

ACTIVITIES ON L,S,R,W:

6. Listening :- Diphthongs / Iə / , / e ə / and / U ə /

Activity 1 :- The teacher prepares a number of cards with the above diphthongs. At least five examples for each diphthongs should be of great help. If students are in bigger number more cards should be kept ready. You can use the following words for the cards.

Diphthong / Iə /	Diphthong / e ə /	Diphthong / U ə /
clear	care	poor
mere	chair	sure
cheer	dare	cure
fear	fare	tour
hear	hare	
	pair	
	rare	
	tear (v)	

The cards prepared are to be mixed up and the students should be asked to sort out the words as per the diphthongs and make them into 3 groups. The word card could be stuck on the flannel board, displayed and practised.

Speaking :-

Reporting

- The students listen to the conversation below
- Then read it and practise it
- Then take roles and practise the sentences in the dialogues.

Dialogue 1 :-

Sinbad	-	Hello captain, how are you?
Captain	-	I'm fine, and may I know who you are?
Sinbad	-	I am Sinbad, a sailor.
Captain	-	How can I help you ?
Sinbad	-	Can I come in your ship ? I would like to see new places.
Captain	-	You can, but we visit some islands where no man lives..
Sinbad	-	Oh! It sounds exciting.

Now report what you have learnt from the dialogue

- Sinbad wished
- The captain asked
- Sinbad replied that

Dialogue - 2

Kavya : Good morning, my car was stolen this morning. I would like to make a statement.

Policeman : All right, what kind of car is that?

Kavya : It is a Maruthi 800, 2010 registration, grey leathered inside.

Policeman : What is the registration number?

Kavya : It's KA 20 BC 19594. I still have the keys, it was parked in front of my house. It was stolen during the night.

Policeman : I need your ID and the Registration Card.

Kavya : I don't have them. They were in the car.

Policeman : Well, hmm we'll see what we can do

Now Rewrite the sentences:-

1. My/ car/ stolen/ Good morning/ was/ this/ morning

.....

2. Statement /I /like /a /make/ would/ to

.....

3. right /of/ kind /is /that/ ? /car /what/ all

.....

4. Maruthi/ 800/ is /a /It /2010/ grey/ inside/ leathered /registration

.....

5. Registration/ number/ ?/ is/ the /what

.....

6. KA 20/ BC 19594./ It's/ have /the /keys/ still/ I /in/ it /was/ parked /of /front /house/ my
.....
 7. night /during /was/ the/ It/ stolen
.....
 8. I/ Registration/ and /Card/ ID /your /Card/ your /need
.....
 9. In/ car/ they /were /the/ them/ I /don't /have
.....
 10. We'll/ see /hmm/ well /we/can /what/ do
.....
-

7. **Reading** : Inferring : Collecting information from a given passage.

Read the passage carefully:-

Florence Nightingale rendered a unique service when the call came to her from the government to help the wounded and the suffering in the hospital at Scutari during the Crimean war. The condition in the hospital was horrible. There was dust, indifference and inefficiency. There was hostility to a woman who was assuming such a great public responsibility. It was an insult to the vanity of men. They raised all possible obstacles in her way. But she was an autocrat. She bore down and swept away all oppositions. The hospital became an ideal place and the wounded soldiers worshipped her like an angel. The lady with a lamp, as the soldiers lovingly called her, became a national heroine. The nation showed its gratitude to her by raising a huge sum for her benefit, but Florence showed herself to be greater by contributing that sum for setting up an institution for the training of nurses. Her ambition was not merely to build a profession of nursing but an entire nation of nurses. And she succeeded admirably in her mission.

Complete the following statements by selecting the most appropriate options from the ones given below

- a) Florence Nightingale found the conditions in the hospital
(i) as usual (ii) some what bad (iii) extremely bad (iv) agreeable
- b) Florence Nightingale was opposed in her work because :
(i) she wanted to do a good job (ii) she was inexperienced (iii) it was an insult to men's ego (iv) she was trying to help the enemy.
- c) Her ambition in life was:
(i) to set up an institution to train nurses (ii) to build a profession of nursing
(iii) to build an entire nation of nurses. (iv) to build a hospital
- d) She was an angel among the :
(i) men (ii) nurses (iii) soldiers (iv) general public
- e) Florence Nightingale was popularly known as :
(i) an autocrat (ii) a heroine (iii) a missionary (iv) the lady with the lamp

Writing:-

Punctuations : Apostrophe

It is a mark of punctuation used to identify a noun in the possessive case or indicate the omission of one or more letters in a word.

You can use an apostrophe to show that someone owns something.

Add's to make a word possessive eg.- John's spelling book is missing

If a word already ends in 's' you only need to add an apostrophe. eg. - James' spelling book is missing

Showing possession :-

The President's car (The car of the President)

India's population (population of India)

Omission of letters :-

It's a star (It is a star)

I'm hungry (I am)

Some of the auxiliary verbs usually take these abbreviated forms.

I'm, We're, You're, He's, I'll, I'd

Note: - With the plural nouns and the names ending with 's', we usually don't use the apostrophe.

E.g. : boys' hostel , girls' school, James' father

Compare: boy's shirts - boys' shirts

Rewrite each sentence adding apostrophes where necessary to show a possessive word:

1. The boys refused to enter the girls hostel.
2. All the teachers decided to celebrate this years Teachers Day by honouring all the three teachers who got retired last year.
3. The lecturers of St Aloysius College are thinking of presenting two skits on the Childrens Day.
4. You can see a number of boys where toys are sold.
5. The State Governments new projects need millions of rupees.

A Puzzle: The son of a king's daughter married the son of a king's daughter.

How is it possible?

The son of (a king's daughter) = a prince.

married

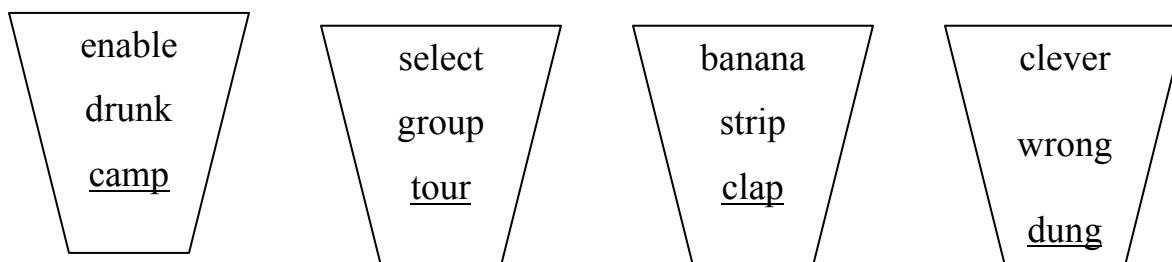
(the son of a king)'s daughter = a princess

LANGUAGE GAMES

Fill in the buckets:-

Objective : To enable children to develop vocabulary – spellings
TLM : Blackboard, colour chalks
Nature of the game: whole class
Time required : 20 minutes

Procedure: The class is divided into four groups. Picture of 4 buckets will be drawn on the black board. Let one child come to the board and write a four letter word, the next child writes five lettered word. The game continues with children from different groups writing a six lettered word, a seven lettered word and so on. The group that fills correctly is the winner.



Am I right ?:-

Objectives : To enable the children to say identity and correct the mistakes
TLM : List of some correct and some wrong sentence
Nature : Group activity
Time : 15 Minutes
Procedure : Divide the class into 4 groups.

Prepare strips with true and false sentence of the lesson. The students sit in groups and discuss the story. If the sentences are wrong, correct them and then sequence the story. The group that makes maximum corrections and frame the story correctly will be the winner

Language:-

REPORTED SPEECH

Before teaching Reported Speech, the five types of sentences should be made clear:

There are five types of sentences:

- i. Assertive Sentences.(Statements.)
- ii. ‘WH’ Questions. (Interrogatives)
- iii. ‘Yes/No’ Questions. (Interrogatives)
- iv. Requests or Orders.(imperatives)
- v. Exclamatory Sentences.

Note the changes in Reported Speech:

If the reporting verb is in past tense, all the verbs within the quotations are to be changed into past tense. But if the verbs within the quotations refer to universal truths they need not be changed into past tense.

this - that, these – those, here – there, now – then, today – that day, tomorrow – the next day, yesterday – the day before,

Pronouns change according to the situations.

SPECIAL NOTE

- If the verbs in the quotations tell about universal truths, they don’t change into past tense.
- If the verbs are already in past tense, they are to be changed into past perfect tense. i.e.: had + en / ed.
- If the reporting verb is in present or future tense forms, the verbs within the quotations need not be changed.
- While reporting, we don’t repeat the expressions of feelings like ‘ oh’, ‘please’, ‘my sister’ etc.

PAST TENSE PROBLEMS

We know that if the verbs inside the quotations are in Past tense, we have to change them into Past Perfect tense.

But, as Michael Swan notes, we need not change it into Past Perfect tense if the difference in the time is obvious.

e.g. My teacher used to say, “There were dinosaurs on earth.”

This can be reported as: My teacher used to say that there were dinosaurs on earth.
(Need not be as*there had been dinosaurs.*)

This is because the difference of time is obvious

REPORTING STATEMENTS

While reporting an assertive sentence, we use the linker ‘*THAT*’.

- i. She said to me, “Your sister is in my room.”
She said to me that my sister was in her room.
- ii. The shopkeeper said to the girl, “ I don’t have better rice. If you want better one you have to meet me tomorrow.”
The shopkeeper said to the girl that he had no better rice. He also said that if she wanted better one she had to meet him the next day.
- iii. “I don’t want to be troublesome,” said Andy.
Andy said that he did not want to be troublesome.
- iv. “I have seen god. I can show you god if you wish,” said Guruji.
Guruji said that he had seen god. He also said that he could show him god if he wished.
- v. The woman said, “My brother gave this to me on my 45th birthday.”
The woman said that her brother had given it to her on her 45th birthday.

Reporting 'Wh' questions

Here we use the same 'wh' there in the question as the linker. Then we exchange the positions of the auxiliary verb and the subject (or 'there') in the question. In other words, we write the answer form.

- i. She asked me, " Why are you laughing?"
She asked me why I was laughing.
- ii. My teacher asked me, "Where is your textbook?"
My teacher asked me where my textbook was.
- iii. We asked the S.I., " When are you going to find out the culprit?"
We asked the S.I. when he was
- iv. She said to my brother, " How do you manage to get 1st class every time?"
She asked my brother how he (did + manage) managed to get
- v. She said, " My dear mother, why did you open my diary?"
She asked her mother why she had opened her diary.

Reporting Yes / No questions

The linker to be used here is ' whether' or 'if'

Here too while reporting; just interchange the positions of the auxiliary verb and the subject in the question. In other words, after the linker, write the 'yes' answer to the question.

Other terms and conditions hold good here too.

1. She asked me, " Are you very hungry?"
She asked me whether I was very hungry.
2. My teacher said to the girl, " Have you seen my dictionary?"
My teacher asked the girl if she had seen his dictionary.
3. The shopkeeper asked me , "Am I a fool to take this spoiled note?"
The shopkeeper asked me whether he was a fool to take that spoiled note.

4. She asked her father, “ Did the minister talk to you?”
She asked her father if the minister had talked to him.
5. The H.M. asked the boys, “ Is there no one who can solve this sum?”
The headmaster asked the boys in wonder whether there was no one who could solve that problem.
6. Gandhiji asked the British,” Are you not ashamed of gobbling up everything of India?”
Gandhiji asked the British whether they were not ashamed of gobbling up everything of India.
7. I asked my mother , “ Can you prepare some payasam tomorrow?”
I asked my mother if she could prepare some payasam the next day.

REPORTING IMPERATIVE SENTENCES

‘to’ or ‘not to’ is the linker used here.

All other terms and conditions hold good here too.

The reporting verbs like *said, told* etc. get changed into *requested / ordered / directed / asked* etc. according to the situations.(This ‘*request*’ has a different colour.)

1. She said to me, “Please help me to lift my son’s cycle.”
She requested me to help her to lift her son’s cycle.
2. The teacher said to me, ‘Don’t open the book until I tell you.’
The teacher ordered me not to open the book until he told me.
3. The minister said to me, ‘ Keep my car ready.’
The minister ordered me to keep his car ready

REPORTING EXCLAMATORY SENTENCES

In reporting an exclamatory sentence, we have to follow two steps. First we change the given exclamatory sentence into an Assertive sentence. Then we change it into Reported Speech using the phrase ‘exclaimed that’.

e.g.:

1. She said, “How attractive the building is!”
(The building is very attractive.)
She exclaimed that the building was very attractive.
2. “What a wonderful match!” the boys shouted.
(The match is really wonderful)
The boys exclaimed that the match was really wonderful.

8) **TLM:**

Diphthongs :- flash cards

Sentence cards for language games

9) **Suggested reading :-**

The Man Who Knew Too Much :- a short story by Alexander Baron :-

The story is about a man named private Quelch who likes to show off his knowledge . His friends give him a nickname “ Professor” due to his lanky body and bespectacled looks. Although private Quelch meant to acquire a stripe and to get commission,he works hard for his ambition, but due to his habit of interrupting senior officers and showing off his knowledge he was nominated for permanent cook house duties by Corporal Turnbull. Corporal Turnbull was a young and smart soldier who had returned from Dunkirk. He was not a man to be trifled with the narrator and his fellow soldiers told each other that they could hammer nails into him without his notice. There are also many incidents in the story when private Quelch outshone his fellow soldiers on aircraft recognition, when professor interrupted the sergeant and he asking questions to professor in hope of revenge. The story ends with a light note with private Quelch lecturing his fellow soldiers on how to cut potatoes without its vitamin values being wasted.