between the brothers 4. There was no electricity

Model Answers: i-4, ii-3, iii-4, iv-3

Further Activity: The teacher will frame five false statements based on the poem ‘The Quarrel’ and ask the students to rectify them.

TSL Activity 3

Learning Area: Poetry
Referrer topic: The Quarrel
Focus: Developing Reading, Speaking, & Writing Skills
Mode: Individualized
Teaching-learning technique: Discussion
Supportive materials: Slides, Projector, & Answer-Sheets
Proposed time: 3 minutes

Activity Procedure: The teacher will ask the students to explain the given lines from the poem ‘The Quarrel’. Further, the students will answer the given questions based on those lines in their copies. Then, a detailed discussion of such lines will take place between the teacher and the students for the better understanding of such lines among them.

Sentences:

And somehow we fell out
The afternoon turned black

Questions:

1. What does ‘fell out’ mean?
   a. Became loose
   b. Argued with each other and stopped being friendly.

2. What does ‘turned black’ mean?
   a. Became black as coal
   b. Became bad and hopeless

Model Answers: 1.- b, 2.- b

Further Activity: The students will be asked to paraphrase the poem ‘The Quarrel’ in 25-30 words.
TSL Activity 4

Learning Area: Poetry
Referred topic: The Quarrel
Focus: Developing Listening Skill
Mode: Whole class
Teaching-learning technique: Attentive Listening
Supportive materials: Recordings, Answer-sheets, & Audio-Tape
Proposed time: 5 minutes

Activity Procedure: The teacher will instruct the students to listen to the recorded poem ‘The Quarrel’ carefully, and ask the students to find out the pairs of words having opposite meanings from that recorded poem. For example, ‘start’ and ‘end’ are two words having opposite meanings.

Model Answers: slight-strong, right-wrong, quarreled-come along.

Further Activity: The students will write down the last word of each line of the poem ‘The Quarrel’ and find similar sounding words for each one of them. For example: awake - sake, fake, rake.

TSL Activity 5

Learning Area: Poetry
Referred topic: The Quarrel
Focus: Developing Speaking Skill
Mode: Individualized
Teaching-learning technique: Personalization
Supportive materials: Slides, Answer-sheets & Projector
Proposed time: 5 minutes

Activity Procedure: The teacher will ask each student to remember a day when s/he had quarreled with his/her friend/family members. Then, the student will be asked to express his/her feelings that s/he had during that quarreling time. S/he may include points like name of his/her friend/family member, date of quarrelling, reason for quarreling, how long did the quarrel continue, how did they solve their quarrel etc.

TSL Activity 6

Learning Area: Poetry
Referred topic: The Quarrel
Focus: Developing Listening & Writing Skills
Mode: Whole class
Teaching-learning technique: Scanning
Supportive materials: Answer Sheets, Slides, & Projector
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to listen to the recorded poem ‘The Quarrel’ carefully and find out the rhyming words from the poem. For example: ‘brother’ and ‘another’ are rhyming words.

List of rhyming words

Model Answers: about-out, slight-right, strong-wrong, black-back, night-right, along-wrong.

Further Activity: The students will look up some rhyming words in the dictionary and copy their pronunciation in their notebook.
TSL Activity 7

**Learning Area:** Poetry  
**Referred topic:** The Quarrel  
**Focus:** Developing Listening & Writing Skills  
**Mode:** Whole class  
**Teaching-learning technique:** Beheading and Chopping Words  
**Supportive materials:** Answer Sheets, Slides, & Projector  
**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will ask the students to behead and chop the following words of the poem ‘The Quarrel’ and see whether they could get new words after beheading and chopping of such words. For example, if we behead the word ‘hate’, then we get a new word ‘ate’. Similarly, if we chop the word ‘start’, then we get a new word ‘star’. Like this, the students will do this activity to find out whether beheading and chopping yield new word or not.  
**Words for beheading:** Know, What, Slight, Said, Then, Thump, Knew, and Slack  
**Words for chopping:** Thing, Then, and Hate

| Model Answers: | New words after beheading: | now, hat, light, aid, hen, hump, new, and lack |
|----------------|----------------------------|--|---|
|               | New words after chopping:  | thin, the, and hat                           |

**Further Activity:** The teacher will write ten words in the board and ask students to find as many words within each word as they can. For example, mother – moth, other, her etc.

---

TSL Activity 8

**Learning Area:** Poetry  
**Referred topic:** The Quarrel  
**Focus:** Developing Writing Skill  
**Mode:** Whole Class  
**Teaching-learning technique:** Gap Filling  
**Supportive materials:** Answer Sheets, Slides, & Projector  
**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will show a number of pictures to the students and ask them to describe what they see in the pictures. Students will be asked to fill up the gaps given below the pictures using the following words. One illustration is also given below.  
**Words:** Sit, Jump, Kick, Stand, Walk, Play, Feed, Swim, Run, and Quarrel.

1. The boy is sitting on a stool.  
2. The girl is ..................  
3. The bird is .............. the baby bird.  
4. The boy is ..................  
5. Boys are ..................  
6. Children are ..............

Further Activity: The teacher will instruct each student in the class to think of one action verb and present it in the form of pantomime. For example, a student can stand in front of the class and perform the activity of batting/bowling without using language/supporting equipment such as bat and ball. The rest of the students of the class will guess what the performer did and say a sentence or two about the performer’s behavior. This activity is quite useful to consolidate action verbs and to practice the use of simple past or past continuous tense. To go back to the example that we have cited, one can say, ‘the student was batting’ or s/he batted’.

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**TSL Activity 9**

**Learning Area:** Poetry  
**Referred topic:** The Quarrel  
**Focus:** Developing Speaking Skill  
**Mode:** Small-group  
**Teaching-learning technique:** Using Pictures  
**Supportive materials:** Answer Sheets, Slides, & Projector  
**Proposed time:** 5 minutes

**Activity Procedure:** The teacher will display a set of pictures having different facial expressions. The expressions are given below. The students will be asked to identify the expression and speak a few sentences about such expression. For example, one student may say that the first expression gives us the fine look. He is a boy. He is ten years old. He goes to school daily. And he is a good boy too.

**Given Facial Expressions:**

![Facial Expressions Image]

**Model Answers:** 1. fine, 2. hungry, 3. thirsty, 4. angry, 5. sad, 6. happy, 7. excited, 8. tired, 9. ill, 10. hot, 11. cold, 12. bored.

---

**TSL Activity 10**

**Learning Area:** Poetry  
**Referred topic:** The Quarrel  
**Focus:** Developing Writing & Reading Skills  
**Mode:** Whole class  
**Teaching-learning technique:** Refocusing  
**Supportive materials:** Answer Sheets, Slides, & Projector  
**Proposed time:** 4 minutes

**Further Activity:** The teacher will ask students to write a little story around each picture. While writing the story, the students will give a name to the person, cite a location, describe a status, indicate a profession and explain the event which has made the person happy or unhappy or embarrassed.
Activity Procedure: The teacher will ask the students to re-write the given stanza of the poem ‘The Quarrel’ in present tense.

Given stanza:

We hated one another
The afternoon turned black
Then suddenly my brother
Thumped me on the back
And said, ‘oh, come along!
We can’t go on all night

Model Answers: We hate one another
The afternoon turns black
Then suddenly my brother
Thumps me on the back
And says, ‘oh come along!
We can’t go on all night

Further Activity: The students will dramatize the arguments given in the poem ‘The Quarrel’ in the class. The arguments would be selected by the teacher from the poem.

Activity Procedure: The teacher will ask each student to write down a paragraph on ‘friendship’. An exemplar paragraph is given below.

Exemplar paragraph: Friendship is a wonderful relation. It teaches us so many good things in life. We should be sincere and true to our friends. We should try to help each other to progress in life. A good friend is like an asset in life etc.

Further Activity: The students will imagine a situation where the four seasons are arguing among each other to prove how each one of them is better than the rest. The students will present verbally their imagination in this regard in the class.

Activity Procedure: The teacher will ask the students to write a short poem on ‘Peace’. An exemplar poem is given below.
Exemplar poem:

_I Pledge I Will Strive For Peace_

I had a talk with my niece
The topic was not war but peace
Why don’t people and nations find the keys?
To battles and wars
Why do they chance mar?
And millions of lives char
And leave unhealable scars
Why has man gone so far?
From god and blackened his own image with tar!

Further Activity: The students will role play a ‘swearing in ceremony’ performed in the parliament.

Part B: TSL Activities for developing Linguistic Creativity

TSL Activity 1

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: The Quarrel</td>
</tr>
<tr>
<td>Focus: Developing Linguistic Creativity</td>
</tr>
<tr>
<td>Mode: Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Brainstorming</td>
</tr>
<tr>
<td>Supportive materials: Answer Sheets, Slides, &amp; Projector</td>
</tr>
<tr>
<td>Proposed time: 5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will ask the students to prepare a list of as many as probable causes of quarreling that takes place among family members. For example, because of financial crisis in family, quarrelling takes place.

_Probable Causes of Quarrelling -_

i. ...........................................
ii. ...........................................
   ...........................................
   ...........................................
   ...........................................

TSL Activity 2

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: The Quarrel</td>
</tr>
<tr>
<td>Focus: Developing Linguistic Creativity</td>
</tr>
<tr>
<td>Mode: Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Debating</td>
</tr>
<tr>
<td>Supportive materials: Answer Sheets, Slides, &amp; Projector</td>
</tr>
<tr>
<td>Proposed time: 5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: People say – ‘Quarreling is not a good habit’. In the present activity the students will be required to prove this (i.e. quarreling is not a good habit’) statement, suggesting/indicating as many points which support the statement as possible. For example: one may write points like ‘it turns our mood off’. The students will be required to write such points one by one in the space provided below.

_Quarreling is not a good habit because -_

i. ...........................................
ii. ...........................................
   ...........................................
   ...........................................
   ...........................................
TSL Activity 3

Learning Area: Poetry  
Referred topic: The Quarrel  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Generalizing  
Supportive materials: Answer Sheets, Slides, & Projector  
Proposed time: 3 minutes

Activity Procedure: The teacher will ask the students to make a list of as many verbs as possible that express some sorts of feeling/relationship, like the verb ‘quarrel’.

List of verbs that express some sorts of feeling/relationship -
1. ..............................................
2. ..............................................
3. ..............................................

TSL Activity 4

Learning Area: Poetry  
Referred topic: The Quarrel  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Throw and Catch a Word  
Supportive materials: Answer Sheets, Slides, Projector  
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to write a word that begins with the end letter of the previous word. For example, the teacher at first will give the word ‘quarrel’ to the students. Then the students will write the next word that begins with the letter ‘l’. The next word may be ‘like’. In this way students will be asked to write for five minutes and at the end the teacher will evaluate their answers.

Quarrel
1. ......................
2. ......................

TSL Activity 5

Learning Area: Poetry  
Referred topic: The Quarrel  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Utilizing Real Life Experiences (Negative)  
Supportive materials: Answer Sheets, Slides, Projector  
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to write down as many types of bad habits as possible that we develop during our childhood. For example: fighting is a type of bad habit.

Types of bad habits
1. ......................
2. ......................


TSL Activity 6
Learning Area: Poetry
Referred topic: The Quarrel
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Utilizing Real Life Experiences (Positive)
Supportive materials: Answer Sheets, Slides, & Projector
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to write down as many types of good habits as possible that we should show in our daily lives. For example: getting up early in the morning.

Types of good habits
i. ..................
ii. ..................
..................

TSL Activity 7
Learning Area: Poetry
Referred topic: The Quarrel
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Creative Expansion of Ideas
Supportive materials: Answer Sheets, Slides, & Projector
Proposed time: 5 minutes

Activity Procedure: The teacher will instruct each student to write a story on the line ‘United we stand and divided we fall’. The students will be given freedom to write the story using their creative imagination.

TSL Activity 8
Learning Area: Poetry
Referred topic: The Quarrel
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Paragraph Writing
Supportive materials: Answer Sheets, Slides, & Projector
Proposed time: 5 minutes

Activity Procedure: The students will be asked to write a paragraph about the ‘importance of peace, unity, and brotherhood in the life of people in modern time where everybody has become self-centered and selfish’.

Topic-2 The Kite
Part A: TSL Activities for developing Linguistic Skills

TSL Activity 1
Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Listening & Writing Skills
Mode: Whole class
Teaching-learning technique: Identification
Supportive materials: Recording & Answer-sheets
Proposed time: 3 minutes
Activity Procedure: The students will be instructed to listen to the poem ‘The Kite’ with special attention to the last words in each line of the poem. Then they will be asked to write down the similar sounding words from the same poem in their copies. For example: ‘blue’ and ‘new’ are similar sounding words.

**List of similar sounding words**

i. ........................
ii. ........................
iii. ........................

Model Answers: dip-ship, tail-sail, tides-rides, crest-rest, slack-back, until-fill, see-tree etc.

Further Activity: Students will write the poem ‘Stopping by Woods on a Snowy Evening’ by Robert Frost in their copies and then find out the rhyming words from that poem.

**TSL Activity 2**

- **Learning Area:** Poetry
- **Referred topic:** The Kite
- **Focus:** Developing Listening & Writing Skills
- **Mode:** Whole class
- **Teaching-learning technique:** Recitation
- **Supportive materials:** Recording & Answer-sheets
- **Proposed time:** 5 minutes

Activity Procedure: The students will listen to the poem ‘The Kite’ twice and copy those lines that repeat a particular sound. For example: Top of a tree (/t/ is repeated).

**Lines that Repeat a Particular Sound:**

i. ........................
ii. ........................

Model Answers:
bright on the blue, a dive and a dip, soars like a ship, climbs to the crest, new breeze blows

Further Activity: The teacher will ask the students to write five lines in each of which one particular sound is repeated.

**TSL Activity 3**

- **Learning Area:** Poetry
- **Referred topic:** The Kite
- **Focus:** Developing Speaking Skill
- **Mode:** Small-group
- **Teaching-learning technique:** Discussion
- **Supportive materials:** Slides, Projector, & Answer-sheets
- **Proposed time:** 5 minutes

Activity Procedure: The teacher will display the poem ‘The Kite’ on the computer screen and ask the students to go through it properly. Further, the teacher will ask them to throw more light on the words like ‘blue’, ‘tide’, and ‘crest’ that are found in the poem. Then they will be asked to explain what is unique about their use in the particular poem.

Further Activity: The teacher will ask the students to look up the following pair of words in a dictionary and find out the difference between words of each pair. The pair of words are - poor and the poor, rich and the rich, underprivileged and the underprivileged etc.
Learning Area: Poetry
Referral topic: The Kite
Focus: Developing Reading & Speaking Skills
Mode: Whole class
Teaching-learning technique: Question answer
Supportive materials: Recording, Slides, & Projector
Proposed time: 4 minutes

Activity Procedure: The teacher will display the poem ‘The Kite’ on the computer screen and ask the students to go through it properly. Further, the teacher will ask them to differentiate between the words ‘its’ and ‘it’s’ and ‘blue’ and ‘the blue’ found in the given lines of the poem.

Given lines of the poem:
1a. With a dive and a dip
   It snaps its tail.
2a. The sky is blue

1b. How bright on the blue
2b. A kite when it’s new

Model Answers:
1a. ‘its’ means connected or belonging with a thing while ‘it’s’ is the short form of it is.
2a. blue is color and 2b blue is a noun

Further Activity: The teachers will ask the students to name a few things of nature which are blue in color.

Learning Area: Poetry
Referral topic: The Kite
Focus: Developing Speaking Skill
Mode: Whole class
Teaching-learning technique: Word Association
Supportive materials: Slides, Projector, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to read the poem ‘The Kite’ carefully and then complete the following word families. The key words of the families have been given at the centre of the diagrams. For example, one can write words like flowers, fruits, leaves, branches, etc. for the key word ‘tree’. Like this, the students will write words related to these two key words.

Model Answers: Ship - mast, direction, ocean, sailor, voyage, etc.
               Wind - cool, strong, chilled, etc.
Further Activity: The teacher will ask the students to group the given words in this way: identify the central word, write it in the circle and write related words around the circles. The words are cloudy, foggy, rainy, weather, misty, waves, tide, ocean, stormy, coast, cyclone, ebb, flow, and lighting etc.

<table>
<thead>
<tr>
<th>TSL Activity 6</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Area:</strong> Poetry</td>
</tr>
<tr>
<td><strong>Referred topic:</strong> The Kite</td>
</tr>
<tr>
<td><strong>Focus:</strong> Developing Writing Skill</td>
</tr>
<tr>
<td><strong>Mode:</strong> Whole class</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong> Temporal Distancing</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong> Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td><strong>Proposed time:</strong> 5 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** The teacher will display six lines from the poem ‘The Kite’ and ask the students to change the lines of the poem in simple past tense.

**Selected lines of the poem ‘The Kite’:**

```
How bright on the blue  
Is a kite when it’s new!  
With a dive and a dip  
It snaps its tail  
Then soars like a ship  
With only a sail
```

**Model Answers:**

```
How bright on the blue  
Was a kite when it was new  
With a dive and a dip  
It snapped its tail  
Then soared like a ship  
With only a sail
```

Further Activity: The teacher will ask the students to make a list of some regular and irregular verbs in their past tense forms. For example- walk-walked, write-wrote etc.

**Learning Area:** Poetry  
**Referred topic:** The Kite  
**Focus:** Developing Writing Skill  
**Mode:** Whole class  
**Teaching-learning technique:** Classification on the basis of Tense Marker  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 5 minutes

**Activity Procedure:** When we change a singular noun to plural noun, we usually add /s/ or /es/ to the given noun. These plural markers (i.e. /s/ or /es/) are pronounced in three different ways e.g. /s/, /z/, and /iz/. For example, when we add ‘s’ as a plural marker to the word ‘book’, it is pronounced as /s/; when we attach it to the word ‘dog’ it is pronounced as /z/ and when we add /s/ to the word ‘class’, it is pronounced as /iz/. Here, the students are asked to listen to the recording of the given words carefully first and then classify them on the basis of pronunciation of the plural marker.

**Given Words:** snaps, soars, rides, climbs, pulls, seems, falls, goes, blows, flaps.

<table>
<thead>
<tr>
<th>-s/</th>
<th>-z/</th>
</tr>
</thead>
</table>

| /s/ | /z/ | /iz/ |
Further Activity: The students will find some more plural words from the poem ‘The Kite’ and categorize them on the basis of plural marker.

TSL Activity 8

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Writing Skill
Mode: Individualized
Teaching-learning technique: Paragraph Writing
Supportive materials: Answer Sheets, & Audio-Tape
Proposed time: 4 minutes

Activity Procedure: Students will be asked to listen to the recorded poem ‘The Kite’ with special attention to the following words and strike off the silent letters that are found in those words. For example, the student can strike off the letter ‘i’ form the word ‘fill’. This activity is for joke only.

Recorded Words: 1. Kite, 2. bright, 3. blue, 4. dive, 5. like, 6. tide, 7. ride, 8. falls, 9. fill, 10. ragger, 11. will, and 12. climb

Model Answers: 1. e, 2. gh, 3. e, 4. e, 5. e, 6. e, 7. e, 8. l, 9. l, 10. g, 11. l, 12. b,

Further Activity: The teacher will ask the students to note down more words having silent letters in them at home.

TSL Activity 9

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Listening Skill
Mode: Whole class
Teaching-learning technique: Phonological Recognition
Supportive materials: Slides, Projector, & Audio-Tape
Proposed time: 3 minutes

Activity Procedure: Students will be asked to classify the given words under two sound groups i.e. /ai/ group and /i/ group. For example, the word ‘kite’ is having the /ai/ sound in it while the word ‘wind’ is having /i/ sound in it.

Given Words: wing, thing, bright, tide, ride, string, dive, like, and ship.

<table>
<thead>
<tr>
<th>/ai/ group</th>
<th>/i/ group</th>
</tr>
</thead>
</table>

Model Answers: /ai/ group - bright, dive, like tide, ride,

/i/ group - string, wing, thing, ship.

Further Activity: The teacher will ask students to write five words having /i/sound and/or /ai/ sound.

TSL Activity 10

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Listening Skill
Mode: Whole class
Teaching-learning technique: Phonological Discrimination
Supportive materials: Slides, Projector, & Audio-Tape
Proposed time: 5 minutes
Activity Procedure: The students will be asked to listen to the recorded poem ‘The Kite’ with proper attention and find out the odd-member from the given series of words on the basis of the pronunciation of the vowel-sound.

Series of words:

- a. See, tree, sit, breeze.
- b. Gust, dust, run, pull.
- c. Tail, sail, mail, sells.
- d. Dip, ship, sheep, zip.
- e. Soars, roars, roads, boars.

Model Answers: a. sit, b. pull, c. sells, d. sheep, e. roads

Further Activity: The teacher will ask each student to write down the rhyming words for the word ‘kite’ as their homework. For example, one can write right, bright etc. as the rhyming words for the word ‘kite’.

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Writing Skill
Mode: Whole class
Teaching-learning technique: Substitution
Supportive materials: Projector, Slides, & Answer-sheets
Proposed time: 3 minutes

Activity Procedure: The teacher will display the poem ‘The Kite’ on the computer screen and ask the students to write the poem in their copies using the word ‘the kite’ in place of its pronoun. For example: ‘It’s new’ is a line from the poem but the students will write it as ‘the kite is new’.

Model Answers: kite snaps its tail, kite’s wings fill, of wind kite rides, and up kite goes etc.

Further Activity: The teacher will ask the students to write a short paragraph of fifteen lines about a family in which names of men and women, animals and objects will be mentioned.

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Speaking Skill
Mode: Whole class
Teaching-learning technique: Recitation
Supportive materials: Projector, Slides, & Recording
Proposed time: 5 minutes

Activity Procedure: At first, the teacher will ask the students to listen to the recording of the poem ‘The Kite’ twice in the class. Then the teacher will ask them to recite the poem independently. The teacher will evaluate their recitations on the basis of the accent, pause, stress, intonation pattern of the students.
Part-B: TSL Activities for developing Linguistic Creativity

TSL Activity 1

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
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</thead>
<tbody>
<tr>
<td>Referred topic: The Kite</td>
</tr>
<tr>
<td>Focus: Developing Linguistic Creativity</td>
</tr>
<tr>
<td>Mode: Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Creative Writing</td>
</tr>
<tr>
<td>Supportive materials: Answer sheets</td>
</tr>
<tr>
<td>Proposed time: 3 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will ask the students to write a dialogue between a ‘bird kite’ and a ‘paper kite’ on the basis of their imagination.

An Exemplar dialogue:

BK: Good morning, brother paper kite. How do you do?
PK: Good morning. How do you do?
BK: Why don’t you fly every day all throughout the year?
PK: Oh! Brother, I am not free as you are. My flights depend on my owner. Do you know there is a special season for my flights?
BK: Oh! Yes, now I remember! Last year, this season I met many of your brothers and sisters quite high in the sky.
(BK-Bird Kite, PK=Paper Kite)

TSL Activity 2

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: The Kite</td>
</tr>
<tr>
<td>Focus: Developing Linguistic Creativity</td>
</tr>
<tr>
<td>Mode: Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Creative Writing</td>
</tr>
<tr>
<td>Supportive materials: Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time: 4 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The students will be asked to write a poem on ‘Kite’ using the following rhyming words at the end of each line of the poem. These rhyming words are given as hints only. Rhyming Words: sky, high, jumps, bumps, glides, abides, takes, bakes, writes, rites, soar, roar, colors, dollars, bride, and pride.

An Exemplar Poem:

How bright in the sky
Is a kite when its high
With dives and jumps
Into its brothers it bumps
Then again it glides
Master’s it abides
Various shapes it takes
And in hot sun it bakes
To the kite it writes
It’s not only the bird’s rights.
To fly and to soar
When the wind does not roar
To decorate it in colors
People spend even dollars
A kite looks like a bride
And certainly is owner’s pride.

**TSL Activity 3**

**Learning Area:** Poetry  
**Referred topic:** The Kite  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Discrimination  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 4 minutes

**Activity Procedure:** After going through the poem ‘The Kite’, the students will be asked to find out as many as differences between a ‘bird kite’ and a ‘paper kite’ as possible. Paper kite and bird kite, both fly in the sky but they are different from each other. They will be asked to mention as many differences between them as possible in the space given below.

<table>
<thead>
<tr>
<th>Paper-Kite</th>
<th>Bird-Kite</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. It is a non-living thing.</td>
<td>i. It is living thing.</td>
</tr>
<tr>
<td>ii. ................................</td>
<td>ii. ................................</td>
</tr>
<tr>
<td>iii. ................................</td>
<td>iii. ................................</td>
</tr>
<tr>
<td>....................................</td>
<td>....................................</td>
</tr>
</tbody>
</table>

**TSL Activity 4**

**Learning Area:** Poetry  
**Referred topic:** The Kite  
**Focus:** Developing Linguistic Creativity  
**Mode:** Whole class  
**Teaching-learning technique:** Association  
**Supportive materials:** Slides, Answer-sheets & Projector  
**Proposed time:** 4 minutes

**Activity Procedure:** The teacher will ask the students to write down as many names as they can remember relating to sports. For example: cricket.

**Names Relating to Sports:**

| i. ................................ |
| ii. ................................ |
| .................................... |

**TSL Activity 5**

**Learning Area:** Poetry  
**Referred topic:** The Kite  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Letter-writing  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 4 minutes

**Activity Procedure:** The teacher will ask each student to write a letter to his/her friend to inform about kite flying event that is going to take place in his/her school.
TSL Activity 6

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Listing of Items
Supportive materials: Slides, Projector, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: Kite flies in the air. It uses air as a medium of transport. The students will be asked to write as many names of the things as possible that use air as a medium of transport. For example: bird kite.

Name of things that used air as a medium of transport
i. .......... 
ii. .......... 
........ 
........ 

TSL Activity 7

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Linguistic Creativity
Mode: Whole class
Teaching-learning technique: Crazigram
Supportive materials: Slides, Projector, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to frame sentences using each letter of a set of letters. The first word of the sentence will start from first letter of the set of letters; the second word of the sentence will start from the second letter of the set of letters; and so on. For example, using the set of letters ‘I H A B K’ the sentence ‘I have a blue kite’ can be framed. Using the given set of letters the students are asked to frame as many as sentences.

Set of letters:
1. T W A B B - ...........................................................
2. T I A B H - ...........................................................
3. I L B - ............................................................... 

TSL Activity 8

Learning Area: Poetry
Referred topic: The Kite
Focus: Developing Linguistic Creativity
Mode: Whole class
Teaching-learning technique: Throw a word please
Supportive materials: Slides, Projector, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to find as many as words that begin with the last letter of the previous word. For example, the teacher will throw the word ‘kite’ and then the student will give as many words as possible that starts with last letter i.e. ‘e’.
Topic-3 A House, A Home

Part A: TSL Activities for developing Linguistic Skills

TSL Activity 1

**Learning Area:** Poetry  
**Referred topic:** A House, A Home  
**Focus:** Developing Reading Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Association  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 4 minutes

**Activity Procedure:** The teacher will ask the students to read the poem ‘A House, A Home’ carefully and complete the following word-families. The head words have been given inside the diagrams and the students are asked to write the member words touching to the arrow marks relating to the given head words. For example, if the headword is ‘school’ then the students may write teachers, students, classes, books etc. as member words. In this present activity, they will write related words about ‘home’ and ‘house’.

- **HOME**
- **HOUSE**

**Model Answers:** Home: brothers, sisters, father, mother, family etc.  
House: floors, doors, window glass, roof etc.

**Further Activity:** The teacher will give more head words like ‘classroom’, ‘family’ etc. to the students and tell them to write their member words.

TSL Activity 2

**Learning Area:** Poetry  
**Referred topic:** A House, A Home  
**Focus:** Developing Speaking & Writing Skills  
**Mode:** Small-group  
**Teaching-learning technique:** Explanation  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 5 minutes

**Activity Procedure:** The teacher will ask the students to write the meanings of the following idioms in their answer sheets within the stipulated time.

**Idioms:**

1. A home bird  
2. A home from home  
3. A house divided against itself  
4. A house of cards

**Model Answers:**

- **A home bird:** A person who feels comfortable staying at home.
- **A home from home:** A place, which is as comfortable/good as home.
- **A house divided against itself:** A home where people do not care and love for each other.
- **A house of cards:** A dream that is very fragile i.e. collapses easily.
Further Activity: The teacher will ask the students to write down the meanings of some more idioms and show those in the class.

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: A House, A Home</td>
</tr>
<tr>
<td>Focus: Developing Reading Skill</td>
</tr>
<tr>
<td>Mode: Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Matching</td>
</tr>
<tr>
<td>Supportive materials: Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time: 5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: Two columns i.e. column ‘A’ and column ‘B’ are given below. Column ‘A’ contains a number of adjectives and column ‘B’ contains two nouns. Each of the nouns of the column ‘B’ can be related with a number of adjectives from column ‘A’ for forming collocations. For example, happy home, lovely home etc. in this way each noun of column ‘B’ can be related with a number of adjectives of column ‘A’ for forming collocations.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Collocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>Home</td>
<td>…………………</td>
</tr>
<tr>
<td>Temporary</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Secure</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Magnificent</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Luxurious</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Supportive</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Stable</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Lovely</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Comfortable</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Beautiful</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Huge</td>
<td>House</td>
<td>…………………</td>
</tr>
<tr>
<td>Large</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Palatial</td>
<td></td>
<td>…………………</td>
</tr>
<tr>
<td>Four-bedroom</td>
<td></td>
<td>…………………</td>
</tr>
</tbody>
</table>

Model Answers: permanent house, temporary house, happy home, secure house, magnificent house, luxurious house, supportive home, stable house, lovely house, comfortable house, huge house, large house, palatial house etc.

Further Activity: The students will be asked to write more adjectives related to home and house as homework.

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: A House, A Home</td>
</tr>
<tr>
<td>Focus: Developing Reading Skills</td>
</tr>
<tr>
<td>Mode: Whole class</td>
</tr>
<tr>
<td>Teaching-learning technique: Inferencing</td>
</tr>
<tr>
<td>Supportive materials: Slides, Projector &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time: 5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: This activity is based on the assumption that the students know the difference between ‘house’ and ‘home’. In this activity, the students will be asked to read Rabindranath Tagore’s short story ‘The Home Coming’ and say whether the boy in the story misses his house or his home.

Model Answers: The boy in Rabindranath Tagore’s short story ‘The Home Coming’ misses his home or the people in the house a lot.
Further Activity: The teacher will ask the students to guess the reason why the two brothers quarreled in the poem ‘The Quarrel’.

<table>
<thead>
<tr>
<th>TSL Activity 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area:</strong> Poetry</td>
</tr>
<tr>
<td><strong>Referred topic:</strong> A House, A Home</td>
</tr>
<tr>
<td><strong>Focus:</strong> Developing Speaking Skill</td>
</tr>
<tr>
<td><strong>Mode:</strong> Whole class</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong> Question answer</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong> Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td><strong>Proposed time:</strong> 5 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** The teacher will first ask the students to read the following lines of the poem ‘Night of the Scorpion’ and then ask them to answer whether such lines convey about the ‘house’ or ‘home’.

‘Night of the Scorpion’
I remember the night my mother
Was stung by a scorpion
After twenty hours
It lost its sting
My mother only said
Thank god the scorpion picked on me
And spared my children.
(By Nissim Ezekiel)

**Model Answers:** It fits under home because here the love, care and concern of the mother is reflected clearly.

Further Activity: The teacher will ask the students to write the explanation of the statement ‘A mansion may be a house, but a hut may be a home’ at home.

<table>
<thead>
<tr>
<th>TSL Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area:</strong> Poetry</td>
</tr>
<tr>
<td><strong>Referred topic:</strong> A House, A Home</td>
</tr>
<tr>
<td><strong>Focus:</strong> Developing Speaking Skill</td>
</tr>
<tr>
<td><strong>Mode:</strong> Individualized</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong> Discussion</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong> Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td><strong>Proposed time:</strong> 5 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** The teacher will ask the students to explain the meaning of the following lines.

**Lines:**
1. Every home is a house but every house may not be home.
2. A house is built by hands; a home is built by hearts.

**Model Answers:**
1. A home implies people living inside the building/house, their love, affection, and sacrifice for each other. A house refers to a building or the objects inside the building. Some families live together but do not share, care and feel for each other.
2. A house refers to a building or the objects inside the building whereas home refers to love, care and feeling for each other in the family.

Further Activity: Each student will write a short paragraph describing how his/her parents, brothers and sisters care for him/her. S/he can cite events to prove his/her points.
Activity Procedure: The teacher will ask the students to explain the difference between ‘homework’ and ‘housework’.

Model Answers:
Homework is a word in education/teaching learning process. It refers to academic exercises that teachers give students to do at home.
Housework refers to house related activities such as cooking, washing, cleaning and ironing etc. done in house.

Further Activity: The teacher will make a list of activities such as cooking, washing, cleaning, mopping, accessing the internet, preparing for an interview, doing exercises given by the teacher etc. Students will classify them under ‘homework’ and ‘housework’.

Activity Procedure: The teacher will ask the students to rectify the given sentences.

Sentences:

i. The teacher gave Ashok a lot of math’s house-work
ii. Our school has hously atmosphere
iii. A home-fly is an insect
iv. I am going house
v. Silchar is my house-town
vi. The school boy was house-sick

Model Answers: i. home work, ii. homely, iii. housefly, iv. home, v. hometown, vi. homesick

Further Activity: The teacher will explain a situation where an old man and woman live in a big house as an empty-nesters because their children are independent, married and do not want to live with their parents. The students will try to identify that situation where they live as a home or a house.

Activity Procedure: The teacher will ask the students to say the meaning of ‘home’ in the following sentences.

Model Answers:
Homework is a word in education/teaching learning process. It refers to academic exercises that teachers give students to do at home.
Housework refers to house related activities such as cooking, washing, cleaning and ironing etc. done in house.
Sentences:

i. During the partition, thousands of people had to leave their homeland.
ii. Home sweet home
iii. Who is the home minister of India now?
iv. Have you read about home-rule movement
v. Are your parents at home?
vi. Sachin began to play from his home ground.

Model Answers:

i. One develops affection/affinity for his/her country of living so it is homeland.
ii. There is no place like home. For example, we don’t get that love, affection in a hostel, hotel etc.
iii. Home minister is responsible for maintaining law and order in the nation which is like home for the people who live there.
iv. Home-rule movement is a movement in history for achieving self-rule/no more foreign rule.
v. Home simply connotes a place where affection and love is there.
vi. Home ground means a ground in the city where one begins to play from his childhood.

Further Activity: The teacher will ask the students to tell the gist of Hindi movie ‘Bagbaan’ in the light of the distinction between ‘house’ and ‘home’.

TSL Activity 10

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: A House, A home</td>
</tr>
<tr>
<td>Focus: Developing Reading &amp; Writing Skills</td>
</tr>
<tr>
<td>Mode: Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique: Meaning Matching</td>
</tr>
<tr>
<td>Supportive materials: Slides, Projectors, &amp; Answer Sheets</td>
</tr>
<tr>
<td>Proposed time: 3 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will ask the students to match the description under the column ‘B’ with the noun under the column ‘A’.

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOME</td>
<td>i. Is an emotionally neutral word.</td>
</tr>
<tr>
<td>HOUSE</td>
<td>ii. Refers to a type of building</td>
</tr>
<tr>
<td>iii. Is used mostly in more personal senses.</td>
<td></td>
</tr>
<tr>
<td>iv. Expresses the idea of emotional attachment.</td>
<td></td>
</tr>
</tbody>
</table>

Model Answers: Home - iii, iv; House - i, ii

Further Activity: The teacher will give the students a list of experiences relating to ‘house’ and ‘home’ and ask them to categorize the experiences as belonging to house or home. Exemplar experiences relating to house and home are -

I. A husband and his wife earn handsome salaries, live in a luxurious bungalow, travel to office in private cars, but enter into hot and nasty argument everyday.

II. The man works and lives in Nasik and his wife works and lives in Kolkata. They are hundreds of miles away from each other. But they all the time think of each other, care for each other and trust each other.

TSL Activity 11

<table>
<thead>
<tr>
<th>Learning Area: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic: A House, A Home</td>
</tr>
<tr>
<td>Focus: Developing Reading &amp; Writing Skills</td>
</tr>
<tr>
<td>Mode: Small-group</td>
</tr>
<tr>
<td>Teaching-learning technique: Gap-Filling</td>
</tr>
<tr>
<td>Supportive materials: Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time: 3 minutes</td>
</tr>
</tbody>
</table>
Activity Procedure: The teacher will ask the students to fill in the following blanks using either ‘home’ or ‘house’.

1. There are some horrible new ................ in our village.
2. I lived in Mumbai for twenty years, but I never felt it was my ............... 
3. I have lived in the same hotel for twenty years, so it is my ............ 
4. Mr. Kumar is in England for three years and says that England is his second ........

Model Answers: 1. houses, 2. home, 3. house, 4. home

Further Activity: The teacher will draw the students’ attention to the nests made by various kinds of birds where they keep their eggs and later they keep their babies whom they feed with lot of love, care and sacrifice. Students will have to talk about the materials that the birds use to build their nests and also about how the mother -bird feeds, protects, and nurses her baby-birds.

TSL Activity 12

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Reading & Writing Skills
Mode: Small-group
Teaching-learning technique: Crossword
Supportive materials: Slides, Projector, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: The teacher will give the students crossword puzzle which has names of various family relationships. The names will be given diagonally from top to bottom or vice versa, or vertically from top to bottom or vice versa. Students will trace these names of family relationships from the following crossword box.

Crossword box:

<table>
<thead>
<tr>
<th>U</th>
<th>M</th>
<th>A</th>
<th>N</th>
<th>I</th>
<th>R</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>C</td>
<td>T</td>
<td>E</td>
<td>O</td>
<td>G</td>
<td>K</td>
</tr>
<tr>
<td>C</td>
<td>K</td>
<td>E</td>
<td>T</td>
<td>S</td>
<td>I</td>
<td>C</td>
</tr>
<tr>
<td>L</td>
<td>G</td>
<td>E</td>
<td>H</td>
<td>T</td>
<td>U</td>
<td>V</td>
</tr>
<tr>
<td>E</td>
<td>Y</td>
<td>E</td>
<td>R</td>
<td>U</td>
<td>Z</td>
<td>X</td>
</tr>
<tr>
<td>B</td>
<td>R</td>
<td>R</td>
<td>E</td>
<td>T</td>
<td>S</td>
<td>I</td>
</tr>
<tr>
<td>A</td>
<td>U</td>
<td>N</td>
<td>T</td>
<td>B</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td>A</td>
<td>M</td>
<td>I</td>
<td>L</td>
<td>Y</td>
<td>H</td>
</tr>
</tbody>
</table>

Model Answers: 1. mother, 2. uncle, 3. sister, 4. brother, 5. aunt

Further Activity: The teacher will prepare some sort of riddles and for such riddles the students are required to provide one word answer. For example, if Mohan is the father of Ashok’s father’s father, then what is the relationship between Mohan and Ashok?

Part B: TSL Activities for developing Linguistic Creativity

TSL Activity 1

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Quotation Writing
Supportive materials: Answer Sheets, Pencil
Proposed time: 4 minutes
Activity Procedure: The teacher will ask the students to read the poem ‘A House, A Home’ and write down as many as quotations related to home and house. For example:

1. Home is the place your heart resides
   Home is the place that you decide
   Home is the womb that holds the soul
   Home is the place where you are alone.

2. Peace be to this house, and to all that dwell in it.

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Collaborative Creative Writing
Supportive materials: Answer Sheets, Pencil
Proposed time: 5 minutes

Activity Procedure: The students will read the following rhyming words and use them to write poems about ‘House’ and ‘Home’.

**Rhyming Words for House:** walls, balls, floors, doors, eyes, skies, nose, close, together etc.

**Rhyming Words for Home:** love, dove, care, share, mothers, others, sacrifice, nice etc.

<table>
<thead>
<tr>
<th>An exemplar poem: (A HOUSE)</th>
<th>An exemplar poem: (A HOME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A house has walls</td>
<td>A home is a pure love</td>
</tr>
<tr>
<td>Toys, rackets, bats and balls</td>
<td>As peaceful as a dove</td>
</tr>
<tr>
<td>Some sleeping floors</td>
<td>Where people care</td>
</tr>
<tr>
<td>And standing doors</td>
<td>And joys and sorrows share</td>
</tr>
<tr>
<td>Windows as eyes</td>
<td>Where loving mothers</td>
</tr>
<tr>
<td>Open to the skies</td>
<td>Do things for others</td>
</tr>
<tr>
<td>A chimney as nose</td>
<td>And everybody sacrifice</td>
</tr>
<tr>
<td>That can open and close</td>
<td>To make other’s feel nice.</td>
</tr>
<tr>
<td>Where they stay together</td>
<td></td>
</tr>
<tr>
<td>But may not pray together.</td>
<td></td>
</tr>
</tbody>
</table>

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Personalization
Supportive materials: Answer Sheets, Pencil
Proposed time: 5 minutes

Activity Procedure: The teacher will ask each student to write a paragraph about his/her home in their own language. S/he may include points such as where s/he stays, how many members are there in his/her family etc. in the paragraph.

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Creating Collocations for a Single Word
Supportive materials: Answer Sheets, Pencil
Proposed time: 5 minutes
Activity Procedure: The teacher will ask each student to write as many compound words as s/he can by using ‘home’ and ‘house’ as a part of their compound words.

<table>
<thead>
<tr>
<th>Home</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Housefly</td>
</tr>
<tr>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

TSL Activity 5

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Comparison
Supportive materials: Answer Sheets, & Pencil
Proposed time: 5 minutes

Activity Procedure: The teacher will ask the students to cite as many differences as possible between a city house and a village house.

<table>
<thead>
<tr>
<th>City House</th>
<th>Village House</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Big buildings are mostly seen.</td>
<td>i. Mud houses are found</td>
</tr>
<tr>
<td>ii. ........................................</td>
<td>ii. ........................................</td>
</tr>
<tr>
<td>........................................</td>
<td>........................................</td>
</tr>
</tbody>
</table>

TSL Activity 6

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Exploring Lexical Association
Supportive materials: Answer Sheets, & Pencil
Proposed time: 4 minutes

Activity Procedure: The teacher will ask the students to write as many names as possible for types of building.

Types of Building:

i. Flat type building
ii. ..........

TSL Activity 7

Learning Area: Poetry
Referred topic: A House, A Home
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Illustration
Supportive materials: Answer Sheets, & Pencil
Proposed time: 3 minutes

Activity Procedure: The teacher will ask the students to frame as many sentences as possible using the word ‘home’ and ‘house’.

<table>
<thead>
<tr>
<th>Home related sentences</th>
<th>House related sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. My home town is in Malda</td>
<td>i. We have a big house in Malda</td>
</tr>
<tr>
<td>ii. ........................................</td>
<td>ii. ........................................</td>
</tr>
<tr>
<td>iii. ........................................</td>
<td>iii. ........................................</td>
</tr>
<tr>
<td>Learning Area: Poetry</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Referred topic: A House, A Home</td>
<td></td>
</tr>
<tr>
<td>Focus: Developing Linguistic Creativity</td>
<td></td>
</tr>
<tr>
<td>Mode: Individualized</td>
<td></td>
</tr>
<tr>
<td>Teaching-learning technique: Elaboration</td>
<td></td>
</tr>
<tr>
<td>Supportive materials: Answer Sheets, &amp; Pencil</td>
<td></td>
</tr>
<tr>
<td>Proposed time: 4 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Activity Procedure: The teacher will ask the students to write a creative paragraph on the concept of ‘House warming’

*****
APPENDIX–C

TSL Activities for developing Linguistic Skills and Creativity in Non-Detailed Study

Titles of the Non-detailed Study:

i. A Tale of Two Birds
ii. The Friendly Mongoose
iii. The Shepherd’s Treasure
Topic-1 A Tale of Two Birds

Part A: TSL Activities for developing Linguistic Skills

<table>
<thead>
<tr>
<th>TSL Activity 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area:</strong> Non-detailed</td>
</tr>
<tr>
<td><strong>Referred topic:</strong> A Tale of Two Birds</td>
</tr>
<tr>
<td><strong>Focus:</strong> Developing Reading &amp; Writing Skills</td>
</tr>
<tr>
<td><strong>Mode:</strong> Individualized</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong> Gap Filling</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong> Projector, Slides, &amp; Answer-sheets</td>
</tr>
<tr>
<td><strong>Proposed time:</strong> 5 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** At first, the teacher will teach the text i.e. 'A Tale of Two Birds’ to the students paying special attention to prepositions. Then ‘fill in the gap’ exercises will be displayed on the screen of the projector. Students would be given sufficient time to read the gapped sentences carefully and would be asked to use the given prepositions appropriately in such gapped sentences. Further, Students would be instructed to classify such prepositions under the following groups. At the end teacher will check their answers.

**Gapped sentences:**

i. Had a nest …… a tall, shady tree.
ii. Came down …… a cave.
iii. Ran deep ……..the forest
iv. Rode on ………..a long time.
v. Sat down ……. a tree.
vi. Noises issuing …… the tree.
vii. Got ….. his horse.
viii. Lived ………………… the forest.
ix. Came ………………… the forest.

**Given Prepositions:** for, near, in, from, into, to, under, onto, on.

**Classification of the prepositions:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Movement</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Location: in, under, from, to; Movement: near, into, onto; Duration: for

**Further Activity:** Students will be asked to do a few more similar types of tasks as homework.

<table>
<thead>
<tr>
<th>TSL Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area:</strong> Non-detailed</td>
</tr>
<tr>
<td><strong>Referred topic:</strong> A Tale of Two Birds</td>
</tr>
<tr>
<td><strong>Focus:</strong> Developing Writing Skill</td>
</tr>
<tr>
<td><strong>Mode:</strong> Individualized</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong> Matching</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong> Projector, Slides, &amp; Answer-sheets</td>
</tr>
<tr>
<td><strong>Proposed time:</strong> 6 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** The students will be asked to read the story ‘A Tale of Two Birds’ carefully paying attention to the verb clusters/idioms and phrases. Then different verb clusters/idioms and phrases will be selected from the story and they will be asked to match the verb clusters/idioms and phrases under column ‘A’ with their meanings given under column ‘B’.
### TSL Activity 3

**Learning Area:** Non-detailed  
**Referred topic:** A Tale of Two Birds  
**Focus:** Developing Speaking & Writing Skills  
**Mode:** Individualized  
**Teaching-learning technique:** Forming Collocations through Matching  
**Supportive materials:** Projector, Slides, & Audio-CD  
**Proposed time:** 5 minutes

**Activity Procedure:** Many adjectives and nouns chosen from the text ‘A Tale of Two Birds’ will be listed under column ‘A’ and column ‘B’ as given below. Students will be required to match them on the basis of collocations. For example, students may select ‘tall’ from column ‘A’ and ‘man’ from column ‘B’ and form a new collocation i.e. ‘tall man’.

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
<th>Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tall</td>
<td>Voice</td>
<td>Tall tree</td>
</tr>
<tr>
<td>Shady</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Big</td>
<td>Man</td>
<td></td>
</tr>
<tr>
<td>Heavy</td>
<td>Bird</td>
<td></td>
</tr>
<tr>
<td>Strong</td>
<td>Noises</td>
<td></td>
</tr>
<tr>
<td>Brown</td>
<td>Tree</td>
<td></td>
</tr>
<tr>
<td>Faint</td>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Gentle</td>
<td>Wind</td>
<td></td>
</tr>
<tr>
<td>Cold</td>
<td>Branch</td>
<td></td>
</tr>
<tr>
<td>Holy</td>
<td>Storm</td>
<td></td>
</tr>
</tbody>
</table>

**Model answers:** tall tree, shady tree, big bird, heavy storm, long time, strong wind etc.

### Further Activity:  
Students will be given some wrong collocations for correction.

### TSL Activity 4

**Learning Area:** Non-detailed  
**Referred topic:** A Tale of Two Birds  
**Focus:** Developing Writing Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Identifying Acceptable and Unacceptable Expressions  
**Supportive materials:** Projector, Slides, & Audio CD  
**Proposed time:** 5 minutes

| 1. Took care of | i. Climbed down |
| 2. Blew down    | ii. Escape      |
| 3. Came down    | iii. Is in close company of |
| 4. Got off      | iv. Looked after|
| 5. Slip away    | v. Uprooted     |
| 6. Has made friends with | vi. Fell down |

**Model answers:** 1-iv, 2-v, 3-vi, 4-i, 5-ii, 6-iii
**Activity Procedure:** Students will be asked to classify the given expressions as acceptable or unacceptable. They will put a tick mark (√) against acceptable ones and cross (X) against the unacceptable ones. For example, students will put tick mark (√) against the expression ‘holy place’ and cross mark (X) against the expression ‘long water’.

**Given Expressions:** Tall man, Tall branch, Heavy tree, Heavy man, Long man, Brown tree, Faint time, Gentle storm, Cold wind, Holy bird, Holy tree, Big water, Faint man

<table>
<thead>
<tr>
<th>Acceptable expressions</th>
<th>Unacceptable expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>i.</td>
</tr>
<tr>
<td>ii.</td>
<td>ii.</td>
</tr>
<tr>
<td>iii.</td>
<td>iii.</td>
</tr>
<tr>
<td>iv.</td>
<td>iv.</td>
</tr>
<tr>
<td>v.</td>
<td>v.</td>
</tr>
</tbody>
</table>

**Model answers:**

Accepted expressions - tall man, brown tree, faint time, cold wind, holy tree

Unaccepted expressions - tall branch, heavy tree, heavy man, long man, gentle storm, big water, faint man

**Further Activity:** Students will be given ten expressions which include nine acceptable expressions and one unacceptable expression. They will be required to identify the unacceptable expression from such ten expressions.

---

**TSL Activity 5**

**Learning Area:** Non-detailed
**Referred topic:** A Tale of Two Birds
**Focus:** Developing Reading & Writing Skills
**Mode:** Individualized
**Teaching-learning technique:** Matching Collective Nouns with Explanations
**Supportive materials:** Projector, Slides, & Answer-sheets
**Proposed time:** 5 minutes

**Activity Procedure:** Some synonymous collective nouns will be listed under column ‘A’ and their explanations/meanings will be given under column ‘B’ in a wrong order. For example, ‘gang’ under column ‘A’ and ‘an organized group of criminals’ under column ‘B’ will be given in wrong order and students will match them. Students will be asked to match the given items under column ‘A’ with appropriate items under column ‘B’ in respect to their explanations/meanings.

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gang</td>
<td>i. A group of people who work as a team to investigate or supervise.</td>
</tr>
<tr>
<td>2. Crowd</td>
<td>ii. A large number of people moving together like bees.</td>
</tr>
<tr>
<td>3. Group</td>
<td>iii. A number of people that are together in one place and are connected in some way.</td>
</tr>
<tr>
<td>5. Mob</td>
<td>v. A group of people who play a sport or game together against another group.</td>
</tr>
<tr>
<td>6. Swarm</td>
<td>vi. All the people who are watching or listening to a play, concert, speech.</td>
</tr>
<tr>
<td>7. Team</td>
<td>vii. A group of people who come together for a purpose, e.g. a meeting.</td>
</tr>
<tr>
<td>8. Audience</td>
<td>viii. A large crowd of people that may become violent.</td>
</tr>
<tr>
<td>9. Squad</td>
<td>ix. A large number of people in one place</td>
</tr>
</tbody>
</table>

**Model answers:** 1-iv, 2-ix, 3-iii, 4-vii, 5-viii, 6-ii, 7-v, 8-vi, 9-i
Further Activity: Students will be given collective nouns for ‘groups’ of birds, animals and fishes under column ‘A’ and collective nouns for ‘groups’ of birds, animals and fishes is preceded by the preposition ‘of’ under column ‘B’. For example, the collective noun ‘school’ under ‘A’ and ‘of fish’ under ‘B’. Therefore, it becomes ‘school of fish’. Like this they will be asked to match items under column ‘A’ with items under column ‘B’. 

TSL Activity 6

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Non-detailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>A Tale of Two Birds</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Reading skill</td>
</tr>
<tr>
<td>Mode:</td>
<td>Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Identification</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Projector, Slides, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: At first the teacher will explain and illustrate regarding how the same word is being used as a verb and noun. Then the students will be given some words (of the sentences) from the text ‘A Tale of Two Birds’ for identification of verb and noun from the same word. For example,

He is my brother, but he does not talk to me. (Talk=verb)

That bird has always heard the talk of robbers. (Talk=noun)

Here, they will notice that ‘talk’ in the first sentence is a verb, and ‘talk’ in the second sentence is a noun. Now, they will be asked to identify the underlined words in the given sentences as nouns and verbs.

Sentences:
1. It is going to rain like cats and dogs.
2. The flight is going to land within next two minutes.
3. The airport does not have enough land for its expansion.
4. I am sorry, I am in a hurry.
5. The woman asked the police and the psychiatrist to hurry to our house.
6. If God gave man rest, man would rest and forget God.
7. We don’t water our garden everyday as there is shortage of water.
8. India and Bangladesh share water-resources.
9. The opposition thought that they would surprise public by winning by an overwhelming majority.
10. However, the ruling party gave a big surprise by sweeping the election.
11. The weather forecast says that there will be no rain this month.

Model answers: 1=V, 2=V, 3=N, 4=N, 5=V, 6=N, 7=N, 8=N, 9=V, 10=N, 11=V (N=Noun, V=Verb)

Further Activity: Students will be given some words and they would be told to frame sentences using such words both as ‘verb’ as well as ‘noun’. 

TSL Activity 7

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Non-detailed</th>
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</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>A Tale of Two Birds</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Reading Skill</td>
</tr>
<tr>
<td>Mode:</td>
<td>Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Use of Riddles</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Projector, Slides, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: Initially the teacher will narrate the story ‘A Tale of Two Birds’ very effectively to the students. Later they will read the same story independently and find out the appropriate words from the story for the given riddles.
**Given riddles:**

1. **I live in a tree**  
   *My house is free*  
   *I don’t pay house-tax*  
   *But I’m afraid of axe*  
   *My songs you’ve heard*  
   *My name rhymes with the above word*  
   *Who am I?*

2. **When dark clouds clash**  
   *Across the blue I flash*  
   *When its dark night*  
   *You can see me more bright*  
   *I look like the sky’s blood vain*  
   *And usually a companion of rain*  
   *Who am I?*

3. **The peacock dances for me**  
   *When she looks up first drops to see*  
   *Without me farmers can’t grow grain*  
   *Dams and canals just can’t drain*  
   *Though engineers storm their brain*  
   *My name rhymes with the word train*  
   *And is the same when the first letter is slain*  
   *Who am I?*

4. **When I am furious**  
   *Photographers are curious*  
   *When I thunder*  
   *Many things go under*  
   *I tear things*  
   *Don’t come out when I thunder*  
   *If you do, it will be a blunder*  
   *Who am I?*

---

**Model Answer:** 1. bird 2. Lightning 3. rain 4. storm

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**Further Activity:** Students will be asked to prepare some riddles based on their text at home.

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### TSL Activity 8

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Non-detailed</th>
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</thead>
<tbody>
<tr>
<td><strong>Referred topic:</strong></td>
<td>A Tale of Two Birds</td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td>Developing Speaking &amp; Writing Skills</td>
</tr>
<tr>
<td><strong>Mode:</strong></td>
<td>Group work</td>
</tr>
<tr>
<td><strong>Teaching-learning technique:</strong></td>
<td>Guessing the Meaning of the Idioms</td>
</tr>
<tr>
<td><strong>Supportive materials:</strong></td>
<td>Projector, Slides, &amp; Answer-sheets</td>
</tr>
<tr>
<td><strong>Proposed time:</strong></td>
<td>6 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** The present activity is based on the assumption that all the students have some understanding of different idioms and phrases. In this present activity they will be given adequate scope to express their understanding of the following idioms and phrases. The whole class will be divided into four groups. And each group will be given idiom/phrase/saying as given below.

Group1: A bird in the hand is worth two in the bush

Group2: Bird’s eye-view

Group3: As free as a bird

Group4: Birds of the same feather

For example, each member of a Group1 will offer his/her understanding of the saying ‘a bird in hand is worth two in the bush’ in front of all in class; they will not offer their understanding of other idioms/sayings/phrases. Subsequently, they will explain the idiom in turns with examples. In the same manner, the different group will perform their task one by one.

**Model Answer:** A bird in the hand is worth two in the bush - its better to have something certain than to take a risk to get more.  
Bird’s eye-view - an overall/cursory look at something  
As free as a bird - having no ties/completely free  
Birds of the same feather - people of same type/sort stay together

---

**Further Activity:** Students will be given five idioms under column ‘A’ and ten meanings under column ‘B’. This is a twin activity. Students will first strike off the five meanings which do not fit to the idioms. Then they will match idioms with their correct meanings.
TSL Activity 9

Learning Area: Non-detailed
Referred topic: A Tale of Two Birds
Focus: Developing Writing Skill
Mode: Group mode
Teaching-learning technique: Creating Word Webs
Supportive materials: Projector, Slides, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: Here the students will be given some key words within boxes (which constitute word clusters). First they will read the text ‘A Tale of Two Birds’ thoroughly and then complete such word clusters. For example, one student can write associated word like teacher, student, classrooms etc. for the key word ‘school’. Like this, they will write the associated words for the key words ‘weather’ and ‘bird’ in the present activity.

Key words:

![Weather and Bird Word Webs]

Model Answer: Weather - rainy, summer, hot, cool, pleasant etc.
Bird - eagle, crow, pigeons, nests, wings, beak, feather etc.

Further Activity: The teacher will give the students additional key words such as ‘animal’, ‘family’ etc. Students will write down their lexical sets as home work.

TSL Activity 10

Learning Area: Non-detailed
Referred topic: A Tale of Two Birds
Focus: Developing Reading & Writing Skills
Mode: Whole class
Teaching-learning technique: Ordering Sentences Logically and Chronologically
Supportive materials: Projector, Slides, & Answer-sheets
Proposed time: 5 minutes

Activity Procedure: The students will be required to read the following sentences in the given order. Later they are required to rearrange the sentences logically in order to make a story.

1. One day a storm blew away the baby birds.
2. A king sat down to take rest under a tree outside a cave.
3. There was a bird in a forest
4. He heard a bird living in the company of robbers.
5. One baby-bird landed out side a cave and the other outside a holy man’s cottage.
6. He immediately left the place and sat down under a tree near the holy man’s hut.
7. He heard a bird living in the company of the holy man.
8. They had a nest in a shady tree.
9. The holy man invited the king into his hut.
10. It had two new-born babies.

Model Answers: 3, 10, 8, 1, 5, 2, 4, 6, 7, 9.

Further Activity: Students will be given a jumbled sequence of events from the story called ‘The friendly mongoose’. They will write such jumbled sequence of events in logical order.
Activity Procedure: Students will read the following text and on the basis of the content of the text, they will fill in the blanks found in following 'tree diagrams'.

Given Text:

Birds eat different kinds of food. There are insect-eaters, seed-eaters, birds of prey, scavengers that eat dead animals and birds that like many different kinds of food. The sharp, strong beak of the woodpecker is good not only for digging out nests in the wood but also for digging out insects from tree trunks. The curved beak of a hawk is excellent for tearing off a small animal such as a field-mouse. Its sharp nails too are a help in catching small animals. The kingfisher has a bill suited for fishing.

Many birds eat seeds. Short, strong bills are good for breaking seeds. Some birds catch insects in the air. They open their mouths wide and catch insects very much like a fisherman gathers in fish with a net. A broad mouth and a short bill are best for catching insects in this way. Other birds have bills that are especially good for finding worms in the ground or for eating fruits. Scavengers need bills that can tear meat just as birds of prey do.

Model Answers: i. insect-eaters, ii. seed-eaters, iii. birds of prey, iv. Scavengers.

Further Activity: Students will be given a meaningful tree diagram with the help of which they will write a paragraph.
Questions:
   i. What are the different categories of birds on the basis of food?
   ii. What sort of beak does a woodpecker have?
   iii. What do woodpeckers do with their beaks?
   iv. Whose beak is considered excellent for tearing off a small animal?
   v. Whose bill is considered best suited for fishing?
   vi. What sort of bird is scavenger?

Model Answers: i. insect-eaters, seed-eaters, birds of prey, & Scavengers
   ii. sharp and strong
   iii. for digging out nests in the wood and digging out insects from tree trunks
   iv. hawk
   v. kingfisher
   vi. scavengers is a bird that eat dead animals

Further Activity: Students will listen to a short and simple poem ‘Stopping by Woods on a Snowy Evening’ (class IX, NCERT English textbook) and fill in the gaps given on a work sheet on the basis of the contents of the poem.

Part B: TSL Activities for developing Linguistic Creativity

TSL Activity 1

Learning Area: Non-detailed
Referred topic: A Tale of Two Birds
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Picture Drawing
Supportive materials: White Board/Black Board, Answer Sheets, Pencils, & Sketch-Pen
Proposed time: 5 minutes

Activity Procedure: At first the students will look at the spelling of the word ‘tree’. Then, they will try to draw as many pictures of a tree as possible using the letters ‘T’, ‘R’, ‘E’, and ‘E to represent various parts of a tree’.

TSL Activity 2

Learning Area: Non-detailed
Referred topic: A Tale of Two Birds
Focus: Developing Linguistic Creativity
Mode: Individualized
Teaching-learning technique: Listing Similar Types of Words
Supportive materials: Dictionary, Thesaurus, & Slides
Proposed time: 4 minutes

Activity Procedure: Students are expected to be familiar with many collective nouns. For example, crowd, mob, etc. are various collective nouns. Now, they will write down as many collective nouns as possible that refer to groups of people.

List of Collective Nouns:
   i. Gang
   ii. .......
   iii. ....... .......
**TSL Activity 3**

**Learning Area:** Non-detailed  
**Referred topic:** A Tale of Two Birds  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Lexical Clipping  
**Supportive materials:** Projector, Slides, & Answer-sheets  
**Proposed time:** 4 minutes

**Activity Procedure:** The teacher will illustrate how beheading a word results into creation of another word. For example, when we behead the first letter of the word ‘learn’, we get new word ‘earn’. Now, Students will list as many words as possible that yield new word when they are beheaded.

<table>
<thead>
<tr>
<th>Words</th>
<th>New Words After Beheading</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Tall</td>
<td>i. All</td>
</tr>
<tr>
<td>ii. ..........</td>
<td>ii. ..........</td>
</tr>
<tr>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

**TSL Activity 4**

**Learning Area:** Non-detailed  
**Referred topic:** A Tale of Two Birds  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Brainstorming  
**Supportive materials:** Pen, Paper, & White-Board  
**Proposed time:** 4 minutes

**Activity Procedure:** The students will think about as many catchy titles as possible for the story ‘A Tale of Two Birds’.

**List of Possible Catchy Titles:**
1. Good Bird and Bad Bird: Creation of Environment
2. ..........................................................
3. ..........................................................

**TSL Activity 5**

**Learning Area:** Non-detailed  
**Referred topic:** A Tale of Two Birds  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Creative Story Writing  
**Supportive materials:** Pen, Paper, & White-Board  
**Proposed time:** 5 minutes

**Activity Procedure:** Each student will write a story on the line ‘A man is known by the company he keeps’ with in a given time limit.

**TSL Activity 6**

**Learning Area:** Non-detailed  
**Referred topic:** A Tale of Two Birds  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Listing Words  
**Supportive materials:** Pen, Paper, & Chalk  
**Proposed time:** 5 minutes
Activity Procedure: Each student will write as many names of living places as possible. For instance, ‘nest is a living place because birds live in nest to protect their eggs, babies and themselves from heat, rain etc’. Now the students will make a list of words that express living places and write down the explanations for such living places.

**List of Living Places**

1. Cocoon
2. ..................

Learning Area: Non-detailed  
Referred topic: A Tale of Two Birds  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Listing names  
Supportive materials: Pen, Paper, & Projector  
Proposed time: 5 minutes

**Activity Procedure:** ‘A Tale of Two Birds’ shows how a storm blows away bird’s nests and many other things. The teacher will ask every student to mention as many as damages that are caused by the storm.

**Consequences of a storm**

1. It blows away many strong trees.
2. ..................
3. ..................

Learning Area: Non-detailed  
Referred topic: A Tale of Two Birds  
Focus: Developing Linguistic Creativity  
Mode: Individualized  
Teaching-learning technique: Paragraph Writing  
Supportive materials: Pen, Paper, & Projector  
Proposed time: 6 minutes

**Activity Procedure:** The teacher will ask each student to write a paragraph on ‘winter season’ using the following key words. These key words are given as hints only.  
**Key words for the winter season:** good appetite, energy to work hard, and very few health problems.

**Topic-2 The Friendly Mongoose**

Part A: TSL Activities for developing Linguistic Skills

Learning Area: Non-detailed  
Referred topic: The Friendly Mongoose  
Focus: Developing Listening & Speaking Skills  
Mode: Individualized  
Teaching-learning technique: Question-Answer  
Supportive materials: Audio-Tape, Projector, & Slides  
Proposed time: 5 minutes

**Activity Procedure:** The teacher will play the recorded story ‘The Friendly Mongoose’, and students will listen to it carefully and answer the questions given below.
Listening comprehension questions:

i. Where did the farmer and his wife live?
ii. How many children did they have?
iii. Which animal did they keep as their pet?
iv. Who killed the baby mongoose?
v. Where did the farmer’s wife go?
vi. Whom did the mongoose fight with?


Further Activity: The teacher will give students six statements based on the story ‘The Friendly Mongoose’. Three of them will be false statements. Students will identify statements as true or false. They will do this true-false exercise as homework.

Activity Procedure: The students will read silently the story ‘The Friendly Mongoose’ displayed on the computer screen silently. Then teacher will give the following ten statements based on the story. Students will identify those statements as true or false statements.

Statements:

i. The farmer brought the mongoose from the market.
ii. The woman went to a beauty parlor.
iii. The farmer went to his field and then to his friend.
iv. The snake bit the baby.
v. The mongoose killed the baby.
vi. They had two sons.
vii. The farmer had killed the mongoose.
viii. The mongoose was a wicked animal.
ix. The farmer’s wife was happy to kill the mongoose.
x. The mongoose had killed the farmer’s son.

Model Answers: i. f, ii. f, iii. t, iv. t, v. f, vi. f, vii. f, viii. f, ix. f, x. f

Further Activity: Students will write five beliefs/superstitions about ‘snakes’. Here is one belief: ‘Snakes can hear the music played by the snake charmer.’ Students will write down other beliefs that are known to them as homework.
the word ‘sweet’ represents long vowel /i:/, while ‘/i/’ sound in the word ‘baby’ represents short vowel /i/.

**Recorded Words:** evening, village, field, still, screamed, smeared, market, tears, basket, and leave.

<table>
<thead>
<tr>
<th>Long vowel /i:/</th>
<th>Short vowel /i/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Model Answers:**
- Long vowel: field, screamed, smeared, tears, leave
- Short vowel: evening, village, still, market, basket

**Further Activity:** The teacher will say some more words having long /i:/ and short /i/. Students will listen and say if such words have the long /i:/ or short /i/.

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## Learning Area: Non-detailed

### TSL Activity 4

**Referred topic:** The Friendly Mongoose

**Focus:** Developing Reading Skill

**Mode:** Individualized

**Teaching-learning technique:** Intensive Reading

**Supportive materials:** Projector, Slides, & Computer

**Proposed time:** 3 minutes

**Activity Procedure:**

Students will read the text ‘The Friendly Mongoose’ carefully. The teacher will select certain words and phrases from the same text and ask the students to choose the most appropriate contextual meanings of those words and phrases according to the content of the text.

**Selected Words and phrases:**

i. ‘To be off to’ refers to - 1). to start 2). to go to 3). to do 4). to stop.
ii. ‘To keep an eye’ means - 1). to look down upon 2). to watch 3). to bring 4). to scold.
iii. The word ‘sweet’ in ‘sweet-baby’ means - 1). delicious 2). cute 3). sweet as sugar 4). none of them.
v. ‘Mongoose’ has friendly relationship with the 1). snake 2). farmer 3). farmer’s wife 4). farmer’s family.

**Model Answers:** i. 2, ii. 2, iii. 2, iv. 3, v. 4

**Further Activity:**

The teacher will choose five adjectives from the story ‘The Friendly Mongoose’ and ask the students to think of nouns that go with those adjectives.

---

## Learning Area: Non-detailed

### TSL Activity 5

**Referred topic:** The Friendly Mongoose

**Focus:** Developing Reading Skill

**Mode:** Individualized

**Teaching-learning technique:** Temporal Zooming In

**Supportive materials:** Projector, Slides, & Tape-Recorder

**Proposed time:** 3 minutes

**Activity Procedure:**

The teacher will display the story of Mr. Chandranna (as given below) on the screen. Students will be asked to convert the whole story into simple present tense. An example for converting a sentence into a sentence of simple present tense is given here:

A farmer and his wife lived in a village with their small son. (Past tense)

A farmer and his wife live in a village with their small son. (Present tense)

Further, the students will be asked to read aloud their story.
**Story of Mr. Chandranna:**
Once upon a time, in the small town of Kovalam in Kerala, Mr. Chandranna, a farmer, caught a fish. He took it home for dinner. His children fell in love with the fish and stopped him from killing and cooking it. Since then it lived in the bath tub and shared it with the children. The family has trained it to swim into a bucket. Mrs. Radha said that the fish was part of their family.

**Model Answers:** In the small town of Kovalam in Kerala, Mr. Chandranna, a farmer, catches a fish. He takes it home for dinner. His child fall in love with the fish and stop him from killing and cooking it. Since then it lives in the bath tub and shares it with the children. The family trains it to swim into a bucket. Mrs. Radha says that the fish is part of their family.

**Further Activity:** The teacher will narrate a brief story of ten sentences in simple present tense. Then the students will convert the story at a time from simple present tense to simple past tense.

**TSL Activity 6**

<table>
<thead>
<tr>
<th>Learning Area: Non-detailed</th>
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<tbody>
<tr>
<td>Referred topic: The Friendly Mongoose</td>
</tr>
<tr>
<td>Focus: Developing Speaking &amp; Writing Skills</td>
</tr>
<tr>
<td>Mode: Pair group work</td>
</tr>
<tr>
<td>Teaching-learning technique: Role Play</td>
</tr>
<tr>
<td>Supportive materials: Answer Sheets</td>
</tr>
<tr>
<td>Proposed time: 5 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** At first, pairs will be formed in the class. A member of a pair will play the role of a snake and the other member will play the role of a mongoose. Then they will start talking to each other. An exemplar dialogue is given below.

**Exemplar Dialogue:**

| Mongoose: Hey snake! Where are you going? My master and mistress are not at home. They have asked me to keep an eye on the baby. |
| Snake: My friend, I just want to see the baby. He is so cute! |
| Mongoose: Don’t you go near the baby! He is my elder brother. |
| Snake: Please believe me. I won’t harm the baby. |
| Mongoose: Stop there and gently pass. I know your designs! Hey! Do you hear me? You better get lost. |
| Snake: (crawls towards the cradle) Yes, I will go. First, let me kiss the baby. |
| Mongoose: I say, get going from here right now. |
| Snake: (stands up, spreads its hood and almost flashes at the baby) Hiss! Hiss! |
| Mongoose: (attacking the snake) Alright, take this and this! and this! |
| Snake: Hiss! Oh, I am bleeding! (Wriggles in pains and coils and recoils). |
| Mongoose: Thank god. My brother is safe. (Leaves the snake in a pool of blood and stands at the door expecting the mistress to come back). |

(Each pair will continue this type of dialogue. But the contents of the dialogue would differ from pair to pair)

**Further Activity:** The teacher will provide a gapped dialogue between the snake and the mongoose. For example, the snake’s utterances will be given but the mongoose’s utterances will not be given. Students will be asked to fill in the gapped dialogue (blanks) with the help of their own imagination/creative thinking.
TSL Activity 7

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Reading Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Close Reading  
**Supportive materials:** Projector, Slides, & Tape-Recorder  
**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will choose the following underlined expressions from the story ‘The Friendly Mongoose’. All of those expressions contain words ending in ‘ly’. Usually words ending in ‘ly’ (quickly, carefully, and suddenly) act as adverbs. However, certain words ending in ‘ly’ serve as adjectives. For example, ‘friendly mongoose’ - here we see that though the word ‘friendly’ ends in ‘ly’ but it is not an adverb because the word ‘friendly’ qualifies noun. Then students will classify the underlined ‘ly’ words in the following expressions as adjectives or adverbs.

**Expressions:** Lovely animal, Fast asleep, Fully grown, Rashly killed, Hastily made.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>i.</td>
</tr>
<tr>
<td>ii.</td>
<td>ii.</td>
</tr>
<tr>
<td>iii.</td>
<td>iii.</td>
</tr>
</tbody>
</table>

**Model Answers:** Adjective - lovely  
Adverb - fast, fully, rashly, hastily

**Further Activity:** The teacher will give some more words to the students which end in ‘ly’. For example, ‘Ashok drives recklessly’, Dolphins are very friendly etc. They will categorize such words on the basis of adjective and/or adverb.

TSL Activity 8

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Reading & Writing Skills  
**Mode:** Individualized  
**Teaching-learning technique:** Creating Collocations  
**Supportive materials:** Projector, Slides, & Answer-sheets  
**Proposed time:** 3 minutes

**Activity Procedure:** At first, the students will read the story ‘The Friendly Mongoose’ very carefully paying special attention to the use of adjectives. The teacher will display some adjectives used in the same story under column ‘A’ and certain nouns chosen from the story under column ‘B’. Students will draw three columns (i.e. column A, column B, and column C) on a worksheet and write adjectives under ‘A’ and nouns under ‘B’ and collocations in the third column. One adjective may go with more than one noun. The chart will look like this:
Further Activity: The students will use thesaurus and dictionary and list ten collocations consisting of an adjective ‘handsome’. For example, the students can write words like a handsome man, a handsome salary, a handsome gift etc.

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
<th>Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>Son</td>
<td>1. Black mongoose</td>
</tr>
<tr>
<td>Shining</td>
<td>Snake</td>
<td>2.</td>
</tr>
<tr>
<td>Wicked</td>
<td>Mongoose</td>
<td>3.</td>
</tr>
<tr>
<td>Dead</td>
<td>Animal</td>
<td>4.</td>
</tr>
<tr>
<td>Friendly</td>
<td>Eyes</td>
<td>5.</td>
</tr>
<tr>
<td>Heavy</td>
<td>Basket</td>
<td>6.</td>
</tr>
<tr>
<td>Blood-smeared</td>
<td></td>
<td>7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.</td>
</tr>
</tbody>
</table>

Model Answers: black snake, shining eyes, wicked mongoose, dead snake, lovely eyes, heavy basket etc.

Further Activity: The students will use thesaurus and dictionary and list ten collocations consisting of an adjective ‘handsome’. For example, the students can write words like a handsome man, a handsome salary, a handsome gift etc.

Learning Area: Non-detailed
Referred topic: The Friendly Mongoose
Focus: Developing Reading Skill
Mode: Individualized
Teaching-learning technique: Close Reading
Supportive materials: Slides, Projector, & Answer-sheets
Proposed time: 4 minutes

Activity Procedure: The teacher will ask the students to read the given sentences very closely and find out the names of animals hidden in each of the sentences. Further, they will be asked to write down the names of the animals in their answer sheets. One example is given here:

He is a V.I.P., erstwhile though.

Here we find ‘viper’ as the name of the animal.

Sentences:
1. The farmer sold a common goose yesterday.
2. I saw our chauffeur at the crossroads.
3. We have a UNESCO branch in our society.
4. A surgeon inspects naked bodies.
5. I heard the rattle regularly.

Model Answers: 1. mongoose, 2. rat, 3. cobra, 4. snake, 5. rattler

Further Activity: The teacher will ask the students to write down the names of animals seen the zoo at home.

Learning Area: Non-detailed
Referred topic: The Friendly Mongoose
Focus: Developing Listening & Speaking Skills
Mode: Individualized
Teaching-learning technique: Poem Recitation
Supportive materials: Projector, Slides, & Tape-Recorder
Proposed time: 5 minutes
Activity Procedure: The students will listen to the recording of the given poem ‘Snake’ and answer the questions that follow the poem.

Snake
A snake came to my water-trough
Once hot, hot day and I in pyjamas for the heat,
To drink there...................
I came down the steps with my pitcher
And must wait, must stand and wait, for there he was at
the trough before me.
Some one was before me at the water-trough,
And I, like a second comer, waiting............
The voice of my education said to me
He must be killed,
For in Sicily the black snakes are innocent,
The gold are venomous.......... But I must confess how I liked him,
How glad I was he had come like a guest quiet........
I felt so honored.
........... honored still more
That he should seek my hospitality........
He drank enough............... And looked around like a god,
I picked up a clumsy log
And threw it at the water-trough....
And immediately I regretted it.
I thought how paltry, how vulgar, what a mean act!
I despised myself and the voices of my accursed human education.....
And wished he could come back, my snake.
For he seemed to me again like a king,
Like a king in exile....
And so, I missed my chance with one of the lords of life
And I have something to expiate,
A pettiness.

Questions:
Q1. Does the poem portray snake as a ‘bad’ or ‘dangerous’ animal?
Q2. What images does the poet use to describe it?

Model Answers:
Q1. No, the poem does not portray the snake as a bad or dangerous animal.
Q2. The poet uses the image of guests, god, king in exile, and lords of life to describe it.

Further Activity: The teacher will draw the students’ attention to the description about ‘snake’ in the story ‘The Friendly Mongoose’ and the description about ‘snake’ in the present poem. Then the students will comment on the negative and positive attitudes to snakes as presented in the story and the poem.

TSL Activity 11
Learning Area: Non-detailed
Referred topic: The Friendly Mongoose
Focus: Developing Writing Skill
Mode: Individualized
Teaching-learning technique: Letter Writing
Supportive materials: Answer Sheets
Proposed time: 5 minutes
Activity Procedure: The teacher will instruct each student to write a letter to a friend describing the incident that happened in the story ‘The Friendly Mongoose’. The story would be written within the given time.

Further Activity: The teacher will ask the students to write a report for a T.V. Channel using the incident happened in the poem ‘Snake’ by D.H. Laurence.

Learning Area: Non-detailed
Referred topic: The Friendly Mongoose
Focus: Developing Writing Skill
Mode: Individualized
Teaching-learning technique: Dialogue Writing
Supportive materials: Answer Sheets
Proposed time: 5 minutes

Activity Procedure: The teacher will instruct the students to write a dialogue between the snake of the story ‘The Friendly Mongoose’ and the snake of the poem ‘Snake’ for a newspaper.

A Simulated dialogue is given here:
The story snake: Hello brother, poem snake?
The poem snake: Oh, Hi! Brother. I am fine. How about you?
The story snake: I am fine too. By the way, where are you going?
The poem snake: I am going to D. H. Lawrence’s house.
The story snake: Oh really! To the poet who loves our fraternity? What will you do there?
The poem snake: You see, he has a big water tank in his courtyard. I am very thirsty. This year the summer is very hot! and how about you? Where are you going?
The story snake: I am going to a farmer’s house.
The poem snake: Are you going to drink water there?
The story snake: I am sorry. I can’t tell you the secret. bye bye! i must hurry up. i must reach the place before the farmer and his wife get back home.

Further Activity: The students will write down the names of different types of snakes at home as their homework.

Part B: TSL Activities for developing Linguistic Creativity

Activity Procedure: This activity will draw the students’ attention to spelling reversal. There are many words in English, the spelling of which can be reversed meaningfully. Reversal can be productive or non-productive or unproductive. Productive reversal results in new words, for example, ‘but’ results into ‘tub’. Non-productive reversal gives us the same word, for example, ‘did’ gives us another ‘did’. And the un-productive reversal gives us no word, for example, ‘bear’ will become ‘raeb’. The teacher will ask the students to write down as many words as they can that yield new words/ same words/no words after their spelling reversal.
<table>
<thead>
<tr>
<th>Productive reversal</th>
<th>Non-productive reversal</th>
<th>Un-productive reversal</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Rat- tar</td>
<td>i. Mom-mom</td>
<td>i. Snake -ekans.</td>
</tr>
<tr>
<td>ii. ..................</td>
<td>ii. ..................</td>
<td>ii. ..................</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii. ..................</td>
</tr>
</tbody>
</table>

### TSL Activity 2

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Brainstorming  
**Supportive materials:** Answer Sheets  
**Proposed time:** 6 minutes

**Activity Procedure:** The teacher will ask each student to imagine a situation where a snake and a mongoose converse with each other through questions only. It is called ‘question only please’ game. The participant snake and mongoose will have to answer questions through questions only. When snake or mongoose responds using a statement, s/he loses the round and the game ends there. This way each student will write a conversation between a snake and a mongoose through questions only.

A simulated conversation between a mongoose and a snake through question mode is given here:

**Mongoose:** Where ever are you going?  
**Snake:** Why do you want to know?  
**Mongoose:** Are you going to tell me or not?  
**Snake:** What will you do if I don’t tell you?  
**Mongoose:** Don’t you know what I will do?  
**Snake:** How would I know?  
**Mongoose:** Is it the first time that you are face to face with a mongoose?  
**Snake:** Are you threatening me?  
**Mongoose:** Why do you think so?  
**Snake:** It is your posture! (the snake loses the round because he responds with a statement)

### TSL Activity 3

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Listing Words  
**Supportive materials:** Projector, Slides, & Tape-Recorder  
**Proposed time:** 4 minutes

**Activity Procedure:** The teacher will write two words i.e. ‘parents’ and ‘farmer’ in two columns (column ‘A’ and column ‘B’) as given below. The first word is a relationship word and the second one is an occupation word. Students will write down as many relationship words as possible around the word ‘parents’ in column ‘A’ and as many occupation words as possible around the word ‘farmer’. For example: One can write the word ‘sister’ for relationship word and ‘doctor’ for an occupation word in column ‘B’.
### Column ‘A’ (Relationship Word)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Sister</td>
</tr>
<tr>
<td>ii.</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td></td>
</tr>
</tbody>
</table>

### Column ‘B’ (Occupation Word)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Farmer</td>
</tr>
<tr>
<td>ii.</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td></td>
</tr>
</tbody>
</table>

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**TSL Activity 4**

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Listing Qualities  
**Supportive materials:** Projector, Slides, Answer Sheets  
**Proposed time:** 4 minutes  

**Activity Procedure:** The student will write down as many adjectives as they can for ‘mongoose’ and ‘snake’ in the following respective columns. For example: s/he may write adjective like ‘friendly’ for a mongoose and ‘poisonous’ for a snake.

<table>
<thead>
<tr>
<th>Adjectives for a mongoose</th>
<th>Adjectives for a snake</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td></td>
</tr>
</tbody>
</table>

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**TSL Activity 5**

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Cross Referencing  
**Supportive materials:** Projector, Slides & Answer Sheets  
**Proposed time:** 5 minutes  

**Activity Procedure:** The teacher will ask the students to mention as many names of famous stories that are having animal characters but written by eminent writer. For example: ‘Tom and Jerry’.

**Names of the stories having animal characters:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td></td>
</tr>
</tbody>
</table>

---

**TSL Activity 6**

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Brainstorming  
**Supportive materials:** Projector, Slides, Answer Sheets, & Pencils  
**Proposed time:** 5 minutes
Activity Procedure: The teacher will display a picture of an animal that is talking and ask the students to write as many consequences as possible on the statement ‘if animals could speak’. For example, they would help man to detect criminals without receiving any training.

**If animals could speak then**

i. ..........................

ii. ..........................

iii. ..........................

TSL Activity 7

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Brainstorming  
**Supportive materials:** Answer-Sheets, Pencils, & Slides  
**Proposed time:** 5 minutes

Activity Procedure: The teacher will ask the students to write down as many titles as possible for the contents of the story ‘The Friendly Mongoose’.

**List of possible titles:**

i  A Farmer and his Mongoose

ii  .........................

iii  .........................

.........................

TSL Activity 8

**Learning Area:** Non-detailed  
**Referred topic:** The Friendly Mongoose  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Cooperative Writing  
**Supportive materials:** Answer-Sheets, Pencils, Slides, & Projector  
**Proposed time:** 5 minutes

Activity Procedure: The teacher will ask each student to brainstorm on the issue ‘how to conserve wildlife’ and accordingly suggest as many as methods to conserve wild life.

**Topic-3 The Shepherd’s Treasure**

**Part A: TSL Activities for developing Linguistic Skills**

TSL Activity 1

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Reading & Writing Skills  
**Mode:** Individualized  
**Teaching-learning technique:** Matching  
**Supportive materials:** Projector, Slides, & Answer Sheet  
**Proposed time:** 5 minutes

Activity Procedure: The teacher will select some words from the story ‘The Shepherd’s Treasure’ and put them in following (i.e. column ‘A’ and column ‘B’) two columns. Further, the teacher will ask the students to match the words from column ‘A’ with words of column ‘B’ and write their collocations in
the third column i.e. column ‘C’. For example, the students can take the word ‘small’ from column ‘A’ and ‘cottage’ from column ‘B’ and make a new collocation ‘small cottage’.

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
<th>Column ‘C’ Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Small</td>
<td>i. Nature</td>
<td>i. ..................</td>
</tr>
<tr>
<td>ii. Tired</td>
<td>ii. Astonishment</td>
<td>ii. ..................</td>
</tr>
<tr>
<td>iii. Meager</td>
<td>iii. Governor</td>
<td>iii. ..................</td>
</tr>
<tr>
<td>iv. Wise</td>
<td>iv. District</td>
<td>iv. ..................</td>
</tr>
<tr>
<td>v. Jealous</td>
<td>v. Cottage</td>
<td>v. ..................</td>
</tr>
<tr>
<td>vi. Famous</td>
<td>vi. Traveler</td>
<td>vi. ..................</td>
</tr>
<tr>
<td>vii. Great</td>
<td>vii. Meal</td>
<td>vii. ..................</td>
</tr>
<tr>
<td>viii. Friendly</td>
<td>viii. Conversation</td>
<td>viii. ..................</td>
</tr>
</tbody>
</table>

Model Answers: small district, tired traveler, meager meal, wise shepherd, humble nature, jealous governor, famous traveler, great astonishment etc.

Further Activity: The teacher will select some adjectives and nouns from the stories ‘A Tale of Two Birds’ and ‘The Friendly Mongoose’ and mix such adjectives and nouns. Then, the students will match such adjectives and nouns on the basis of their thematic relationship properly.

Activity Procedure: The teacher will display the story ‘The Shepherd’s Treasure’ on the computer screen and ask the students to read it properly paying special attention to the uses of describing words in story. After the students have finished the first time reading of the story, they would read the story for the second time. While reading the story for a second time, they will note down the adjectives and nouns that go together to understand the patterns of collocation among them.

List of adjectives and nouns that go together:

i. Jealous Governors
ii. ..................
iii. ..................

Model Answers: wise king, humble shepherd, small district, tired traveler etc.

Further Activity: The teacher will instruct the students to think of appropriate adjective for the nouns that s/he provides. For example, for the noun heat, they can think of describing adjective like scorching, enervating, debilitating etc.

Activity Procedure: Content words like noun, verb, and adverbs are generally accented whereas structure words like articles, personal and relative pronouns, auxiliary verbs, prepositions, and
conjunctions are generally not accented. For example, in the sentence ‘he has lost his pen’, the words ‘lost and ‘pen’ are content words so they are uttered with greater breathe force while the grammatical words are not uttered with greater breathe force. That is why grammatical units can be reduced to weak forms in connected speech. The teacher will ask the students to read the given sentences carefully and underline the weak forms in such sentences.

**Given sentences:**

i. Many people came to him for advice.
ii. I have a long way to go.
iii. He was kind and just to one and all.
iv. An old blanket was all that came out.
v. I need people like him to work for me.

**Model Answers:** i. to, for, ii. a, to, iii. and, to iv. an, v. to, for.

Further Activity: The teacher will advise students to listen to the news reader on BBC world and jot down the weak forms of the structure words from such news readers.

---

**TSL Activity 4**

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Non-detailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>The Shepherd’s Treasure</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Listening &amp; Speaking Skills</td>
</tr>
<tr>
<td>Mode:</td>
<td>Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Drilling</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Slides, Projector, &amp; Audio-Tape</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** Indian students often have difficulty with the patterns of stress in English pronunciation. A word in English has one or two or more syllables. All the syllables are not equally prominent. For example, in the word ‘action’, the students will put the stress in the beginning part of the word. Now, the students will listen to the recording of the given words carefully and utter those word with proper stress on their syllables.

**Recorded Words:** Letter, Human, Below, Believe, Above, Impressed, and Cottage.

**Further Activity:** The teacher will give some more words to utter at home.

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**TSL Activity 5**

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Non-detailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>The Shepherd’s Treasure</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Listening &amp; Speaking Skills</td>
</tr>
<tr>
<td>Mode:</td>
<td>Pair-work</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Phonological Discrimination</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Slides, Projector, &amp; Audio-Tape</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

**Activity Procedure:** When we change singular noun to plural noun, we usually add /s/ or /es/ to the given noun. These plural markers (i.e. /s/ or /es/) are pronounced in three different ways e.g. /s/, /z/, and /iz/. For example, when we add ‘s’ as a plural marker to the word ‘table’, it is pronounced as /s/; when we attach it to the word ‘eye’ it is pronounced as /z/; and in words such as ‘dance’ the plural marker ‘es’ is articulated as /iz/. Here, the students are asked to listen to the recording of the given words carefully first and then classify them on the basis of pronunciation of the plural marker.

**Recorded Words:** sorrows, troubles, problems, governors, stories, cloaks, and reports.
Further Activity: The teacher will ask the students to write some plural nouns and classify them on the basis of plural marker.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/-iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>governors, cloaks, reports</td>
<td>sorrows, problems, troubles</td>
<td>stories</td>
</tr>
</tbody>
</table>

An exemplar poem is given here:

People, one and all, had heard,
Of a humble and wise shepherd.
He lived in a humble cottage,
But was known for his courage.
He didn’t have silver or gold,
But truth he always told.
He just had an old blanket,
But was richer than Buffet.

An exemplar poem is given here:

Once there was a wise shepherd
About whom everyone had heard
The king spotted this shepherd humble
But then began his many a trouble
For other governors grew highly jealous
To see this new governor exceptionally zealous
Giving whoever wanted his advice and counsel packed with experience wise
The king one day gave him a test
But he came out as better than the best.

An exemplar poem is given here:

Once a king heard a word,
That in his land there was a shepherd,
Who was known far and wide for his wisdom
In all places throughout the kingdom
To help everyone he was ever eager
And with surprise guest shared his meager meal
The king spotted this shepherd wise
And made him governor for his clever advice.

Activity Procedure: The teacher will display the picture of a shepherd where the picture should depict that the shepherd opens his iron-chest in front of the empire and the jealous governors. Then the students will be asked to write a short poem on the shepherd as they have read in the story ‘The Shepherd’s Treasure’. If needed, they can make use of words from the story.

Picture of a shepherd:
Further Activity: The students will read the above three poems on ‘the shepherd’ and make a list of the qualities that are found in the shepherd.

### TSL Activity 7

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Listening & Writing Skills  
**Mode:** Individualized  
**Teaching-learning technique:** Phonological Discrimination  
**Supportive materials:** Answer Sheets, & Audio-tape  
**Proposed time:** 5 minutes

**Activity Procedure:** When we convert a verb from present tense to past tense, we usually add /d/ or /ed/ to the given verb which is pronounced in three different ways e.g. /t/, /d/, and /id/. For example, in the word ‘delayed’ it is pronounced as /d/, in ‘rated’ it is pronounced as /id/ and in ‘underdeveloped’ it is pronounced as /t/. The students are asked to listen to the recording of the given words first and then classify the given words on the basis of the pronunciation of the past tense marker.

**Recorded Words:** uneducated, disguised, rested, impressed, decided, appointed, remained, honored, loved, added, carried, collected, discovered, summoned.

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
</table>

**Model Answers:**  
/t/- uneducated  
/d/- disguised, impressed, appointed, remained, loved  
/id/- rested, decided, added, collected

Further Activity: The teacher will give some more verbs to the students to identify on the basis of their pronunciation of past tense marker as homework.

### TSL Activity 8

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Reading & Writing Skills  
**Mode:** Pair group work  
**Teaching-learning technique:** Scanning  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 5 minutes

**Activity Procedure:** The students will read the displayed text i.e. ‘The Shepherd’s Treasure’ carefully and find out sentences/ parts of sentences from the story which have the following ‘meanings’. For example, ‘He was illiterate’. For this meaning, the students will find out sentence/part of sentence from the text. For the meaning of ‘he was illiterate’, the appropriate sentence of the text is ‘He had never been to school or learnt to read and write’. Like this the students will do the present activity.

**Meanings of the sentences:**

i. If you should remove me from governorship.  
ii. He stood up to greet him.  
iii. He shouted.  
iv. The other governors began to envy him.  
v. He had to pay attention to the other governors.
Further Activity: The teacher will instruct the students to make a list of hardships that the shepherd’s faced in his life in the story ‘The Shepherd’s Treasure’.

TSL Activity 9

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Non-detailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>The Shepherd’s Treasure</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Reading &amp; Speaking Skills</td>
</tr>
<tr>
<td>Mode:</td>
<td>Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>Identifying Adjectives</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: It is known that if a word ending in ‘ly’ word qualifies a noun then it is an adjective. And if a word ending in ‘ly’ word qualifies a verb then it is an adverb. Here the students will find out which of the following ‘ly’ word is an adjective.

Given Words: terribly jealous, securely fastened, friendly nature, secretly collected, and eagerly waited.

Model Answers: ‘friendly nature’ is an adjective because ‘ly’ word here qualifies a noun. Others are adverbs as they qualify verbs.

Further Activity: The teacher will ask the students to write synonymous words for the word ‘humble’ as their homework. For example, the students may write unassuming, not proud, and down to earth etc. for the word ‘humble’.

TSL Activity 10

<table>
<thead>
<tr>
<th>Learning Area:</th>
<th>Non-detailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred topic:</td>
<td>The Shepherd’s Treasure</td>
</tr>
<tr>
<td>Focus:</td>
<td>Developing Reading Skill</td>
</tr>
<tr>
<td>Mode:</td>
<td>Individualized</td>
</tr>
<tr>
<td>Teaching-learning technique:</td>
<td>True/false type</td>
</tr>
<tr>
<td>Supportive materials:</td>
<td>Slides, Projector, &amp; Answer-sheets</td>
</tr>
<tr>
<td>Proposed time:</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

Activity Procedure: The students will go-through the displayed text ‘The Shepherd’s Treasure’ carefully and then they will state whether the given statements are true or false.

Given Sentences:

1. The shepherd was illiterate.
2. The shepherd was friendly but unwise person.
3. The shepherd was not hospitable because he was poor.
4. The king made the shepherd the governor of the largest district.
5. The shepherd governor carried an old blanket in his iron-chest as a memory of his past.
6. The shepherd also carried gold, silver and jewels in his iron-box.
7. The king made the shepherd the governor of a smaller province.
8. The king dismissed the shepherd from the post of a governor.

Model Answer: i. t, ii. f, iii. f, iv. t, v. t, vi. f, vii. t, viii. f (t= true and f=false)

Further Activity: The teacher will ask the students to see dictionary and note down the uses/meanings of the word ‘fast’ as an adjective as well as an adverb the dictionary. Then the students are instructed to make sentences using ‘fast’ as an adjective as well as adverb.
**TSL Activity 11**

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Reading Skill  
**Mode:** Individualized  
**Teaching-learning technique:** Riddles  
**Supportive materials:** Slides, Projector, & Answer-sheets  
**Proposed time:** 5 minutes

**Activity Procedure:** The teacher will ask the students to select the most appropriate word from the given words for answering the following riddles.

**Riddles:**

i. Men and women, young and old, boys and girls take shelter in me. My name indicates only ‘age’, not class or gender. Who am I?  
ii. I look after herds of livestock; my name indicates the name of the type of that livestock minus one ‘e’. Who am I?  
iii. I am a desert animal. I am tall and have a hump. I give people a bumpy ride. Who am I?  
iv. I am the sole owner of my country. There were many like me in the past. Now our number is a minority. Who am I?  
v. I am King Duncan that Macbeth killed. I am the snake that Lawrence liked. When you call me I say you rightly ‘guessed’. Who am I?  
vi. I am the one that your stature measures. When people find me their hearts fill with pleasures. When they lose me they have a seizure. Who am I?  
vii. My name can be split into two. One is an empty space in a question you have to fill in. Another is an abbreviation for extra-terrestrial. Who am I?  
viii. I am in a hill or mountain. I am famous because of Ajanta and Ellora. In the past, holy men and saints used to be my staying guests. Who am I?

**Given words:** treasure, king, shepherd, camel, cave, village, guest, and blanket.

**Model Answers:** i. Village  
ii. Shepherd  
iii. Camel  
iv. King  
v. Guest  
vi. Treasure  
vii. Blanket  
viii. Cave

**Further Activity:** The teacher will advise students to work in group to create some riddles based on the text ‘The Shepherd’s Treasure’.

---

**TSL Activity 12**

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Writing Skill  
**Mode:** Pair group work  
**Teaching-learning technique:** Close Reading  
**Supportive materials:** Slides, Projector & Answer-sheets  
**Proposed time:** 3 minutes

**Activity Procedure:** Each of the following sentences has the name of a color hidden in it. The teacher will ask the students to work in pair and discover the name of a color hidden in each of the given sentence and write them in their answer sheets. For example, in the sentence ‘Many a fellow hit even the humble and wise shepherd governor with jealous’ we find the color ‘white’ in it.

In the**

**Given sentences:**

1. The governors did agree not be jealous of the shepherd again.  
2. Hundreds of people gathered to witness what came out of the box.  
3. The shepherd governor showed neither bitterness nor anger towards the jealous governors.  
4. The mob lacked patience and wanted to see what the shepherd would take out of the box.
5. When the mob saw the shepherd taking out a blanket from the box, they wanted to yell ‘ow’.
7. Although he rose to power and dignity the shepherd remained humble.


**Further Activity:** The students will write examples from nature on the basis of ‘blue’ color. For example, for the color white one can write names like snow, sugar, salt, milk etc.

**Part B: TSL Activities for developing Linguistic Creativity**

### TSL Activity 1

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Writing a Conversation  
**Supportive materials:** Answer Sheets, CD, & Audio-Tape  
**Proposed time:** 6 minutes

**Activity Procedure:** The teacher will ask the students to write a conversation between a jealous governor and the king of the story ‘The Shepherd’s Treasure’. They may talk about the shepherd, governors, his chest, its content etc.

### TSL Activity 2

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Drawing Picture  
**Supportive materials:** Pencil, Answer Sheets, Projector, & Slides  
**Proposed time:** 3 minutes

**Activity Procedure:** The teacher will instruct the students to draw as many pictures of different styles as possible of a shepherd holding a stick, wearing a turban and having a blanket on his shoulder. The more the characteristics of the shepherd are displayed in the picture the more creative they will be considered.
Activity Procedure: Here the teacher will instruct each student to write a small paragraph about the hardships of the shepherd of the story ‘The Shepherd’s Treasure’ in their own language.

Activity Procedure: The teacher will ask the students to read the story ‘The Shepherd’s Treasure’ carefully and understand the character of the shepherd. Then they will use adjectives to pay compliments to the shepherd. But their complimenting adjective must begin with the letter that the teacher announces. For example: **Why do you like the shepherd?**

- **Teacher:** ‘A’
- **Student:** a c t i v e
- **T:** ‘B’
- **S:** .........................
- **T:** ‘C’
- .........................
- .........................

Activity Procedure: The teacher will ask the students to read the story ‘The Shepherd’s Treasure’ carefully and understand the character of jealous governor. They will use negative adjectives to describe jealous governor but their negative adjective must begin with the letter that the teacher announces.

For example: **Why do you dislike jealous governors?**

- **Teacher:** ‘A’
- **Student:** a w f u l
- **T:** ‘B’
- **S:** boastful
- **T:** ‘C’
- **S:** Crafty
- .........................
- .........................
**TSL Activity 6**

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Role-Modeling  
**Supportive materials:** Answer Sheets, Pencils, Slides, & Projector  
**Proposed time:** 5 minutes

**Activity Procedure:** The students will be given different roles to play like the role of poor shepherd, jealous governors, king, the common people etc. How better they are able to depict the actual story in their role-playing will be noticed by the teacher. At last the roles will be evaluated by the teacher.

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**TSL Activity 7**

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Explaining a saying  
**Supportive material:** Answer Sheets, Pencils, Slides, & Projector  
**Proposed time:** 3 minutes

**Activity Procedure:** In this activity, each student will explain with examples the saying ‘Man is known by the company he keeps’. They will do so within a given time.

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**TSL Activity 8**

**Learning Area:** Non-detailed  
**Referred topic:** The Shepherd’s Treasure  
**Focus:** Developing Linguistic Creativity  
**Mode:** Individualized  
**Teaching-learning technique:** Story Writing  
**Supportive materials:** Answer Sheets, Pencils, Slides & Projector  
**Proposed time:** 4 minutes

**Activity Procedure:** The teacher will ask each student to write a story on the line of the proverb ‘Honesty is the best policy’. Students are given much freedom to design the story as per their own creative thinking.

*****
APPENDIX–D

LINGUISTIC SKILLS TEST IN ENGLISH (LSTE)

Sub: English
Class: VI
Time: 2 hours
Full Marks: 100

(Figures in the right side indicate marks)

1. **PROSE SECTION:**
   a) **Listen to the story very carefully and answer the following questions.**

   Once upon a time, there was a big fruit-bearing tree on the side of the river. The tree was very kind. On
   one summer day, a poor hungry man wandered here and there, but, did not get food anywhere.
   Therefore, he went near the tree and sat under it. He felt comfortable there so he slept under the tree.
   After some time, he woke up and asked the tree to give him some food. Some fruits fell down and the
   man ate them. Then again, he asked the tree to help him to build a house. The tree told him to cut its
   branches and build a house. The man did accordingly and lived in his house happily. Again, he prayed
   to the tree to help him to earn his livelihood. The tree told him to cut its trunk/log to make a boat and
   earn his livelihood. After that, he prayed to the tree to help him to cook. The tree told to cut the last
   portion of its trunk and use it as fuel. Then in winter season, the man requested the tree to give him
   warmth. Then the tree told him to take out its root and burn it to get some warmth. The man did so and
   lived happily.

   1. How does the tree help the man to make him happy? 1x4=4
   2. i). What did the man do when he felt very cold? 2x2=4
      ii). How did the man start to earn his livelihood? 2x1=2
   3. Fill in the gaps with appropriate words.

   Trees are very ................ in our lives. So we should not .............. tree.

   b) **Read the passage carefully and answer the given questions orally.**

   Kalpana Chawla was born in Karnal, Haryana, but was a naturalized U.S. citizen, married to flight
   instructor Jean-Pierre Harrison. She said that she never dreamed as a child in Karnal, that she would
   cross the frontiers of space. She attended engineering college after she graduated from Tagore School.
   Then she went for master’s degree to the United States of America. She later earned her Ph.D in
   aerospace engineering. Besides being an astronaut, she was licensed to fly single and multi-engine
   seaplanes and gliders. She was also a certified flight instructor.

   1. The passage describes Kalpana’s dream. What is your dream? Tell us about it. 1x4=4
   2. What was Kalpana Chawla besides being an astronaut? 1x2=2
   3. i). Where is Karnal? 4x1=4
      ii). Whom did she get married? 2x1=2
      iii). What was she licensed to fly? 2x1=2
      iv). Where did she do her Masters?

c) **Read the passage carefully and try to answer all the questions.**

   Babies sleep for up to eighteen hours a day. Mrs. Thatcher and Napoleon said that no one could live
   without sleep. However, how much sleep do we really need? Research by the National Sleep
   Foundation in Washington says that we all need eight hours sleep every night. Scientists have found
   that people who sleep for less than six and half hours a night are often less healthy than people who
sleep for eight hours. Going without sleep also increases the chance of serious illness. ‘Workaholics’ who sleep for less than five hours often die young, and do less well at work. Dr. Thomas Roth, director of the foundation says, ‘good health needs good sleep’. However, not too much of it, says Professor Jim Horne of Loughborough University. Sleep is like food and drink, he believes: ‘you would always like to have a little bit more, but that does not mean you need it’.

1. Write down the summary of the passage.  
2. i). Who is the director of the foundation and what did he say?  
   ii). What did Professor Jim say?  
3. State whether the given statements are true or not.  
   i). Babies sleep up to eight hours a day.  
   ii). Workaholics do less well at work.

4. Look at the picture and write answers to the questions given below.

1. Describe in writing any one thing/person in the picture. 
2. What is wrong with the things, animals, and people in the picture? 
3. i). What is the cat doing?  
   ii). How many days does September have?  
   iii). Write about the clock as shown in the picture?  
   iv). What is the man doing in the picture?

2. POETRY SECTION:  
   a) Listen to the poem carefully and write answers to the given questions.

   Brush, brush, brush your teeth,  
   Brush them every day.  
   Father, mother, brother, sister  
   Brush them every day.  
   Comb, comb, comb your hair,  
   Comb it every day.
Father, mother, brother, sister
Comb it every day.
Wash, wash, wash your face,
Wash it every day.
Father, mother, brother, sister
Wash it every day.

1. What message does the poem give? 1x4=4
2. How many verbs are there in the poem and what are they? 1x2=2
3. Fill in the blanks. \( \frac{1}{2} \times 2 = 1 \)

Health is ............ So we need to take .......... of our health.

b) Read the following poem and answer the given questions orally.

A House, A Home
What is a house?
Its brick and stone
And wood that is hard
Some window glass
And perhaps a yard.
It’s eaves and chimneys
And tile floors
Ad stucco and roof
And lots of door.
What is a home?
It’s a loving and family
And doing for others.
It’s brothers and sisters
And fathers and mothers.
Its unselfish acts
And kindly sharing
And showing your loved ones
You’re always caring.

1. Say a few sentences about your own house/home. 1x4=4
2. What are the main differences between house and home? 1x2=2
3. ......has connection with emotions/feelings but not with ...... (house/home) \( \frac{1}{2} \times 2 = 1 \)

c) Read the given poem and answer the questions.

The Quarrel
I quarreled with my brother
I don’t know what about
One thing led to another
And somehow we fell out.
The start of it was slight,
The end of it was strong,
He said he was right,
I knew he was wrong!
We hated one another
The afternoon turned black.
Then suddenly my brother
Thumped me on the back,
And said, “oh, come along!
We can’t go on all night
I was in the wrong.’
So he was in the right.

1. Write down four rhyming words from the poem and make sentences using those words? 2x2=4
2. i). ‘The afternoon turned black’. Turned black means: 1x4=4
1. There was a total solar eclipse
2. There was a severe storm
3. There was a bitter feeling between them
4. There was no electricity.

ii). The speaker quarreled with her brother over
1. Money
2. Start of a game
3. End of a game
4. She does not know what

iii) They hated each other for
1. A long time
2. A few days
3. One night
4. An afternoon

iv). The speaker’s brother
1. Did not admit he was wrong
2. Accused the speaker of being wrong
3. Confessed he was not right
4. Said both of them were right.

d) **Read the given poem carefully and answer the questions in writing**

**The Kite**

How bright on the blue
Is a kite when it’s new!
With a dive and a dip
It **snaps** its tail
Then **soars** like a ship
With only a sail
As over tides
Of wind it **rides**
**Climbs** to the crest
Of a gust and pulls,
Then **seems** to rest
As **wind falls**.

1. Now try to rewrite the poem in past tense. Convert only the underlined words. 4x1=4
2. Write down four action verbs from the given poem and frame sentences using them. 1x4=4

3. **NON-DETAILED SECTION:**

a) **Listen to the story carefully and answer them properly.**

**The King and the Foolish Monkey**

Once, a king had a monkey. The monkey was allowed to enter the king’s palace, whenever it liked. One day the king was fast asleep and the monkey was fanning him. Suddenly, a fly came and sat on the king’s nose. The monkey drove it away with the fan. The fly kept coming again and again. The foolish monkey picked up a stick and hit the fly with it. The fly flew away. The king got hurt and broke his nose.

1. i). How did the king break his nose? 2x2=4
   ii). What proves that the monkey was foolish? 1x3=3

2. Fill in the blanks. 1x3=3
   i). The monkey was ............... him.
   ii). The fly sat on king’s .................
   iii) The monkey ........... the king’s nose.

b) **Read the passage carefully and answer them correctly.**
Once upon a time, there was a shepherd. Though poor and uneducated, this shepherd was very wise. He understood people’s sorrows and troubles, and helped them face their problems with courage and common sense. Many people came to him for advice. Soon he became famous for his wisdom and friendly nature.

1. What sort of person is shepherd? Speak in detail.
2. How did the shepherd help the people?
3. What made the shepherd so famous?

c) Read the story carefully and answer the given questions.

A tortoise and a goose live together in a lake. After some years, the lake starts to dry up and the goose readies to fly somewhere else. The tortoise begs him to take him along. The goose tells him that he should grasp the end of a stick in his mouth and at no cost should he open his mouth. The tortoise agrees and goose carries the stick with the tortoise and flies off. While passing over a village, they are spotted by the villagers who laugh at the sight of the tortoise flying. Infuriated, the tortoise opens his mouth to answer back at them. So, he loses grip and falls to the ground and dies.

1. What do the tortoise and the goose decide to do to save their lives?
2. i). Where do the tortoise and the goose live? 
   ii). What happens to the lake after some years?
   iii). Suggest one title for the story.
   iv). What is the moral of the story?

d) The teacher will ask the students to write down what he dictates them. Further, they will be instructed to use correct spellings, punctuation marks and upper case/capital letters wherever necessary.

One day Rancho, a monkey, saw some children going into a school building. You know a monkey likes to do what he sees others doing. So, Rancho went in with the children. They sat down in their chair. Rancho too sat down with them. The children took out their books from their bags. Rancho saw a book lying near him and he picked it up. The children now turned over the pages of their books to read. Rancho too did the same. This made the children laugh. Just then, the teacher came in the class. Rancho jumped out of the window and ran away.

2. Write down the plural words

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Child</td>
<td></td>
</tr>
<tr>
<td>ii. Goose</td>
<td></td>
</tr>
<tr>
<td>iii. Monkey</td>
<td></td>
</tr>
<tr>
<td>iv. Deer</td>
<td></td>
</tr>
</tbody>
</table>

*****
APPENDIX–E
LINGUISTIC CREATIVITY TEST IN ENGLISH (LCTE)

Sub: English
Class: VI

Dear Students

It is an interesting test. The test is just like a game. It is based on total nine chapters (units) of class VI English textbooks published by NCERT, New Delhi. The test contains total 18 items. Out of 18 items, six items are on prose, six items are on poetry and six items are on non-detailed study area. Therefore, two items relating to each unit are given. The items do not have any fixed answer. Similarly, there is no exact right or wrong answer for any item. Each item requires divergent/many answers. Under each item, sufficient space for answers is given. Try to write as many answers as you can for each item. In addition, try to write/give different categories of answers as well as new types of answers for each item.

For each item, the time limit is 5 minutes; and for the entire test, the time limit is 90 minutes. You have to remember that it would be better if you proceed to another item after completing an item within five minutes so that you can complete all the items within time.

A. PROSE

1. Homework is very important in students’ life because every day teachers give homework to the students. If we do it regularly, it helps us to understand things easily. Like that, list as many other benefits as possible that we get by doing our homework regularly.

   a =  
   b =  
   c =  
   d =  
   e =  
   f =  
   g =  
   h =  
   i =  
   j =  
   ........

2. All of us are students. We want to become good students. Now, write down the qualities of a good student. For example, a good student is very punctual. Like this, list as many qualities as possible below.

   a =  
   b =  
   c =  
   d =  
   e =  
   f =  
   g =  
   h =  
   i =  
   j =  
   ........

3. We know many compound words. Compound words consist of two words together. Here, the students are asked to prepare a list of as many compound words as they can that have ‘house’ as the part of their compound words in them. For example: ‘house loan’.

   a =  
   b =  
   c =  
   d =  
   e =  
   f =  
   g =  
   h =  
   i =  
   j =  
   ........
4. We know many compound words. Compound words consist of two words together. Here, the students are asked to prepare a list of as many compound words as they can that have 'home' as the part of their compound words in them. For example: ‘home bird’.

   a =   f =
   b =   g =
   c =   h =
   d =   I =
   e =   j =

5. Most of us keep a dog at home as a pet. Dogs help us in many ways. For example: they guard our house at night. Now the students will write down as many benefits of dogs as pets as they can.

   a =   f =
   b =   g =
   c =   h =
   d =   I =
   e =   j =

6. We see different types/breeds of dog around us. For example, ‘German Shepherd’. Now they will prepare a list of as many breeds of dog as they can.

   a =   f =
   b =   g =
   c =   h =
   d =   I =
   e =   j =

B. POETRY

1. We know that there are two types of kite. One is paper kite and other is bird kite. Now write down as many differences between paper kite and bird kite as you can.

   a =   f =
   b =   g =
   c =   h =
   d =   I =
   e =   j =

2. Many things fly in the sky. For example, Kites fly in the sky/air. Make a list of as many other things as you can that fly in the sky.

   a =   f =
   b =   g =
   c =   h =
   d =   I =
   e =   j =

3. As you know, trees are our friends. They help us in many ways. For example, they give us fruits. Mention as many benefits of trees as possible.

   a =   f =
   b =   g =
   c =   h =
   d =   I =
   e =   j =
4. All of us want to become good sons/daughters like Taro in the story ‘Taro’s Reward’. We find him hard-working, obedient etc. Now write down as many qualities of an ideal son/daughter as you can.

   a =           f =
   b =           g =
   c =           h =
   d =           i =
   e =           j =

5. Sometimes we fight with our friends, brothers, or sisters. We fight for many reasons like money. Think of as many reasons of quarrels as possible.

   a =           f =
   b =           g =
   c =           h =
   d =           i =
   e =           j =

6. ‘Quarreling’ is a bad habit. Make a list of as many bad qualities as you can that we may develop in our childhood.

   a =           f =
   b =           g =
   c =           h =
   d =           i =
   e =           j =

C. NON-DETAILED

1. We see many birds around us and may have read about them. Now, jot down as many names of birds as you can.

   a =           f =
   b =           g =
   c =           h =
   d =           i =
   e =           j =

2. In the story ‘A Tale of two Birds’ we see that many trees have fallen down due to heavy rain and storm. Write down as many consequences of heavy rainfall & storm as you can think of.

   a =           f =
   b =           g =
   c =           h =
   d =           i =
   e =           j =

3. Make a list containing as many names of animals as possible that we usually see in a forest/jungle/zoo etc.

   a =           f =
   b =           g =
   c =           h =
   d =           i =
   e =           j =

   ........
4. Hunters kill many animals like elephants, tigers etc. which are our country’s pride. We must try to save them to maintain balance in the nature. List out as many ways as you can think about protecting animals from poaching.

   a =
   b =
   c =
   d =
   e =
   f =
   g =
   h =
   i =
   j =

5. King is considered the head of a country. We expect him to be wise so that he can rule his country fairly. Write down as many qualities of a king as possible that people expect in their leaders.

   a =
   b =
   c =
   d =
   e =
   f =
   g =
   h =
   i =
   j =

6. As we know, sportive spirit important in life. It enables us to accept defeats sportively and respect other sports persons. Mention as many sportspersons (men and women) as possible known for their sportive spirit.

   a =
   b =
   c =
   d =
   e =
   f =
   g =
   h =
   i =
   j =

   ******
APPENDIX–F

ACADEMIC PERFORMANCE TEST IN ENGLISH (APTE)

Sub: English  Time: 2 hours
Class: VI  Full Mark: 100

(Figures in right side indicate marks)

PROSE SECTION

1. Do you find any changes in Patrick at the end of the story? What was he at the beginning and what does he become at the end of the story ‘Who Did Patrick’s Homework?’ 4x1=4

2. State whether the given statements are true or false. 1x4=4
   I. Taro was an old woodcutter.
   II. Patrick hated homework.
   III. Taro was rewarded for obeying his parents.
   IV. Dog decided to take lion as his master.

3. Why did the Emperor reward Taro? 4x1=4

4. I. Why did the dog decide to find a master for himself? 2x3=6
   II. Whom did the dog take as his master at last and why?
   III. Who do you think did Patrick’s homework?

5. Convert the given passage into present tense and rewrite it. 1x4=4
   Taro saw a beautiful little waterfall hidden behind a rock. Kneeling at a place where the water flowed quietly, he cupped a little in his hands and put it to his lips. Was it water or was it sake? He tasted it again and again and always it was the same delicious sake instead of cold water.

6. Write down the meaning of the given words and frame sentences using them. 2x2=4
   I. Ignoramus
   II. Nintendo

7. Answer the given questions in full sentence. 1x4=4
   I. What sort of animal is dog?
   II. What did Taro do all day long?
   III. What was Taro’s father’s wish?
   IV. Who is considered to be man’s most loyal servant?

8. What are the benefits you get by doing your homework regularly? 4x1=4

9. I. Why do we call dog faithful animal? 2x3=6
   II. What did Taro do to fulfill his parents wish?
   III. Who has changed Patrick and how?
POETRY SECTION:

10. A. Fill in the given gaps with appropriate words.
   I. A ............... is made of brick and stone.
   II. A home is made of ............... and ............... 
   III. The word .......... has association with feelings/emotions.
   IV. A kite is ............ on the blue when it is new.

   B. Write down the opposite words.

   I. Right
   II. New
   III. Top
   IV. Strong

11. Explain the saying – 'Every home is a house but every house is not a home'.

12. I. Who are quarreling in the poem ‘The Quarrel’? What is their relationship? 
II. Write down the differences between home and house.

13. What are other things that fly in the sky/air like kite? Write in detail.

14. What are the materials required for making kite?

15. Rewrite the stanzas in past tense.

The Kite
How bright on the blue 
Is a kite when it’s new! 
With a dive and a dip 
It snaps its tail
Then soars like a ship 
With only a sail 
As over tides 
Of wind it rides 
Climbs to the crest 
Of a gust and pulls, 
Then seems to rest 
As wind falls.

16. ‘The afternoon turned black’. Turned black refers to-

   I. There was a total solar eclipse
   II. There was a severe storm
   III. There was a bitter feeling between them
   IV. There was no electricity.

17. Write a paragraph on ‘Ideal Home’.

18. Make sentences using the given words.

   I. Kite:
II. Quarrel
III. House

NON-DETAILED SECTION:

19. Write down the central theme of the story ‘A Tale of Two Birds’. 4x1=4
20. I. How is the character of Shepherd portrayed in the story ‘The Shepherd’s Treasure’? 1x2=2
   II. Why did the two sister-birds turn out to be of two different natures?
21. What message does the story ‘The Shepherd’s Treasure’ convey to us? 4x1=4
22. Who killed the mongoose and how? 2x1=2
23. What did the farmer’s wife do looking at the blood-smeared mongoose? 1x1=1
24. Fill in the given blanks. 1x2=2
   I. A man is known by his ……… (friends/family/classmates/teachers)
   II. …………… is the best policy (simplicity/honesty/goodness/non-violence)
25. I. Why did the shepherd carry an iron-chest always? 2x3=6
   II. Where did the farmer want to go?
   III. What was the result after opening the iron-chest?
26. Why did the king like the shepherd very much? 1x1=1
27. What happened to the birds after a big storm in the story ‘A Tale of Two Birds’? 4x1=4
28. Match the adjectives of column ‘A’ with nouns from column ‘B’. ½x4=2

<table>
<thead>
<tr>
<th>Column ‘A’</th>
<th>Column ‘B’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honest</td>
<td>Mongoose</td>
</tr>
<tr>
<td>Tiny</td>
<td>Shepherd</td>
</tr>
</tbody>
</table>

29. What do we learn from the story ‘The Shepherd’s Treasure’? 2x1=2

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